



---

## Stories Of The Pedagogical Actions Of A Group Of A Preservice English Teachers In Times Of The Covid Pandemic -19

**Astrid Ramírez Valencia** Universidad Distrital Francisco José de Caldas. Bogotá, Colombia. [aramirezv@udistrital.edu.co](mailto:aramirezv@udistrital.edu.co). orcid <https://orcid.org/0000-0002-3025-5982>

**Luz Marilyn Ortiz** Universidad Distrital Francisco José de Caldas. Bogotá, Colombia. [Lmortiz@udistrital.edu.co](mailto:Lmortiz@udistrital.edu.co). orcid <https://orcid.org/0000-0003-2514-2251>

---

### ABSTRACT

This article presents, discusses and analyzes different stories told by English teachers in training, in which they tell their experiences and perspectives lived during the pandemic when they developed their teaching practice in a public school, which accounts for the different pedagogical alternatives that had to be implemented to respond to this new challenge.

To develop it, qualitative methods were used based especially on the stories and accounts of these teachers in training, as a conclusion it is recognized that what allowed the encounter of knowledge of this group of practitioners, who, in times of crisis, had to rethink their pedagogical work, which could be supported by the community generated through this technological means that served as a repository of experiences lived during the pandemic.

**Key words:** stories, preservice teacher, pandemic, opportunity

### 1. INTRODUCTION

The surprising appearance of covid-19, and its subsequent invasion throughout the world, has meant an unimaginable challenge for all contexts, it should be noted that it is impossible not to recognize that this pandemic has completely changed the pedagogical activity of many of the protagonists of the school, in this atmosphere the University as an entity of teacher training, is also called to get involved in these new dynamics.

Within this framework, some stories of a group of English teachers, who have developed their teaching practice in a public school in Bogota, within the framework of the pandemic, must be considered in a particular way, for which they have had to plan the implementation of various pedagogical strategies, in the search for new alternatives to respond to this unexpected situation.

To achieve this purpose, the use of a blog was used to record various narratives of the events experienced by these teachers in training during the development of their teaching practice, with which they sought to share heterogeneous situations about the most relevant events that had happened to them, In conclusion, the need to question the ways of educating English teachers in training, implementing new models of English teacher education with which it is possible to respond to the challenges posed to the school in situations such as those currently experienced as a result of Covid-19.

It is undeniable the high incidence that the pandemic has had, especially in the field of education, because it has led its actors to face several changes that have been quite drastic until leading them to generate new conditions of development, especially in relation to the school spaces, which previously corresponded to the physical place of its context, and that by losing its physical condition, have had to generate new ways of teaching, bringing as a consequence great repercussions even for teachers in training, in this case in the field of English.

In order to understand and explain the socio-cultural transformations that have taken place within the school, it is necessary to recognize the multiple shortcomings that education has had in recent times from a pedagogical perspective, and in particular, I will refer to the pedagogical performance of the trainees, who were undoubtedly unprepared to face this type of situation, which was unimaginable, But because of its transcendence, it exposes the multiple training deficiencies that these beginner teachers have had, which during the time of the pandemic crisis, fortunately have been able to be converted into great challenges because they have responsibly assumed other ways of reaching children, imparting knowledge, which in many cases have transformed the teaching scenarios into interesting and attractive spaces, both for boys and girls, interested in acquiring this foreign language.

From what has been said so far, the recognition of the impact that the inclusion of technology has had on education can be seen, Serrano and Casanova [1] point out that. "It is a fact that the explicit bet of our time has been focused on technologies as fundamental tools to face or lessen the intense effects of the closure of educational institutions and the confinement of millions of students at all levels. (p. 14)

It should be noted that technology has become the only way that has made possible the encounter between children and their teachers, in this case, teachers in training who, with a hermeneutic, analytical and pedagogical perspective, have generated new contexts for teaching the English language, mediated by the use of this type of multimedia resources.

Now it is appropriate to make a special recognition to the opportunities for change offered by the pandemic, which at first was conceived as a crisis, but subsequently has been perceived as a possibility of transformation, which depending on the actions undertaken by practitioners, offers multiple possibilities for those who are living it, Diaz Barriga [2] in issue recognizes that "this very important opportunity has been missed to open a solid reflection on what the school means as a lost space" p. 25.

Note the extent to which teachers in training in English have had to transform the ideas they had received regarding the ways of teaching the language, abandoning the perspective centered on the learning goals and objectives, to focus on the analysis of the learners' needs, on the activities and on the linguistic aspects and their implications.

It is here where the focus is on the didactic adaptations that this novice teacher has to make considering the new conditions of development of their pedagogical exercise mediated by technology, leading them to recognize that although they have been quite familiar with the technical devices, they have not been trained to put it within reach of the foreign language teaching processes and much less, they have stopped to develop a serious reflection on the implications of this new teaching development and on the various considerations to be taken into account, They have not been trained to put it within the reach of the foreign language teaching processes and much less have they stopped to develop a serious reflection on the implications of this new teaching development and on the various considerations that must be taken into account in the field related to language teaching, once the children return to school.

Such a process of constitution of subjectivities has raised the need to think about the plans that can be made with the children when they return to school, which should probably include the planning of sessions for the recovery of topics, especially for those children who have been away from school, Therefore, this type of actions will seek to reward through review or recovery courses, complementary activities to the work that has been left undeveloped at home or to the topics that have yet to be addressed, in case they have not had access to school.

On the other hand, it is essential to take measures for those children who must definitely choose to continue their learning process using the work at home measure, for which a blended learning approach will have to be proposed that seeks to combine

the classes of those who attend school and those who cannot yet do so, This multimodal form of virtual communication will necessarily have to be supported by means such as radio, television or the Internet, a situation that merits that the State plan the provision of technological elements especially for those who do not have them and thus the school can be within their reach.

Here it is necessary to recognize that many considerations arising from the implementation of work at home as a methodological alternative for the development of the school still need to be taken into account, as long as it is considered as an opportunity that facilitates the reconstruction of a better condition that allows the development of effective strategies to solve the failures detected during the crisis, always seeking improvements hopefully in the long term, both pedagogical and technological aspects, as well as funding and support of parents and the school to work on integrating what can be developed, always seeking the benefit of both boys and girls.

Now we will move on to the topic of the stories, as they are part of the development of this presentation.

## **2. STORIES**

Talking about stories leads us to approach the ideas that Santamaria [3] has put forward on this topic, considering its approach with a reflective perspective, since, as the author explains, it is not simply a text, but on the contrary, it concerns "the relationships that are established with the cultural and social world" (Santamaria, 2008, p. 1). (Santamaria, 2008, p.93)

In this way, it can be stated then that the story is configured as a fundamental basis for the approach made by the narrator, since it allows an approach to a lived event in which a vicissitude is blurred, reflecting the sensitivity of the one who tells the experience occurred in relation to a spatial-temporal phenomenon, within which a narrative strategy applied in a discourse is included, which reveals an articulation, an organization, and a narrative strategy of who is recreating the story presented by the informant, for which reason, it is expected that the researcher assumes a reflective and analytical role in relation to what has been heard.

In addition to the above, it is clarified that the stories reflect the relationship that the narrator has with his reality, which is interpreted from the perspective of his own experience, in this sense, Santamaria [3] explains that the stories represent actors who live a reality, and express themselves in a simple and direct way about various actions that have been undertaken in response to a situation experienced by a protagonist whose role in this case is the narrator. (Santamaria, 2008, p.95).

Now it could be quickly stated that telling a story could be considered an easy activity to do, however, it is not, given the need to use an appropriate language for the listener, leaving to the manifest an implication of senses that allow the interweaving of various forms of perception of reality, which for this matter, is contextualized within a teaching practice developed in a public school context, where the future teacher, that is the English practitioner, gives meaning to his notion of being a teacher in training who must act under special conditions, Here we talk about responding to a pandemic, which forces him to develop his teaching practice in a different way than he could have imagined, so his language lets us know his impressions about this fact, which for this novice turns out to be shocking, dynamic and full of multiple reactions, which enrich his notion of being an inexperienced teacher, who lets know his own dimension in front of his perception, through the diverse narrations that reflect the experiences acquired in these new conditions, given by the pandemic of Covid19.

From this perspective, Hernández and De Aberasturi [4] explain that the story corresponds to a personal approach that makes known the understanding that is given for this case by an inexperienced teacher, facing the new conditions in which his pedagogical exercise is developed, for which he uses a story that reflects the experience lived in the context of teaching practice, where he makes known his look, his perception and his feeling, regarding this experience, which would have been unimaginable for him in other times, within his period of pedagogical training.

These practices of storytelling give a special meaning to the daily life, in this case of the practitioner who, by telling his story, creates an identity related to the development of his usage in the context of the teaching practice, relating the experience seen from his own eyes, in this way, as Bruner[5] understands it, by giving a special orientation to the qualification he is acquiring within the context of the practice, Bruner's[6] position recognizes the importance of the story by allowing the subject to be thought and accepted as an individual located in a specific and particular space, in this case related to the school, within which he acquires new experiences that are significant for the strengthening of his professional development, which is under construction.

This vision allows determining that the stories linked to the experiences and the research show how the individual makes an approach to the world, in this case related to the school, for being the space where he will develop his pedagogical exercise as a future English teacher, in this regard, it is clear that: "the study of narratives, is the study of the way in which human beings experience the world" [9] (Connelly & Clandinin, 1995, p. 11) at this point, it is pertinent to know how the individual makes an approach to the world, in this case related to the school, for being the space where he will develop his pedagogical exercise as a future English teacher. 11) At this point, it is pertinent to

recognize that the narrative allows us to understand the ways of approaching the educational context of the school, which becomes a source of knowledge that strengthens the pedagogical action of the future English teacher.

### **3. METHODOLOGICAL FRAMEWORK**

The methodology implemented in this research was qualitative, which according to Martínez and Ramírez [8] is characterized by identifying different situations, thus configuring the understanding of the diverse behaviors in a specific group, which in this case, refers to a group of English teachers in training, who are studying the teaching practice in a public institution, within which we seek to understand a phenomenon and a behavior that in this research is related to their perception regarding the time of the pandemic and its influence or not in their learning process as a teacher.

#### **Population and sample**

This research was carried out with the participation of a group of 30 interns, whose ages ranged between 20 and 30 years respectively, who were characterized by being immersed in a context of teaching practice, a space that is part of a curriculum that trains English teachers, it is noteworthy that these students are in their eighth semester, respectively.

On the other hand, it is added that the context within which the teaching practice is developed corresponds to a public school whose social stratum is low, characterized by having few economic resources for the development of school work, which at the time of the pandemic was marked by the lack of connectivity and technological resources for the development of home work by the school children.

#### **Data collection instruments**

This research was developed through the collection of stories, whose fundamental basis is the word of the person who is narrating the story, in other words, the protagonists were a group of student practitioners who were developing their teaching practice at the time of the pandemic, it is worth noting that Bonilla C & Rodriguez, [9] emphasize the hierarchy that narratives have for allowing the illustration of a feeling and an action of a group, who explain how they perceive the development of their practice, in this exceptional situation related to the pandemic, which we are going through in the current historical moment.

### **4. ANALYSIS OF RESULTS**

After having applied the data collection instruments, we proceeded to analyze them, showing the results of the analysis of the stories included for the development of this research.

It should be noted that the results shown here include the analysis of the stories presented by the practitioners who were asked to tell their perception of the experience lived during the development of their teaching practice in times of pandemic. These are some of the most outstanding aspects that are part of the findings that will be shown here.

In the first instance, an analysis of the story is shown, revealing the words that turned out to be the most frequent.

#### **PEDAGOGICAL EXPERIENCES IN THE MIDDLE OF THE PANDEMIC**

students	101
classes	19
children	16
pandemic	16
little	13
process	13
education	12
teacher	12
virtual	12
all	12
learning	11
opportunity	11
could	10
course	9
give	9
teaching	8
grade	8
English	8
better	8
new	8
first	8
life	8
changes	8
contingency	8
teachers	6
day	6

educational	6
tools	6

**Table 1. Words and number of repetitions. Source: own elaboration**

Based on the analysis made on the narratives presented by the participants regarding the development of their teaching practice in times of pandemic, it was possible to apply a word analysis using "Word clouds" which allows to establish the following categories of words with their frequency: students (101), classes (19), children (16), pandemic (16), little(13), process(13), education(12), teacher(12), virtual(12), all(12), learning(11), opportunity(11), changes (8), contingency (8), given the repetition of enunciation of the words, it was possible to deduce the recognition of the multiple changes brought about by the development of teaching practice in the context of the health emergency caused by covid19 , which has definitely altered the entire education of these future English teachers, who have learned to adapt to the new conditions in which the school had to be developed and, in particular, the spaces of teaching practice.

On the one hand, it is necessary to recognize the high degree of uncertainty through which these participants had to go through, who from one day to the next, had to start a practice in a new virtual modality, which was completely unknown to them, and as mentioned in this analysis, As mentioned in this analysis, the children were involved in a new dynamic of class development that became a learning opportunity for everyone, but that allowed the implementation of novel and striking activities for those who were part of this context of teaching practice, creating new challenges, facing problems such as the lack of access to technology, especially in the case of this type of population in which the teaching practice was developed, given that it was composed of low-income families, who did not have access to tools such as computers, tablets, telephones and much less good connection, which is why they had to opt for other alternatives such as the use of the radio, television and the development of guides, sent through platforms such as WhatsApp, which had to be filled out by the children to whom these guides were delivered by this means, i.e., this was the only media contact that the children, their teachers, with the school and with the parents had.

It should also be noted that it was necessary to recognize that parents were a fundamental part of the development of this new type of school, given that they always accompanied the development of the children's classes, facilitating the learning processes, leading them at the same time to assume a new role as teachers accompanied by the minors, who in this case, were trying to access the knowledge of the English foreign language through the development of various guides proposed and planned by these future English teachers.



Graph 1. shows the words with the highest frequency highlighting among them that students are immersed in a process from the pandemic, which generated multiple changes in the educational processes carried out by both boys and girls, within which novice English teachers had to develop other ways of teaching that would allow bringing the school closer to the home, adjusting their pedagogical work to the norms issued from the Ministry of Education that made a bet for work at home, without considering that not all children had access to the network, This is the reason why the action plan of these future teachers had to be adjusted, who through the creation of guides, detected learning opportunities in which other actors of the school were involved, who in other times did not have such a wide protagonist, such as the parents who had to assume a new role by having to be permanently accompanying their children in the development of the work at home.

### PERCEPTIONS FROM A GROUP OF PRACTICIONERS DURIN THE PANDEMIC



**Graph 1. Graphical representation of most frequently used words. Source: Own elaboration**

In addition to the above, the learning opportunity for both the students in training process and the children is recognized, because for these future teachers it was unimaginable to think how a school space could be developed in a virtual modality, much less with children, a fact that leads to recognize the potential of digital tools, which were facilitators of the teaching process carried out by these practicing teachers, who when they had the opportunity to meet virtually through platforms such as meet and blackboard with their students, offered quite fun activities for children who had at their disposal technology and connectivity, but not before recognizing that many of them did not have these elements, which is why only an average of 40% of them could come into contact with the school, many of them dropped out and others were forced to stay away from school, because they did not have access to technology.

Based on this scheme, it is recognized that in each of these stories there is a participatory action of the narrators who, as stated by Bruner [6] "memories based on ocular evidence or even on sudden illuminations are at the service of many patterns, not only of the truth" making it perfectly clear that the participants show diverse situations in which they were protagonists of a story that does not lack the truth but is full of meaning and clues for the listener, generating at the same time a transportation for the one who approaches this narration.

In this way, a connection is generated both between the listener and the narrator that allows to recreate through the imagination the facts related by the narrator, who, in many occasions when feeling identified with the story, even dares to interrupt, to add data or experiences that have also occurred in lived situations related to the narrated facts, which allows an interlocution between the participants, in this case the teachers in training, evoking in this way moments lived by a situation full of emotional situations, and significant for all the participants.

## **CONCLUSIONS**

The importance of the narration is recognized as it allows the teleportation to a moment that is important for the narrator, allowing him/her to develop certain capacities in which he/she enunciates, describes, argues and reflects on a lived situation, which for him/her is very significant and which, in this case, allows the extraction of different categories, in relation to the theme of the experience acquired in times of pandemic on the part of a group of English trainees.

For the analysis of any story, an investigative approach is required, which demands an in-depth look of the person analyzing the story, so it is necessary to extract the value of each word enunciated, reflecting, analyzing and appreciating the meaning behind each statement issued by a narrator who tells an experience lived in a transcendental moment which is related to a pandemic, recognized as a historical fact in the development of this humanity, so that through it, a constructed language can be noticed, which allows at the same time to establish the capacity of analysis and the academic and socioeconomic conditions of the narrator, which in this case is related to a group of students of the bachelor's degree in English, who are doing their teaching practice in a public school, thus highlighting the value of the word, which goes beyond the sounds to denote a construction of meaning that must be configured by the researcher, who must be able to generate a discourse directed through listening and based on a theoretical framework that allows him to interpret the narratives of the participants.

## **REFERENCES**

- [1] ¿Cómo se certifica un estudiante de home schooling en Colombia? (2020, 1 septiembre). Rhema Home school. Disponible en <https://rhemahomeschool.com/como-se-certifica-un-estudiante-de-homeschooling-en-colombia>
- [2] iisue Educación y pandemia. Una visión académica, México, UNAM, consultado el 25 de mayo, 2020, imaginación que dan sentido a la existencia. Barcelona: Gedisa,
- [3] Santamaría F Artículo El Relato como Fuente de Creación Infantil: Perspectivas de Investigación En Saberes y lenguajes: una mirada interdisciplinaria hacia los niños y los jóvenes. Universidad Distrital Francisco José de Caldas, 2008. 2020.
- [4] Hernández Hernández, F., & De Aberasturi Apraiz., E. J. Las historias de vida como alternativa para visibilizar los relatos y experiencias silenciadas de la educación. Tendencias Pedagógicas, 24, 133–144, 2015. Recuperado a partir de <https://revistas.uam.es/tendenciaspedagogicas/article/view/2097articulo>
- [5] Bruner, J. Actos de significado: más allá de la revolución cognitiva. Madrid: Alianza, 1998.
- [6] Bruner, J. La fábrica de historias. Derechos, literatura, vida. México: FCE, 2003.
- [7] Bruner, J. S. Realidad mental y mundos posibles: Los actos de la imaginación que dan sentido a la experiencia. Barcelona: Gedisa, 2004.
- [8] Bruner, J. S, La importancia de la educación. Buenos Aires: Paidós, 1987.
- [9] Connelly, Michael y Clandinin, Jean. Relatos de experiencia e investigación narrativa. En J. Larrosa y otros, Déjame que te cuente. Ensayos sobre narrativa y educación (pp.11-59). Barcelona: Laertes, 1995.
- [10] Bonilla-Castro, E. y Rodríguez Sehk, P. Más allá del dilema de los métodos. La investigación en ciencias sociales. Bogotá: Universidad de los Andes y Grupo Editorial Norma, 2005.
- [12] Martínez, J & Ramírez, A. Una mirada desde el desarrollo de la inteligencia

emocional por medio de las artes plásticas en segundo de primaria. Revista Boletín Redipe, 10(3), 192-201, 2021. Disponible en <https://doi.org/10.36260/rbr.v10i3.1228>.

13. Serrano Pastor, R. M., Casanova López, O. Recursos tecnológicos y educativos destinados al enfoque pedagógico Flipped Learning. REDU. Revista de Docencia Universitaria, 16(1), 155-173, 2018. Disponible en <https://doi.org/10.4995/redu.2018.8921>

14. UNPHU RD.. WEBINAR “Conversatorio: La formación Inicial de docentes ante la Pandemia del Covid-19” [Video]. YouTube. <https://www.youtube.com/watch?v=I7mlt-oY17k>, 2020, 13 mayo