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Uncovering the Theories of Practice of an English Teacher in a Rural Setting

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Acknowledgments

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Abstract

The current research explores the teaching process of an English teacher supported by her theories of practice in a rural setting. According to Johnson et al., (2021) this is the result of the often-overlooked attention that rural teachers receive from the government and in general the academic scholarship. Previous research has found that there may be unique challenges and opportunities associated with teaching English in a rural setting among other lack of resources, infrastructure, and professional development options, which in turn could shape teachers' theories of practice. However, little attention has been given to how these English teacher's theories of practice are constructed within their role in rural scenarios.

The study will be developed following the qualitative paradigm within a Case Study framework. To collect data, the author will implement semi-structured interviews and techniques observation related to the rural teacher discourses and practices around the English learning process at school located in North Tolima. This proposal can shed light on the teacher's significant experiences, the English's role in the school community, and how rural students perceive the English language in their lives.

Additionally, this would help to give voice to the lived experience of a rural teacher in teaching English, showing how public policy has sidelined the voice of the rural teacher, due to the political imposition of how English should be taught.

Keywords: English language teaching, rural education, theories of practice, case study.

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Chapter 1: Introduction

Teaching English in rural settings poses unique challenges that have a significant impact on the theoretical framework and theoretical practices of English teachers. Sadly, these experiences are often overlooked, and there is limited exploration of theory building practice in rural contexts (Arcila, 2017). This study aims to fill this gap in research by examining how an in-service English teacher builds her theory of practice when teaching English in a rural school. The study will take place in Alto Del Rompe, a rural school located in Falan, North of Tolima, and will involve a teacher with 32 years of experience teaching English despite lacking a formal degree in the subject. Employing a qualitative paradigm and a case study approach, data will be collected through semi-structured interviews and observation techniques such as field journal and field diary with the rural teacher.

Based on the researcher's personal background as a former rural student and the existing literature on rural education, the aim of this study is to analyze the perception and implementation of policies in remote regions. In addition, the pedagogical approaches and strategies employed by the rural English teacher will be examined to see how she constructs her theory of practice considering the context she inhabits.

The research endeavor aims to offer an empirical and theoretical outlook by recording the rural English teacher's experiences while delving into the theoretical foundations that make sense of these experiences. Also, it will highlight the meaningful encounters of the educator, the importance of English within the school community and how rural students view the English language in their daily lives.

In doing so, the study aims to give voice to the rural English teacher's life experience and highlight the educational exclusion she faces due to political impositions on English language teaching in a rural area. Addressing these issues is crucial to narrowing the urban-

rural gap in terms of educational coverage, and infrastructure. The following lines of this manuscript provide an overview of the contents of this paper.

The research project comprises five chapters. Chapter 1, Introduction, outlines the problem statement, research questions, objectives, and justification. It highlights issues such as the neglect of rural teachers' voices, insufficient attention to rural education in policy, and the need for reconstructing teaching theories. Chapter 2, Literature Review and Theoretical Framework, which delves into the relevant literature on pedagogical practices in English language teaching in rural areas, identifying gaps for further exploration and presenting the legal framework that guides and supports research with the laws established by Colombia in relation to rural education within the theoretical framework. In Chapter 3, Research Design, the study type, design, approach, participants, and data collection methods are detailed. In addition, it discusses the vision of language, researcher and participant roles, methodological design, and data analysis methods. Finally, Chapter 4, Expected Results and Conclusions, focuses on presenting data from interviews with an English teacher, analyzing her teaching strategies, and identifying factors influencing the development of teaching theories, culminating in expected outcomes.

1. Statement of the problem

In this study, I aim to give voice to the lived experience of a rural teacher who has developed pedagogical skills over many years of teaching in a specific context and has a deep understanding of the needs and challenges of rural learners. Since she works in a rural environment, she may not have access to the advanced resources and technologies available as in certain urban areas. Therefore, her ability to improvise and find creative solutions to teach English with what she has at her disposal has been a great success for her, and for her students' learning throughout her teaching. This initiative is born out of the need to recognize the lack of attention that has been given to the voice of rural teachers in the design of public

policies related to the teaching of English. A political vision has been imposed on how this subject should be taught, relegating the valuable experiences and knowledge of teachers in the classroom.

It is essential to ask who is present in the day-to-day classroom, putting these policies into practice and facing the real challenges of the teaching process. Teachers are the ones who translate these policies into tangible actions, facing particular contexts and realities in rural areas. For this reason, this initiative seeks to give voice and recognition to rural teachers, considering them as key actors in the development and implementation of education policies. Listening to their perspectives and experiences will allow for more effective and relevant teaching, promoting an educational environment that is truly adapted to the needs of rural learners and the particularities of their communities.

I decided to document this problem from an empirical and theoretical perspective. It is essential to mention that the following account provides critical information on how a teacher exhibits the process of how an English teacher develops a practical theory in teaching English within the premises of a rural school. In addition to that, it outlines the possible theoretical perspectives behind the facts presented here. It is important to note that rurality is one of the main challenges facing the educational field in Colombia. According to (DANE, 2021) there were 126,135 rural teachers with an academic assignment, which represents 28.6%. The previous year, 2020, 125,443 rural teachers had joined. Consequently, the percentage was 27.9% of the total educational workforce. Yet, when it comes to the quality of education, “the results of Encuesta Longitudinal de Colombia presented in” report by (Editor, 2022) the fact that “as the years go by, the distant areas of the city lag far behind. Indeed, after 6 years, the percentages of the delay in the learning process of the rural dwellers are 11.5% with the city figures being 8.7%”. This comparison indicates that even after they manage to go through the curriculum, the education quality there is much inferior to that in the major cities. There are

several reasons for such a scenario, one of which is evident correlation with the learning of digital educational resources.

Most rural education centers focused more on preschool and elementary school levels. Only 39% have received secondary education, while in cities this figure is 60%. The latest figures highlight the fragmented and difficult nature of accessing the site, as well as the challenges students face in completing their studies successfully. Following this idea, according to the National Development Plan 2018-2020, a person in rural areas studies on average six years, while in urban areas schooling amounts to ten. Likewise, they have been affected by various conflict situations, which has brought implications of direct, structural, or cultural violence. Bearing this in mind, regarding the professional qualification of teachers, various studies have specified the need to implement programs for rural teacher training in the country. The Colombian countryside lacks teachers trained in accordance with the technical requirements imposed by Information and Communication Technologies (ICT). In 2019, DANE highlighted that teachers are more familiar with the offline use of technological media; only 4.3% go online to teach curricular content and 25.1% access Internet search engines to consult educational content.

According to the opinion of rural teachers, the type of teaching provided by undergraduate and postgraduate higher education institutions does not take into account the particularity of the area and, in this sense, is disjointed from the needs of teachers in the Colombian countryside. Perhaps this is one of the reasons that explains the educational lag of rural teachers in the country. Of them, only seventy-five percent have achieved professional degrees, while the percentage of their peers in urban institutions amounts to ninety-one percent. In postgraduate studies the gap is fourteen points. If we add to the above that in all the competencies evaluated by ICFES in the Saber 11 tests, teachers currently working in rural areas had lower results than their urban colleagues, the matter not only shows a deficit

in the performance of the professional teaching practice, but also basic difficulties in the academic training of education professionals. Therefore, despite government initiatives to promote English language teaching in rural areas, resistance persists, and little progress is made in implementing these policies. And for some of these reasons, according to (Tejada & Sánchez, 2005), the standardized approach to language learning may not be effective for rural students. The government's focus on achieving specific proficiency levels, as outlined in the Common European Framework, may not take into account the unique needs and contexts of rural students. Therefore, language learning must be more flexible and adaptable to the specific needs and objectives of rural communities; To carry this out, according to Forero (2022), a comprehensive approach is required that includes investing in resources and infrastructure, hiring and training teachers, and making language learning relevant and meaningful for rural students.

Considering the information presented above, I have learned that the experiences of English teachers in rural settings are often overlooked, leaving them feeling unsupported and undervalued (Ramos & Morales, 2016). Furthermore, public policies often do not consider rural teachers or rural areas in general. This is due to a lack of understanding of the specific needs and challenges facing rural educators and communities, as well as a lack of resources and priorities to address these issues. In the educational field, according to Boix et., al (2015) public policies do not take into account the lack of access to educational and technological resources in rural areas, which hinders teaching and learning for rural students. They also ignore the fact that rural teachers often face greater isolation and less access to continuous training and updating their knowledge and skills. These policies overlook the implicit knowledge that is developed through a teacher's practical experience and personal reflection (Blanchet, 2018).

Similarly, the government has promoted different programs and policies to teach English in rural areas, but according to Roldán (2017), it has reported resistance and little progress in their implementation. Lack of resources, shortage of trained staff, lack of access to basic services, geographical challenges and social and cultural isolation are some of the needs rural students face daily (OECD, 2019).

According to the Rural education plan (PEER) proposed by the Ministry of National Education (MEN) assumed from approaches that are articulated to enhance the development of people and their territories, namely: the population approach, the territorial approach and the Human Rights approach, enabling human development, the latter understood as the development of people through the creation of human capabilities by people, through active participation in the processes that determine their lives, and for people, through the improvement of their lives (MEN, 2015). Therefore, the Rural Education Plan (PEER) must respond to the challenges presented by rural education in terms of diversity of territories and populations. On the one hand, by generating mechanisms that close the urban-rural gaps in terms of coverage, permanence, and quality of education, as well as favoring the continuity of children, adolescents, and young people in their educational trajectory in rural areas. On the other hand, in Colombia, the teaching and learning of English have been promoted by national and local authorities through different programs and policies, such as the Colombian English Framework Project (COFE), Law 115 of 1994 (General Law of Education), the National Bilingualism Program (PNB), English as a foreign language: a strategy for competitiveness, and the Colombia Bilingual Program 2014-2018. According to the national government, these policies have been proposed with the main objective of having citizens capable of communicating in English, with internationally comparable standards, which will make the country involved in universal communication processes, in the global economy and in cultural openness (MEN, 2004).

From an examination of the formulation and implementation processes of these policies, while some reports agree in highlighting the importance of foreign languages in the country, there is great resistance to the way these programs were formulated and are being implemented, and very little progress has been reported in terms of achieving the goals set out in the national policies (Usma, 2009).

Upon conducting an extensive revision of literature on rural education, it became evident that there is a dearth of studies that analyze the perception and implementation of policies in the rural areas of Colombia, as well as the interaction of the inhabitants of these regions with official discourses and practices. While certain studies are concentrated in urban areas, only two reports have analyzed the impact of these policies in remote regions, highlighting the challenges faced by these communities due to policies formulated in the Colombian capitals or departmental areas that are not tailored to rural areas.

As an example, the first study by Correa et., al (2014) examined the implementation of the National Bilingual Plan (PNB) in rural areas of Antioquia. The results revealed that study participants had limited information about the program, but they were aware of the steps taken by the government to implement it. The study highlighted the need for the government to include rural people in the formulation of policy objectives more effectively and efficiently. The second study by Bonilla and Arcila (2014) explores the sociocultural and critical aspects involved in the teaching and learning of English in rural communities in five central regions of the country. The study concludes that rural English teachers in Colombia face particular challenges that are overlooked by the implementation of national policies and identifies socio-cultural elements that define rural teaching practice and the professional role of teachers.

Both studies provide a critical overview of progress and challenges on the ground in Colombia and highlight the need for more impactful research on the implementation of these

national policies in remote areas. Addressing these issues is vital to improving the quality of life in rural communities, as these policies may limit the capacity of rural institutions to provide services and meet the needs of rural people, which can have a detrimental impact on the development and well-being of these communities.

In view of the above, it is notable that English language teachers in rural areas face several circumstances, which I will discuss in more detail below. As a rural student who has experienced what it is like to study in such an area with lack of resources and infrastructure, I should mention that teaching English in rural areas can vary depending on the context and resources available in the community. In some rural areas there may be schools that offer English classes as part of the regular curriculum, while in other rural communities it may be more difficult to access educational resources in English, as is the case in the school where this research will be carried out. Alto Del Rompe is a Calendar A school, offering co-education at pre-school, primary, secondary and baccalaureate levels.

The school is a day school and has three branches in different towns. The first is in Vereda, Alto Del Rompe, the second in Pirsas and the third in Tavera. The institution has an educational model that includes post-primary, rural secondary and new school. Likewise, the school has fifteen teachers, who supervise the basic and main subjects such as Mathematics, Spanish, Social Studies, Religion, Ethics, Science and English, which are taught by a private teacher. The referenced teacher has thirty-two years of experience teaching English and has demonstrated that a Bachelor of Arts degree can lead to meaningful learning experiences. Despite being one of the few teachers in the institution that teaches the foreign language, she has made the process of learning English fun and effective. She was able to create such active educational experiences by focusing on the importance of communities, the identity of rural students, and the role that they have to take on as learners of a foreign language. As I indicated based on my own example, she emphasizes the opportunity to manage the

environment and depending on the students' level of knowledge acquisition can be another way to lead meaningful experiences; this is due to her expertise, creativity, personalized approach, and connection to the community. Her resilience and the significant impact she has had on the educational and cultural development of students and the wider community make her work valuable and appreciated. After applying for a semi-structured interview that aimed to explore how a rural teacher manages the process of learning English at school.

The testimony revealed the following:

Researcher: What significant experiences have you had in your school when teaching English?

Interviewed teacher: The student learns much easier through games when the artistic part is used in the English area. (*Interview with teacher March 6; own translation*)

Interviewed teacher: Students have a concept or learn much more when faced with challenges in activities. A lot of work is done on creating lotteries, word searches, but when the word search becomes something playful when that word search is exchanged with the other students. (*Interview with teacher March 6; own translation*)

Researcher: What is the role of English in your school community?

Teacher: It is the role of leading them towards knowledge, towards different skills, which are totally motivating for their future. (*Interview with teacher March 6; own translation*)

Considering the above, it is seen that teachers must adapt his or her approach to the needs of rural learners, who may have different linguistic backgrounds, learning styles, and motivations (Arcila, 2017). That is why I would like to talk about the institution's issues. It seems there was no investment when it came to buying didactic material (i.e., textbooks, videos, study guides) which impacted the development of the English class. Therefore, the materials handled by the teacher were self-purchased. In the absence of materials from the institution drawn up to English, she manned herself with the necessary materials to give students enough to learn. According to Gutiérrez (2022), this, therefore, clearly implies that it is important to close the gap to make some or all ELT programs in rural areas inclusive, fair and accessible to all students, regardless of their economic or geographical status. It also implies that rural schools lack the necessary teaching materials to teach the English language.

Thus, limiting the progress and quality of language learning by students. Secondly, the lack of technology at school was noticeable. Mainly there was only one Video Beam, which was highly required by teachers in their classes since most teachers needed it to teach their respective classes.

Therefore, what happened was that part of the teaching group changed their strategies to better accommodate how they were going to carry out the teachings. Apart from the fact that there was only one Video Beam, the computer room had very few computers and tablets, which presented problems to connect to the internet, so students and teachers who had good data, had to share from their own internet to the devices to be able to do the work. Nevertheless, the students who had no connection had to look for other means to do their work. Considering that there was no good connection and no good electronic devices, the teachers did not use them. Therefore, the materials they used were physical, such as English dictionaries, notebooks, cardboards, etc. Rural students' access to online learning materials constantly limited the students' exposure to the language and hindered progress in language learning (Sibaja, 2018).

By examining the different factors at play, it is possible to affirm that the voice of the educator in the Alto del Rompe educational institution has been ignored by public policies. This situation is attributed to the absence of English language teaching programs in rural areas due to insufficient resources, inadequate access to basic services, and sociocultural distancing. Although the government seems to have made efforts to implement various programs and policies to promote English language teaching in these regions, it has not made enough progress.

Hence, considering the aforementioned circumstances, this research possesses the potential to enhance the voices of rural educators by aiding them in reconstructing their personal pedagogical frameworks. Initially, a teacher's theory of practice greatly influences

their perspectives on learning, teaching philosophy, introspection and self-assessment processes, classroom atmosphere, instructional methodologies, student relationships, and commitment to continuous professional development. A well-grounded theory of practice serves as a guiding structure for effective instruction and facilitates the growth of comprehensive and proficient educators (Chun Tie et., al 2019). Given this, it becomes imperative to establish a lucid framework in this regard.

Consequently, I strongly believe that by bringing forth the voices and experiences of teachers that have been silenced due to entrenched policies in rural language instruction, educators can acquire a heightened awareness of the value of their contributions within the classroom. As Kumaravadivelu (2003) aptly points out, theories of practice serve as a means of emphasizing teachers' entitlement to make sense of their professional endeavors, particularly in light of the present pedagogical dynamics that restrict such autonomy.

Essentially, educators are compelled to implement knowledge developed by international experts, which may not always align with rural realities. Thus, the significance of accentuating theories of practice arises, as they embody the pedagogical principles conceived by teachers daily, embodying the amalgamation of theoretical, experiential, and knowledge utilized to comprehend learning and teaching in their specific contexts. In the context of this case study, the role of theories of practice is to reveal the English teacher's knowledge pertaining to English instruction at Alto Del Rompe rural school. In light of this, this research initiative aims to answer the following research question.

1.1 Research Question

How does an in-service English teacher build her theory of practice when teaching English in a rural school in the North of Tolima?

2. Rationale

In this section, I present the reasons for the importance and significance of the study. Initially, it should be noted that education in rural areas poses several challenges that distinguish it from its urban counterparts. Challenges such as scarce resources, inadequate access to modern technology, a smaller cohort of students, and a more geographically dispersed community who face unique obstacles. Consequently, it is essential to analyze the evolution and application of personal pedagogical theories and strategies by rural English teachers in order to improve the quality of English language teaching and learning in rural areas.

Underlying this approach is the experience of rural English language teachers who are often overlooked and undervalued, a situation created by public policies that neglect their contributions. These policies systematically overlook the unique needs and struggles of rural teachers and communities, in complete contradiction to the stated goal of improving English language teaching in such settings. In light of this, the central goal of this study is to redress this imbalance by providing a platform for the rural educator to express herself, highlighting her set of beliefs, values, and experiences, which will pave the way for the formulation of powerful policies that truly account for the difficult challenges faced by both rural teachers and students. In other words, this research seeks to pave the way for a more inclusive education system that meets the needs of every student, regardless of their geographic location.

The lack of attention paid to the voices of rural teachers teaching English has led to a gap in language teaching that responds to the realities of each context in rural areas. Some of the examples that support this are the following: I would like to mention Hilda's story which was the selected pseudonym that this participant chose, this story provides insights into the unique aspects of teaching English in rural zones and the approach used by Hilda to bridge

the gap between the students' rural context and the English language. These examples were taken from (Arcila, 2018).

Researcher: Have you identified any particularities of teaching English in rural zones?

Hilda: . . . maybe the knowledge they have of what is out of the rural context . . . there are expressions that astonish students, as they do not really know the outside context, I mean they are framed within their own context. Then, I try to locate myself in their context, what they have, for example, domestic animals, nature, what they have there, and cultural aspects. So, they come and ask me “teacher, how do you say cedazo?” so they ask me how to say terms that are from that region . . . the cuy for example . . . but [I say to them] “cuy is cuy” it is a name but it does not have to change because it is not going to be recognised anywhere else.

Researcher: Yes.

Hilda: I think there is a clash with regards to certain terms, but the truth is that I apply what they have. So, from what they have . . . I make them take some terms they use, or their own expressions normally used when they are upset. For example, in a dialogue they say . . . the term “qué chimba!” so, we also use that term within English, I mean, we use what is theirs.

Researcher: Those expressions are used in Spanish?

Hilda: Yes, they are their expressions and their words. Not all, all pure English.

Researcher: How has this strategy worked for you?

Hilda: . . . it has worked well because they like it, they have fun, I mean it is a way in which students' interest in another language can be triggered. The idea is not to make them get away from what is theirs, the idea is that little by little they start absorbing the English language. I mean, I think that the mix of the two is ideal because through half-joking learning English becomes more interesting and fun. (Hilda, pseudonym, int1)

Overall, Hilda's approach seems to strike a balance between cultural familiarity and language acquisition, making learning English more accessible and engaging for rural students. The second example I will mention is Jairo's story. Jairo was the pseudonym chosen for this particular story. This dialogue between the researcher and Jairo sheds light on the motivation and process behind Jairo's initiative to design his own educational materials for teaching English.

Researcher: Can you tell me about how you came up with the idea of designing your own material?

Jairo: When I worked in [name of former school] we were aware

of the problem of not having a textbook hm Why the absence of A textbook? Because parents did not have economic resources to buy it. Then . . . with other English teachers, we decided to design a textbook adjusted to the standards of the Ministry and to the syllabus at that time too. So we did some work and typed a textbook for each grade, a text for primary and another for high school. Then, I saved it . . . and when I arrived here at [name of current school], I found that there was no textbook . . . so, I modified the textbook in order to adjust it to the syllabus of the school and the students' needs.

Researcher: You told me it was the product of a research project?

Jairo: Yes . . . it consisted of identifying appropriate activities for students according to their ages, so, depending on the age and the level. [The research also aimed to] analyse whether a given activity was useful to learn vocabulary or practice conversation.

Researcher: Was that research your own initiative?

Jairo: The research as such emerged from the need, the particular need I also found here, teachers did not have a guiding textbook, a guiding text to follow processes. Then, the textbook is organised for students to reach the level we required in order to succeed to the next grade, right? So, the intention of the text, at the beginning, was to tackle that need. (Jairo, pseudonym, int1)

In short, Jairo's story illustrates how ingenuity, collaboration and responsiveness to specific educational needs can lead to the development of custom educational materials that enhance the learning experience and fill gaps in the traditional educational system.

The two stories offer me valuable insights into teaching English in specific educational contexts and highlight the importance of adapting pedagogical approaches to the particular needs and realities of learners. These stories highlight the need to adapt teaching to local circumstances and needs, encourage pedagogical innovation, promote equitable access to education, and ensure that teaching is relevant and effective for all learners (Gómez, et al, 2023). These aspects provide a means to support rural educators in speaking out and implementing positive educational outcomes in diverse rural contexts.

Secondly, it identifies the needs and challenges in teaching English in rural areas. The study will analyze existing policies and programs for English language teaching in rural areas and how they have been implemented. In doing so, it highlights the constraints and barriers faced by rural communities in terms of resources, access to technology, teacher training, and

adaptation of policies to rural realities. Thirdly, by examining how rural teachers develop their pedagogical approaches and theories of practice, effective strategies and approaches can be identified that are specific to the needs and characteristics of rural learners. Fourthly, by addressing the challenges and constraints in teaching English in rural areas, this study seeks to improve the quality of education in these communities. By highlighting the importance of adequate resources, ongoing teacher training, and adapting policies to rural realities, it can provide positive change in educational conditions and rural students' access to quality learning opportunities.

By reflecting on her work as an English teacher in a rural setting for twenty-eight years, the teacher will gain a greater awareness of the value of her work and its impact on students, parents, and the community. This study will examine her theories of practice, allowing for a deeper understanding of the approaches, strategies, and methods employed. This, in turn, will enrich her repertoire of practices and improve her teaching.

This research will provide the teacher with an opportunity to demonstrate how she has adjusted her approach and strategies to effectively address the specific needs of learners and the rural community. As a result, reflections will emerge on the imperative need for the teacher to adapt to diverse contexts and recognize the variability in the effectiveness of strategies applied in different settings. Through the development of her practice based on direct experiences and observation of results, the relevance of maintaining continuous reflection and encouraging experiential learning will be highlighted, while valuing the knowledge acquired throughout their professional career.

I consider that the line of research to which my study relates is Didactics, Knowledge, and Disciplines since primarily this line aims to contribute to the training of teachers, other professionals, and researchers at different levels, with the ability to address educational and social issues of significance in the contexts and realities in which they work, which are often

faced with challenges such as scarcity of resources, limited access to technology, and geographically dispersed communities. Additionally, this line is mainly based on a hermeneutic approach, whose primary interest is to understand and interpret reality, the world, and the meanings of the individual (Brage, 2019). This is why under this approach, the participation of professional researchers in studies that address fundamental social problems in different contexts is sought.

In my role as a researcher and a student from a rural background, I am dedicated to advancing social justice by elevating the voice of rural English educators within the educational sphere. This involves reconstructing their practical theories to underscore the significance of human agency and the pivotal role of teachers in rural settings, an aspect frequently neglected by public policies. This initiative aims to highlight educational phenomena as catalysts for transformative social change, reshaping educators' perspectives, and pedagogical methods in the process. In summary, this research aims to promote social justice by making visible the voice of the rural English teacher in the educational setting by reconstructing her own teaching philosophies. By conducting a case study to examine the theories of practice used by rural teachers in teaching English as a second language, this study aims to reconstruct the strategies employed by these educators in language teaching. Additionally, the theories of practice will also provide information on how rural teachers conceptualize the delivery of instruction that meets the specific needs of their students while taking into account government and school-imposed guidelines. This aspect aims to challenge and reinforce the definitions and approaches to teaching English in rural settings established by policymakers in Colombia.

3. State of the art

The studies presented provide insights into the potential conclusions that my proposal could yield. These studies were carefully chosen with the intention of encompassing key aspects of my research, which include: the role of public policies in teaching English in rural areas, rural education in Colombia: background and theories of practice. The selection process involved curating a collection of fifteen articles, comprising two international, seven national, and six local sources. This diverse compilation ensures a comprehensive foundation for my research. You will find this chart of National, international and locals articles as Annex 7, on page 83.

I chose to delve into articles of national and local origin, as they address a broader range of information related to public policy, rural areas, and teaching English as a foreign language. However, my search did not result in substantial support from international institutions that cover the scope of my research. Since there was not much information about it. The main difference was that the international sources focused on an approach oriented towards the improvement of the teaching force and in considering rural schools as a beneficial resource, in contrast to the trend in Colombia where these institutions tend to be overlooked, according to what I have been able to collect. Below you will find a systematic review of existing research that helps build the knowledge base on which my research will be built.

3.1 Rural education in Colombia: Background

I would like to start with these two first local articles that give me a big perspective on the challenges faced by teachers in rural areas and propose suggestions to overcome these challenges, and how to understand some of English teachers' perspectives when teaching English as a second language in rural settings. Starting with the first one, which is called *Efl*

Teachers' Reflection in Teaching English to Efl Students Of Rural Areas carried out by Saiful and Triyono (2018) which analyzes the vital socio-cultural elements involved in the provision of English language education in rural areas. This includes crucial aspects such as economic and social demands, the inherent richness of cultural and historical heritage, and the dynamics of conflict and coexistence between global influences and local roots. These components come together to provide a comprehensive view of the obstacles and opportunities facing English language educators in rural areas.

On the second, entitled *Leveraging the Perspectives of Rural Educators to Develop Realistic Job Previews for Rural Teacher Recruitment and Retention*, carried out by Tran et al., (2020) which shows the factors that affect rural education, such as isolation, cultural adjustment, and misconceptions that rural families have about education, motivation, infrastructure, and violence. It also shows how teachers have to work twice as hard at their jobs, even if they don't like where they work, but still do it for the sake of their students. It shows how important it is for education programs to put rural teachers to work as part of the educational experience, to avoid misconceptions about rural schools. And by having a better idea, these pre-service teachers will have a better understanding of the educational situation and context. The contribution is to consider that teachers need to know relevant ethnographic information about the community. It is important to take into account the communicative and social interaction norms of the community in order to understand the interactions of these communities.

Considering the above information, I found a book called *Recognizing invisibility: the positioning of rural English language teachers in the Colombian context*, which was done by Arcila (2017) which examines the ways in which the meanings teachers constructed about their practice and their image as professionals may have been influenced by both politics and the rural socio-cultural landscape.

It complements my research in the sense that it allows me to see how language policies are implemented and operationalized in many rural regions, where discourses of internationalization or economic growth through English collide with obvious problems of social inequality. It should be noted that in Colombia there are diverse realities, for which this study carries out a study that allows understanding the teaching practice in two rural contexts, in the area of English, taking into account the Escuela Nueva Model. This work seeks to understand both realities and suggest strategies to strengthen the teaching of English in them, based on the importance of learning a second language today.

Considering that the institution of my research handles this model, I feel it is necessary to review how other institutions handle this teaching model regarding the English language and see the pros and cons of handling this model in these areas, despite the complications or shortcomings that the Escuela Nueva Model may present depending on the rural context. Not much attention is paid to the development of teacher training in a foreign language, which according to this model, have a good training to be able to develop the stipulated guidelines, although it is also known that rural teachers face several challenges such as difficulties in transportation, permanence in the institution, scarce resources, in addition to the lack of help from the State; teachers often have to take charge of areas that are not their field of knowledge, which complicates a little the way to impart knowledge of English.

3.2 The role of public policies in the Teaching of English language in rural areas

For an overview of the policies, I inquired how the process of interpreting and translating ELT policies in rural Colombia has been, what I discovered was how school contexts, external pressures, teacher and school values, infrastructure and available resources are all factors that filter policy implementation and, in turn, generate reinterpretations and practices of both resistance and accommodation to the policy.

In particular, although teachers' views on the importance of English seem to converge with those of policymakers, they have reinterpreted the policy objectives in more socially sensitive terms. It also shows how teachers' professional judgment came to run counter to the idealizations and demands of policy. However, the analysis also suggests that some pressures are harder to resist, and teachers are then forced to adapt their practices in an attempt to meet the demands of rural policy.

As a secondary finding, I found that at the national level, many of the public policies in rural areas do not provide enough help or support, be it financial, social, or egalitarian. To support this, I give as an example the article *English Language Policy Relevance in a Colombian Rural Area: A Case Study in Antioquia*, which was done by Roldán and Henao (2017) shows how the language policies that the national government implements around bilingualism become an ethereal discourse for the inhabitants of rural areas, at the same time as they are perceived as a homogenizing proposal that does not respond to the needs of rural communities, ultimately, is not effectively implemented. With this in mind, I would continue mentioning the first two national contributions of those studies. The first article offers me an exhaustive and detailed overview of the complex social and political dynamics that affect English language instruction in rural areas of Colombia. In particular, the article delves into the field of language policy and its impact on the teaching of English, which is of crucial importance to delve into the context in which English teachers carry out their work in these areas. Likewise, it provides a historical and social background of the teaching of English in Colombia, elements that contribute to contextualizing the experience of an English teacher in a rural environment.

Overall, the article provides an in-depth understanding of the challenges faced by English teachers in rural settings. This includes, notably, the problem of educational inequality and the restrictions imposed by resource limitations. In short, it deploys a

comprehensive approach that allows insight into the circumstances and obstacles that influence the work of English educators in rural areas, providing a rich and contextualized appreciation of the complexity of their work environment.

With regard to the second study at the national level, it is suggested that there is a wide range of pedagogical practices that have yet to be explored and that highlight the agency and inventiveness of teachers. In this sense, it is possible that there are many interesting pedagogical practices that remain anonymous. Therefore, the overriding need to highlight these undiscovered practices is emphasized, as this action could provide a fuller insight into how the teaching of English as a foreign language is approached in different contexts, especially in relation to the use of Communicative Teaching Methodologies (CLT). On this basis, the contribution of my project lies in the possibility of further enriching theories derived from practical experience with professional theories derived from research. This approach is based on the idea that this amalgamation will allow a substantial improvement of the practices already implemented and known by teachers. Instead of dismissing or overlooking what teachers already do and know, an active integration of this knowledge is promoted within a framework of development based on research and constant evolution.

To focus on other public policies, I inquired about the appropriation of ICT in the educational field taking into account public policy in Colombia. I found a study called *Appropriation of ICT in the educational field: approach to public policy in Colombia years 2000-2019 done by Giraldo and Báquiro (2020)* which aims to investigate the formulation of policies in Colombia in terms of digital appropriation has predominantly followed an instrumental approach, focusing on the provision of technology and the development of ICT skills in urban settings, leaving rural areas aside. The policy documents that were examined reveal three key narratives. The first underlines the need to introduce computers and connectivity in schools to keep pace with global changes. The second links ICTs to the

promotion of human capital and the preparation of students for the labor market. The third narrative undertakes to use ICTs as tools to address poverty and inequality.

One of the challenges presented in the previous articles is the lack of access and resources, including Internet resources, which according to this study, digital literacy policies in education in Colombia can be very beneficial for teaching English in rural areas.

Nevertheless, within the educational establishment of Alto del Rompe where my project is centered it becomes apparent that the avenues for training opportunities are lacking. These opportunities are crucial for equipping teachers with the skills to effectively leverage electronic resources, which, as indicated by research, hold significant potential for enhancing English instruction in rural settings. The availability of online educational materials has the capacity to foster tailored and collaborative learning experiences, thereby assisting rural students in transcending geographical and cultural impediments. In considering this context, it becomes evident once again that policies fall short of their promises. There exists a disparity between policy intent and actual implementation, highlighted by the inadequate consideration of how educational resources are employed within rural environments. Therefore, despite the great national effort to achieve improvements in English teaching conditions through the implementation of different programs in the regions, there is a common perception or feeling, expressed by the agents of the municipal education network, about language policies, which based on the information reviewed, it can be stated that the implementations have been carried out under a coercive connotation, which has generated significant resistance on the part of the teachers of the educational institutions.

These professionals have felt an obligation to implement the policies in the form in which they were designed by the government. Moreover, from the perspective and day-to-day experience of these professionals, these policies present English language learning as an obligation rather than as a resource for the benefit of society. However, it is important to note

that English is undoubtedly a fundamental language, and its acquisition is not without merit. Through my review of the literature, I have observed that public policies do not seem to take into account the needs of both students and teachers. Specifically, these policies do not value the contributions and efforts of the English teacher, but simply expect them to be met without considering their perspective or what they have incorporated into the educational process.

3.3 Theories of practice

I would like to begin by talking about the first two international contributions. I like the first article for several reasons. First, its interest in encouraging teachers to reflect on their teaching practice is invaluable. This encourages continuous improvement and a more accurate adaptation to the needs of rural learners. It also highlights the importance of teacher reflection as an integral part of professional development, with direct implications for educators' theory and personal practice. In the same vein, the initial study highlights teacher-centered learning as a relevant approach for rural communities. However, it also highlights the well-known challenges teachers face in rural areas, such as the scarcity of resources, the lack of adequate facilities and the fluctuating motivation of students. This critical approach provides a realistic and balanced view of the difficulties faced by teachers of English as a foreign language in these contexts. On the other hand, the second study offers an innovative perspective by considering rurality as an asset rather than a deficit. This reinterpretation makes it possible to recruit teachers more effectively by developing realistic job preview (RJP) content. This initiative, proposed as a strategy for the selection process, creates an opportunity to highlight the importance of teaching in these areas. This, in turn, contributes to a broader and deeper understanding of the experiences of teachers in rural contexts, enriching theories related to English language teaching practice.

Considering the implications of the second study, there is a need to raise awareness among the educational community and the general public. This is significant as it underlines

the importance of supporting and valuing teachers working in rural areas. By reshaping the viewpoint of these educators, we seek to promote a change in the way rural teachers are perceived, moving from exclusion to a fundamental recognition of their role, benefiting not only the school community but also parents and other educational actors. Referring more to the theories of practice, this national article gives an account of some elements that particularize being a teacher in the Colombian countryside, giving rise to reflections on three aspects, first, the training of teachers for rural practice, second, a kind of characteristics of teaching in rural areas, and third, an analysis of the work in the multigrade classroom from its didactic and formative possibilities. It is hoped that the reflections presented will give rise to an important discussion that educational training institutions owe to the Colombian countryside as a contribution to the construction of peace, from an education respectful of cultural, educational, and demographic diversity.

In terms of how this project can benefit the practical theories of the English teacher, it offers a conceptual framework for understanding how considerations of cultural, educational and population diversity apply to the teaching of English in rural Colombian contexts.

In the Colombian context, this reflection seeks to contribute to the construction of peace through education that respects and values cultural, educational and population diversity. In this sense, the article states that the institutions that train educators have a responsibility to contribute to this construction of peace, by preparing teachers who can effectively attend to the particular needs and contexts of Colombian rural communities.

To further support this, the national axis article called *Exploring the Conceptions About Teaching English as A Foreign Language of Two Efl Teachers in The Rural Area*. I evidence that there is an underestimation in terms of the capacities of the students of the rural area; that the conception of the participating teachers privileges receptive activities over productive ones; that there is a divergence between the discourse and the practice of the

observed teachers and that these same teachers have the conception that there is very little interest in learning English on the part of students from rural areas and that they do not see it as necessary for their future. Counteracting this, it is seen that students do not feel motivated to learn English, as such, the contribution to my topic is to see that by perceiving other perceptions of how to teach English in these areas, the teacher of my project, despite Not having enough support, he has managed to instill in his students a love for the English language.

Collectively, from this study called *Rural English Language Teacher Identities: Alternative Narratives of Professional Success*. Exploring how rural English teachers shape their professional identities in relation to circumstances situated in their work environments and external pressures, this analysis highlights that teachers' sense of professional success, while not always consistent, is negotiated creative, complex, and multiple, that represent alternative constructions of good teaching to those enacted in policy. Thus, it is argued that a reconfiguration of belief systems about what teachers should know and do is necessary.

Now, based on the impact and creation of practice theories, an article that caught my attention was *The Pedagogical Practicum Journey Towards Becoming an English Language Teacher*. More than anything, because it is very similar to how the English teacher in my research began her learning journey with the English language and gradually created her practice theory through her experience of teaching English in the high institution of Rompe. In this way, a teaching practice therefore contains a repertoire of knowledge and literature on how to teach a second language. Castañeda et al. (2016) assert that mentors should stimulate the creation of curricula and teaching methodologies in future teachers rather than expecting experts to do it for them. It is essential for teachers to know their students and how they feel, perform, and perceive teaching practices in the pedagogical context. Pedagogical practice is composed of the mentor teachers, the trainee teachers, and the context in which it takes place.

Authors have studied the relationship between mentor teachers and pedagogical practice, but little research has been done on the relationship between trainee teachers and the context of their pedagogical practice. This article focuses on pedagogical practices in ELE teaching contexts and the relationship between this context and the prospective teachers working in it. In exploring this aspect, it reflects on socioemotional development and how prospective teachers construct their experience through the feelings, emotions and learning they experience during their first forays into teaching.

Conclusion

The literature review I have just mentioned provides a comprehensive view of the challenges, strengths, and dualities in teaching rural English in Colombia. Through the analysis of various works and studies, the review presents major questions that shape the knowledge you consider in your research. The sociocultural components of English teaching in rural areas are studied and the economic, social, and historical conditions of life in these communities are elucidated. Finally, I review some of the issues facing teachers working in a rural context, such as isolation, accommodation, and representations, to highlight the great supervisory efforts of educators. A relevant point is the role of public policy in the creation of English language instruction in rural areas. Thus, my analysis demonstrates how policy implementation is filtered by various factors, such as school context, external pressure, and resources. While some policies undoubtedly emphasize the importance of English, they generally do not adequately address specific problems and needs, leading to resistance and adaptation on the part of teachers.

On the other hand, theories of practice are discussed, which provide valuable perspectives on rural English language education. The review underlines the importance of reflection and continuous improvement for teachers, while advocating for a change in perception of the value of teachers in rural contexts. The consideration of rurality as an asset

and not as a deficit, and the exploration of innovative teaching practices, further enrich the theoretical framework. A crucial aspect that has occurred to me is the digital divide in rural areas and the likely benefits of involving technology in English language teaching. With the help of my review, I intend to take a clear look at the gap between policy intent and real-life implementation and between the challenges related to providing appropriate training opportunities for teachers regarding the use of digital files. As a starting point, this illuminates the complex web of challenges, opportunities and policy implications associated with rural English language education in Colombia.

By considering socio-cultural factors, policy influences and theoretical frameworks, it helps my research to create a deeper understanding of how to teach English effectively in these contexts, which will ultimately benefit the teacher to account for how her practice theory has led her to be the teacher she is.

4. Objectives

4.1 General objective

- Comprehend the construction of the theory of practice of an in-service English teacher when teaching English in a rural school located in the North of Tolima.

4.2 Specific objectives

- Identify the main components of the theory of practice of the in-service English teacher in the rural school located in North Tolima.
- Characterize the pedagogical practices that reflect the teacher's theories of practice when teaching English in a rural school in North Tolima.

Chapter 2. Theoretical Framework and Legal Framework

In this chapter you will find that the exploration of the theoretical framework encompasses theories crucial to understanding rural education, rural public policies, theories of practice, and the role of English teachers. In addition, the legal framework that guides and supports the research is presented, focusing on the laws established by Colombia regarding rural education.

2.1 Theoretical Framework

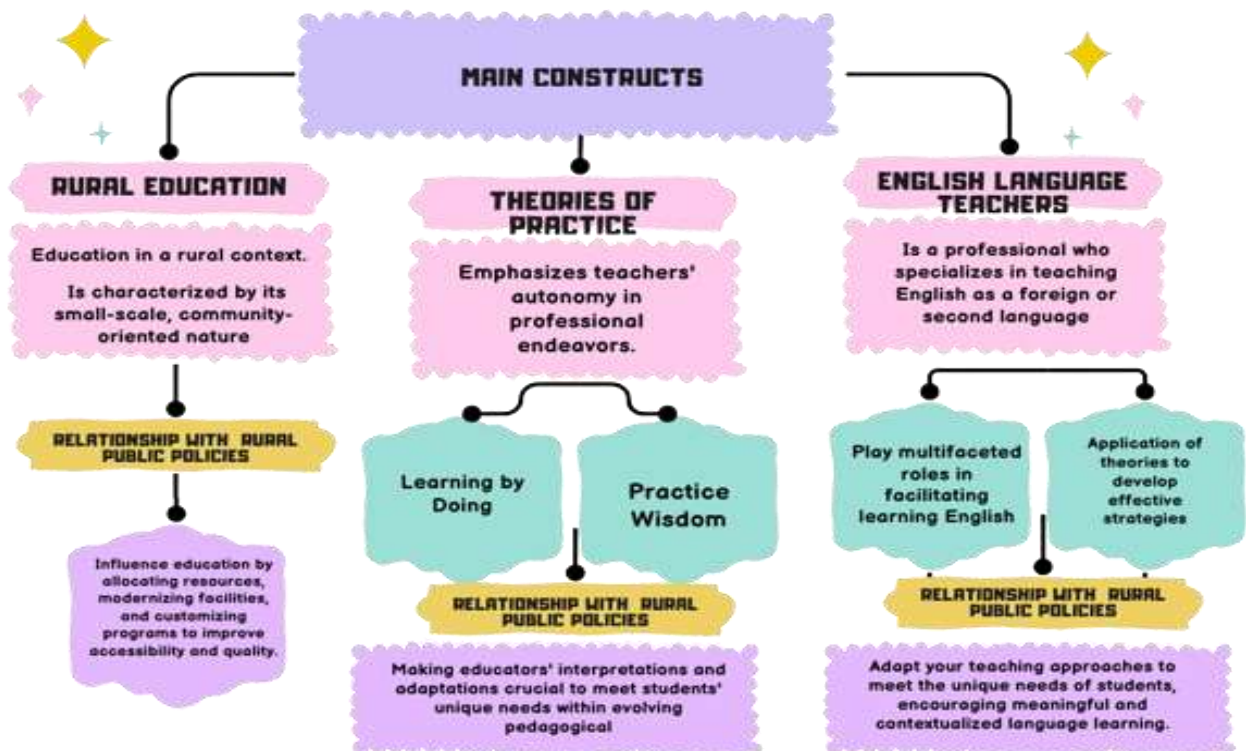
This section is dedicated to elucidating various theories that underpin this research effort, all of which are aligned with its overarching objective: contributing to a comprehensive understanding in order to offer a viable solution to the identified issue. Consequently, this section delves into detailed information pertaining to three main components. Firstly, it covers Rural Education and its sub concept: Rural public policies geared towards advancing rural communities, with a focus on improving accessibility and the quality of education. Secondly, it delves into theories of practice that advocate evidence-based approaches, enabling educators to harmonize their instructional methods with the subject framework. Lastly, it examines the role of English language teachers responsible for crafting and implementing effective instructional strategies to foster students' English language proficiency across the domains of speaking, listening, reading, and writing.

In the next section, I will present a figure that illustrates the relationship and definition of the main constructs. To be more specific, the connection that I found between each one of them is that, firstly, rural education serves as a cornerstone by imparting skills and knowledge adapted to local contexts, fostering innovation, and reinforcing the productive potential of the community. At the same time, public policies targeting rural areas play a critical role in shaping the accessibility and quality of education through resource allocation,

infrastructure development, and curriculum customization. The implementation of such policies depends on theories of practice, which empower educators to interpret and adapt these policies to suit their professional experiences, thus facilitating a more effective and contextually relevant educational environment. Within this framework, English teachers benefit from theories of practice by gaining a deeper understanding of how to apply skills and knowledge in real-world settings, allowing them to develop pedagogical strategies that address the diverse needs of their students, whether in rural areas or urban areas.

Figure 1

Relation and definition of the main constructs.



Source: *Own Elaboration*

2.2.1 Rural education

Rural education refers to the teaching provided in educational institutions or establishments located in rural areas, far from cities. This educational modality is intended to guarantee compliance with compulsory schooling through forms appropriate to the needs and

particularities of the population that lives in these areas (Sepúlveda, 2021). According to Milagros (2010) rural schools are organized through multigrade classrooms, which respond to the diversity of the students who attend, given their age, learning dispositions, and starting points they present. Furthermore, rural education is a strategy to address the pressing needs of the educational sector at the rural level, improve the access of children and young people in rural areas to quality initial and basic education, and promote the articulation of education. to productive and social development (Cabrera, 2020). In this exploration of rural education, I delve into the perspectives of various scholars who have contributed their insights to this field to show that rural education seeks not only to impart academic knowledge, but also to promote practical skills and values that strengthen life in these communities, encouraging the active participation of students in the preservation of their cultural heritage and in the search for solutions to the specific challenges that face in their environments

Starting with Wentzel (2009) which provides a foundational understanding of rural education, emphasizing its geographical context. However, Brock et al. (2008) expands this definition, underlining the necessity for educational strategies that not only acknowledge the unique socio-economic and cultural landscapes of rural areas but also seek to empower rural students in ways that are both meaningful and contributive to their communities.

Besides that, Plessis and Mestry (2019) highlights the intricate web of challenges that shape rural education, from the specter of poverty to the constraints posed by limited infrastructure and teacher resources. In contrast, Macedo et., al (2003) underscores the importance of designing rural education to equip students with relevant knowledge and skills, facilitating not only their personal growth but also the development of their communities. Moving beyond these considerations, Echazarra and Radinger (2019) elucidates the distinctive character of rural education, marked by its small-scale, community-driven nature. Howley underscores the pivotal role of rural schools in nurturing a sense of

belonging, local identity, and community cohesion. Finally, McArdle (2019) reminds us that rural education is not a one-size-fits-all concept; it varies across countries, presenting a rich tapestry of challenges and opportunities. She calls for research-informed policies that appreciate the diversity of rural contexts and the potential of rural schools to contribute not only to local development but also to the broader global landscape. Together, these perspectives offer a comprehensive view of rural education, its challenges, and its potential as a force for change and empowerment within rural communities worldwide.

2.2.2 Rural Public Policies

On one hand, according to Pérez et., al (2017) rural public policies refer to the set of governmental measures and actions specifically designed to address the unique challenges and needs of rural areas. These policies aim to promote the development, well-being, and sustainable growth of rural communities. They often encompass various sectors, including agriculture, education, healthcare, infrastructure, and social services. On the other hand, according to Acarreno (2023) rural public policies typically aim to address issues such as limited access to basic services, economic disparities, agricultural development, land management, environmental conservation, and community empowerment. They are designed to ensure that rural areas receive adequate resources, investment, and support to overcome their specific challenges and foster inclusive and sustainable development.

Therefore, according to Kathryn et., al (2020) belief, the development and implementation of effective rural public policies require a comprehensive understanding of the specific needs, characteristics, and potential of rural areas. They should involve consultation and engagement with local communities, stakeholders, and experts to ensure that the policies are tailored to the unique circumstances of each rural region. In this context, it is essential to delve into the intricacies of rural public policies and their impact, particularly in the context of Colombia. One of the most relevant public policy is The Special Rural

Education Plan (PEER) which is a program that seeks to increase quality access to education in the rural sector from preschool to secondary school, promote the retention of boys, girls and young people in the educational system and improve relevance of education for rural communities and their school populations, in order to raise the quality of life of the rural population (PEER, 2020). The PEER focuses on initial, preschool, basic and secondary education, and is organized through educational strategies and flexible educational models, rural experiences from the territories, and entrepreneurial strategies. Furthermore, the PEER is implemented within the framework of the post-conflict agreements and seeks to address the pressing needs of the educational sector at the rural level, improve the access of children and young people in rural areas to quality initial and basic education, and promote the articulation of education to productive and social development (Valencia, 2022).

Another one rural program that is also important is called The Differentiated Education Program for the Colombian Rural Population. The focus of the program according to MEN (2018) is on the implementation of pedagogical-productive projects related to rural development, in order to promote the articulation of education with productive and social development.

Furthermore, the program intends to enhance the opportunity of children and young people residing in rural areas to receive quality initial and basic education, by offering them proper educational opportunities. In conclusion, rural public policies are government actions designed to suit the needs and peculiarities of rural areas in question. These policies cut across an array of sectors, including agriculture, education, health, infrastructure, and social service delivery, aimed at promoting the development, welfare, sustainability, and growth of a rural area.

In Colombia, exemplified by programs like the Differentiated Education Program for the Colombian Rural Population and the Special Rural Education Plan, there is a concerted

effort to enhance access to quality education in rural areas and stimulate the sustainable advancement of these communities. Recognizing the interconnectedness of rural education and broader public policies for rural development is crucial for the holistic progress of these regions. Rural education serves as a pivotal force, equipping individuals with skills and knowledge tailored to their surroundings, thereby nurturing innovation and local productive potential. Simultaneously, public policies targeting rural areas directly impact the accessibility and quality of education. They achieve this by allocating sufficient resources, modernizing educational infrastructure, and tailoring educational programs to suit the unique characteristics of each specific area. This synergy between rural education and targeted public policies is indispensable in the comprehensive advancement of rural communities.

2.2.3 Theories of Practice

In the dynamic world of education and social sciences, theories of practice have emerged as an essential field of study for understanding how experiences, beliefs, and actions guide decisions and actions in diverse contexts. This interdisciplinary approach has been addressed by leading thinkers and scholars who have brought their unique perspective to the understanding of practice theories and their application in everyday life (Ardila et., 2019). Now I would like to mention how the theories of practice have been addressed by several prominent thinkers. On one hand, according to Mooney (2000), these theories are based on experience, highlighting its importance as a starting point for their development. Bourdieu (1977) extends this perspective by analyzing how actions are framed in social contexts and influenced by broader cultural and social structures, highlighting the interconnection between individual practice and the social environment.

On the other hand, Schatzki (1996), presents an alternative vision to the concept of practice, defining it as forms of coordinated and cooperative activity that remain relatively stable in time and space, highlighting consistency and coordination in action. (Argyris &

Donald, 1997) provides a perspective focused on professional effectiveness, where theories of practice are considered as beliefs and assumptions that guide action, especially in organizational and professional contexts. Besides them, according to Kumaravadivelu (1999) theories of practice are theories generated by teachers through practice, which enable them to understand and address problems, analyze, and evaluate information, consider, and evaluate alternatives, and choose the best available alternative which is then subjected to an additional critical evaluation. These theories of practice are responsible for pedagogical decision-making and are adapted to the needs and particularities of educational contexts.

Kumaravadivelu (2001) believes that teachers should have sufficient autonomy in making pedagogical decisions and knowledge acquired from both formal and informal educational experiences. In summary, theories of practice are theories generated by teachers through practice and are adapted to the needs and particularities of educational contexts. Therefore, various terms and expressions have been used in this area to capture what could be considered the core of theories of practice. For example, as explained by Moliner et., al: Practical wisdom is a compound of practical experience and knowledge, and the ability to use them critically, intuitively, and practically (both qualities and skills, but also processes, such as how they develop). through self-knowledge, critical reflection, and continuous review of our own practice.

Furthermore, theories of practice draw from an array of expert knowledge, encompassing personal and professional insights, theoretical foundations, and practical acumen, as noted by scholars such as Sternberg (1990), Fish & Coles (1998), and Goodfellow (2001). Additionally, Farias (2005) elucidates the notion of wisdom of practice, highlighting that it encompasses expert knowledge, including factual and content knowledge that characterizes specific professions.

In this intellectual landscape, the educational philosophy of John Dewey, particularly his concept of learning by doing, cited in Ruiz (2013) Dewey's framework underscores the profound significance of active engagement, problem-solving, and social interaction as fundamental components of the learning process. His ideas serve as a guiding beacon for fostering deep, meaningful learning experiences. In the following exploration, I delve deeper into these interconnected aspects of theories of practice, drawing upon the wisdom of scholars who have illuminated the path for educators seeking to enrich their teaching practices and empower their roles in the realm of education. These multiple and complementary perspectives illuminate the richness and diversity of theories of practice, which play a critical role in decision-making and action in a variety of academic and professional fields.

In summary, theories of practice have become a pivotal field of study in education and the social sciences, shedding light on how experiences, beliefs, and actions shape decisions and behaviors in diverse contexts. Renowned thinkers like Mooney, Bourdieu, Schatzki, Argyris, and Kumaravadivelu have approached these theories from varying angles, converging on the idea that they are born from real-world practice and tailored to the unique demands of educational settings. Concepts such as practical wisdom, wisdom of practice, and coordination in action encapsulate the essence of these theories. The nexus between rural public policies and theories of practice is twofold. Firstly, public policies targeted at rural areas possess the potential to significantly impact education quality and accessibility in these regions. By allocating resources, enhancing educational infrastructure, and customizing curricula to local contexts, these policies can enhance the educational experience for rural students and make teachers' contributions more visible. Secondly, theories of practice empower educators to interpret and adapt these policies according to their professional insights. As pedagogical dynamics evolve, providing teachers with the tools to engage with

theories of practice enables them to navigate and innovate within these dynamics, ultimately fostering a more contextually relevant and effective educational environment.

2.2.4 English language teachers

In the realm of English language education, various scholars have underscored the multifaceted and pivotal role of English teachers in shaping the learning experience. Harmer (2007) emphasizes the teacher's role as a facilitator, focusing on the creation of a positive classroom atmosphere, establishing rapport with students, and adapting teaching methods to cater to individual needs. Richards (2001) delves into teaching approaches and methods, highlighting the teacher's responsibility in selecting and adapting these methods to achieve language teaching objectives while effectively managing classroom dynamics.

Penny (2012) sheds light on the teacher's crucial role in lesson planning, organization, and execution, offering insights into strategies for creating engaging activities, time management, and fostering balanced language skill development. Wilson (2006) bridges language learning theories with practical teaching approaches, emphasizing the teacher's duty to comprehend and apply these theories in a learner-centered environment that motivates and promotes language acquisition through meaningful interactions. Webb (2009) underscores the teacher's pivotal role in fostering authentic communication and interaction in the classroom, emphasizing the importance of real-life language use, collaborative learning, and opportunities for students to express themselves within meaningful contexts. In this comprehensive exploration, we will delve deeper into these perspectives, collectively forming a rich tapestry of insights into the vital role of English teachers in the language learning process.

The teaching of English as a foreign language has evolved significantly in recent years, and along with this evolution, various perspectives on the training and preparation of English teachers have emerged. In this context, Frenzel et., al (2021) emphasizes that the role

of the teacher goes beyond the mastery of content and pedagogical theory; it also implies continuous learning of teaching practice itself. This perspective recognizes that teaching is a discipline in constant change and development. Additionally, Araya and González (2008) propose a teacher training model that fuses academic knowledge with practical experience. They argue that training programs should equip English teachers with practical skills and encourage seamless integration between theory and practice in their teaching.

In conclusion, English language teachers play a multifaceted and fundamental role in the field of English language education. The training and preparation of these educators is a complex and ever-evolving endeavor that demands a combination of academic knowledge and practical experience to achieve effective and meaningful English language instruction. Furthermore, the relationship between pedagogical theories and English language teachers is intricate and mutually beneficial within the educational sphere. These theories are centered on gaining a profound understanding of how skills and knowledge are applied in real-world situations. They provide teachers, whether they teach English or another subject, with a solid conceptual framework for developing effective pedagogical strategies based on their unique experiences and insights gained from their roles as educators. As a result, when teachers apply these theories to their classroom practices, they have the opportunity to tailor their teaching approaches to address the distinct needs and characteristics of their students. This approach fosters more meaningful and contextually relevant learning experiences that align with the diverse requirements of both rural and urban educational settings, in line with various public policies.

2.2 Legal framework

A legal framework refers to a cohesive system of laws, regulatory guidelines, rules, and legal principles that define the functioning and regulation of a culture, organized unit, or common area. Navarro (2004) observed that legal frameworks aim to create a cohesive and

comprehensive locus of authority and reference necessary for order, equity, security and ensuring the proper functioning of operations and interactions within an established culture. However, Pacheco et al. (2022) revealed that a legal framework also describes the rights and duties of the parties, in addition to the guidelines and mechanisms to govern both the application of the law, as well as its interpretation and compliance under the individual framework administered. Furthermore, it addresses both friction and resolution within a specific legal field and the protection of individual rights and interests against each other.

This legal framework will provide a legal structure to guide the research Uncovering the Theories of Practice of an English Teacher in a Rural Setting. In this section you will find five titles that talk about the different laws and programs that establish laws, regulations, and principles. These titles are Education in Colombia, Educational Actors (Students and Family), Teacher Professionalization, and Teaching and Learning of Foreign Languages. Besides that, since the original laws, programs and regulations are in Spanish, I will provide my own translation of them.

I would like to present the laws that are the most important for my research. I would present them in figure 2 which is titled Important laws. These articles and laws encompass crucial aspects of education in Colombia. The Political Constitution of Colombia emphasizes perpetual improvements in educational quality. Law 115 of 1994 forms the legal foundation for the country's educational system. Additionally, laws such as 715 of 2001 and 1732 of 2014 focus on resource distribution and rural education promotion.

Figure 2*Legal framework regulations*

01	Education in Colombia	<ul style="list-style-type: none"> • Article 4. Quality And Coverage of The Service of Political Constitution of Colombia 1991 • Law 1064 of 2006
02	Views of Rural education	<ul style="list-style-type: none"> • Law 1732 of 2014 • Law 1448 of 2011
03	Teacher Professionalization	<ul style="list-style-type: none"> • Law 115 of 1994 • Law 715 of 2001
04	Educational Actors	<ul style="list-style-type: none"> • Article 6. Educative Community. • Article 7. The Family
05	Teaching and Learning of Foreign Languages	<ul style="list-style-type: none"> • Article 22. Specific Objectives of Basic Education in the Secondary Cycle. • Article 31. Fundamental Areas of Academic Middle Education.

Source: own elaboration

Together, these articles and laws serve as fundamental pillars in building a more equitable and higher quality educational system. By addressing various aspects such as curricular standards, funding allocation, and teacher training, they contribute to fostering an environment that prioritizes the comprehensive development of students.

2.2.1 Education in Colombia

In this section you will find an overview of Colombia's educational framework, objectives, rights, and responsibilities. I decided to include them because, first of all, the Political Constitution establishes education as a human right and a public service with a social function that seeks to inculcate the values of human rights, peace, democracy, and respect for the environment. This Constitution establishes compulsory education for children between the ages of five and fifteen, covering pre-school and basic education, with an emphasis on accessibility and affordability. Second, the General Education Law structures

and regulates the education system, reinforcing the ideals of the Constitution. Therefore, I believe that both emphasize the preservation of cultural identities and the commitment to eradicate illiteracy and facilitate education for all, making it a pillar of Colombian society.

The General Education Law (Law 115 of 1994) in Colombia serves as the foundational framework for the nation's educational system. The law is guided by specific articles that delineate its purpose and objectives. Article 1 outlines the fundamental purpose of education as a lifelong process deeply rooted in personal, cultural, and social development, emphasizing the significance of human rights and dignity. Article 4 underscores the joint responsibility of the State, society, and family to ensure the quality and accessibility of education, with the State and territorial entities charged with guaranteeing its coverage. Building on this, Article 67 reiterates education's status as both a personal right and a public service with a vital societal function, aiming to provide access to knowledge, science, technology, and cultural assets. These articles collectively define the ethos and goals of the educational system within the framework set by the General Education Law, anchoring it in the principles of human development, societal obligation, quality, and accessibility.

2.2.2 Educational actors

This section presents the roles and responsibilities of the educational community, including students, teachers, parents, and administrators, in shaping the policies and activities of the educational institution. I chose this section because in the interview with the teacher, she mentioned that the family and the educational community are relevant in the rural context, mainly because the family is a vital part of the community and in supporting the education of their children, collaborating with the educational institutions for the integral development of their children.

Taking into account the above mentioned I will highlight Article 6, which establishes the participation of the educational community in managing educational institutions, aligning

with Article 68 of the Political Constitution. This community includes students, educators, parents, graduates, teaching directors, and administrators, each contributing to the design, execution, and evaluation of the Institutional Educational Project and the progress of the institution. Then, Article 7 which highlights the family's fundamental role in education until a child reaches adulthood or emancipation. Families must enroll their children in suitable educational institutions, aligned with legal and institutional objectives, and stay informed about their academic progress and behavior. This emphasizes collaboration between the educational community and families to achieve educational aims.

2.2.3 Teacher professionalization

This section presents the regulation and framework of the educational labor system of public-school teachers in Colombia, including evaluation and professionalization aspects. Given my project's emphasis on amplifying the voices of rural teachers, understanding, and considering the significance of these Colombian laws and decrees becomes paramount. They not only regulate the labor and professional framework for teachers but also dictate resource allocation, government roles, and the entry and evaluation of educational professionals.

In Colombia, the regulatory framework governing the labor regime and professionalization of public-school teachers follows a specific trajectory through key laws and decrees. Beginning with Decree Law 2277 of 1979, which initially laid down the labor regulations for public-school teachers, subsequent legislations have refined and expanded upon these regulations. Law 715 of 2001 emerged as a pivotal piece of legislation, delineating resource distribution and outlining the responsibilities of various government levels in financing and managing education. Law 1064 of 2006 then crucially defined the Statute of Teacher Professionalization, encompassing vital aspects such as the teaching career, training, and evaluation of teachers. Following this, Decree 1278 of 2002 set forth regulations concerning the entry, promotion, and relocation within the ranks of teachers in

Colombia. Lastly, Decree 1850 of 2002 established important guidelines for evaluating the performance of teachers, completing a progressive and cohesive path in the development of the Colombian educational system's regulations and teacher management.

2.2.4 Teaching and learning of foreign languages.

This section details the regulations and educational goals for primary and secondary education in Colombia, with an emphasis on key areas for foreign language learning. First, I examined these regulations to understand the perspective on foreign language education. I discovered that they are quite general in relation to the crucial objectives of primary and secondary education in Colombia. I chose to emphasize environmental awareness, technological competence, artistic appreciation, and academic progress because, according to my literature review on rural education, these are the areas that most closely match their needs. In Section III of Law 115 of 1994, which pertains to basic education, Article 22 outlines specific objectives for the secondary cycle, encompassing grades five to eight. Among these objectives are the promotion of environmental awareness and appreciation, advanced technological exposure, and artistic and cultural understanding. Moving into Section IV, which addresses middle education, Article 27 emphasizes that secondary education, spanning grades ten and eleven, serves to consolidate and advance the achievements of preceding levels. Its goals encompass understanding universal ideas and values, preparing students for higher education and the workforce. Article 31 underscores the mandatory nature of fundamental academic areas from basic education, extended at a more sophisticated level, with additional inclusion of economic, political sciences, and philosophy. The paragraph further elaborates that while all academic secondary education areas remain crucial, schools are encouraged to tailor programming to students' interests and vocational aspirations, allowing for specialization in natural sciences, social sciences, humanities, art, or

foreign languages. This customization aligns with their intended career paths in higher education.

2.2.5 Rural view according to OECD.

Here in this section, I present the laws and recommendations that cover the field for rural education and ensure equal and pertinent provision of quality education countrywide. I chose to put the laws and views in consideration since they stipulate substantial prerequisites for the education field in rural Colombia. The initial two main laws support the promotion of education in rural Colombia since it is reparation to the victims and land restitution. They are significant in rural research for understanding education and socially intricate, for the reason that they facilitate coming up with essential interventions, which are fair and equal as others. Furthermore, the laws facilitate understanding the rural areas' challenges and how to approach them concerning access to quality education. On one hand, the law 1732 of 2014 establishes provisions for the promotion of education in rural areas and attention to the rural population in the educational system. On the other hand, the law 1448 of 2011 (Victims and Land Restitution Law) is relevant in rural contexts, as it addresses issues of reparation to victims and land restitution, which may have implications for rural education.

The introduction presented above is followed by a comprehensive analysis of the vision of rural education and educators in Colombia. It will describe the need for a profound reformulation in teacher professionalization in order to achieve a more efficient and equitable allocation of teachers. Consequently, it will discuss both the actions that have been done in the past and those that are desired in the future, highlighting the achievements and challenges of Colombian education and proposing strategies to reinforce the quality of education and diminish the social and economic gaps between urban and rural areas. Among the highlighted elements are the policies of teacher hiring and assignment, the working conditions of

educators, and the available educational resources of each school. Moreover, the measures to enhance the professionalization of teachers, especially those working in rural areas, will be described.

2.2.6 Vision of rural education and educators

2.2. 6 1 Promote a New Vision of Teacher Professionalism and Make the Allocation of Teachers More Efficient and Equitable. Over the past two decades, Colombia has made significant progress in professionalizing teaching. However, past reforms have focused primarily on the individual teacher, paying less attention to the organizational and institutional conditions necessary for effective teaching and learning. Sustainable school improvement is a complex process that requires time, pedagogical leadership, and a sense of collective responsibility. In the coming years, Colombia should develop a more comprehensive model of teacher professionalism, based on a vision of schools as professional communities and taking into account the needs of rural teachers, especially in terms of their learning and development.

Teacher recruitment in Colombia is essentially based on teacher entitlements rather than student needs, leading to inefficiencies and inequities in teacher assignment. Although teachers recognize the benefits of working in a rural school, they generally prefer to teach in more privileged contexts. In addition, a relatively large proportion of teachers are employed on temporary contracts, and many of these temporary teachers work in rural areas. To address these inequities and inefficiencies in the distribution of teachers, education authorities should help make teaching in rural areas more attractive by shaping working conditions and career opportunities in these schools. Stronger financial incentives based on empirical evidence could also be implemented. An adequate supply of high-quality initial teacher education in rural areas will also be essential. The Ministry of National Education should ensure adequate funding and governance of higher education schools that educate teachers for rural areas and

encourage and support faculties of education to provide practical experiences in rural parts of the country.

2.2. 6 2 The Economy Has Grown Strongly but There are Increasing Fiscal Constraints, and Social and Economic Disparities Between Rural and Urban Areas Remain High.

Since recovering from a severe recession in the late 1990s, Colombia has experienced robust and consistent economic growth. Although recent declines in trade and commodity prices have impacted the Colombian economy, it has managed to navigate these difficulties better than its regional counterparts. However, slower growth and the fiscal rule implemented in 2012 have limited public spending. Economic growth and social policies aimed at the most vulnerable have enhanced the living conditions of numerous Colombians. The middle class has seen an increase in its numbers and there has been a significant reduction in poverty rates, although they remain higher than any OECD country, especially among children and the elderly. Inequality, like in many other Latin American countries, has reduced but is still worryingly high. This is particularly concerning given the low intergenerational social mobility. Factors beyond an individual's control, especially the educational level of one's parents, significantly influence future outcomes in Colombia. Not only has poverty decreased nationally, but also in rural areas, which make up at least a quarter of Colombia's population. Despite initiatives promoting equal access to credit, land, housing, education, and health in rural areas, significant disparities in social development between rural and urban regions persist. In 2017, the proportion of rural Colombians living in multidimensional poverty was more than double that of urban residents, and even higher in remote areas. Geographical socio-economic disparities particularly affect Colombia's ethnic minorities. Afro-Colombian and indigenous communities generally have lower well-being and have been disproportionately affected by the country's conflict.

A large proportion of students do not reach satisfactory levels from the beginning of their schooling. As in other countries, a student's socioeconomic background significantly influences learning outcomes. Colombia has made some progress in improving educational opportunities for rural students, but more needs to be done to ensure that rural students have the same opportunities as their urban counterparts. Rural students not only experience higher levels of poverty but also face additional barriers. For example, rural youth tend to have lower educational aspirations. Rural education offers opportunities, such as smaller classes. However, geographic distance and low population density present unique challenges, including the cost of providing quality education.

2.2. 6 3 Provide Additional Educational Resources at The Level of Each School and Develop an Information System That Provides Transparency About the Available Resources.

Educational authorities should streamline the process of allocating financial resources to each school, increasing transparency regarding progress towards greater equity and allowing for the evaluation of the impacts of the various initiatives. This requires consolidating existing data into a user-friendly public information system that is regularly updated to facilitate accessibility. Such a system should provide the basis for comprehensive reporting on the allocation of resources in education, providing evidence of the quality and equity of education in line with policy objectives. In addition, policymakers should allocate more resources directly to schools for management and improvement initiatives beyond day-to-day operations. Current resources often fall short of covering basic operating costs. Additional resources would facilitate timely improvement strategies and encourage greater community involvement in educational efforts.

Conclusion

In conclusion, the above legal framework creates a reliable basis for educators, and indeed, for English teachers in rural areas, by which they would be guided in their teaching practices in the right and proper direction. Hence, this paper means to analyze theories of the practice of the English teacher in the rural context by considering four main variables: teaching strategies, student interaction, diversity inclusion, and high-quality education opportunity. It allows achieving educational work in the field of education on a comprehensive basis of the legal field, where it is possible to secure students with the right in front of the system, independent of the location of their education. This context with certain laws gives the following opportunity for teachers to build his activity on the basis of new strategies of education, oriented to unique features of specific rural areas.

Chapter 3: Research design

In this section, I explore the type of study that will define my research project, focused on a case study. This will allow me to examine in a detailed and contextualized way the experience of a rural teacher in teaching English. In addition, I present the research paradigm, which will be oriented towards qualitative, with the purpose of understanding the teacher's experience. I also detail the data collection instruments that will be used, such as semi-structured interview, observation techniques, such as field diary and field journal with the aim of capturing the participant's experience. Then, I describe the phases in which these instruments will be implemented. Subsequently, I address ethical considerations and the population and sampling process, focusing on the participant. In addition, I examine the vision of language and teaching, crucial aspects to understand the role of English and the pedagogical perspective of the teacher investigated. Finally, I outline the role of the researcher and the participant, as well as the planned schedule of activities.

3.1 Qualitative Research

The research paradigm guiding this study is qualitative. According to Osorio De Sarmiento & Molano (2020), qualitative research aims to understand and define reality through the examination, description, and analysis of trends. Bulla (2010) says that qualitative scholars first contextualize their understanding and then interpret and identify the potential of people's subjective experiences and active behaviors. Besides those aspects, Chavarría (2006) elucidates that the qualitative paradigm focuses on everyday life issues and centers on the thought processes of individuals regarding their actions, interactions, and transactions. Finally, Vasilachis (2009) contributes by stating that qualitative research entails an interpretive inquiry process grounded in various methodological traditions such as biography, phenomenology, theory grounded in data, ethnography, and case study. These methods are employed to examine human or social problems in depth. In short, qualitative

researchers strive to delve into personal and private experiences using a variety of methods to capture participants' perceptions, conceptions, and actions. In this instance, the case study method will be used, facilitating the identification and characterization of the practical theories of rural teachers.

3.2 Research method

The type of study that was chosen for this research project is case study, which as Yin (2003) defines a case study as an experimental study that examines a current phenomenon in its real environment, especially when the parameters and scenarios are not completely clear. According to the aforementioned author, I can say that a case can be seen as a delimited system comprising an individual, institution or entity and the place and context in which the social action takes place, whose limits may not be clear and are determined by the scope of the researcher's interests, which in this case, are the theories of the practice of English teaching in rural areas. Lier (2005) also included in his definition of a study the final product of the case analysis process, that is, the written report of the analysis and conclusions. This is because the writing of the case study report itself can be considered part of the analytical process: the researcher makes sense of the case and, at the same time, makes it known to the public.

Stake (2005), a leading case study researcher, defines two broad types of case studies. First, he describes the intrinsic case study, in which the interest is solely in a particular case. The second type defined by Stake is the instrumental case study, in which a case is studied to elucidate a particular issue, problem, or theory. The intrinsic case study requires a primarily descriptive approach, with an eye to the particularity of the case in question; the instrumental case study is more likely to require interpretation and evaluation as well as description. Given the above, the broad type of study that will be useful for this research is the intrinsic case study. Working with the intrinsic case study, helps me to understand in depth the particular

phenomenon that is uncovering the theories of practice of this rural teacher. Aside from that, it will help me generate meaningful insights that can contribute to the advancement of knowledge in the field of study. I believe that by delving deeper into a particular case, I, as a researcher, will find it easier to identify patterns or trends that support my research objective at hand.

3.3 Data management instruments

The present research focuses on the study of a single participant, a teacher who teaches English in rural areas. To gain an in-depth understanding of her educational experience and practices, two complementary research instruments will be used: semi-structured interviews and observational techniques. These instruments are particularly suited for research focused on a single participant, as they allow for a detailed and contextualized exploration of her perspective, teaching methods, and work environment. The semi-structured interview will provide the opportunity to learn about the teacher's beliefs, experiences, and challenges, while observation techniques will allow us to capture practical and behavioral aspects of her teaching in the real context of the rural classroom. These will shape the understanding that theory has of the practice of theory. To sum up, these tools will provide me with a holistic and enriching view of the participant's teaching practice, allowing me for a more complete understanding of the factors that influence the teaching of English in rural settings.

3.3.1 Semi-structured interviews

On the one hand, according to Heigham (2009), the interview serves to have a conversation where an experience or perspective of the participants is analyzed and then data is collected. These interviews are for the purpose of identifying a problem or learning different points of view. I will use semi-structured interviews. According to Puga (2022),

semi-structured interviews are flexible because although there is a protocol or structure and the researcher has basic questions, this interview allows you to go deeper where necessary. On the other hand, according to Kallio et al. (2016), the semi-structured interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions. Another way of referring to the semi-structured interview, according to Diaz et al. (2013) can be defined as a "friendly conversation" between informant and interviewer, where the latter becomes a listener, someone who listens attentively, does not impose interpretations or answers, and guides the course of the interview towards the topics that interest him/her. The first semi-structured interview to be carried out will have three questions, as follows:

1. Can you describe your personal journey and experiences as an English teacher in a rural setting?
2. What challenges or constraints have you encountered as a rural teacher?
3. Could you share some specific examples of teaching strategies you have developed to teach English in a rural setting with limited resources?

The central idea encompassed by these three questions revolves around the experiences, challenges, and strategies of teaching English in a rural setting with limited resources. The first question attempts to understand the personal background and experiences of the participant working as an English teacher in a rural context, shedding light on the unique circumstances and encounters she faces. The second question delves into the specific challenges and constraints encountered in the rural teaching environment, which could range from infrastructural limitations to socioeconomic factors that impact students' learning experiences. Finally, the third question seeks to uncover the pedagogical strategies developed by the teacher to overcome these challenges, focusing on resourcefulness and adaptability in designing effective educational approaches tailored to the rural context. Taken together, these

questions will provide a general understanding of how the teacher has taught English in rural areas and how she has fostered meaningful learning experiences despite her limited resources.

After applying for the first semi-structured interview, I will develop a second semi-structured interview which will serve as a means of support to answer those questions that may arise from me in the first interview, in addition, after observing the classroom where the diary will be developed. of the field and field diary I will take advantage of it and ask for more information based on what I will see in the classroom observation and any questions that may arise based on the field diary or the field journal.

For the second semi-structured interviews I plan three questions that are the follows

1. Did you notice any particularly effective strategies or techniques for eliciting participation?
2. In light of today's experiences, how do you perceive the role of meaningful and experiential learning in enhancing student engagement and fostering holistic development?
3. Reflecting on your own growth as an educator, how do these experiences inform your understanding of effective teaching methodologies, especially in the context of a rural setting?

In conclusion, in order to provide comprehensive knowledge about effective teaching practices in rural settings, semi-structured interviews will be conducted, and classroom observations and field diaries will be used. This study seeks to explore instructional strategies and the role of experiential learning in the student participation. The questions proposed for the second interview are designed to reflect on teaching methodologies and the growth of the educator, with the objective of contributing valuable perspectives to the discourse on education, particularly in rural contexts.

3.4 Observation techniques

Firstly, the use of observation techniques in qualitative research responds to approaches to particular problems and study designs that prioritize addressing and directly capturing social dynamics and practices in the natural contexts in which they develop. In this sense, Abarca et al. (2013) point out that practices are only accessible through observation, and that interviews and narratives only make accessible the accounts of practices, not the practices themselves. In other words, in qualitative research, the use of the observation technique allows, in a privileged way, to delve into the context of social interactions, experiences, and lived experiences of people in their everyday environment.

The application of the observation technique in qualitative research is not reduced simply to the action of looking but encompasses a more comprehensive notion of the contemplation of social dynamics and processes. This is pointed out by Flick (2018) when he indicates that observing is another life skill methodologically systematized and applied in qualitative research. It integrates not only visual perceptions, but also those based on hearing, touch, and smell. Among the various observation techniques available, my focus will be on participant observation. This technique, according to Denzin (1989) and Osorio de Sarmiento (2020), is defined as a fieldwork strategy that integrates document analysis, interviews with respondents and informants, direct participation, and observation, as well as introspection. Thus, basically, participant observation involves the immersion of the researcher in the study environment, which allows for an in-depth understanding of the activities and interests of the social agents under investigation. Additionally, as part of participant observation, I will conduct classroom observations using a field diary, which will provide a detailed view of educational dynamics and practices in the specific context of study.

3.4.1 Field diary

I will conduct classroom observation using a field diary, which serves as a crucial tool for documenting, reflecting on, and analyzing the teaching practices of the English teacher in a rural setting. Additionally, it aids in generating novel insights and perspectives on theories of practice within this specific context. The chosen grade for observation is sixth grade, as per the teacher's decision. Chart 1 was done to analyze the teaching practices of Sharick.

Chart 1.

Field diary to analyze the teaching practices of the English teacher.

Date of observation	Pseudonym	Name of school	Grade 6
	Sharick	Alto del Rompe	

Description of the context		
Geographic location: Description of the rural environment north of Tolima.	Demographic characteristics of students: Brief description of students, e.g., number of students, socioeconomic status, ethnicity, etc.	School infrastructure: Description of facilities, available resources

Observed Activities	
Description of the activity: Details about teacher-student interaction. Teaching strategies used. Level of student participation	Feeling of the teacher

Source: own elaboration

In summary, using a field diary for classroom observation, particularly in a rural setting, is crucial to document, reflect and analyze teaching practices. This method, exemplified in Table 1, not only provides insight into Sharick's strategies but also contributes to broader debates about effective teaching methodologies.

3. 4. 2 *Field journal*

Conducting a field diary in this research allows me, as a researcher, to deepen my understanding of participants' educational practices in a specific rural setting to explore the creation of Theories of Practice. Therefore, Chart 2 titled *Field journal to explore the theories of practice of the English teacher* was developed in order to delve more on the teaching practices of the teacher.

Chart 2.

Field journal to explore the theories of practice of the English teacher.

Field Journal: Uncovering the Theories of Practice of an English Language Teacher in a Rural Setting.	
Date:	
Significant Experiences:	
Guiding Questions:	1. How would you describe your emotions while doing this activity? 2. Could you share the moment that impacted you the most or the biggest challenge you faced during your class?

Source: own elaboration

The use of a field diary in this research allows me, as a researcher, to delve into the educational practices of the participants within a specific rural context, with the aim of exploring the development of Theories of Practice. Consequently, Table 2, it was created to further investigate the teacher's teaching practices.

3.5 Ethical considerations

To maintain the ethical integrity of the research, I adhered to the ethical principles outlined in the Belmont Report, which emphasizes respect for participants, promotion of well-being (beneficence), and fairness in treatment (justice) (Department of Health,

Education, and Welfare, 1978). Participants in this study are protected from any risk or violation of their privacy, impartiality in the process is guaranteed, and honesty in their responses is encouraged. Additionally, it is hoped that participants will benefit from the study by providing them with a space to reflect on their learning process and consider new perspectives. All of which are taken into account in this research. Lastly, there are two consents drawn up by the researcher, so that the professor and the institution are informed of the purpose and characteristics of the project. This document guarantees a voluntary and well-informed participation.

3.6 Population and sampling

The English teacher has worked for thirty-two years in rural areas of Falan, north of Tolima. He graduated with a Bachelor of Arts from the University of Tolima and has two additional specializations: one in Arts and Folklore at the Universidad del Bosque and another in Leisure and Recreation for Social and Cultural Development at the Fundación Universidad Los Libertadores, both made in Bogotá. Complementing her training, she participated in a Training and Training course for Teaching through English at the University of Ibagué. Her commitment to bilingualism is also reflected in her participation in a Bilingualism course at the Colombo Americano and in another focused on the socialization of teaching experiences at the National Center for Teacher Training. The diversity of her studies and her additional courses not only reflect her commitment to English language teaching, but also her interest in the cultural and social development of her students. The institution where she works manages Calendar A, which offers coeducation at the preschool, primary, secondary, and high school levels. The school is daytime and has three locations in different cities: the first is in Vereda, Alto Del Rompe, the second in Pirsas and the third in Tavera. The institution has an educational model that includes post-primary, rural secondary and new school.

3.7 Vision of language and teaching

Taking in consideration that this research is focused on the rural zones, the vision of language will start with a small introduction about the teaching in rural schools based on my experience as a rural student and supported by some authors mentioned in my literature review. Then, I will mention the vision of language and teaching in general. The teaching process in rural areas does not have a definition per se, but it does have a specificity that results from the very nature of the rural territory, which influences schools, teachers, students and families in a very particular way. Due to isolation and lack of resources, the general results of the research indicate that rural schools have characteristics that offer possible advantages in terms of pedagogical practices (Arcila, 2017).

On one hand, teaching, according to Piattelli (1980) broadly defined as the process of transmitting knowledge and instruction from one person to another, is a multifaceted task that involves facilitating learning through guidance, instruction, and support. In addition, De Quiroga (1997) mentions that it takes place in a variety of settings, such as classrooms, workplaces, and informal settings, and employs a variety of approaches such as lectures, discussions, demonstrations, and hands-on activities. On the other hand, language as Wilson & Blackledge (2000) defined as a profoundly intricate aspect of human existence, encompasses the ability to express and communicate through diverse sign systems, including oral, written, and gestural forms. Besides it, Kramersch (2014) says that communication relies on this system of signs to achieve mutual understanding, distinguishing humanity from other species. While animals also exhibit communication methods, the term language predominantly refers to this distinctly human characteristic.

To summarize the vision of language and teaching seen in this research, it is teaching from a general perspective, whose main focus is to transmit knowledge to those who are involved in any context in which teaching takes place, such as teaching in rural areas, which

is influenced by the specific conditions of the rural environment. On the other hand, language allows communication and expression through different forms of signs. Regarding the relationship of both terms, I can say that the relationship between teaching and language is fundamental in the educational process, since language not only facilitates communication and learning, but also influences the construction of knowledge, social interaction, and the cognitive development of people.

3.8 Role of researcher and participants

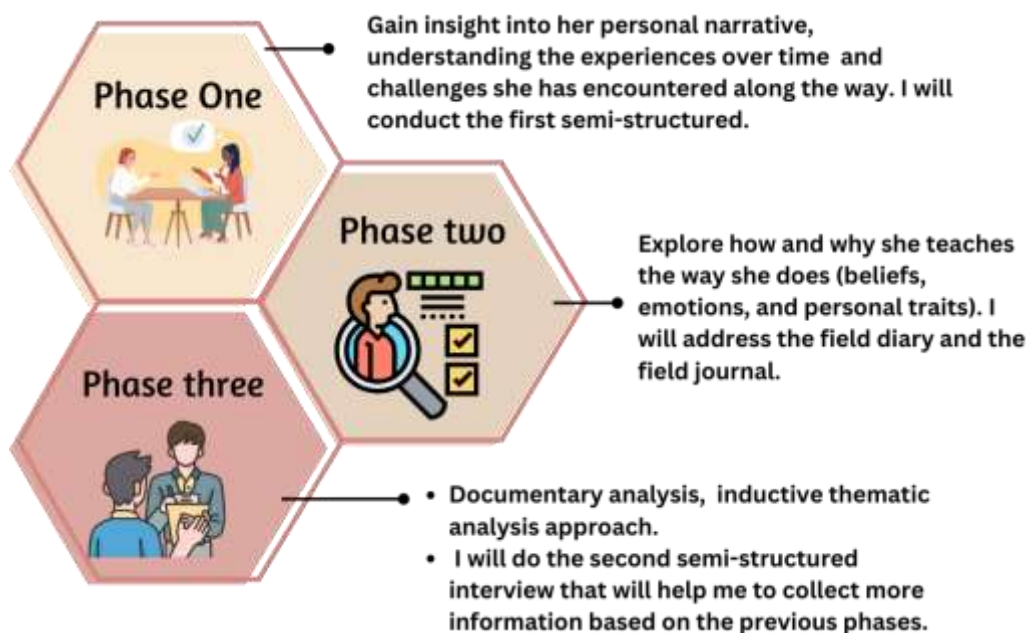
Due to the nature of the project, the participant should be aware that as a participant in participant-centered research, the contribution would encompass various facets, from providing detailed information about my pedagogical experience and methods to participating in interviews and observation techniques where key aspects of my teaching practice would be explored. It would also facilitate access to the educational environment, allowing the researchers to observe my classes and evaluate the teaching materials used. Her experience and knowledge in the educational field would be invaluable in helping to design the study, ensuring the relevance of the research questions and data analysis methods. Once the results have been obtained, she will play a key role in reviewing and validating the findings, ensuring their accuracy and representativeness. As a researcher, I will lead the research process from start to finish, ensuring the quality and validity of the data. This involves designing the research with clear questions, collecting data through various methods such as interviews and classroom observations, and analyzing the data using appropriate methods. For me, it is essential to guarantee ethics throughout the process, respecting the rights and privacy of the participant. In addition, I would collaborate closely with the teacher to accurately reflect her experience and perspectives in the research. Finally, I would interpret and communicate the results effectively, thus contributing to the advancement of knowledge in the field of education.

3.9 Methodological design

The design I will undertake encompasses three phases that complement the aforementioned data management. These phases are essential for understanding and organizing the participant's development of teaching theories over the years. They are outlined as follows.

Figure 3

Phases for carrying out the methodological design.



Source: own elaboration

Phase One, during this initial phase, I will delve into the teacher's life experiences and how she has shaped her journey in education. Specifically, I aim to gain insight into her personal narrative, understanding the various milestones and challenges she has encountered along the way. In this first phase I will conduct the semi-structured interview which will last about three weeks, one week to collect the information and two weeks to start organizing it. In the subsequent phase, I intend to explore the intricacies of the teaching process, delving deeper into the teacher's beliefs, emotions, and unique attributes that influence her pedagogical approach, so I will address the field diary and the field journal. For this I seek to

understand the motivations behind her teaching methods, such as her experience teaching English in rural areas despite initial unfamiliarity with the language. To achieve this, I expect to do it in a month. In the final phase, where I am going to do the documentary analysis, which will allow me to start using my inductive thematic analysis approach. After collecting the information, I will be able to do the following processes: data organization, theme identification, theme narrowing, and categorization. My focus will shift towards researching contextual factors that have impacted the teacher's professional trajectory. This will involve examining aspects such as infrastructure, political influences, and the extent to which the educational institution has recognized and valued her expertise and experience.

3.10 Data analysis method

In this study, I will be using the Inductive Thematic Analysis approach as the data analysis method. This methodological approach allows me to explore and understand the emerging patterns, themes, and relationships in a data set, without imposing pre-existing theoretical preconceptions. By applying Inductive Thematic Analysis, I seek to capture the richness and complexity of the data in a holistic way, thus enabling a deep and meaningful understanding of the phenomena studied.

3.11 Inductive Thematic Analysis Approach

According to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing, and communicating patterns, i.e. themes, in empirically collected data. It minimally organizes and describes the data set in detail and interprets aspects of the research topic. In other words, it consists of looking for repeated patterns of meaning in a data set. As Fereday and Muir-Cochrane (2006) mention, the process consists of identifying themes by carefully reading and rereading the data. It is a way of recognizing patterns in data, in which emerging themes become categories for analysis. Furthermore, Nowell et. al (2017) mentions

that it is a method that focuses on recognizing, studying, organizing, composing, and reporting the themes present in a data set. The approach mentioned above will allow me to approach and analyze the data following an inductive procedure. This scenario involves performing a bottom-up analysis, so that themes and categories emerge from the data collected rather than imposing a pre-existing study structure.

The route I will follow to analyze the data is the following. First, I am going to start with data organization where I am going to organize the information collected from the semi-structured interview, the observation formats that are the field diary and the field journal, and the second semi-structured interview. After having that information, I am going to perform the theme identification of each format, for this, I am thinking of creating a matrix for each format, so that it will be easier to see the teacher's responses and make comparisons, my idea here is to look for common aspects to start making codes to categorize the information that will answer my research question. Once I am clear about the information I collected from the participant, I am going to start with the theme reduction which will allow me to see what information helps answer my research question. Finally, taking into account the previous steps, I will proceed to the categorization which will help to respond to my research objectives.

3.12 Timetable

The research is organized in three distinct phases, each of which is assigned specific time frames. First, semi-structured interviews will be conducted for three weeks, followed by a one-month period devoted to classroom observation and field diaries. Finally, two months will be devoted to documentary analysis using an inductive thematic analysis approach. Below, you will find Chart Three, where I have condensed the phases, outlined the activities to be undertaken, specified the months, and provided the purpose of each activity.

Chart 3

Phases for carrying out the activities.

Phases	Activity	Months	Purpose
Phase One	Semi-structured interview which has three questions	Three weeks	The main topic addressed by these three questions revolves around the teachers' present and past experiences, where some of the obstacles and approaches involved in teaching English in a rural area that has limited resources will be seen.
Phase two	Classroom Observation and Field journal	One month	Field diary will serve as a crucial tool for documenting, reflecting on, and analyzing the teaching practices of the English teacher in a rural setting. Additionally, it aids in generating novel insights and perspectives on theories of practice within this specific rural context. Field journal will allow me to deepen my understanding of participants' educational practices in a specific rural setting to explore the creation of Theories of Practice.
Phase three	Second semi-structured interview (Inductive Thematic Analysis Approach)	Two months	It will act as a support mechanism to address any uncertainties that may arise during the initial interview. Any questions that arise during the classroom observation or are prompted by the field diary will be pursued for further clarification.

Source: own elaboration

In conclusion, this research project outlines a design aimed at exploring the educational practices of a rural English teacher and elucidating the creation of theories of practice. The chosen research paradigm is qualitative, aligning with the objective of understanding the teacher's experiences. The case study method has been selected because it allows for detailed examination within the specific context of rural English teaching. Data collection instruments include semi-structured interviews and observation techniques, designed to obtain a holistic understanding of teaching practices. Ethical considerations have been addressed, ensuring the protection and well-being of the participant throughout the study.

On the other hand, the language and teaching view highlights the importance of context in shaping pedagogical approaches, especially in rural settings. The roles of the researcher and participant are clearly defined, emphasizing collaboration and ethical conduct. The methodological design includes three phases, which facilitates the systematic exploration of the teacher's career and professional development. The data analysis method, Inductive Thematic Analysis, will allow for a nuanced interpretation of emerging patterns and themes. Finally, the calendar again describes the phases that will be carried out in the investigation.

Chapter 4: Conclusion and expected results.

The central issue addressed in this research focuses on the lack of attention to the voices of rural teachers, the supervision of rural education in public policies and resistance to policy implementation, with a focus on the reconstruction of theories of the practice. The main objective of this study is to highlight the experience of rural teachers, highlighting their efforts in teaching English despite facing challenges such as infrastructure limitations and lack of adequate materials. It seeks to highlight the dedication of this educator and underline the importance of recognizing and supporting education professionals who work in rural environments, which will ultimately contribute to improving the quality of education in these areas.

I problematized the lack of attention to the voice of rural teachers, the forgetting of rural education in public policies, the lack of resistance and progress in the implementation of policies, the lack of studies on the perception and implementation of policies in rural communities and prioritize the need to reconstruct theory of practice. Below, I provided a review of relevant literature and theoretical frameworks related to pedagogical practices in English language teaching in rural settings, as well as identified gaps and areas for further exploration, allowing me to explain and analyze the key concepts and theories on which the research is based, which are English language teaching, rural education, theories of practice. To support my research project, I provided a legal framework to guide the research and uncover theories of an English teacher's practice in a rural setting. Where I also mentioned the consent forms after the Belmont report.

Following this, I presented the type of study, description of the research design, approach and the participant, background information, then I explained the data collection methods, which were the semi-structured interview, observation techniques where I designed two formats that supported my research. The formats were designed with the aim of

understanding better how the participant created her theories of practice. In addition to this, I mentioned the data analysis method. Finally, I presented the type of study for my research project, which was a case study. Then, I presented the research paradigm. I also detailed the data collection instruments that will be used, such as the semi-structured interview, observation techniques, such as the field diary and the field journal. Then, I describe the phases in which these instruments will be implemented. Later I addressed Ethical Considerations and the Population and Sampling process, focusing on the participant. In addition, reviewing the Vision of Language and Teaching, crucial aspects to understand the role of English and the pedagogical perspective of the teacher investigated. Finally, I outlined the Role of the Researcher and the Participant, as well as the planned schedule of activities, and the final conclusion and expected results.

With this research I expect to provide an answer to my researcher, I want to give voice to the lived experience of this rural teacher to make emphasis on what she has done in this rural zone and how even though sometimes there is not enough support for rural schools, this teacher has created her own material to teach English in this rural zone. Also, with this research I will be able to highlight the fact that even though she has a bachelor degree in arts, and most of all her career is focus on arts, she has be able to teach English and with this research I expect to highlight her work and her effort for trying so hard in this zones, for get over the circumstances such as infrastructure, no internet access, no English materials, and having the burden of being the only teacher who teaches English from sixth grade to eleventh grade. Not only do I hope that with my research, they value the work of the teacher, but I also hope that the institution where she works values her even more and considers the hard work and dedication that she puts into it every day, to allow her students can meet the level of English required by public policies and rural public policies in Colombia.

Doing this research allows me to understand that being a teacher is not an easy job, we have to be more aware of the different contexts that exist when teaching and also that we have to be able to teach subjects that are not as related as what they have studied. In other words, it would be good if we had basic knowledge in other subjects in case at some point, we have to teach that. Not to let ourselves collapse or be overshadowed, but on the contrary, to demonstrate that we can create and leave a mark in our teaching if we allow ourselves to be guided by our creativity and innate abilities. And I feel that a benefit is that we can have more material related to teaching English in rural areas and that many more teachers who sometimes have difficulty in these areas can find support.

In conclusion, this study focuses on understanding the construction of the theory of practice of an in-service English teacher when teaching in a rural school in northern Tolima. The specific objectives seek to identify the main components of this theory of practice and characterize the pedagogical practices that reflect said theory. As I mentioned above, this research will not only help to better understand the teaching of English in rural settings but can also inform how to improve the quality of education in these specific areas.

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Annexes

Annex 1: Written Consent Form for the teacher

FORMULARIO DE CONSENTIMIENTO

Estimado Docente, por medio del presente documento me gustaría invitarlo a participar en un proyecto de investigación llamado Uncovering the Theories of Practice of an-English Teacher in a Rural Setting: A case study approach. el cual estoy desarrollando como monografía en el pregrado de licenciatura de lenguas extranjeras con énfasis en Inglés y Portugues, en la Fundación Universitaria Juan N. Corpas. El estudio tiene como objetivo comprender la construcción de la teoría de la práctica de un profesor de inglés en servicio al enseñar inglés en una escuela rural ubicada en el norte del Tolima. De esta forma, participarás en el desarrollo de una narrativa escrita y una entrevista semiestructurada que forman parte del proceso de recolección e interpretación de datos. Dichos datos serán utilizados únicamente con fines académicos, garantizando la confidencialidad y el respeto a sus opiniones e historias. Por este motivo, se utilizarán seudónimos para proteger su identidad si así lo desea. Además, si considera retirarse en cualquier etapa del proyecto, es libre de hacerlo. Por otra parte, tras la finalización de la investigación, los resultados se publicarán en forma de monografía como requisito de grado como en otras publicaciones académicas. Si tienes alguna pregunta o inquietud sobre este proceso, no dudes en contactarme.

En total convencimiento que esta experiencia contribuirá al desarrollo profesional y humano de las partes involucradas, agradecería su participación en esta iniciativa.

Atentamente,

Linda Sofía Cadavid Londoño

Estudiante de Licenciatura en Lengua Extranjera con Énfasis en Inglés y Portugués

Fundación Universitaria Juan N Corpas

Linda-cadavid@juanncorpas.edu.co

Yo Sandra De Los Amores Cadavid Londoño consiento que se me haya informado acerca de este estudio y el motivo de mi participación en el mismo. De igual forma, soy consciente de que no me encuentro obligado a ser participante del proyecto y, por ende, tengo la libertad de

abandonar el proceso en el momento que lo crea conveniente. Asimismo, tengo claro que ante cualquier duda o inquietud puedo acercarme a Linda Sofia Cadavid Londoño, persona encargada del proceso de investigación.



Firma de autorización:

Correo electrónico: amorescadavid@gmail.com

Annex 2: Informed consent for the institution

Consentimiento informado

Yo, Linda Sofia Cadavid Londoño, en calidad de investigador principal del proyecto titulado "Uncovering the Theories of Practice of an-English Teacher in a Rural Setting", solicitó su consentimiento para utilizar el nombre de la institución Alto del Rompe, en el marco de esta investigación. A continuación, proporcionó detalles sobre el propósito, la metodología y los procedimientos de la investigación: El propósito de este estudio es explorar y comprender las teorías de práctica de un maestro de inglés que trabaja en un entorno rural. El objetivo principal es analizar las estrategias, métodos de enseñanza, desafíos y éxitos experimentados por el maestro en su contexto específico, con el fin de informar y mejorar las prácticas educativas en entornos similares. La investigación se llevará a cabo utilizando métodos cualitativos, incluyendo entrevistas en profundidad con el maestro de inglés, observaciones de clases y análisis de documentos pertinentes, como planes de lecciones y materiales educativos utilizados en el aula. Se mantendrá la confidencialidad de la identidad del maestro y de la institución en todas las etapas del estudio. Para llevar a cabo esta investigación, se solicitará la colaboración del maestro de inglés de Alto del Rompe, quien será entrevistado y observado en su entorno de trabajo. Se garantizará la confidencialidad de los datos recopilados y se presentarán los resultados de manera agregada y no identificable para proteger la privacidad del maestro y de la institución.

Al otorgar su consentimiento para utilizar el nombre de la institución en este proyecto de investigación, comprendo que no se revelarán detalles específicos que puedan identificar a la institución o a cualquier individuo involucrado en el estudio. Reconozco que mi participación es voluntaria y que tengo derecho a retirar mi consentimiento en cualquier momento sin consecuencias adversas. Entiendo que mi consentimiento para utilizar el nombre de la institución no implica ninguna obligación adicional por parte de la institución, y que esta participación contribuirá al avance del conocimiento en el campo de la educación y al mejoramiento de las prácticas educativas en entornos rurales.

Por lo tanto, consiento voluntariamente en permitir que el nombre de la institución Alto del Rompe, sea utilizado en el proyecto de investigación "Uncovering the Theories of Practice of an English Teacher in a Rural Setting", según lo descrito anteriormente.

Firma del Representante de la Institución: _____

Firma del Investigador: _____

Fecha: _____

Annex 3: Information of the participant

Información del entrevistado:

La entrevista fue realizada con una maestra de inglés que enseña en el área rural, la docente ha enseñado inglés durante 28 años en la institución educativa Alto Del Rompe, localizada en Falan, al norte del Tolima. Cuenta con un título de Licenciada en Artes Plásticas, que fue realizado en la Universidad del Tolima. Además de ello, cuenta con dos especializaciones, la primera es en Artes y Folclor, realizada en la Universidad del Bosque, y la segunda en Lúdica y Recreación para el Desarrollo Social y Cultural realizada en la Fundación Universitaria Los Libertadores, Ambas especializaciones fueron llevadas a cabo en Bogotá. Aparte de ello tiene un curso en Formación y entrenamiento para la enseñanza del CTel a través del Inglés que fue realizado en la Universidad de Ibagué, cuenta con un curso en capacitación en Bilingüismo realizado en el Colombo Americano y un curso en socialización de Experiencias, realizado en el Centro Nacional De Capacitación a Docentes.

Antes de empezar la entrevista, se presentó el consentimiento informado y se hizo una breve explicación del proyecto.

- La maestra que fue entrevistada será la participante de este proyecto de investigación.
- La entrevista fue realizada el 6 de marzo del 2023, por medio de audios de WhatsApp.
- La entrevista contó con 4 preguntas que fueron las siguientes.
 - ¿Cómo gestionas el proceso de aprendizaje del inglés en tu escuela rural?
 - ¿Qué experiencias significativas has vivido en tu escuela al enseñar inglés?
 - ¿Cuál es el papel del inglés en su comunidad escolar?
 - ¿Cómo perciben sus estudiantes el papel del idioma inglés en sus vidas?
- Las preguntas fueron enviadas un día antes, para que la docente tuviera sus respuestas preparadas

Annex 4 : Piloting of the Semi- structured Interview

Pilotaje Entrevista semi estructurada

Entrevistador: Buenos días, profesora, el día de hoy haré las 4 preguntas que ya conocía con anterioridad. El proceso de respuesta será así, yo enviaré una pregunta por audio, y luego usted va a responder la pregunta por audio, y así sucesivamente, si llega a tener alguna duda, puede preguntar con tranquilidad. ¿Es claro el proceso?

Entrevistada: Sí señora

Entrevistador: Está bien, demos inicio, primera pregunta, ¿Cómo gestionas el proceso de aprendizaje del inglés en tu escuela rural?

Entrevistada: Como maestra en el área rural, entiendo la importancia de brindar una experiencia de aprendizaje de inglés de calidad para mis alumnos. Para manejar el proceso de aprendizaje del inglés en mi escuela, sigo un currículo estructurado que incluye actividades de vocabulario, gramática, lectura, escritura y habla. También incorporó actividades interactivas y atractivas que se relacionan con situaciones de la vida real, como conversaciones, dramatizaciones y juegos.

El aprendizaje en las zonas rurales requiere estrategias muy didácticas, para que se pueda contribuir clara y eficazmente al desarrollo de las competencias exigidas, hoy en día por el gobierno. Hay que aplicar lo vivenciado, hay que manejar el entorno, hay que mirar el nivel de adquisición del conocimiento de los estudiantes y así motivarlos a sus habilidades y a que ellos mismos apliquen sus propias destrezas. Sobre todo, a través del juego, pues así se quita la timidez hacia esta segunda lengua. Mayormente, hacerlo mediante la aplicación de lo lúdico. pero hay algo muy importante como estrategia, que es forzar mucho a lo que es la memorización y a la repetición de todos los temas, de todos los contenidos, también muy importante es estar motivando al estudiante, motivar a memorizar y a repetir mucho. Pero todo esto, verlo de una manera lúdica, repetitiva y de mucha memoria.

Entrevistador: Bien, segunda pregunta, ¿Qué experiencias significativas has vivido en tu escuela al enseñar inglés?

Entrevistada: Se nota mucho que, en las escuelas primaria, hoy en día los estudiantes son demasiado temerosos a aportar en el inglés, por eso el inglés en las escuelas, no es bueno que el profesor enseñe lo que es en sí, tanta teorías, sino que por mínimo que sea la enseñanza misma. El estudiante aprende muchísimo más fácilmente a través del juego, cuando se utiliza la parte artística en el área de inglés. Los estudiantes tienen un concepto o aprenden muchísimo más ante sus desafíos en las actividades, se trabaja muchísimo lo que es la creación de loterías, lo que son las sopas de letras, pero cuando las sopas se convierten en algo lúdico es decir cuando esa sopa de letras se intercambia con los demás estudiantes, cuando se hacen grupos, también se nota mucho como experiencia significativa el entorno de las rondas, donde los estudiantes hablen sin temor, las oraciones o lo que uno les enseña. Los estudiantes son más dados a que el profesor también interactúa mucho con ellos, y a que simplemente sean los estudiantes que hagan la labor solos. Es una experiencia muy grande para que el estudiante aprenda mucho.

Entrevistador: Interesante experiencia, tercera pregunta, ¿Cuál es el papel del inglés en su comunidad escolar?

Entrevistada: El papel del inglés en la comunidad escolar donde se elabora, es totalmente relevante lo que se quiere es orientar a los estudiantes, darles una idea diferente para que vean algo diferente de su entorno rural. Es el papel de llevarlos hacia conocimientos, hacia habilidades diferentes, es totalmente motivadora para su futuro, para que vean el inglés como algo Útil para sus vidas profesionales. Aparte de lo que es todo el tema rural y en lo que ellos están enfocados. Es darles como una idea totalmente innovadora, que la amen, que les guste porque les va a servir para sus vidas futuras porque los va a sacar adelante. Ese es el papel fundamental en la institución con el área de inglés.

Entrevistador: Bien, última pregunta ¿Cómo perciben sus estudiantes el papel del idioma inglés en sus vidas?

Entrevistada: Los estudiantes perciben el inglés o el papel que está haciendo el idioma de una manera diferente, algunos lo perciben como una necesidad, otros como un crecimiento, otros como una única ventaja, o sea, como una única oportunidad para su vida laboral, para un cambio o algunos a una aspiración a cargos muy importantes.

Hay estudiantes que desde ya tienen esa mentalidad o están adquiriendo la mentalidad de que el inglés verdaderamente los va a llevar a los que ellos puedan aspirar en sus vidas futuras, a tener cargos muy importantes, muchos ya piensan en viajar a otros países, y ya por ende están viendo eso como la mayor aspiración que ellos tienen, entonces aprender el inglés los está llevando a que esos mismos aspiren a mejores cargos en la vida.

Entrevistador: Eso es todo, muchas gracias por su tiempo.

Entrevistada: Con gusto

Annex 5: First semi-structured interview protocol

The purpose of this interview is to gather valuable information about your experiences as an English teacher in a rural setting. Please be assured that all your responses will be kept confidential. Before we delve into the main questions, could you give us some background about yourself as an English teacher? For example, his academic training and how he came to work in a rural environment. Have you participated in similar interviews before?

Central questions:

1. Can you describe your personal journey and experiences as an English teacher in a rural setting?
2. What challenges or limitations have you encountered as a rural teacher?
3. Could you share some specific examples of teaching strategies you have developed to teach English in a rural setting with limited resources?

Thanks for sharing your ideas and experiences. Your contribution is invaluable to my research. If you have any further questions or would like to add something, please feel free to do so. I appreciate your time and contribution to this interview.

Annex 6: Second semi-structured interview protocol

The purpose of this interview is to gather valuable information about your experiences as an English teacher in a rural setting. Please be assured that all your responses will be kept confidential.

Central questions:

1. Did you notice any particularly effective strategies or techniques for eliciting engagement?
2. In light of current experiences, how do you perceive the role of meaningful and experiential learning in enhancing student engagement and fostering holistic development?
3. As you reflect on your own growth as an educator, how do these experiences influence your understanding of effective teaching methodologies, especially in the context of a rural setting?

Thanks for sharing your ideas and experiences. Your contribution is invaluable to my research. If you have any further questions or would like to add something, please feel free to do so. I appreciate your time and contribution to this interview.

Annex 7: National, international and locals articles

Articles	Title	Year	Author (s)	Institution	Ambit
1	Efl Teachers' Reflection In Teaching English To Efl Students Of Rural Areas.	2018	Jepri Ali Saiful Drs. Sulis Triyono	International Journal of Language Education	International
2	Leveraging the Perspectives of Rural Educators to Develop Realistic Job Previews for Rural Teacher Recruitment and Retention.	2020	Henry Tran Suzy Hardie Simone Gause Peter Moyi Rose Ylimaki	ERIC (Education Resources Information Center)	International
3	Interrogating the social impact of English language teaching policies in Colombia from the vantage point of rural areas	2017	Ferney Cruz Arcila	The Australian and International Journal of Rural Education (AIJRE)	National
4	The Wisdom of Teachers' Personal Theories: Creative ELT Practices from Colombian Rural Schools	2018	Ferney Cruz Arcila	PROFILE Universidad Nacional de Colombia	National
5	English Language Teaching in Rural Areas: A New Challenge for English Language Teachers in Colombia.	2016	Bertha Ramos Holguín Jahir Aguirre Morales	Redalyc	Local
6	Critical Socio-Cultural Elements of the Intercultural Endeavour of English Teaching in Colombian Rural Areas	2014	Sandra Ximena Bonilla Ferney Cruz-Arcila	PROFILE Universidad Nacional de Colombia	Local
7	Appropriation of ICT in the educational field: approach to public policy in Colombia years 2000-2019	2020	Diego Fernando Barragán Giraldo	La Salle University Universidad Distrital Francisco	National

			Juan Carlos Amador Báquiro	José de Caldas, Bogotá	
8	English Language Policy Relevance in a Colombian Rural Area: A Case Study in Antioquia	2017	Ángela María Roldán Oscar Alberto Peláez Henao	Universidad de Antioquia	National
9	La formación de educadores para el trabajo rural: el reto planteado por la escuela rural multigrado en Colombia.	2018	Zamora Guzmán, Luis Fernando Mendoza Báez, Adriana Patricia	Universidad Pedagógica Nacional	National
10	Recognising invisibility : the positioning of rural English language teachers in the Colombian context	2017	Ferney Cruz Arcila	King's College London	National
11	Exploring The Conceptions About Teaching English As A Foreign Language Of Two Efl Teachers In The Rural Area Of Pereira (Risaralda)	2013	Franklin Gualteros Duque Sharon Gómez Plata	Universidad Tecnológica De Pereira	Local
12	Rural English Language Teacher Identities: Alternative Narratives of Professional Success	2021	Ferney Cruz-Arcila	Universidad EAN	Local
13	The Pedagogical Practicum Journey Towards Becoming an English Language Teacher	2019	Edgar Lucero Katherin Roncancio Castellanos	Universidad la Salle	Local
14	ELT policy interpretations and translations in rural Colombia	2018	Ferney Cruz Arcila	Current Issues in Language Planning	National
15	La Enseñanza Del Inglés En Dos Contextos Rurales Colombianos Bajo El Modelo Escuela Nueva	2020	Dayana Fernanda López Castilla María Victoria Ramos Krebber	Universidad Pontificia Bolivariana	Local

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