



Revista Digital de Investigación y Postgrado

ISSN: 2665-038X

ISSN-L: 2665-038X

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Instituto de Estudios Superiores de Investigación Y Postgrado

República Bolivariana de Venezuela

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Decires y quehaceres: comprensibilidad de la significación de los saberes en los docentes respecto de la lectura y la escritura en la educación rural colombiana múltiples
Revista Digital de Investigación y Postgrado, vol. 6, no. 12, 2025, July-December, pp. 49-65
Instituto de Estudios Superiores de Investigación Y Postgrado
San Cristóbal, República Bolivariana de Venezuela

DOI: <https://doi.org/10.59654/2ptecf78>

Available in: <https://www.redalyc.org/articulo.oa?id=748582382003>

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Sayings and chores: understandability of the significance of teachers' knowledge regarding reading and writing in Colombian rural education*

Decires y quehaceres: comprensibilidad de la significación de los saberes en los docentes respecto de la lectura y la escritura en la educación rural colombiana múltiples



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Received: may / 7 / 2025

Accepted: may / 21 / 2025

How to cite: Contreras, C. A. F. y Barajas, L. A. L. (2025). Sayings and chores: understandability of the significance of teachers' knowledge regarding reading and writing in Colombian rural education. *Revista Digital de Investigación y Postgrado*, 6(12), 49-64. <https://doi.org/10.59654/2ptecf78>

* Article presented as a preliminary report of the research: "Didactic Strategies for Reading and Writing: An Interpretative Study of Teaching Practices among Primary School Teachers in Rural Educational Institutions of the Municipality of Rionegro (Santander, Colombia)." This research is part of a doctoral dissertation.

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Abstract

To discuss about the *sayings* and *doings* seeks to establish the relationship between what people do and say. In this writing act, from the theoretical point of view, it is based on Goffman's (1959) social action. Herrera and Soriano (2004: 71) indicate: "The world of face-to-face relationships is also governed by an articulated and persistent system of rules, norms and rituals". The comprehensibility of teachers' knowledge connects *doing* and *saying*, with respect to reading and writing. The interpretative paradigm made it possible to understand reality through ethnography. Three teachers with their own training and four with MEN Excellence Scholarship training were interviewed. Semi-structured interviews were conducted with both groups; as well as analysis of the learning guides, curricular guidelines and Spanish Language Standards. All of this made it possible to determine the importance of promoting continuous training for teachers.

Keywords: Career guidance, aptitude, ability, career choice, intelligence.

Resumen

Discurrir sobre los *decires* y *haceres* busca establecer la relación entre lo que las personas hacen y dicen. En este acto escritural, desde lo teórico, se fundamenta en la acción social de Goffman (1959). Herrera y Soriano (2004: 71) indican: "El mundo de las relaciones cara a cara también se rige por un sistema articulado y persistente de reglas, normas y rituales". La comprensibilidad de los saberes en los docentes conexas el *hacer* y el *decir*, respecto de la lectura y la escritura. El paradigma interpretativo permitió comprender la realidad, mediante la etnografía. Se tomó a 3 docentes con formación propia y 4 con formación de Becas de la Excelencia del MEN. Se realizaron entrevistas semi-estructuradas a ambos grupos; así como análisis de las guías de aprendizaje, lineamientos curriculares y Estándares de Lengua Castellana. Todo permitió determinar la importancia de promover una formación continua para los docentes.

Palabras clave: *decires*, *quehaceres*, acción social, lectura, escritura, saberes, docentes.

Introduction

A central aspect, developed throughout this written discourse, relates to understanding the level of knowledge demonstrated by teachers regarding the learning and development of reading and writing skills among students in rural education in Colombia. Thus, in examining teachers' practices, the traces of their professional training become evident - both in their preconceptions and in the procedural knowledge they apply and utilize during teaching-learning processes. It should be noted that contradictions frequently arise between their knowledge, beliefs, statements, and pedagogical practices. Furthermore, it is relevant to consider that teachers assigned to rural areas are sent to educate with limited understanding of the didactic requirements for teaching multigrade classrooms. Universities do not include literacy training



about this methodology in their curricula or formative processes.

Consequently, to address these challenges, teachers must be creative and innovative in their didactic transposition, adapting their theoretical knowledge to the new realities of rural contexts. As [García \(2012:1\)](#) states, "...theoretical knowledge is a type of understanding based on concepts and theories to comprehend reality."

Under this premise, first, it was necessary to identify students' deficiencies to plan strategies adaptable to diverse environments. Second, a didactic approach was proposed that not only focused on traditional literacy but also integrated cultural and social reading, understanding literacy as a broader process extending beyond alphabet knowledge. Additionally, different learning paces were considered, allowing time and active experiences that fostered knowledge development.

Therefore, implementing change through innovative didactic actions based on contemporary pedagogical approaches in teaching practice can become a positive influence on students' learning. However, this is only possible if the teaching processes take into account the diversity of situations present in rural environments, particularly the existence of multi-grade classrooms. Additionally, the learning materials or booklets from the Escuela Nueva (New School) model are often used by teachers without a proper understanding of the methodology. In this regard, teachers could be trained to implement these materials effectively in the classroom. Furthermore, it is necessary to provide knowledge—both in its conceptual and procedural domains—through a process of updating the booklets into a dynamic and contextually coherent language.

Despite the above, it must be acknowledged that rural teachers receive inadequate preparation for teaching reading and writing in multigrade classrooms. Consequently, this work specifically examines, on one hand, the practices and statements of teachers who participated in the Excellence Scholarship program offered by the Ministry of National Education (MEN) in 2018 and 2022; and on the other hand, contrasts these with self-trained teachers' practices and statements. Additionally, it's pertinent to recognize that rural teachers are sent to educate with minimal training in multigrade classroom didactics. It's well known that universities don't include - let alone emphasize - literacy training about this multidisciplinary, multi-level educational methodology in their curricula.

Facing this situation, teachers - often without formal teacher training, even less pedagogical preparation, as they come from other professions like law, economics, or engineering - take on the challenge of seeking and finding strategies to develop the curricular guidelines established by the [Ministerio de Educación Nacional \(MEN, 1998\)](#), specifically those concerning the language field (reading and writing areas), which are the focal points of this dissertation. Here, teachers could be trained for proper development of these skills in the classroom. Given the above, it could be said there is inadequate preparation for rural teachers. Therefore, this work specifically examines the practices of some teachers who participated in the Excellence Scholarship program offered by the National Ministry of Education and self-trained teachers.



Theoretical foundation

In teaching reading and writing, teachers must understand how children construct literacy from their prior knowledge. In response to this inquiry, we observe that when children arrive at school, they already possess prior knowledge of reading and writing. Therefore, this prior knowledge forms the foundation for creating new knowledge. As [Piaget \(2017: 840\)](#) states: "...learning is the construction that the subject makes in developing new contents that they assimilate and accommodate." Thus, students with extensive reading culture will have diverse meanings that allow them to expand communication. Regarding this communicative aspect, Jan Servaes, Everet Rogers, Daniel Lerner, Mattelart, Paulo Freire, among others (cited by [Callou, 2005: 13](#)) affirm:

...they demonstrate the importance of applying communication to develop community aspects like health, technology, culture, communication problems, difficulties in relationships with immigrants, lack of employment, etc. And projects, as they are implemented, should provide the community with necessary knowledge so that after intervention, they can 'walk alone'; that is, that they find solutions to their problems through communication for development, and can continue developing progressively.

As can be observed, communication, regardless of context, has the potential to strengthen different areas and aspects of a community. In rural education contexts, communication will enhance students' meaningful learning with teacher support, through incorporating strategies that strengthen engagement with reading and writing.

Teaching should foster learning environments with accessible language and diverse strategies that enhance student development. In this regard, it's pertinent to note that many educators still practice with conventional paradigms; such as divided words, writing repetition, and meaningless task activism - all of which demotivate learners. In such cases, transforming lesson planning with didactic guidelines focused on actions that motivate the formation of critically competent students is essential.

That is, developing a literacy environment guides student interaction with meaningful reading/writing materials and acts, putting into play their prior knowledge as well as new problematizations and understandings they formulate about reading and writing. It involves the process of constructing and reconstructing written language. We understand that students formulate hypotheses expressing interpretive modes and knowledge, procedures that evolve toward mastery of conventional writing. In this process, students receive guidance inviting them to reason about their productions and interpretations, and likewise review and evaluate their own work.

This raises the question: how does progress in reading and writing occur? [Ferreiro \(1982\)](#) proposes that the reading and writing process should be guided by two premises: first, that children think about writing and attempt to reconstruct its alphabetic nature through their writings, comparing them with conventional writing, provided they have opportunities to participate in meaningful reading and writing acts. Thus, they try to understand their literate environment by



developing their own hypotheses that they reformulate until achieving conventional mastery of the writing system. In agreement with this, [Fusca \(2016:1\)](#):

One of the first ideas that children develop when they begin their inquiry about what written text can say is that "letters represent the names of objects" (Ferreiro, 1987). [And] This has been called the "name hypothesis" (Ferreiro and Teberosky).

Secondly, their schemas gradually change and confront conventional written language as they are given opportunities to interact with a variety of texts. From this perspective, in [Ferreiro's words \(2011:31\)](#):

..."knowing how" means understanding the construction processes of hypotheses developed by children to approach writing; it means recognizing that children move to syllabic writing representation in their search to approach letters; it means understanding that the syllable is part of a whole that forms the word.

In summary, understanding how students construct writing helps teachers provide models that contribute to reading and writing development. However, in implementing educational strategies, rural schools face critical challenges with popular education. On one hand, teachers, perhaps in their eagerness to comply with the curriculum, end up teaching according to cultural heritage, making it difficult to deepen quality education. As a result, they resort to a largely unchanging pedagogy. On the other hand, educational communities resist transforming teaching into a knowledge-construction process that could help students understand the purposes of reading and writing. Often, teachers who use mechanical exercises (copying) and word-generator booklets (Nacho's primer) are considered good educators.

In teaching reading and writing, it is necessary to review the three approaches proposed by [Vernon \(2013:1\)](#), because: "...the three refer to quite different explanatory theories about what reading and writing are." These approaches are: (a) direct instruction; (b) whole language; (c) constructivist approach. Regarding direct instruction, as [Vernon notes \(2013:1\)](#): "...it is perhaps the most widespread worldwide; it has derived from a series of studies grouped under the name 'phonological awareness'."

Meanwhile, in the whole language approach, [Vernon \(2013:1\)](#) states that writing: "Is a 'natural' learning, since the child is surrounded by people; therefore, they learn to communicate. The teacher is a guide, reading comprehension is a transaction between reader and text." From this perspective, learning occurs "naturally," as communicative skills develop.

This whole language approach was proposed by [Goodman \(2003:77\)](#), who states: "Any child learns to speak without being explicitly taught to do so, because they are surrounded by people who use language to communicate." Likewise, the child who lives in a social environment that uses writing as a means of communication will learn to read and write because they want and need to participate in their environment's conventions, because they need to communicate.



Similarly, [Vernon \(2013:3\)](#), regarding the foundational approach to reading and writing learning from an integral perspective, also states:

...the constructivist approach shares some points with whole language, particularly the idea of reading and writing as communicative activities, and that children should be exposed to different types of texts from the beginning. Both [approaches] share the notion that reading is not decoding but seeking meaning.

In synthesis, teaching the constructive act of reading and writing requires teachers to know much more than the writing system. It involves understanding the nature of written language that permeates social practices of reading and writing among learners.

Thus, regarding the writing act, [Ferreiro \(2006:5\)](#) indicates: "Writing is an interactive construction process that children develop to represent their language experiences." Likewise, writing should be conceived as a complex, multi-referential, and multi-processual skill that integrates various sub-processes. Its achievement similarly requires writers to elaborate content and organize it appropriately in terms of presentation. This way, they can establish true harmony between what to write and how to write it.

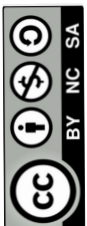
This implies that children develop their process progressively, which gradually consolidates as they increasingly engage with these processes and gain greater mastery over them. However, while recognizing emergence from within, it requires support from mediating adults or peers so that daily contact with attractive, interesting, and meaningful texts generates children's interest in understanding the texts they encounter.

Therefore, reading and writing instruction is founded on this literacy process, being a human and social action that becomes support for learners, fostered by teachers who act as significant mediators in the learning process. Consequently, teaching reading and writing is complex due to the multiplicity of elements integrated into the process itself.

This is why, as [Sobrino \(2016:4\)](#) states:

..."being literate," while implying a continuum of reading and writing skills, calculation and numeracy applied to social contexts that require them - including health and justice, work and education - under current conditions of change could not be considered a finished state but rather a constantly self-renewing process...

As can be interpreted, the teaching process is multifactorial; it is not only linked to reading and writing. It goes much further, integrating various domains of knowledge, both conceptual and procedural. Now, the aspect related to reading and writing, regarding teachers' statements and practices, is just one perspective, which becomes the focal point of this written dissertation, based on the research approach to this subject. Therefore, this elaboration addresses what concerns the development of this skill in learners, particularly first-grade students in rural settings.



Regarding task organization, the constructivist perspective proposes that teaching reading and writing, in Piaget's vision (cited by Arias et al., 2017:837): "...human beings learn internally to construct, organize their mental schemas depending on the different developmental stages they go through, from childhood to adulthood." Therefore, guiding reading and writing is based on how students organize schemas (understand, construct, and communicate). Hence, Piaget (in Arias Arroyo et al. 2017) proposes active discovery learning. Thus, the question arises: how to teach reading and writing? The answer begins by considering the integrated processes that must be reflected upon.

Likewise, the [Ministerio de Educación Nacional \(1998\)](#) in the Curricular Guidelines for Spanish Language, drawing from proposals by Ferreiro, Teberosky, Rincón, and Villegas, advocates for reading and writing instruction that considers students' cognitive schemas, allowing them to investigate each construction process of reading and writing, with the alphabet being the endpoint. Thus, promoting reflective education where subjects construct knowledge autonomously.

This perspective of teacher intentionality, to propose strategies that stimulate students' internal motivation toward learning, aligns with [Contreras' \(2004:18\)](#) conception of teaching as: "An intentional process facilitated by the teacher to achieve an object of knowledge by the learner within a mediation context" ...; thereby helping the novice to enhance their approach to reading and writing development through their own abilities and learning interests. This intentionality incorporates literacy instruction with the vision of:

..."involving children in the reading process, committing them to communicative acts through reading and writing. In emergent literacy, reading and writing are strongly interrelated, making it difficult for children to separate and differentiate them." (Sulzby, 1989, in [Navarro, 2000:120](#)).

As can be seen, there is interdependence between processes crucial for understanding human realities - reading and writing - requiring organized options and opportunities through which teachers support emergent development in learners.

In this regard, [Litwin \(2012:32\)](#) states: "...the teaching profession is endowed with theoretical knowledge." Therefore, reading and writing instruction is conceived from theoretical knowledge to analyze, plan, and propose actions with epistemological meaning that grounds knowledge transformation. Regarding theoretical knowledge, Aristotle (as cited by [Navarro and Pardo, 2009:1](#)) indicates: "Theoretical knowledge refers to the mode of being of things themselves (and not to the agent who manufactures something with them or undertakes some action from them)." Accordingly, [Ferreiro \(2006\)](#) notes that reading and writing education must consider conscious schemas proposed by children, as these are viewed as creative processes.

Hence, these are interpreted through teacher-student communication. For this, classroom instructions are structured with elements where: the teacher/emitter provides guidance; the channel/content is articulated in the curriculum; and the learner/receiver accomplishes learning. Thus, interactions converge in the educational situation, organized to coincide with it. As inte-



ractive acts, for this teaching process, interaction relates to Shannon and [Weaver's \(1949\)](#) communication theory.

Therefore, responsible conscious teaching guides cognitive processes. Literacy is recognized as a practice integrating language with written culture. Regarding this, [Sanjurjo and Foresi \(2016:20\)](#) provide guidelines for teaching processes: "...theoretical, conceptual, philosophical, cultural, and political formation." Thus, teachers draw on their training to make decisions about knowledge transformation for students. They will also create spaces for writing creation and peer exchange, value each creation as input for new content preparation, and harmonize pedagogical practice with theoretical knowledge for effective learning construction.

Literacy in Colombia's Dispersed Populations

To address reading and writing instruction in multigrade education, we must understand what rural education needs to strengthen. In this regard, [Parra \(1990:26\)](#) states: "...educational formation must be transformed for one inclusive of community work processes." This requires analyzing the reality addressed in this research. While the [Ministerio de Educacion Nacional \(2011\)](#) implemented reading and writing programs for rural areas (National Reading and Writing Plan), students still face difficulties developing these competencies.

In this sense: "It must be emphasized that these programs are implemented without considering rural schools' social and cultural development" ([Parra, 1990:96](#)). This aligns with Ferreiro's observation (cited by [Causa, 1967:1](#)): "In reality, despite program claims, Rural School objectives were identical to Urban Schools'. Naturally, failure lay in objective selection, not achievement."

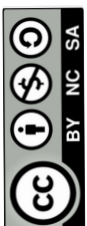
Thus, there is evident lack of dynamic control in rural educational processes, yielding unimpressive results. Ferreiro (cited in [Causa, 1977:1](#)) asks:

But what happens to rural school children? [Her assertion is clear] After leaving school, they don't read anymore, nor show interest. We return to today's situation. They may continue reading if there's desire, not environmental imposition. The reality is that functional illiterates in our countryside are numerous - people who could read, learned to read, and now cannot.

Therefore, transforming teaching intentionality requires critical reflection on contributing to reading and writing development. This demands assuming commitments imposed by the National Ministry of Education through education secretaries, principals, and teachers themselves, who are responsible for promoting, supporting, and strengthening these processes for rural students.

Theory of social action: Emphatic point of sayings and doings

Goffman Erving's theory, developed in 1955, was called the theory of social action, fundamentally based on social interaction. His initial work was *On face-work: an analysis of ritual elements in*



social interaction. Thus, it emerges in social situations where human beings interact. It explains the individual as an actor who, at different moments in life through their representations, constructs an image of themselves—their identity—based on the same elements that others use to form their own identity. In line with this, [Capuano et al. \(2004: 128\)](#) state:

For Goffman, the identity of the self is, first and foremost, a subjective, reflexive matter that must be experienced by the individual, and it is evident that this individual constructs an image of themselves from the same elements with which others construct their personal and social identification.

In this sense, the teacher, as an actor in the realm of reading and writing instruction, has their own identity, but it is intertwined with the identities of the learners. Therefore, they must carry out their role from two perspectives: first, they are a subject who educates in accordance with the students' culture, aligning with their identity. Second, the teacher possesses mastery of the discipline, which they enact through various actions that guide the learning of the subject matter. They only need to incorporate meaningful strategies that support reading and writing learning in a multidimensional context, such as the multigrade classroom.

In this regard, [Herrera and Soriano \(2004: 61\)](#) state that:

It is precisely this double normative differentiation that we fail to notice when taking for granted our way of acting in social relations and overlooking the complexity of such behavior. [Therefore] Goffman's effort [regarding the interaction order] has been to attempt to lift the veil of appearances to shed light on the rules and mechanisms.

This process of social interaction allows for the strengthening of various processes that develop in the classroom. Thus, in the reading and writing process, grounded in this interaction, teachers must incorporate diverse resources that are attractive, readable, and meaningful for learners. Resources that must also be linked to the context. Therefore, at the beginning of literacy instruction, the teacher maintains proper performance in their practice; meaning the teacher's actions are fully aligned with their discourse. It is worth arguing that the teacher, in their role as facilitator, creates a correlation in practice to optimize the learning process.

Thus, in teaching reading and writing for rural sector literacy, based on Goffman's proposal (in [Ribes, 2019: 285](#)):

[In which] we find a central space - the habitual situations of daily life - and four related spaces that connect to this main space and to each other: lax social situations, situations of extreme monitoring, fringe situations, and total social situations.

These diverse situations, both habitual and others, significantly influence the reading and writing learning process. Therefore, the teacher must be fully aware of what occurs in their surroundings and in the social environment where learners develop. The teacher must understand how stu-



dents interact with different knowledge domains, their learning preferences, parental support, and significant adults. Likewise, they must consider the lack of texts, low-literacy families, and other aspects related to reading and writing instruction. Consequently, the teacher researches their practice and pedagogical actions. Hence, in literacy instruction, importance is given to the meaning students construct through their writing with books brought from their own environment. In conclusion, teachers must provide students with engaging materials that enable active and meaningful learning.

Methodology

The investigative process followed a qualitative orientation with a dynamic perspective to understand social and cultural reality in its natural context and daily life. As well as to comprehend what teachers say and do regarding reading and writing. That is, the context was examined to understand opinions, emotions, and experiences through the meaning assigned by information providers to these two language processes. All this was achieved through description or characterization and the emergence of categories via words.

Qualitative analysis was used so that, ontologically, the approach sought to understand what characterizes the existence of the object of study, based on clear ideas and theories. In this regard, [Hernández Sampieri et al. \(2014: 40\)](#) maintain: "...qualitative research is a dynamic process with continuous analysis around a given question at three moments: before, during, and after." Likewise, [Denzin and Lincoln \(2011: 47\)](#) state: "...qualitative research constitutes a field that intersects disciplines, areas, and objects." Thus, the qualitative orientation facilitated the description of qualities and characteristics of a current reality phenomenon, with constant relevance and concern for both educational authorities and teachers themselves.

Through approaching reality, information was collected using methods containing effective processes in relation to the investigated subject; therefore, reliable and solid information was sought. Based on this, deeper exploration was conducted with activated questions directed toward objectives proposing strategies; this implied a theory with affinity to the study topic (the two groups of teachers).

Regarding the epistemological foundation, it was assumed from the interpretive paradigm. Through this paradigm, according to [Ricoy \(2006: 17\)](#):

"[It] Attempts to understand reality, [since] it considers that knowledge is not neutral. It is relative to the meanings of subjects in mutual interaction and makes full sense within the culture and peculiarities of educational phenomena in everyday life."

Linked to this vision, as Weber (cited in [Burgardt, 2004: 5](#)) expresses with the interpretive paradigm "...the environment and context are understood in their different expressions." Thus, in the educational context of Rionegro municipality (Santander). The research was conducted in El Pórtico and Honduras villages with the differences or similarities between two groups of tea-



chers with different training backgrounds, regarding their pedagogical practice related to reading and writing literacy instruction. That is, with a holistic stance to examine the characteristics of teachers' discourse and practices reflected in each of their lesson plans.

Methodologically, ethnography was chosen. As [Peralta \(2009: 37\)](#) states: "...it is considered a branch of anthropology dedicated to observing and describing different aspects of a specific culture, community or people, such as language, population, customs and ways of life." Therefore, through ethnography, aligned with the interpretive paradigm, on one hand, it was possible to describe the characteristics of reading and writing instruction in knowledge processes with both teacher groups. On the other hand, it sought to understand discourse particularities. That is, techniques were implemented such as reviewing quality references from the National Ministry of Education: curricular guidelines and Language Quality Standards. Likewise, interviews were conducted to understand teachers' discourse about reading and writing instruction and comprehend the dynamics in learning guide development.

Finally, a narrative approach was used as an interpretive action of what was expressed by interlocutors; all this is associated with knowledge and knowing, elaborated from experience. And this interpretation leads to better understanding the phenomenon ascribed to a phenomenal reality, where participating teachers in the research intervene and act. To this is added the researcher's own vision, who translates, so to speak, through the narrative process, all information that has been revealed, with its nuances and accuracies

Findings and their interpretation

The study of the discourse and practices of the two groups of multigrade teachers reveals contradictions and inconsistencies between their "sayings" and "doings" that participants have failed to thematize. In didactic situations, they show no consideration for the knowledge and ideas children might possess, while persisting in reducing writing to a mere transcription code of oral language. Regarding teachers' discourse, it demonstrates a disconnect from both the learning guides and students' actual needs, highlighting a teaching approach detached from rural contexts.

Consequently, as [Ferreiro \(2018:12\)](#) states about these sayings and doings: "We must acknowledge two unavoidable difficulties: admitting that children think and that this thinking concerns us because, far from being random, it shows regularities." In both groups of rural teachers, traditional strategies predominated in teaching practices. This prompts reflection on reading/writing instruction mediation in rural multigrade classrooms. For this analysis, we examine three singular aspects: self-interpretation, idea production/manifestation emerging from teachers' discourse and connected to their practices.

Self-interpreting one's practice gives meaning to pedagogical actions, requiring teachers to engage in: self-reflective action, representation processes, formative processes, and transformational processes - all structural elements for achieving meaning beyond conventional canons.



These become particularly crucial when teaching aims to promote reading/writing skills among rural students.

As Gámez (n.d.:331) notes: "...the awakening of the soul is intimately connected not only with truth experiences but with self-transformation." Multigrade teachers must integrate reading/writing competencies across all subjects through interdisciplinary approaches for different grade levels. Self-interpreting practice means granting students learning autonomy, fostering critical thinking and innovative strategies.

In relation to this, in dialogue with the teacher [GO.1 S](#), the following is revealed: "*There, I realized that he has his opinion and it is valid, it is valid. Because he gives his opinion*"; she related this factum to the student's actions and, based on reflection, understood the importance of the student's actions. Thus, she considered the need to allow space for changes in the teaching of reading and writing. That is to say, she self-interprets her work with the information from her teaching practice. Hence, in her internal dialogue, she carried out a self-criticism of her actions in mediating reading and writing. She indicated that, in some way, reflection allowed her to understand how the student learns.

On the other hand, the dialogue fragments from teachers [MV.2 S](#) and [MJ.3 S](#) regarding self-interpretation made it possible to question what it means to teach reading and writing; what motivates them to teach. All of this leads them to recognize which strategies help to teach this competence —as the teacher says— it is "*...to leave aside those routine methodologies*" ([MV.2 S](#)), and another aspect is to bring to the classroom "*...a passion, that love for reading and writing*" ([MJ.3 S](#)); of course, these are just some segments of the extensive information concerning what they express about the teaching and learning processes of reading and writing. These are new considerations, different visions that lead to new positions regarding their own practice, toward their practice [it is an interpretation from how learners learn].

Thus, the self-interpretation of their actions, to be expressed in their words, is positive and generates a transformative commitment. In this way, these actions need to be known and assimilated by rural education teachers. Only then will they be able to understand the imperative requirements for carrying out an appropriate, effective, and meaningful teaching process, leading to trauma-free learning as a result of satisfying experiences for the students.

The production of that different meaning will be substantiated by a conscious action or act of self-reflection that will allow the development of a representation process which involves the development of learning guides. Guides that contain logical, simple strategies, adapted and adaptable to the learners' interests. In this way, it will be possible to promote the teaching of reading and writing in a different way that surpasses the conventional methods: alphabetic-syllabic or syllabic-alphabetic, which are the constant in these practices.

From the foregoing, it can be interpreted that in teaching regarding "sayings and doings," one must consider that: "To teach well, it is essential to be clear about what we are going to teach,



that is, what our teaching object is" (Kaufman, 2007: 17). Thus, it was observed that teacher GO1S, when incorporating strategies, sought guidance from the MEN's PTA program for producing [learning guides]. Furthermore, she relates these guides to planning. With this guiding criterion, she incorporates: "...texts that are attractive and aid learning. [However, she comments] ...that she searches here and there" (GO1S). All this with the aim of finding the best options to support reading and writing learning. That is, she demonstrates some knowledge of the guidance provided by didactics, to offer a variety of strategies with language appropriate to the rural sector, even though she remains distant from truly effective pedagogical practice in this regard, despite her intention to support the promotion of learners' reading and writing processes. The aspiration is to incorporate meaningful didactic strategies, based on new theories of reading and writing learning that benefit new learners. In this way, the teacher can present students with varied and interesting options, appropriate to their age, their interest in these two processes, and linked to each learner's individual progress in constructing conventional reading and writing.

The manifestation of ideas involves recognizing the child's presence in the construction of reading and writing. In this regard, teacher MJ.3S establishes the connection with her didactic training; therefore, she does not only think about the learning guide; on the contrary, she proposed explanatory videos and calls learners to maintain permanent contact. In line with this, Perrenoud (1920: 3) proposes that teachers must have "...personal mastery of the culture they teach and assess, and it also means that teachers owe this both to their general schooling and to their pedagogical training." Hence, in congruence with this, it was perceived that the educator has developed competencies derived from her training, which was evident when she presented ideas with cohesive vocabulary in relation to practices that have been valued as appropriate. From this perspective, then, she proposed teaching situations keeping in mind the learner's need to approach knowledge; therefore, she uses (symbolisms) such as explanatory videos, which support the processes of reading and writing learning. Undoubtedly, the teacher prepares her work in relation to sayings and actions so that the learner can achieve their competencies.

Provisional truths

Regarding sayings and doings - an expressive symbiosis - it can be said that educators convey knowledge related to reading and writing to learners through didactic situations thoughtfully considered and reflected upon in terms of academic literacy; thus, in self-trained teachers and in some teachers who are scholarship recipients for excellence, a certain distance between saying and doing could be observed. That is: One thing is what is said and another what is done. This situation could be analyzed as follows: they carry out their practice without the reflection required to link it to theory, to promote reading and writing. On the contrary, some MEN scholarship teachers provide access to knowledge through a variety of active strategies aligned with learners' interests.

From this perspective on training, rural teachers need to know how to propose reading and



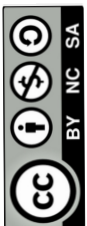
writing strategies with texts from their own environment. And also how to accompany with a pedagogy that invites students to problematize their schemas. For this reason, rural teacher training should emphasize the development of didactic interventions linked to the environment and mediated by peers in the classroom. This is because the support they receive from their caregivers (guardians) is minimal. And sometimes significant adults have little exposure to literacy. They are people with low literacy levels.

For this reason, rural education teachers need training in a pedagogy that transforms didactics in teaching. On one hand, in the words of Freire and Faúndez (2018:49), they must "...know how to teach from everyday life in rural settings. On the other hand, in the classroom, [value] how to make didactic interventions with reflective dialogue" among peers that helps confront schemas and, consequently, construct knowledge.

Regarding the theory of social action, it can be noted that it grounds and explains situations emerging from social reality itself. Based on it, work and development occur through human interactions, which take place within activities with some independence or autonomy. This perspective relates to social interactionism. Thus, when teachers converge in their information regarding their practice - understood as pedagogical practice - linked to what they say they do, there will always be a point of interaction stemming from the connection that occurs in a reality. This is the classroom where learners and teachers interact. And likewise, aim for congruence between the teacher's sayings and doings.

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