THE INTERTWINED RELATIONSHIPS BETWEEN THE HOME-COUNTRY AND ABROAD LIVING EXPERIENCES OF AN EFL PRE-SERVICE TEACHER

Subproject: Voices of the LLEI

Life stories and experiences of EFL Pre-service teachers

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Abstract

This study interprets and stablishes the intertwined relationships of the home-country and abroad living experiences of an EFL pre-service teacher. Enriching the research, the pre-service teacher and two participants more, Adriana from Colombia and Racheeda from Barbados who have or had similar experiences living abroad, they all share their stories through narratives. As the data collection instruments that goes closer to people's stories, feelings, and perspectives a journal is applied to collect the pre-service teacher's experience; and an interview for each of the outer participants. The research also develops a thematic analysis from which three themes emerged and are decomposed; they lead to different reflections regarding the pre-service teacher portray.

Key words: intertwine, home-country and abroad living experiences, narrative inquiry, voices of language teachers, teachers educators, intercultural.

1. Contextualization

The research emerges from my own experience at learning English in distance modality as a student of a Bachelor's degree in English as a Foreign Language at Santo Tomás University, Colombia when living different stories in a foreign and in a local context. I have studied English for thirteen years, but I realized I needed to improve more all my skills in this language; for that reason, I decided to move to an English speaking country (USA) for some time thinking about when being immersed in this language I will be able to have a higher English level. Nevertheless, I did not want to stop my professional studies at the B.A TEFL program. I am currently studying a bachelor's degree in Teaching English as a Foreign Language at Universidad Santo Tomás through distance education.

To have a better understanding of this context, I made a general question about the experience I have had living in the USA, I answered the question by writing all the general aspects about what I lived there. Based on that writing I found that the experience of living in a foreign country, learning its language, and learning the same language online from Colombia has created many challenges I have to face, reflections, and experiences that added to my experiences returning to Colombia can be worthy to tell and study.

This study is linked to the research framework at the LLEI, which is implemented through four different subprojects; this one belongs to the second subproject: The voices of LLEI realities: life stories and experiences. Since it is based on the story of a pre-service English teacher, who had several experiences through FL learning while living abroad immersed in an English speaking country; furthermore, it will be included experiences after returning to the pre-service teacher's home country.

The perspective of narrative inquiry will guide the development of this research through sharing my voice as the main participant of the micro project and telling others' realities and life-episodes. That constitutes a significant part of how experiences English as a Foreign Language (EFL) learners intertwine. It also shares the formative process in the

B.A program and the impact of narrative inquiry when analyzing data from which I will inform contributions for the subproject and for my professional development as a language teacher.

This research can contribute to the second research macro project and subproject 2: The voices of LLEI realities: life stories and experiences by signifying the voice of a pre-service teacher of LLEI when having the experience at learning EFL online in the Universidad Santo Tomás living abroad and at her home country. As the subproject focuses on life stories and experiences this proposal shares the voice of the participant based on her experience through a biographical research, the findings are tools to keep building the subproject, since it turns significant for a pre-service teacher to expand learning and living experiences from a local context to a foreign context.

In addition, to return to the home country changes the perspective as a pre-service language teacher based on the intercultural experience I had. There are shared different assumptions we usually have when living in Colombia, such as it is just viable to learn English in a foreign country where this language is the mother tongue, and the thought of having native English teachers as best option to learn English. Beside, this project contributes to my professional growth since it guides me to be aware of identifying different contexts and to anticipate my potential students' nature that is divers in terms of who they are and where they are. In other words, this research experience gives me the possibility to foresee the different challenges I could face as a teacher and the ones they would tackle as English learners.

2. Research statement

The research finds pertinent to hear the voice of a pre-service teacher who has gained intercultural knowledge based on living experiences that will enrich the work as professional teacher and other pre-service teachers, teachers, and researchers who study a similar phenomenon or are developing a narrative inquiry based on EFL teachers or pre-service teachers' voices. As Barkhuizen and his two co-authors state:

> Teacher educators' language learning histories are intimately entwined with the teacher education work they do; that is, they draw on their experiences of learning and using (and teaching) language (Varghese, 2017), and in the process construct identities that legitimize their professional work as well as who they are, for themselves and for their students and colleagues (Benson and Chik, 2014, p. 47).

Besides, during these local and foreign experiences I noticed some existing myths around language learning in a foreign context and with native people. I mean, when I left my country I had in my mind, as many people do, that I would have an amazing English education in USA because I would be immersed in the country and I would have native people teaching to me. However, during the English learning process and simultaneously, following the academic semester at USTA in the B.A program through online mediation I could balance these two kinds of education.

Additionally, the chance of comparing the implications of being abroad while studying the Colombian B.A program situated abroad allowed me to reflect upon some arguments that make significant to do a narrative inquiry to go beyond the experiences and my life-story and figure out how living situations changed and transformed my view and position as a future professional teacher.

The story is a contribution that deserves to be told since the voice of a pre-service teacher goes in depth with the contributions from a local context and the experiences from a foreign environment. It is pertinent to highlight that a local formative process is valuable and that distance education has allowed me to yield different perspectives and an intertwined

relationship between the experiences lived in Colombia and the enriching experiences abroad. Undoubtedly, the intertwined relation between the local, the foreign and EFL had changed my mind, mainly after living some of the experiences that will be analyzed through data collection.

Through life-experiences, I realized some pertinent reflections around the position of local teachers and the encounter with Native English Teachers (NET), in contrast with my professors of the B.A program, who according to the literature are defined under the construct Non-Native English Teachers (NNET). Behind this relationship, I have become aware of some myths around native teachers and non-native teachers. It is useful to hear that native teachers are more acknowledged in my country, no matter if they are trained instructors to teach a language, but they are not actually professional teachers, as I am projecting to be as a graduate of the B.A program.

To clarify, English and language teachers including (NET and NNET) are part of the factors. I intend to analyze through the narrative of my experiences the relationship between my life in the local context and the life landmarks as living abroad. Among the previous language dimensions, there are some other factors, the micro project aims to investigate from the perspective of narrative inquiry, which means through my reflections and voice as a pre-service teacher.

That is why, the intertwined relationship between my life experiences and the contexts where I have lived and learnt, may awaken further reflections upon the professional portray of the English pre-service teacher from the local context in contrast with the dimensions aforementioned that are related to the experience in an international environment. The following section makes explicit the research question and from it the research objectives.

2.1 Research Question

What are the intertwined relationships in the story of an EFL pre-service teacher between life-experiences in the home country and abroad from which emerge further reflections upon the professional portray of the English pre-service teacher?

2.2 Research Objectives

2.2.1 General Objective:

To interpret the intertwined relationships between life-experiences in the home country and abroad including further reflections upon the professional portray of an English pre-service teacher.

2.2.2 Specific objectives:

- To describe the story of an EFL pre- service teacher through life testimonies and experiences regarding experiences in the home country and abroad.
- To establish the intertwined relationships between local and international contexts from the voice of an EFL pre-service teacher and other participants resignifying perceptions and reflections on the professional portray.

3. Literature review

3.1. Narrative inquiry: An Enlightenment period and perspective

Since my research proposal has as its core concept the Narrative Inquiry it is necessary to go deeper, so to have a better understanding of it I am going to make emphasis on the importance of its pillar, the narrative. According to Domínguez and Carrillo (2007), during the Enlightenment, it began a search for the "true" to know the reality of the world, of course from that time we may know many different authors and scientists' works exposing how they conceived the world based on this search.

From that time until now, we have been searching the same but with different changes through the time. Now, why do I touch this part of History about people's perception of the world? Because that is the core of the narrative, Connelly and Clandinin's (1990) work points to "the study of the ways humans experience the world" (p. 2). People perceive that world based on their experiences and the form we mostly use is narrative; according to Mateas & Sengers (2003) we use this form to organize those experiences and our memory in stories, myths, reasons, etc.

3.2. Narrative inquiry in the research field

In terms of what the research aims, narrative becomes the right way to take based on Narrative Inquiry. This field has different ways to do it, in this case, according to the context and objective of study I find the option that fits best: biographical/autobiographical narrative inquiry, Clandinin, D, and Huber, J. (in press) quote Bruner's work in which he says, "the stories we tell about our lives" (p. 6), which is another concept of my study and states how this research is developed, telling my own stories and other participants' about the experience lived studying EFL while living in a foreign country.

As a conclusion of these concepts immediately united, the narrative in people's lives takes a huge place in telling how we experience the world, and who else could tell an experience but the person who lived it, where autobiography takes place through telling our own life stories. Now, understanding the narrative design and autobiography I hope it can be easier to identify the development of the research and the importance of these concepts within the proposal.

Another term related to my research proposal is living experiences stories. Connelly & Clandinin, (1990) mentioned, "Humans are storytelling organisms who, individually and socially, lead storied lives" (p. 2). This extract shows us that we are storytellers by nature, we can confirm it very easily in our daily lives, and we need to share our experiences of the day or of our whole lives through telling them to someone. As a pre-service English teacher doing research, the study aims to interpret the intertwined relationship between life-experiences in the home country and abroad including further reflections upon the professional portrayal of the English pre-service teacher.

3.2.1. Voices of language teachers as participants in narrative inquiry

Finally, the voices of EFL teachers/pre-service teachers is one of the concepts within my research study. According to (Mendieta, 2011), the importance of allowing research participants to share their voices regarding educational aspects evidences how pre-service teachers are future facilitators of knowledge in education are valuable to hear and recognize as significant teachers, not essentially around their teaching experiences, but also around their lives, emotions, feelings, perceptions, etc.

Connelly and Clandinin (1990), also find teachers' narratives (stories or voices) "as metaphors for teaching-learning relationships" (p. 3). We can see in these extracts the importance of allowing teachers to make their stories known in the process of teaching and learning. As a pre-service teacher, besides, I want to highlight those valuable experiences and factors I intend to seek and analyze through research from the local context to contrast with my own experiences abroad. These components make part of the intertwined

relationship mentioned in the research statement and included in the objectives and the research question.

3.2.2. Reflections on teachers and their voices

Commonly, when talking about teacher educators it can be easy to think about a person with his/her folder, computer and bag that goes daily to a classroom to write on the board or simply start talking about a new topic at school or university. However, a teacher educator is so much more than that image, and Gary Barkhuizen really inquiries into it in his book Language Teacher Educator Identity. Starting from the phrase of Barkhuizen G. (2021), which may sound quite simple, "language teacher educators teach teachers how to teach language" (p. 1) he breaks down three important cores that emerge from questions that arise from this sentence. The first core focuses on the status of teachers and how they learn to become teachers, the second core focuses on what teachers learned during their education process, and the third core has to do with the experience, and current development of teachers when teaching. Now, what it is really highlighted from his work for this project is the way he develops he research, since Gary B. (2021) uses narrative to explore into the life of different teachers and their experiences, understanding that studying "who the educators are – their history, their beliefs, experiences, roles and practices, emotions and desires, and their moral stance." (p. 3) is a necessity when focusing on teachers' research.

3.2.3. English teachers: between NET and NNET

The high demand of learning English in countries where it is not their mother tongue makes people look for the best ways to learn it, showing a tendency of thinking that Native English Teachers are a better option than learning from Not Native English Teachers. İrfan Tosuncouglu tries to inquire into the difference in instructional effectiveness between these two kinds of teachers. In his work, besides stating the differences between NET and NNET he shows some other important aspects, such as the employment discrimination of NNET, which is based on the assumption that even if these teacher do their best to learn the language NET will be always better even by little. Another aspect he shows is his findings in

terms of effectiveness is based on the study of Gurkan, and Yuksel, (2012). They analyzed the process of more than 70 students having classes with both NETs and NNETs, the results showed that even each had strengths in some aspects when teaching, there is not a big difference of learning by the students and there was a similar classroom success.

From Tosuncouglu's work (2017), it is relevant for this study to have into account the two aspects he spotlights about NET and NNET since as he did in this work it will not just be relevant to establish a difference between them but to analyze deeper into how accurate it is the thought that one is better than the other is. And why not to analyze what implications have that thought for Native English Teacher (NET) and Non-Native English Teacher (NNET) lives and professional development.

3.3. The intertwined relationships between the local, international contexts and language(s)

Within the research there are experiences developed into two contexts, local and international. This means there are different stories, perceptions, ideas connected between them, and connected to different places, cultures, languages, backgrounds, and so forth. As researcher in formation, it is highly valuable to go deeper into the importance and effect of these two contexts. It is done a matrix to sum up the point of view and work of some important authors who talk specifically about the relation of language between local and international contexts through the experiences, graph that is shown below. *Table 1*

Table 1

References and components	**Local context (Colombia and Latin-America)**	**International context**	**The intertwined relationship between the local, international contexts and language(s)**

Kumaravadivelu (2003, 2012)	As part of a Western society Latin-America is influenced, or even ruled, by western structures regarding language education. Kumaravadivelu highlights this system and calls it an ”epistemic break”, which according to Siqueira (2017) must be taken into account when trying new ways of decolonization in different levels when teaching English.	This author foregrounds the importance of being aware of the globalized world we are in when teaching English and analyzing English teaching; since this language is neither learned in just one country or region nor is taught by people of just one country or region anymore.	For this research, one of the most relevant aspects to take into account is that the person involved has both local and foreign contexts joined by different experiences, perspectives, and English learning education. Hence, understanding that learning English is not a geographic and cultural limited language but on the contrary that it is necessary to be aware of its intercultural relationship anchors the work to what could be one of its roots (local and foreign contexts), helping it to show deeper and wider understanding of contexts where English

			is spoken and addressed.

Walsh C. (2017)	The author exposes vital thoughts about teaching learning processes from local realities. Walsh shows the importance of “decolonization”, a concept we are not going to dive into, recognizing the need that Latin-America has to build pedagogy from our own regional reality.	Catherine Walsh opens the eyes of the listeners through talking about how, talking about Colombia and Latin countries, what we have called independence of the nation has not finished yet, we have kept being colonized both internally and from abroad, mostly in our own perspectives and ideas.	Being immersed into both local and international contexts allows one to see different perceptions, thoughts, influences, etc. of each culture involved, lighting up the understanding of the need that as regions and countries is of building themselves from their own realities. How is it possible to be aware of this need? Through the intertwined experiences lived by the pre-service teacher in both contexts, which is just a sample of the important findings that can emerge from going deeper into what the relationship between these two contexts means.

Lee J. (2014)	This author studies the journey of some Asian students from their local context to the USA in an English course. This study shows the importance of knowing people's or students' perspective about learning English in their home country. Through interviews of some students Lee manages to find not just how they feel about learning English in their local context but also where the idea of studying abroad comes from.	Juyeon Lee focuses on the study of Asian students' experiences when being immersed in an English speaking country while learning this foreign language too. During the study, it is possible to see how interculturality plays an important role when learning a new language and even more if the person is living in a country of this tongue.	The way English is taught in a local context is very different from the way it is taught in an English speaking country is a perception that as a pre-service teacher, who has learned English and lived in both contexts, have been gotten through the experiences lived. Through Lee's study it is possible to affirm that these intertwined experiences and perceptions are valuable to highlight. The research done by Lee studies analyzes the experiences of some Asian students regarding learning English in their home country and then in the USA; its findings enrich

			different research fields, such as interculturality, language learning experiences, identity and so forth, within the relationship between local and international contexts.

Note: The table shows a sum up of the thinking and work of some authors regarding the relation of language between local and internatinal contexts. Adapted from Kumaravadivelu (2003, 2012, Catherine Walsh (2017), and Lee J. (2014).

3.4. Intercultural seen in the local and international contexts (decolonial thinking): Some contributions from the literature

Some of the most important contributions to enrich and to delve more into the axis concepts in this research are taken from authors like Kumaravadivelu, Siqueira, and Walsh being aware of the globalized world we are and the need of decolonization of it; and Lee, based on experiences of students in local and international contexts. Quotations of their contributions are presented above:

The following thoughts are taken from Kumaravadivelu and Siqueira's perception about global cultural consciousness and the importance of individual identity needed in it. "we shall also need to seriously think about new ways of decolonisation at several levels such as methodologies, curricula, assessment systems, instructional materials, which are

still extensively used in language classes, paying heed to what Kumaravadivelu (2012) would call an ‘epistemic break’, for him, a thorough re-conceptualization and re-organisation of knowledge systems, quoted by Siqueira S. (2017), as ‘the episteme which basically symbolizes West-oriented, Center-based knowledge systems that practitioners in the periphery countries almost totally depend on” (p. 397). To nourish this same thought it is valuable to cite the following excerpt:

> Kumaravadivelu highlights an ‘alternative guiding principle for the construction of individual identity that draws from global cultural consciousness’ (p. 7) the concept of cultural realism. Beginning with a review of the complex notion of identity through modern, postmodern, and postcolonial lenses, he posits four synergic realties—global, national, social, and individual—that must be taken into account in order to develop a deep, transformational, global cultural consciousness in the L2 learner. (Mossman T., 2008, p. 3)

Walsh, who shows the importance of decolonization emphasising on Latinamerican countries, states many valuable thoughts about her position, some of the most relevant for this work are the following:

> El poder colonial no terminó, la independencia no terminó con el colonialismo, sino sigue existiendo un tipo de colonialismo interno a Colombia interno a los países de habla y América Latina [The colonial power did not end, independence did not end colonialism, but there continues to be a type of colonialism internal to Colombia internal to the speaking countries and Latin America] (Walsh, 2017).

> pensar desde américa latina es un cambio enorme cuando sabemos que las escuelas, colegios, universidades siempre han pensado que el conocimiento real es lo que viene del norte global; entonces empezar a pensar desde aca, es el primer eje importantísimo para ir descolonizando poco a poco la perspectiva, la mente y

también el reconocimiento del lugar de desde dónde estamos pensando. [Thinking from Latin America is a huge change when we know that schools, colleges, universities have always thought that real knowledge is what comes from the global north; then start thinking from here, it is the very important first axis to gradually decolonize the perspective, the mind and also the recognition of the place from where we are thinking.] (Walsh, 2017)

Lastly, in the study of Lee J. (2014) it is found that "Motivations, expectations, beliefs, and imaginations about the target language communities mediate language learning experiences and identity negotiations of L2 learners" (p. 33). The study done, based on the experiences regarding learning English in their home country, Asia, and their new home USA highlights how the influence of motivations, beliefs or thoughts, wishes have an effect when learning language, and in the identity when talking about cultural differences.

4. Research design

My research belongs and tries to contribute to the Research at the LLEI, Subproject 3: The voices of LLEI realities: life stories and experiences, it is because of these last concepts *life stories*, and *experiences*, which are evidenced along my research, because of that the design of my study should be Narrative Inquiry. In Trainor A. & Graue E.'s work (2013) they quote what Clandinin and Connelly (1990) say about what Narrative Inquiry is, "a view of the phenomena of people's experiences and a methodology for narratively inquiring into experience" (p. 24), which means that it has both dimensions, a view and a way of study based on people's experiences; experiences and study developed through narratives.

Besides, as we can see from the very title of my research, it has a biographical focus, according to Bornat J. and Walmsley J. (2004) using stories, histories, oral stories, narratives, and this "biographical method" has become very common in social and educational studies; this means that it is very common when studying people's needs, behaviors, and stories. This is exactly what I am going to study, to interpret the intertwined relationships between life-experiences in the home country and abroad including further reflections upon the professional portrayal of the English pre-service teacher.

This narrative inquiry comes from the umbrella definition of an autobiographical study through which the research target or focus responds to the *methodological perspective of language learning histories (LLHs).* According to Barkhuizen, Benson and Chik (2014) "language learning histories (LLHs) are retrospective accounts of past learning. They are the written stories of language learning experiences." Besides, the authors clarify that LLHs can vary greatly, ranging from the entire period over which a person has learned a language to much shorter periods, such as a year or semester of study or an incident that lasts no more than a few minutes" (p. 37).

The methodological procedure has a core experience that started with my studies in the B.A TEFL program at Universidad Santo Tomás, including the intercultural experience I faced as a learner, a speaker and a worker in the USA from 2019 to 2020. Through such

experiences, personal, academic and professional reflections upon local and international contexts, and English as a foreign language emerged for doing this narrative study.

4.1 Data collection instruments

Table 2: Data collection instruments

Instruments of data collection	Purpose and participants	Types of narrative
Biographical documents to collect life and learning experiences according to Barkhuizen, Benson, Chik (2014).	It aims to gather data about life and learning experiences in conjunction with English as a Foreign Language. As a pre-service teacher, I am the main voice and participant.	Written narrative through a journal format. See appendix A
Semi-structured interviews Barkhuizen, Benson, Chik, (2014)	It aims to collect data from the voices of two participants who have lived similar stories and experiences through intercultural scenarios where they can reflect upon EFL in the local and international contexts.	Oral narrative See appendix A

Note: The table shows the data collection instruments used for this research. Adapted from Barkhuizen, Benson, Chik (2014).

4.2. Trustworthiness

Commonly, when giving our opinion about any topic in any informal chat in order that our perspective or even story can catch people's attention and can be credible we have to show its basis and coherence, so the person believes in what we are saying. Something similar happens when talking about research; the author needs to show a consistent and believable study, the name of it is trustworthiness. Lankshear and Knobel (2004) define it as "the 'believability' of a study, and the degree to which a reader has faith in the study's worth" (p. 366). This author also talks about the relevance of two components regarding trustworthiness: sufficiency and coherence.

Regularly, sufficiency is understood as giving enough evidence that supports all the data collected during the study, and also it is talking about the quality of that data, which although must be believable it is more subjective according to the interpretations of the researcher. Coherence breaks down the procedure of the study as explicitly as possible through different ways, such as giving detailed accounts of the work in the justification section, using a table or matrix to sum up the design and its methodology, or justifying the methodology decision.

Trustworthiness is built up step by step through all the study's journey, strengthened not just with showing data but with sufficiency and coherence; improved when explicitness, appropriateness and justification are included in it. Lankshear and Knobel (2004).

- ***Principles***
  - ✓ To follow the research and academic criteria established in the subproject of the B.A in TEFL.
  - ✓ References and authors that guide the methodological procedure of narrative inquiry support the data collection and analysis.
  - ✓ To carry out a suitable research design that guides the study development with data collection instruments defined from the perspective of narrative inquiry. (See appendix A)

- ✓ To analyze and expose sufficient and coherent findings which generate trustworthiness in the report.
- ✓ To collect data from two participants to reduce subjectivity, and to include significant voices with similar EFL experiences.

- ***Data collection instruments***

For the data collection, there were implemented two kinds of instruments, written narratives and interviews. On one hand, narratives help to get close to the inquiry that allows the pre-service teacher to make meaning of the experiences through the stories she tells Barkhuizen (2021), which is part of the research question regards the reflections that can emerge upon the professional of the pre-service teacher. As part of these narratives there were developed journals divided into three moments of life, which were written by the pre-service teacher, author of this research, the moments are named: English in my home country, Colombia, Living and studying English abroad, and Based on the intercultural exchange experience.

On the other hand, two more participants in the study were interviewed with five questions. The importance of interviews in studies, and even more for educators is given by Barkhuizen (2021), when he highlights also Krapm's thought about stories; they "assist humans to make life experiences meaningful. Stories preserve our memories; prompt our reflections, connect us to our past and present, and assist us to envision our future" (p.19). Consequently, the main instruments of my research project are:

- ***Journal***

The instrument that takes the researcher and participant to a most reflexive perspective and enables the researcher to investigate its own learning processes Griffee (2012), is journals. Barkhuizen, Benson, and Chik (2014), call stories told by teachers, in this case the pre-service teacher share of learnings, emotions, thoughts as retrospectives of the experiences had in reflective teacher journals. For this research, this kind of journal is suitable since from

the core of the study reflections upon experiences lived are what it is meant to be investigated.

Therefore, data collection through the journal implies for this study to write in detail three main experiences based on the pre-service teacher's life experiences, which are the life landmarks or highlights that frame this story. They are representative because the journal enabled me as the main participant to describe three life states, as it was aforementioned:

- English in my home country, Colombia, (2007-2019).
- Living and studying English abroad, (2019-2020).
- Based on the intercultural exchange experience, (2020-2021).

The journal data is available in the appendix B on which the experiences aforementioned are widely described.

- ***Semi-structured interviews***

For this research, further than creating just questions to be orally responded the research tries to find experiences, feelings, perspectives. Based on a strict structure the participants cannot feel comfortable enough to be free of talking the way it can be got all these aspects. Nevertheless, the interview needs a structure and a previous production in order that the questions made and the conversation go to the point wanted and needed for the study. This combination of purpose, structure but also maneuver to talk freely Barkhuizen, Benson, and Chik (2014) called it semi-structured interviews, which is the kind of instrument applied for the two external participants for this inquiry.

The semi-structured interviews carried out through the study constituted complementary data to allow mirroring and reflecting on my experiences as it was aforementioned. The target for doing the interviews was also to document language learning experiences that these two participants lived in both a local and abroad; likewise, I faced

similar experiences in these two contexts that mirror the intertwined relationship involved in the research question.

On the other hand, the time to do the interviews does not affect the objectives of the narrative study. As some authors are cited by Barkhuizen, Benson and Chik (2014) the time and length of data collection varies, including the period for doing interviews that can be done even within a week-length. Some studies have been done within a shorter period of one to two weeks as Barkhuizen, Benson and Chik (2014) cited some authors (Armour, 2001; Block, 1998; Ellis, 2004; Lam, 2002; Malcolm, 2004; Tsui, 2007).

Due to the distance, the researcher is located in Colombia and the participants in New York and Mexico, the interviews were developed through the platform Zoom, they vary in time between 22min. and 39min. approximately. The interview protocol with the links to watch the interviews included are in the table below. I clarify the participants of the interviews allowed me to use their proper names with a signed consent. Appendix C. Consent Forms.

Table 3: Interview Protocol

Participants	**Adriana Taborda**	**Racheeda Raid**
Date	27- 06- 21	29 - 06- 21
Timing	Duration of the whole interview: 22:14 min. (The whole interview is not transcripted since there are ice-breaking moments, therefore just there were taken moments concerning to the research).	Duration of the whole interview: 38:46 min. (The whole interview is not transcribed since there are ice-breaking moments, therefore just there were taken moments concerning to the research).

Link	https://drive.google.com/file/d/1l1t_Plmmcb-UXdL4F9d_yiWeMvw6rSfw/view?usp=sharing	https://drive.google.com/file/d/1-i9nYapqd9vwdlyhY51ROG2fIegh7f47/view?usp=sharing
Limits	The interview was limited to the participant's schedule and it was limited to be online because of Covid-19 prevention.	The interview was limited to the participant's schedule and it was limited to be online because of Covid-19 prevention.

Note: Data collection through semi-structured interviews.

- ***Participants***

Regarding the objectives of the study, the main participant of this research is I, as a pre-service English teacher. Additionally, in order to enrich the research with similar experiences and language learning histories in a local and a foreign context, two more participants were involved, also, with the purpose of reducing subjectivity from a unique main participant perspective.

The first participant is a Colombian woman who left her home country to live, work, and study in the United States. Initially, she left through a babysitting program of two years, but then she got marry and decided to have a life there; during her time there, she has not only studied English but also complementary studies for her career, in this case psychology. The second participant is a woman from Barbados, who while studying Spanish in her home country decides to do a one-year intercultural exchange by coming to Colombia to help to teach English, her mother tongue, at Universidad Santo Tomás. Both participants agreed on disseminating their real names, Adriana Taborda and Recheeda Raid.

In order to highlight the most important aspects of the interview in reference to the nucleus of the research it is made a transcription of some of the opinions and experiences shared by the interviewees, taking specific comments, jumping from one to the other, without

interfering in the sense and intention of the speech. As the questions and interviews were the same, the transcription is written taking just the questions and summary of answers divided by Adriana the first participant, who is a Colombian living in the United States, and Racheeda, a woman from Barbados who lived and taught English in Colombia. *See Appendix B*

5. Data analysis

The research aims to gather the most natural and genuine data based on the free expression of the participants when telling their experiences, using as collection instruments two of them that help to achieve this objective, journals and semi-structured interviews. In order to analyze these instruments it is developed one of the most common but suitable modes, called by Barkhuizen, Benson, and Chik (2014), thematic analysis.

The main themes of this research study correspond to: (a) Life-experiences in the home country and abroad; (b) Pre-service teacher's reflections; (c) Intertwined relationship, life-experiences and professional portrayal. Therefore, the sub-themes emerging from the main themes are established through the interpretation of data collected. To recall, information came from the voice of the EFL pre-service teacher and the two participants of the interviews.

5.1 Interpretation of data through thematic analysis.

To support the process of data analysis, I took into consideration two main works of Barkhuizen, Benson and Chik (2014), and Griffee (2012) to explain how the data obtained through the journal and the interviews enabled me to identify common patterns noticing themes that reoccur Griffee (2012). This process is literally defined as: "involves repeated reading of the data, coding and categorization of data extracts, and their reorganization under thematic headings." (p. 75).

I clarify that as a researcher who followed the approach of thematic analysis, I revisited as many times as necessary my emerging reflections written in the journal and the interviews transcriptions to categorize and organize the excerpts that mirror the voices and narrative of the participants. The themes in which the analysis was organized were based on answering the research question, from which stand out the experiences between a local context and a foreign one, the reflections upon the professional portray of the English pre-service teacher, and being able to identify the intertwined relationships that emerge from

them. For an easier identification of the excerpts taken, they were highlighted with different colors according to the theme they belong in the following way: yellow for Theme 1, blue for Theme 2, and green for Theme 3. *See Appendix B*

5.2. Definition of themes and emerging sub-themes from data analysis

In order to carry out this analysis, the criteria established by the authors aforementioned were considered as it follows:

- Coding and categorization were supported from the perspective of thematic analysis. The main themes are involved in the main research question and also in the specific objectives.
- Gathered data is revisited by the researcher in order to select extracts or excerpts that mirror the main themes, here presented through the Language Learning Histories (LLHs) within a specific period of time.
- "The researcher may produce an edited narrative summary of the interviewee's contribution for further analysis" (Barkhuizen, Benson and Chik p. 74).
- Emerging sub-themes emerged from the interpretation of the written narrative gathered through the journal, the main participant's voice and reflections. Also, from the voices of the two participants who also faced life-experiences in both a local and a foreign context for language learning. "The interviewees' contribution to the story may be treated as a narrative" (Barkhuizen, Benson and Chik p. 74).

Findings were categorized from main themes to sub-themes regarding the interpretation of data and the relationship with the theory by highlighting narrative excerpts as table 4 depicts it:

Table 4

Main Themes	**Voices of participants (narrative excerpts)**	**Emerging sub-themes**

Theme 1: Life-experiences in the home country and abroad	Pre-service teacher's voice: **Excerpt 1:** *"I had learned almost all that is needed about this language, however, in 2017 I felt I was stuck at speaking in English…Besides, I was teaching in Kindergarten and Primary School, so my use of English was getting very basic, just saying short commands, using easy vocabulary of fruits, animals, means of transportation; and using a lot of Spanglish, wrong mixture between Spanish and English "* **Excerpt 2:** *"I arrived to the US in September, 2019. Living there my life was like a roller coaster in many different aspects: emotional, economical, spiritual, intellectual, cultural, physical, and in all the areas in my life"* **Excerpt 3:** *"People are very nice there, but in a way I understood later, because at the beginning I felt extremely weird. For example, in Colombia, we are used to show our love and even respect with a lot of physical contact, in the United States do not, I was expecting for more smiles in the streets, shops, neighbors, or more hugs of the family I was with, but it did not happen as*	Sub-theme: The view of a basic and low English due to home-country context. Sub-theme: English is mostly an academic requirement Sub-theme: Living abroad implied to have a combination of emotions and expectations beyond learning English. Sub-theme: Cultural differences become relevant when living in a foreign country.

	I expected." **Excerpt 4:** *"the words or expressions they use to mean something are not the same I know, I mean, jokes, words of affection, idioms, all those were also part of how weird and sometimes bad I felt mostly at the beginning."* Adriana's voice: **Excerpt 5:** *"I studied English as a requirement because at school it was at least two hours of English, because at the university I had to take ten courses, I had to take an exam."* **Excerpt 6:** *"Sometimes with Americans, as you can meet people who are super hateful, I had people who looked at me super strange, and who will not have a conversation with you because English is very bad, there is also people who really with a lot of affection correct you, and they help you, and they explain you."* **Excerpt 7:** *"in Colombia what did I use English for in my daily life? Absolutely nothing. Anything that I needed to*	

	accomplish, I could do perfectly in Spanish. The level of demand of the language in Colombia is not there, you do not see yourself exposed in any aspect there. On the other hand, here in the States you have to" **Excerpt 8:** *"you not only meet people from the United States, but also Europeans, people in general from all over the world, with different experiences, who know the world differently. Where life is nourished in all aspects"* **Excerpt 9:** *"My plan is to get a scholarship to enter Columbia University, but here in the United States there is something in particular. This country is very competitive. Extremely, and we are not used to that level of competitiveness. That for us as Latinos, to enter the truly stable professional world, is very difficult; even with a Master."* Racheeda's voice: **Excerpt 10:** *"In Barbados, well now it's different, but in Barbados you had to do Spanish or French in secondary school, so when I was eleven I had to choose, I chose Spanish –I don't know why, I just chose*	

	Spanish, well I was eleven, so I didn't know—but I was really good at Spanish in the school, so I just continued with it and then I had to go to College." **Excerpt 11:** *"So my vocabulary has drastically improved, I speak a lot faster, and I understand people better, because you don't learn listening that much in school. And I couldn't understand anybody, and now I can understand everyone."* **Excerpt 12:** *"I learned at school, '¿En que puedo ayudarle?', and that's how I learned to ask for help. And everybody says, 'a la orden', when I got to Colombia the people said, 'a la orden' to me, and I was like, What is 'a la orden'? What are they saying? I never learned that at school."* **Excerpt 13:** *"This has been the best experience ever… going to Colombia and meeting so many, I met a lot of other people who travel a lot, and stuff that, meeting so many different people made me feel like, I changed, I changed."*	

Theme 2: Pre-service teacher's reflections	Pre-service teacher's voice: **Excerpt 1:** *"I decided to do an intercultural exchange to study English in the USA with the goal of improving my English, mostly at speaking."* **Excerpt 2:** *"there are some "myths" about studying in another country, like that they have better education, or that Native English Teachers are better than Non-Native English Teachers."* **Excerpt 3:** *"In my case, the English education I received in the U.S. was very basic, I do not remember seeing something else than just a couple of words with its homophones and synonyms, and the level I was, was one of the highest. Besides, I have to say that watching the kids' education, it is very basic in many aspects, in maths, writing, projects, and in general."* Adriana's voice: **Excerpt 4:** *"learning English in general opens doors (in terms of work)… that will give you job opportunities outside of Colombia that will help you they will generate*	Sub-theme: Studying abroad myths or perceptions Sub-theme: Expectation vs reality when studying English abroad. Sub-theme: Native English Teachers versus Non-Native English Teachers

	more stability" **Excerpt 5:** *"I took classes in Colorado, but the classes I took in Colorado were not good. They were not good experiences, super basic classes, it was not a course from which I said, "I really learned." I did not like it at all because sometimes the courses for Latinos are not really what English really is. When you are Latino and you sign up to learn English, depending on many places, the class ends up being poor."* **Excerpt 6:** *"our generation is a generation that is looking for opportunities beyond their country because in Colombia work allows us to simply survive, and not live. So many of us are looking for opportunities that allow us to have a better quality of life, and that is why we seek to get out."* **Excerpt 7:** *"For an American, it will take two days to do a job or write an essay; it will take me seven days. Because there are rules that are basic for them, but not for me."* **Excerpt 8:** *"This country is very competitive. Extremely, and we are not used to that level of competitiveness. That for us as Latinos, to*	

	enter the truly stable professional world, is very difficult; even with a Master." Racheeda's voice: **Excerpt 9:** *"teachers don't speak a very good English, and then the teacher don't speak well, and then they teach the students the wrong thing, I don't' know if they don't want to pay for people who are natives, or is the lack of funds in money to pay, but I noticed that a lot, it's not their fault, but that's what I noticed a lot. But everybody is trying to learn, so they don't care, they just take any teachers "oh you can speak A2, you can teach", that doesn't make any sense. That's what I noticed, I don't know."*	

Theme 3: Intertwined relationship, life-experiences in a home country and a foreign country, and professional portray	Pre-service teacher's voice: **Excerpt 1:** *"I had learned almost all that is needed about this language, however, in 2017 I felt I was stuck at speaking in English…Besides, I was teaching in Kindergarten and Primary School, so my use of English was getting very basic, just saying short commands, using easy vocabulary of fruits, animals, means of transportation; and using a lot of spanglish, wrong mixture between Spanish and English "* **Excerpt 2:** *"I think the improvement is mostly in speaking, listening and reading skills; in writing I may think I have to thank all my studies during these years, and currently to my university in Colombia."* **Excerpt 3:** *"People are very nice there, but in a way I understood later, because at the beginning I felt extremely weird. For example, in Colombia, we are used to show our love and even respect with a lot of physical contact, in the United States do not, I was expecting for more smiles in the streets, shops, neighbors, or more hugs of the family I was with, but it did not happen as*	Sub-theme: Changing perceptions on the local context. Sub-theme: Resignifying the view on international context(s). Sub-theme: Intertwining the relationship between local-international contexts: The perspective of an EFL pre-service teacher.

	I expected. ” **Excerpt 4:***”I have to say that although my main goal was to improve that language I have won more than that, I passed through many different moments and experiences during that time, some of them really hard and some others incredibly beautiful, but all of them made me grow as a person”.* **Excerpt 5:** *“There are some “myths” about studying in another country, like that they have better education, or that Native English Teachers are better than Non-Native English Teachers.”* Adriana’s voice: **Excerpt 6:** *“I studied English as a requirement because at school it was at least two hours of English, because at the university I had to take ten courses, I had to take an exam.”* **Excerpt 7:** *“My plan is to get a scholarship to enter Columbia University, but here in the United States there is something in particular. This country is very competitive.*	

	Extremely, and we are not used to that level of competitiveness. That for us as Latinos, to enter the truly stable professional world, is very difficult; even with a Master." **Excerpt 8:** *"I saw it in children, of how children learn English. When they teach their English subject here as they teach us Spanish, and how to write it, and all the grammar rules, and everything else, there they are exposed to, for example, all the sounds they have, the letters, for example, for us the letter A in any word is letter A. Here the A will sound different, for example "cake", "car" will sound different. It is still A, but the sound of the A is different, because they have a certain number of letters, so it is very different. Because we in English, in general, in English courses, no English teacher taught me the fifty-odd types of sounds that there are. While here I remember when I applied for the TOEFL, the teacher explains to you and gives you, for example, how the "a" sounds in all the words with the "e", in all the words how the sounds with the "i". Depending on the combinations, the sound will be different, so there may be*	

	26 letters in the alphabet, but there are like 54 types of pronunciation. So no teacher [in Colombia] explained to me, in the speaking part, how the sounds differ." **Excerpt 9:** *"the fact that you speak English in the United States is what allows you communication in general, and you go to other countries, and English saves you more than Spanish, more than anything else."* **Excerpt 10:** *"Learning another language, and learning especially English, which is like the language that passes through the whole world in general, opens up the whole world to you. Doing just what the world in general cuts through; it's as if the whole world opens up in front of you. The communication, the people you know, the network that is put together is impressive. Only the network is brutal because you not only meet people from the United States, but also Europeans, people in general from all over the world, with different experiences, who know the world differently. Where life is nurished in all aspects."* Racheeda's voice: **Excerpt 11:** *"In Barbados, well now it's*	

	different, but in Barbados you had to do Spanish or French in secondary school, so when I was eleven I had to choose, I chose Spanish –I don't know why, I just chose Spanish, well I was eleven, so I didn't know—but I was really good at Spanish in the school, so I just continued with it and then I had to go to College." **Excerpt 12:** *"I always tell people, you learn one thing at school and then when you travel they don't even use that, so I always though people… There was one time I went to the cinema, and I was alone, so I said to the person "hi, quiero palomitas" , and she is like "crispetas?" and I said, "no, palomitas", cause I didn't know that you say crispetas, I didn't know what crispetas was"* **Excerpt 13:** *"In my country is not popular to learn a language, is not like people is running to learn languages, but they always say that they want, 'I wish I had known Spanish like you', but they don't actually do it, I don't know why. But in the U.S they don't care about other languages, in my country I think we do care, but it's not a popular thing "*	

	Excerpt 14: *"In Colombia, I do noticed that everyone wants to learn English"* **Excerpt 15:** *"I learned at school, '¿En que puedo ayudarle?', and that's how I learned to ask for help. And everybody says, 'a la orden', when I got to Colombia the people said, 'a la orden' to me, and I was like, What is 'a la orden'? What are they saying? I never learned that at school."* **Excerpt 16:** *"I think that mostly it was just lost of new vocabulary because being in another country with things I don't even have in my country, for example, the protest happening in Colombia, I have never had a protest in my country, we don't protest, --yes, we don't protest, that doesn't happen—So, I didn't know the words for protests, and I didn't know all this vocabulary around that, 'papabombas' and all this; those are not a part of my vocabulary even in English. So I have to say that my vocabulary in Spanish is way more that anybody that studied Spanish in Barbados."* **Excerpt 17:** *"This has been the best experience ever… going to Colombia and*	

	meeting so many, I met a lot of other people who travel a lot, and stuff that, meeting so many different people made me feel like, I changed, I changed." **Excerpt 18:** *"it has given me flexibility to move around, I can live anywhere. Also my Spanish has improved like crazy, I don't have a problem understading anyone, and now I can actually charge people to offer them help; so if they wanna get Spanish classes I can give Spanish classes, not advance Spanish, but I can get Spanish classes, I can confidently charge people for my services, I can do translations, translations is not something I was considering but because my Spanish is so good, I can listen to an audio and I can take the Spanish, I can translate. So I have more opportunities now, I am more marketable, and I can travel."*	

Note: Adapted from the study's data collection instruments.

It is pertinent to remember that there is a mutual construction when developing narrative research, both participant and researcher are relevant, Connelly and Clandinin (1990) pinpointed, "Narrative inquiry is, however, a process of collaborating involving mutual storytelling, and restorying as the research proceeds*"* (p.4). For instance, having as the main element the participants' voices the researcher also shares its voice not just along the study but also when organizing the data and stating the findings, in this case, themes and sub-

themes. Those findings are identified after a further analysis of the excerpts exposed, from participant's opinions and stories there were identified some patterns which, as the main step in this kind of analysis requires, Mendieta (2013), where coded into some sub-themes of this category.

5.2.1. Theme 1: Life-experiences in the home country and abroad, (2007-2019).

As it was established from the research study objectives and the definition of the main themes, this first part of the analysis allowed me to identify through the voice of the two interview participants and my reflections, the interpretation of experiences that depict the contrasts between living in the home country and abroad. It was a significant component due to my experiences and the feelings that brought me when I had the chance of traveling from Colombia to a foreign country, the United States.

The narrative of Adriana and Racheeda, my guest participants, and my voice regarding the excerpts above allowed me to identify through the first theme analysis the definition of some sub-themes. Indeed, the sub-themes are constructions between the participants' voices and researcher's view, as described by Connelly and Clandinin (1990). From opinions and episodes which were in line with *Life-experiences in the home country and abroad*, the main theme, some sub-themes emerged: (a) The view of a basic and low English due to home-country context; (b) English is mostly an academic requirement; (c) Living abroad implied to have a combination of emotions and expectations beyond learning English; (d) Cultural differences become relevant when living in a foreign country.

The view of a basic and low English due to home-country context.

While analyzing information, I focused on the identification of excerpts that as a result allowed me to evidence the importance of feelings, emotions, frustrations that influence my

life as a pre-service teacher living abroad. I clarify that the participants who were interviewed lived a similar experience since they also have been far from their home country. To illustrate the analysis, I selected some excerpts presented below:

- From the voice of the pre-service teacher:

Excerpt 1: *"I had learned almost all that is needed about this language, however, in 2017 I felt I was stuck at speaking in English…Besides, I was teaching in Kindergarten and Primary School, so my use of English was getting very basic, just saying short commands, using easy vocabulary of fruits, animals, means of transportation; and using a lot of spanglish, wrong mixture between Spanish and English"*

- From Adriana's voice:

Excerpt 7: *"in Colombia what did I use English for in my daily life? Absolutely nothing. Anything that I needed to accomplish, I could do perfectly in Spanish. The level of demand of the language in Colombia is not there, you do not see yourself exposed in any aspect there. On the other hand, here in the States you have to"*

- From Racheeda's voice:

Excerpt 11: *"So my vocabulary has drastically improved, I speak a lot faster, and I understand people better, because you don't learn listening that much in school. And I couldn't understand anybody, and now I can understand everyone."*

Excerpt 12: *"I learned at school, '¿En que puedo ayudarle?', and that's how I learned to ask for help. And everybody says, 'a la orden', when I got to Colombia the people said, 'a la orden' to me, and I was like, what is 'a la orden'? What are they saying? I never learned that at school."*

When analyzing the excerpts, I was able to see my point of view about my English language level being in my home-country and before having the experience of living abroad. Into it, the perspective about my English shows low management of English which was most evident and uncomfortable when putting it into practice since there was not a level that challenged me to grow in the foreign language. Such perspective was also expressed by Adriana, one of the participants who lived in the USA having the same exchange program, through her voice it is evidenced that when being at her home-country she thought she did not used to put into practice English because she did not need it. Also Racheeda felt that lack of good language at Spanish and when she needed to put it in practice, and she was aware of it when she has to use the foreign language into a real context . For all of us, the view about the foreign language when being in our home-country shows our discomfort because the context did not pushed us or influence us to use the foreign language.

Living abroad implied to have a combination of emotions and expectations beyond learning English.

- From the voice of the pre-service teacher:

Excerpt 2: *"I arrived in the US in September, 2019. Living there my life was like a roller coaster in many different aspects: emotional, economical, spiritual, intellectual, cultural, physical, and in all the areas in my life"*

As it was noticed from the definition of the main theme, living abroad far from the home country was a kind of disruptive experience for me as a pre-service teacher since I tackled my feelings of expectations and frightened. To live your home country may mirror an exciting experience but internally, as I lived it, there were also feelings of fear. Such feelings were also evidenced as analyzing Adriana's voice, the Colombian student I met

in the U.S who also had the role of au pair and faced different emotions when living abroad:

- From Adriana's voice:

Excerpt 8: *"you not only meet people from the United States, but also Europeans, people in general from all over the world, with different experiences, who know the world differently. Where life is nurished in all aspects"*

Excerpt 9: *"My plan is to get a scholarship to enter Columbia University, but here in the United States there is something in particular. This country is very competitive. Extremely, and we are not used to that level of competitiveness. That for us as Latinos, to enter the truly stable professional world, is very difficult; even with a Master."*

From my voice and Adriana's voice it is possible to see how when being immerse in a foreign country all aspects of us were touched. In my case, I expressed how my emotions and every aspect of my life felt the change of living in another country when having ups and downs. In the case of Adriana, she thinks that through this experience not just emotions are touched or shaked but nourished. Nevertheless, Adriana's expectations about developing a life in the U.S is not as easy as she expected since she is aware of the lack of competitiveness that Latinos seem to have in comparison to Americas; a point that makes difficult for a latin people to have a stable professional job. For both of us it seems emotions, expectations, and life were shaked.

English is mostly an academic requirement

The excerpts that are exposed below show one aspect and perspective that the two participants, Adriana and Racheeda, have in common regarding how they see it was their experience regarding learning a foreign language from their home country. Adriana while learning English from Colombia, and Racheeda learning Spanish from Barbados.

- From Adriana's voice:

Excerpt 5: *"I studied English as a requirement because at school it was at least two hours of English, because at the university I had to take ten courses, I had to take an exam."*

- From Racheeda's voice:

Excerpt 10: *"In Barbados, well now it's different, but in Barbados you had to do Spanish or French in secondary school, so when I was eleven I had to choose, I chose Spanish –I don't know why, I just chose Spanish, well I was eleven, so I didn't know—but I was really good at Spanish in the school, so I just continued with it and then I had to go to College."*

It captured my attention as a researcher to identify how the experience of learning a foreign language is usually an education requirement, rather than a living experience or inner desire; this observation is seen as revising Adriana's and Racheeda's voices. As presented in the research design, Adriana is from Colombia and she learnt English as a subject at school and then at the university as another area that she had to coply with; also Racheeda, native English speaker from Barbados, since she was young was forced to learn Spanish because of the school's requirement. Of course, their languages processes in both languages helped them find the opportunity of traveling abroad in places in which could learn more the foreign languages and put them into practice.

Cultural differences become relevant when living in a foreign country.

This sub-theme emerges from the analysis made to the following excerpts of the two participants Adriana and Racheeda, and of the narrative I made of my experience:

- From of the pre-service teacher:

Excerpt 3: *"People are very nice there, but in a way I understood later, because at the beginning I felt extremely weird. For example, in Colombia, we are used to show our love and even respect with a lot of physical contact, in the United States do not, I was expecting for more smiles in the streets, shops, neighbors, or more hugs of the family I was with, but it did not happen as I expected."*

Excerpt 4: *"the words or expressions they use to mean something are not the same I know, I mean, jokes, words of affection, idioms, all those were also part of how weird and sometimes bad I felt mostly at the beginning."*

- From Adriana's voice:

Excerpt 5: *"My plan is to get a scholarship to enter Columbia University, but here in the United States there is something in particular. This country is very competitive. Extremely, and we are not used to that level of competitiveness. That for us as Latinos, to enter the truly stable professional world, is very difficult; even with a Master."*

Excerpt 6: *"Sometimes with Americans, as you can meet people who are super hateful, I had people who looked at me super strange, and who will not have a conversation with you because English is very bad, there is also people who really with a lot of affection correct you, and they help you, and they explain you."*

- From Racheeda's voice:

Excerpt 12: *"I learned at school, '¿En que puedo ayudarle?', and that's how I learned to ask for help. And everybody says, 'a la orden', when I got to Colombia the people said, 'a la orden' to me, and I was like, what is 'a la orden'? What are they saying? I never learned that at school."*

Excerpt 13: *"This has been the best experience ever… going to Colombia and meeting so many, I met a lot of other people who travel a lot, and stuff that, meeting so many different people made me feel like, I changed, I changed."*

As a matter of fact, living abroad represents as Racheeda, Adriana and I described it, an experience that implies to learn from another culture, to understand the tensions that emerged and mentioned the participants of the research, which appeals for an intertwined relationship between local and international contexts. As it was analyzed in the literature review in the excerpt taken from Kumaravadivelu (2003, 2012) in this study "that it is necessary to be aware of its intercultural relationship anchors the work to what could be one of its roots (local and foreign contexts), helping it to show deeper and wider understanding of contexts where English is spoken and addressed*"* (p.14).

5.2.2. Theme 2: Pre-service teacher's reflections, (2018-2020).

Another part of the objectives of the study includes highlighting the reflections upon the professional portrayal of the English pre-service teacher, the journals and the interviews done to identify some reflections based on some opinions given by the participants. These reflections are a fundamental part, not just of this research but as a pre-service teacher, since having similar experiences and talking about the relationship between language learning while living in foreign country increase the perspectives, stories, and perspectives.

Different reflections popped out through these stories the participants told and the opinions they suddenly shared, as Barkhuizen (2021) states: *"*Stories preserve our memories, prompt our reflections, connect us to our past and present, and assist us to envision our future." (p. 19). It was possible to see that while telling stories and opinions based on their experiences the participants mentioned some matched aspects which I took as emerging sub-themes organized as it follows: (a) Studying abroad myths or perceptions; (b) Native English Teachers versus Non-Native English Teachers; (c) Expectation vs reality when studying English abroad.

Studying abroad myths or perceptions

As pre-service teachers and researchers we cannot forget about the importance of reflecting on identity, including what it implies to think about our identity(ties). It means to understand who we are and how if for example you are a pre-service teacher you may turn into what Barkhuizen (2021), calls an "active mediator of their own learning" (p. 42), who is able to understand and construct who it is.

In this way, the analysis is crucial based on the excerpts below to stand out the reflections that emerged during the data analysis, which are vital parts to evidence how pre-service teachers are also in constant construction, as teachers and researchers are, too. Some of those reflections emerged from my narrative and were also found through one of the participants of the study, Adriana, as it follows:

- From the voice of the pre-service teacher:

Excerpt 1: *"I decided to do an intercultural exchange to study English in the USA with the goal of improving my English, mostly at speaking."*

- From Adriana's voice:

Excerpt 4: "*learning English in general opens doors (in terms of work)… that will give you job opportunities outside of Colombia that will help you they will generate more stability"*

Excerpt 6: *"our generation is a generation that is looking for opportunities beyond their country because in Colombia work allows us to simply survive, and not live. So many of us are looking for opportunities that allow us to have a better quality of life, and that is why we seek to get out."*

One of the most prominent thoughts along the excerpts is those myths or perceptions that when living at home are considered studying and living abroad when putting into practice a foreign language. Both Adriana and I express that we wanted to travel abroad because there we will have an improvement, in my case, to achieve a better English level; and for Adriana to get better opportunities in life. In this last part, it takes my attention what Adriana mentions in the third excerpt, which could be a general perspective in Colombia, current generations are looking for better quality of life traveling, studying, and living abroad.

Expectation vs reality when studying English abroad.

When analyzing the data, I identified some excerpts that allowed me to evidence different opinions and expressions regarding language-learning reflections on both a local context and a foreign one. The excerpts are taken from one of outer participants, Adriana, and from the journals written by me as the main research participant. I selected the following excerpts to address this sub-theme analysis:

- From the pre-service teacher's voice:

Excerpt 3: *"In my case, the English education I received in the US was very basic, I do not remember seeing something else than just a couple of words with its homophones and synonyms, and the level I was, was one of the highest. Besides, I have to say that watching the kids' education, it is very basic in many aspects, in maths, writing, projects, and in general."*

- From Adriana's voice:

Excerpt 5: *"I took classes in Colorado, but the classes I took in Colorado were not good. They were not good experiences, super basic classes, it was not a course from which I said, "I really learned." I did not like it at all because sometimes the courses for Latinos are not really what English really is. When you are Latino and you sign up to learn English, depending on many places, the class ends up being poor."*

Excerpt 8: *"This country is very competitive. Extremely, and we are not used to that level of competitiveness. That for us as Latinos, to enter the truly stable professional world, is very difficult; even with a Master."*

Excerpt 7: *"For an American, it will take two days to do a job or write an essay; it will take me seven days. Because, there are rules that are basic for them but not for me."*

From the first to the second excerpts, the voice of Adriana and mine, recall the fact that to study a language abroad does not mean that it will be better rather than study in a local context such as any Latin-American countries. These are the emerging reflections upon the experiences Adriana, the participant from Colombia I met in the US, faced while studying English abroad, that as I mentioned above had a coincidence with my experience, too. As it is evident, there is a crash for me and Adriana, the Colombian interviewed, between those thoughts that started as inner wishes to study abroad expecting to have a dramatic improvement, in contrast with what we both found as facing the reality when living in a foreign country.

Adriana also talks about the expectations or whishes of develop a life in the U.S but she faces the reality of feeling weak as professional compared to Americans since first in that foreign country culture seems to be more competive than Latin culture, and second because the participant is still learning English due to she has not had a long life living there, this low manage of the language can make her stay behind others who can understand and develop works in English faster than her. In both cases, when studying or developing a life in

a foreign country Adriana and I can show how expectations when living abroad face and even crash with reality.

Native English Teachers versus Non-Native English Teachers

At least in Colombia or other Latin American countries, some people tend to think that when having a Native English Teacher (NET) they will learn more English than with a Non-Native English Teacher (NNET), as Gurkan S. and Yuksel, D. (2012) state: *"*Recent studies indicate that such learners have very positive perceptions of native speakers and prefer to learn a language under their tuition to reach their own goals. However, it is suggested that non-native speakers, generally, have the same features that native speakers do have", (p. 2952); worthy to mention, these authors were also recalled in the literature review.

It is somehow what Adriana and I perceived when having English classes in the USA, realizing not just that Colombian teachers can teach even better than American teachers, but that the education there was not what she expected, neither for me. I wrote in my journal how the English classes I received felt basic when being in one the highest levels they taught just some words and the kids' school I used to take care of seemed to teach basic topics too. This analysis is based on the following excerpts:

- From the pre-service teacher voice:

Excerpt 2: *"there are some "myths" about studying in another country like, that they have better education, or that Native English Teachers are better than Non-Native English Teachers."*

- From Adriana's voice:

Excerpt 5: *"I took classes in Colorado, but the classes I took in Colorado were not good. They were not good experiences, super basic classes, it was not a course from*

which I said, "I really learned." I did not like it at all because sometimes the courses for Latinos are not really what English really is. When you are Latino and you sign up to learn English, depending on many places, the class ends up being poor."

Nonetheless, the participant from Barbados, Racheeda who faced the experience of supporting English Learning in Colombia has a counterpart, as we see it in the excerpt below:

- From Racheeda's voice:

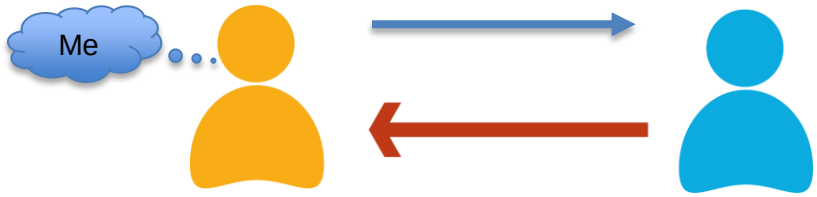
Excerpt 9: *"teachers don't speak a very good English, and then the teacher don't speak well, and then they teach the students the wrong thing, I don't' know if they don't want to pay for people who are natives, or is the lack of funds in money to pay, but I noticed that a lot, it's not their fault, but that's what I noticed a lot. But everybody is trying to learn, so they don't care, they just take any teachers "oh you can speak A2, you can teach", that doesn't make any sense. That's what I noticed, I don't know."*

Racheeda's perception was very different, even controversial for me as a Colombian pre-service teacher, due to what she expresses about her experience as a tutor in English classes in Colombia, Non-Native English Teachers are teaching in our country is a big concern for her, indeed, it is *"the wrong thing*" from her point of view.

It is clear that the previous excerpts describe not only the perspective of the research study participants regarding the experiences as living abroad, but also their changing considerations when ending their studies abroad and after coming back to their local context, as it was my case. Such thoughts are somehow connected with the facets explained by Barkhuizen and Strauss (2020) through the intertwined relationship that identities represent from what you think you are, how you project to others, how others perceive your profile or what you are and how you change your identity through the experiences you face and what you want in the future after some living facts.

The next figure illustrates based on Barkhuizen and Strauss (2020) how others perceive us, but also how I perceive the other. It is possible to find reciprocal arguments in relation to each other which depend on the context where you are or where you come from. For example, it was surprisingly to find common aspects as comparing Racheeda's thought on the low quality that some teachers in Colombia have (from her perspective); likewise, I and Adriana found the same while studying in the US. (See appendix B)

Figure 1.



Note: Adapted from Barkhuizen and Strauss (2020).

From my point of view, I say this because by getting to know people in a foreign context, you have the possibility of interacting with people from other cultural backgrounds, you hear new stories from people, you also see how others face a language learning experience, and from that, my vision as a pre-service teacher changed.

The change on my view as an EFL pre-service teacher is mainly explained through the influence that my past and current experiences helped me identify further implications of what it implies to become a language teacher, some reflections about it an how the experience not just influenced me but the two other participants also are analyzed in the Theme three.

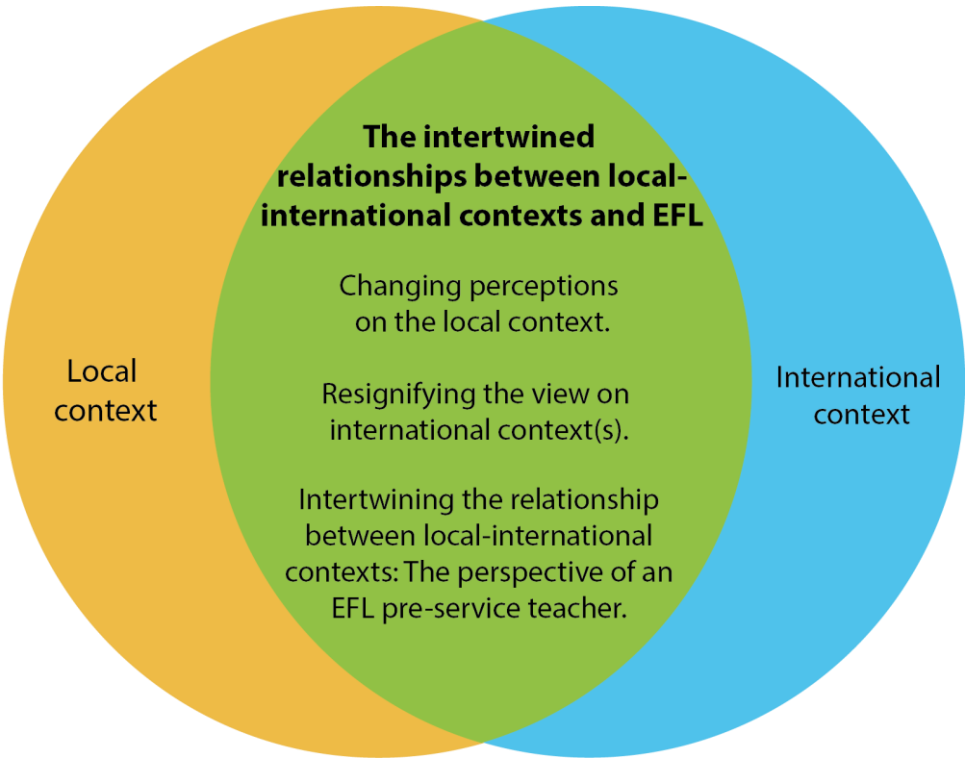
5.2.3. Theme 3: Intertwined relationships, life-experiences in a home country and abroad, and professional portray (2020-2021).

Analyzing the intertwined relationship of life-experiences in a home country and in a foreign country and the professional portrayal is one of the most important components, if

not the most important, of this research since everything began from this interlace of experiences. This last part of the data revision allowed to connect everything together, life-experiences regarding EFL in both locations and reflections emerged.

Through the data analysis, it was possible to find some moments of the participants' narrations when identifying some excerpts that allow to evidence different opinions and expressions regarding language learning reflections in a local context and in a foreign context. The excerpts are taken from both the interviews made to outer participants and from the journals made by myself as an inner participant. This analysis is organized based on the emerging sub-themes: (a) Changing perceptions on the local context; (b) Resignifying the view on international context(s); (c) Intertwining the relationship between local-international contexts: The perspective of an EFL pre-service teacher.

Figure 2.



Note: Adapted from the research study.

Changing the perception on the local context

From the title of the main theme, it is visible that this last part is the network where all the threads meet. Local contexts which the participants and I are from may be very different, our goals too: Adriana wanted to travel to learn English, Racheeda because it was a requirement to have her degree, and I wanted to strengthen my English skills, but our expectations, goals, and thoughts meet when realizing that the experience was very far from what we expected. The following excerpts show what I just mentioned:

- From the voice of the pre-service teacher:

Excerpt 1: *"I had learned almost all that is needed about this language, however, in 2017 I felt I was stuck at speaking in English…Besides, I was teaching in Kindergarten and Primary School, so my use of English was getting very basic, just saying short commands, using easy vocabulary of fruits, animals, means of transportation; and using a lot of spanglish, wrong mixture between Spanish and English"*

- From Adriana's voice:

Excerpt 8: *"I saw it in children, of how children learn English. When they teach their English subject here as they teach us Spanish, and how to write it, and all the grammar rules, and everything else, there they are exposed to, for example, all the sounds they have, the letters for example, for us the letter A in any word is letter A. Here the A will sound different, for example "cake", "car" will sound different. It is still A, but the sound of the A is different, because they have a certain number of letters, so it is very different. Because we in English, in general, in English courses, no English teacher taught me the fifty-odd types of sounds that there are. While here I remember when I applied for the TOEFL, the teacher explains to you and gives you, for example, how the "a" sounds in all the words with the "e", in all the words how the*

sounds with the "i". Depending on the combinations, the sound will be different, so there may be 26 letters in the alphabet, but there are like 54 types of pronunciation. So no teacher [in Colombia] explained to me, in the speaking part, how the sounds differ."

The excerpts show the local context in which I and every participant were or felt before doing the trip to a foreign country. In Adriana's narrative and mine, we express how basic our English level was, in my case I felt stuck when working with little kids and Adriana realized that there were many things she did not see in Colombia and that then she had to learn when living in the U.S. But it takes my attention to see that as I and Adriana many people in our country try to learn English, it is seen as priority in education; nevertheless, in Racheeda's country it is not that important, people there is not so interested in learning languages, as she states in the following excerpt:

- From Racheeda's voice:

Excerpt 13: *"In my country is not popular to learn a language, is not like people is running to learn languages, but they always say that they want, 'I wish I had known Spanish like you', but they don't actually do it, I don't know why. But in the U.S they don't care about other languages, in my country I think we do care, but it's not a popular thing"*

There is another relationship important to highlight from Adriana's and Racheeda's story based on the following excerpts:

- From Adriana's voice:

Excerpt 6: *"I studied English as a requirement because at school it was at least two hours of English, and because at the university I had to take ten courses; I had to take an exam."*

- From Racheeda's voice:

Excerpt 11: *"In Barbados, well now it's different, but in Barbados you had to do Spanish or French in secondary school, so when I was eleven I had to choose, I chose Spanish –I don't know why, I just chose Spanish, well I was eleven, so I didn't know—but I was really good at Spanish in the school, so I just continued with it and then I had to go to College."*

Through these pieces also it is possible to see that when living in their home country the two guest participants found English just as another requirement as many people in Colombia, and based on Racheeda's description in Barbados also is used to see languages in the same way. But, what a surprise they find in their way of learning English or Spanish while they try to advance in their lives through it. In the sub-themes to come there is analyzed how English became from being a requirement to a great tool and mean of change in their lives.

Resignifying the international context view

The experiences that the participants and I had when living in a foreign country are the other basis of the study and of this main theme so they also are those perceptions about living in a foreign country. Different excerpts in which these experiences and perceptions are highlighted were taken and they are exposed below:

- From the voice of the pre-service teacher:

Excerpt 3: *"People are very nice there, but in a way I understood later, because at the beginning I felt extremely weird. For example, in Colombia, we are used to show our love and even respect with a lot of physical contact, in the United States do not, I was expecting for more smiles in the streets, shops, neighbors, or more hugs of the family I was with, but it did not happen as I expected."*

Excerpt 2: *"I think the improvement is mostly in speaking, listening and reading skills; in writing I may think I have to thank all my studies during these years, and currently to my university in Colombia."*

Excerpt 5: *"There are some "myths" about studying in another country, like that they have better education, or that Native English Teachers are better than Non-Native English Teachers."*

- From Adriana's voice:

Excerpt 7: *"My plan is to get a scholarship to enter Columbia University, but here in the United States there is something in particular. This country is very competitive. Extremely, and we are not used to that level of competitiveness. That for us as Latinos, to enter the truly stable professional world, is very difficult; even with a Master."*

Excerpt 8: *"I saw it in children, of how children learn English. When they teach their English subject here as they teach us Spanish, and how to write it, and all the grammar rules, and everything else, there they are exposed to, for example, all the sounds they have. the letters, for example, for us the letter A in any word is letter A. Here the A will sound different, for example "cake", "car" will sound different. It is still A, but the sound of the A is different, because they have a certain number of letters, so it is very different. Because we in English, in general, in English courses, no English teacher taught me the fifty-odd types of sounds that there are. While here I remember when I applied for the TOEFL, the teacher explains to you and gives you, for example, how the "a" sounds in all the words with the "e", in all the words how the a sounds with the "i". Depending on the combinations, the sound will be different, so there may be 26 letters in the alphabet, but there are like 54 types of*

pronunciation. So no teacher [in Colombia] explained to me, in the speaking part, how the sounds differ."

- From Racheeda's voice:

Excerpt 12: *"I always tell people, you learn one thing at school and then when you travel they don't even use that, so I always though people… There was one time I went to the cinema, and I was alone, so I said to the person "hi, quiero palomitas" , and she is like "crispetas?" and I said, "no, palomitas", cause I didn't know that you say crispetas, I didn't know what crispetas was"*

Excerpt 14: *"In Colombia, I do noticed that everyone wants to learn English"*

Excerpt 15: *"I learned at school, '¿En que puedo ayudarle?', and that's how I learned to ask for help. and everybody says, 'a la orden', when I got to Colombia the people said, 'a la orden' to me, and I was like, What is 'a la orden'? What are they saying? I never learned that at school."*

Living immersed in a foreign country, the three of us could live different experiences that changed our minds regarding those perceptions we used to have about a foreign country, and we faced different cultural contrasts. On one hand, each of us had different expectations of living abroad because of the thinking and studies we had in our home country but when living in a foreign country we could realize that the language in a real context is very different, education is different, in all the cases not as good as we thought it would be, and there are huge differences regards culture. On the other hand, I could express it through how I felt when threatening people in New York; Adriana mentioned different aspects of the language and education in USA, also when talking about their competitiveness that Latinos are not used to; and Racheeda when she told her stories about the way she learned Spanish in the school and the real way it is spoken in Colombia.

Intertwining the relationship between local-international contexts: The perspective of an EFL pre-service teacher.

Finally, the narratives touched one of the most important aspects of the intertwined relationship between the experiences had in both contexts, and somehow it can be seen as the result of them for the participants and for myself, how all this journey nourished our lives and our being. The excerpts in which this is evidenced are the followings:

- From the voice of the pre-service teacher:

Excerpt 4: *"I have to say that although my main goal was to improve that language I have won more than that, I passed through many different moments and experiences during that time, some of them really hard and some others incredibly beautiful, but all of them made me grow as a person".*

- From Adriana's voice:

Excerpt 9: *"the fact that you speak English in the United States is what allows you communication in general, and you go to other countries, and English saves you more than Spanish, more than anything else."*

Excerpt 10: *"Learning another language, and learning especially English, which is like the language that passes through the whole world in general, opens up the whole world to you. Doing just what the world in general cuts through; it's as if the whole world opens up in front of you. The communication, the people you know, the network that is put together is impressive. Only the network is brutal because you not only meet people from the United States, but also Europeans, people in general from all over the world, with different experiences, who know the world differently. Where life is nurished in all aspects."*

- From Racheeda's voice:

Excerpt 16: *"I think that mostly it was just lost of new vocabulary because being in another country with things I don't even have in my country, for example, the protest happening in Colombia, I have never had a protest in my country, we don't protest, -- yes, we don't protest, that doesn't happen—So, I didn't know the words for protests, and I didn't know all this vocabulary around that, 'papabombas' and all this; those are not a part of my vocabulary even in English. So I have to say that my vocabulary in Spanish is way more that anybody that studied Spanish in Barbados."*

Excerpt 17: *"This has been the best experience ever… going to Colombia and meeting so many, I met a lot of other people who travel a lot, and stuff that, meeting so many different people made me feel like, I changed, I changed."*

Excerpt 18: *"it has given me flexibility to move around, I can live anywhere. Also my Spanish has improved like crazy, I don't have a problem understading anyone, and now I can actually charge people to offer them help; so if they wanna get Spanish classes I can give Spanish classes, not advance Spanish, but I can get Spanish classes, I can confidently charge people for my services, I can do translations, translations is not something I was considering but because my Spanish is so good, I can listen to an audio and I can take the Spanish, I can translate. So I have more opportunities now, I am more marketable, and I can travel."*

As it is shown in each of the participants' voices, this experience made *us grow*. As Kumaravadivelu's though highlighted by Siqueira (2017) foregrounds, and it was mentioned in this research, "learning English is not a geographic and cultural limited language but on the contrary that it is necessary to be aware of its intercultural relationship" (p. 14). In Adriana's case, she sees English has opened the world to her, the network he has made is impressive, she feels it nourished her whole life; Racheeda said the experience was the

best, she feels she changed; and as Adriana mentioned it also opened the world to her as professional.

In my case, the experience of living in my home country and then moving to a foreign English speaking country made me grow as person, emotionally, intellectually, spiritually, in every aspect of my life. In the same way, my professional portray as a pre-service teacher was influenced, this experience changed my whole mind, many of the common perceptions regarding living, studying abroad, regarding NET and NNET are gone, it also enriched my knowledge both for English as a language and for teaching, and helped me to think as student, to try to be in the place of my future students. English as a Foreign Language and the experience of living immersed in a foreign country definitely transcends the construction of a person.

Conclusions

In order to have a better understanding of the answer for the question of this study the three main themes were established, and helped to show the intertwined relationship of the research. The first theme opened the initial vision to the life-experiences had by the participants and me as a preservice teacher sharing feelings, perceptions, and stories in both local and a foreign country. The second theme took the research to a deeper dive of the participants mind, it also showed some emotions but this time focused on their opinions in order to find some reflections that emerged from them. The third theme was where everything connected, life-experiences in both contexts, and the professional portray, hence, those intertwined emotions, stories, EFL situations, opinions, and my reflections as a pre-service teacher –who is in constant construction-- were exposed and analyzed.

As the research was a constant construction and needed to be nourished so am I too as a pre-service teacher. On one hand, this study allowed me to see, first, how everything in life is intertwined; second, the importance of constant nutrition with others, that in the case of the research it was the guest participants voices, stories, opinions; and third, that as person, as a pre-service teacher, and as a future professional we are and always have to be persons in construction, we do not know everything, we are not always right or wrong, we are not perfect.

On the other hand, this study is a work that can nourish the Licenciatura, the sub-project, and other teachers and pre-service teachers when see it as a very reflective work in which to be open to voices of real people and their stories is the key, in which narrative becomes one of the most beautiful and relevant tools or methods –moments for me-- to do research, and to be aware of that we are always people in construction.

Narratives became the key for this research. Although at the beginning it was a method of developing the work, through the journey the method became breaking moments, moments for being open-minded, of deep reflection, of understanding life and my profession differently. Narrative inquiry and the analysis of the data allowed me to understand the value of people’s voices, their stories, and to dive into their feelings, life-experiences, opinions, and

intertwined relationships. The whole research was nourished by them, from the starting point, through the development, and until I write now.

The intertwined relationships based on the analysis of findings allowed me to establish several connections between the experiences and perceptions had by the participants interviewed and my experiences since all of us had the opportunity of living abroad while putting into practice a foreing language. Those connections go through emotions, challenges, culture, education, character, and some more aspects that were touched in all of us while having the experience and in which there were interlaced.

My professional portray as an EFL pre-service teacher has changed since both my experience and the development of this study have made a more openminded and reflective person. Before the experience of living abroad, I used to have a very closed thinking regarding other person's life and view, teaching-learning process, and life outside Colombia. But through being immersed in a foreign country and this study my mind, towards other cultures, other lifestyle and other points of view, got totally open. Moreover, the fact of studying abroad, watching other education in another country, and doing reserah for this work, allowed me to see different processes and perspectives of teaching-learning processes. Besides, the analysis made here based on the participants' experiences and mine showed me different perspectives of living or studying abroad.

All these experiences and their analysis chaged my mind and changed me as person, which it must be manifested in my portay as an EFL pre-service teacher, being a most openminded person to my future students and colleagues, being aware of people think different and have a different lifestyle, understanding and sharing others reflections emerged from this study based on the themes worked here, and as a more tolerant person. Besides, it is important to mention the fact that through doing this work I also acquired more leadership, gained more confidence, and I learned about research, aspects that have to stay in me as person and as a future teacher.

Further research and limitations

Further research:

- To study the intertwined relationship between life-experiences and other pre-service teachers of graduated English teachers.
- To hold a research study about the narrative of Native English Teachers versus Non-Native English Teachers (NET vs NNET) in the Colombian context considering the regional environments of our B.A program.
- Addressing the perspective of decolonization and its importance for B.A programs in a Colombian or even in a foreign context.
- International contexts perceptions and expectations.

Limitations:

- Covid-19 Pandemic was a limitation when having the participants' interviews online because of safety; it may have been more organic and enjoyable to do them face to face. It was also a limitation when I got very sick and I had been in touch with a person who got Covid-19, because of this reason I had to be isolated for one week not having access to get my computer fixed during that time.
- Technology sometimes is a struggle, and my computer and its tools like the keyboard and mouse repetitively started to crash exactly for the months of doing the study.
- The lack of experience or knowledge for doing research sometimes made me struggle; nevertheless, my tutor and colleagues supported me when I needed it.

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Appendixes

Appendix A. Design of data collection instruments.

Journal:

Date:
Episode of life. _____ _____ _____ _____ _____

Interview:

1. Why did you decide to study a foreign language, and where have you studied it, locally or internationally or both?
2. If you studied abroad, how do you describe the experience of learning a foreign language outside your home country?
3. Could you tell me about experienceswhere you have found highlights while studying a foreign language in your home country and one in a foreign country?
4. From your life experience, what factors related to culture and local or national location might be considered an influence to learn a foreign language? If so, can you provide me with an example from a personal experience?
5. What life and language profits have you gotten from the experience of learning a new language both in your home country and in a foreign country?

Appendix B. Implementation of preliminary data collection.

- **Information obtained through the pre-service teacher's journalPre-service Teacher Journal:**

Date: Data were documented from November / 2020 with a last updated on June 24th / 2021

English learning in my home country, Colombia.

I have studied English in different institutions since 2007. I started to learn this language in the Instituto de Lenguas de la Universidad Distrital, then, in an intensive program at SENA, finally and currently in the Universidad Santo Tomás. During all this journey I had learned almost all that is needed about this language, however, in 2017 I felt I was stuck at speaking in English. I had all the knowledge in my head but when I put it into practice I felt I could not speak well. Besides, I was teaching in Kindergarten and Primary School, so my use of English was getting very basic, just saying short commands, using easy vocabulary of fruits, animals, means of transportation; and using a lot of *spanglish,* wrong misture between Spanish and English.

Consequently, at the end of 2018 I decided to do an intercultural exchange to study English in the USA with the goal of improving my English, mostly at speaking. But also I was motivated to do this trip to learn about a new culture and its educational processes.

Date: Data were documented from November / 2020 with a last updated on June 24th / 2021

Living and studying English abroad.

I decided to move to the USA in an exchange program which involved living there for one or two years, being able to work and to study. So, I lived in New York with an American family, working for them and studying English in one of the best Universities in the country, Columbia University. Besides this, I added a huge challenge in my life; I decided to continue with my studies of a Bachelor's Degree online in English at Santo Tomás University. I decided to do this because I did not want to postpone my degree since not having the diploma means not being able to apply for better jobs and for better salaries.

I arrived to the US in September, 2019. Living there my life was like a roller coaster in many different aspects: emotional, economical, spiritual, intellectual, cultural, physical, and in all the areas in my life. Just to name some of these more puntualy, when I left my home country I really was not aware of the cultural change I was going to have.

As a starting point, people are very nice there, but in a way I understood later, because at the begining I felt extremly weird. For example, in Colombia, we are used to show our love and even respect with a lot of physical contact, in the United States do not, I was expecting for more smiles in the streets, shops, neighbors, or more hugs of the family I was with, but it did not happen as I expected. With the time I realized they were actually being kind and lovely but just in another way very different from the one I used to know.

Also, the words or expressions they use to mean something are not they same I know, I mean, jokes, words of affection, idioms, all those were also part of how weird and sometimes bad I felt mostly at the begining. Nevertheless, the way they express some emotions also changed my mind and help me to be a different person, and even to express myself in a different --and I may say-- in a more freely way.

Added to the emotional, cultural, and language aspects, my physical part was also involved. One of the moments it got involved was when I ended in the hospital two days before New Year, --situation that allowed me to see Newyorkers' heart--. And, another moment it was that I lived there during the first five months of the Covid-19 pandemic, a situation that also made me return to Colombia in the craziest way.

Date: June 24th / 2021

Based on the intercultural exchange experience

Through the experience of living abroad, I could realise that although at the beginning the communication with others was a little bit difficult I improved my English a lot. Even though I think the improvement is mostly in speaking, listening and reading skills; in writing I may think I have to thank all my studies during these years, and currently to my university in Colombia.

Besides, on one hand, I consider this experience has been very helpful for my English acquisition, but I have to say that although my main goal was to improve that language I have won more than that, I passed through many different moments and experiences during that time, some of them really hard and some others incredibly beautiful, but all of them made me grow as person. On the other hand, talking about my purpose of improving my English studying abroad, I realized that there are some “myths” about studying in another country like, that they have better education, or that Native English Teachers are better than Non-Native English Teachers. In my case, the English education I received in the US was very basic, I do not remember seeing something else than just a couple of words with its homophones and synonyms, and the level I was, was one of the highest. Besides, I have to say that watching the kids’ education, it is very basic in many aspects, in maths, writing, projects, and in general.

- **Interviews:**

Questions	**1.** ¿Por qué decidió estudiar un idioma extranjero y dónde lo ha estudiado, a nivel local, internacional o ambos? **2.** Si estudió en el extranjero, ¿cómo describe la experiencia de aprender un idioma extranjero fuera de su país de origen? **3.** ¿Podría contarme sobre experiencias en las que haya encontrado aspectos destacados mientras estudiaba un idioma extranjero en su país de origen y otro en un país extranjero? **4.** A partir de su experiencia de vida, ¿qué factores relacionados con la cultura y la ubicación local o nacional podrían considerarse una influencia para aprender un idioma extranjero? Si es así,	**1.** Why did you decide to study a foreign language, and where have you studied it, locally or internationally or both? **2.** If you studied abroad, how do you describe the experience of learning a foreign language outside your home country? **3.** Could you tell me about experiences where you have found highlights while studying a foreign language in your home country and one in a foreign country? **4.** From your life experience, what factors related to culture and local or national location might be considered an influence to learn a

	¿puede darme un ejemplo de una experiencia personal? **5.** ¿Qué beneficios lingüísticos y de vida ha obtenido de la experiencia de aprender un nuevo idioma tanto en su país de origen como en el extranjero?	foreign language? If so, can you provide me with an example from a personal experience? **5.** What life and language profits have you gotten from the experience of learning a new language both in your home country and in a foreign country?

Interviews' transcriptions:

Racheeda's interview:

Johanna: Ready, so thank you so much for your time Racheeda. And, well I just want to make sure like, were you studying English or what second language you are studying or you were studying?

Racheeda: I studied Spanish, and I have my bachelor's degree in Spanish, and my associated degree in Spanish and Italian for business and truism.

Johanna: Wow, ok, got it. So your first language is..?

Racheeda: English.

Johanna: English. I'm sorry, can I know again where you from are?

Racheeda: From Barbados, from Barbados [Spanish pronunciation], in Spanish.

[Laughs]

Johanna: Okay. Wow. Got it. Well, and how was it for you that experience with Spanish? How did you feel?

Racheeda: I always liked Spanish. Initially, I was just looking to do something easy to get out to school, but I liked Spanish so I though well it's easy and I like it, so I'll do that. But I'm happy that I did it because I studied Spanish I got to meet people from other countries, and got to live in Colombia. And yeah, it was a good experience.

Johanna: Cool. That's good to know. And for how long you were here?

Racheeda: Two years, two years in Colombia.

Johanna: Oh, a lot. Wow. Because of the pandemic?

Racheeda: No, I started with another university before I started with Santo Tomás. Yeah, I was with another university for one year I went that contract, and then I went to Santo Tomás…

[Ice-breaking chat]

Johanna: Okay. Well, thank you so much for that time, now we are going to start really the questions of the interview to don't make it that long, yeah? They are very quick questions, but I just wanted to know more about you a little bit. So well, my research it's going to be, or it's about what cultural influences are into language, or learning a second language, it's like mostly that part. So I would like to ask you a first questions and it's, why did you decide to study a foreign language, why did you decide to study Spanish, and did you study in your country and then abroad or just abroad or how did you study that language?

Racheeda: In Barbados, well now it's different, but in Barbados you had to do Spanish or French in secondary school, so when I was eleven I had to choose, I chose Spanish –I don't know why, I just chose Spanish, well I was eleven, so I didn't know—but I was really good at Spanish in the school, so I just continued with it and then I had to go to College. : In Barbados, well now it's different, but in Barbados you had to do Spanish or French in secondary school, so when I was eleven I had to choose, I chose Spanish –I don't know why, I just chose Spanish, well I was eleven, so I didn't know—but I was really good at Spanish in the school, so I just continued with it and then I had to go to College. I chose to do Spanish and Italian for business and truism, cause I wanted to learn Italian, I just had a love for languages. I studied only in Barbados, I never left Barbados. Then, when I went to the university, I couldn't decide what I wanted to do, and I just chose only Spanish.

Johanna: Ok, got it. And then you came here, to Colombia.

Racheeda: And then, so I am in the university, ICETEX reaches out to different universities around the world, and they asked native teachers to come to Colombia to teach. So, they said, they are studying Spanish, they can go to Colombia, and they asked me to go, and I said, yes, of course, it's Colombia. And that's why I got to Colombia.

Johanna: Okay, got it. Thank you for that. Now, another question is, like being in Colombia, or living abroad, how would you describe the experience of learning this foreign language for

you in this country, like outside your home country? How was that experience of learning Spanish?

Racheeda: It was a way bad turn, because I always tell people, you learn one thing at school and then when you travel they don't even use that, so I always thought people… There was one time I went to the cinema, and I was alone, so I said to the person "hi, quiero palomitas", and she is like "crispetas?" and I said, "no, palomitas", cause I didn't know that you say crispetas, I didn't know what crispetas was [laughs]. And then my friends from Venezuela they say, cotupas, and everybody has different words; so going to Colombia I learned all of the words. And I learned that nobody says, de nada, they say, "a la orden", and things like that, things I have never learned at school. So my vocabulary has drastically improved, I speak a lot faster, and I understand people better, because you don't learn listening that much in school. And I couldn't understand anybody, and now I can understand everyone.

Johanna: Well, that's good to know. Estoy super feliz de que entiendas Español mucho mejor gracias a que viviste en Colombia.

Racheeda: Esta bien, gracias, gracias.

Johanna: So like based on what you just said, can you explain a little bit more about a huge different, or maybe something similar, that you saw learning Spanish in your country and learning Spanish in Colombia. I think that you already talked about it, but maybe another experiences that, I don't know, for example, at the school in my country they taught me this and in Colombia was totally different because I learned it like, in this way, or something like that, or differences at studying.

Racheeda: The thing is that I didn't go to Colombia to learn, I went to Colombia to teach. So, I learned from people around me, right? So, I guess things like, I remember I learned at school, '¿En que puedo ayudarle?', and that's how I learned to ask for help. And everybody

says, ‘a la orden’, when I got to Colombia the people said, ‘a la orden’ to me, and I was like, what is ‘a la orden’? What are they saying? I never learned that at school.

I learned at school, ‘¿En que puedo ayudarle?’, and that’s how I learned to ask for help. And everybody says, ‘a la orden’, when I got to Colombia the people said, ‘a la orden’ to me, and I was like, what is ‘a la orden’? What are they saying? I never learned that at school. So, I do know that Spanish is different in a lot of countries, but ‘a la orden’ was never one of the things I learned. And different situations like that, which that I have to think. Those are the two I remember because I was embarrassed. [Laughs] I think that mostly it was just lost of new vocabulary because being in another country with things I don’t even have in my country, for example, the protest happening in Colombia, I have never had a protest in my country, we don’t protest, --yes, we don’t protest, that doesn’t happen—So, I didn’t know the words for protests, and I didn’t know all this vocabulary around that, ‘papabombas’ and all this; those are not a part of my vocabulary even in English. So I have to say that my vocabulary in Spanish is way more than anybody that studied Spanish in Barbados.

Johanna: Wow, yes, for sure. And after all this protests for sure your vocabulary increased a lot.

Racheeda: Yeah, cause I have vocabulary that I never thought about. And then with the Covid, that’s, I never knew the words for these things; but I had this experiences while I was in Colombia, which made me learn these words in Colombia. So, I don’t even say ‘mask’, I say ‘tapabocas’, because I never used to say mask in English, it was not part of my vocabulary before, cause we didn’t have to wear them. So now, I automatically, even if I’m speaking in English I say ‘tapabocas’ because that’s the first word I have learned.

Johanna: Oh my God. Yeah, thank you for that point, for that experience because I think it is a really important point for my research. So true

Racheeda: If you learn the word in the language first that's the word I will stick. I mean, I know it's a mask, but it's something I ever used to see, so there are some things that I just say in Spanish because that's the word I learned first.

Johanna: Yeah. Well, and another question I would like to ask you, maybe can you think about how culture can influence at learning a new language? … [Explanation of the question]

Racheeda: Well, in my country is not popular to learn a language, is not like people is running to learn languages, but they always say that they want, 'I wish I had known Spanish like you', but they don't actually do it, I don't know why. But in the U.S they don't care about other languages, in my country I think we do care, but it's not a popular thing, everybody is trying to become, you know, a doctor or a lawyer, and they think that's the only way to success, and it's not very pushed. Recently, I think in the last like three or four years, recently, they started encouraging language learning from primary school in Barbados, so I think things are changing now, but with the next generation. So it's recent.

In Colombia, I do notice that everybody wants to learn English, everybody is asking me for private classes, everybody wants to learn English, I think is a good thing. I don't know how good the education to support languages, because I found a lot of people, teachers don't speak a very good English, and then the teacher don't speak well, and then they teach the students the wrong thing, I don't' know if they don't want to pay for people who are natives, or is the lack of funds in money to pay, but I noticed that a lot, it's not their fault, but that's what I noticed a lot. But everybody is trying to learn, so they don't care, they just take any teachers "oh you can speak A2, you can teach", that doesn't make any sense. That's what I noticed, I don't know. teachers don't speak a very good English, and then the teacher don't speak well, and then they teach the students the wrong thing, I don't' know if they don't want to pay for people who are natives, or is the lack of funds in money to pay, but I noticed that a lot, it's not their fault, but that's what I noticed a lot. But everybody is trying to learn, so they

don't care, they just take any teachers “oh you can speak A2, you can teach”, that doesn't make any sense. That’s what I noticed, I don’t know.

Johanna: Well, thank you for that. And the last question, I’m not going to bother you any more for today. What profits or what good thing have you received from learning a new language, and also from having the experience of learning a new language in a foreign country or from your home country? What good thing has it bring to you to learn a new language?

Racheeda: A million things, this has been the best experience ever, this has been the best experience ever. Cause I only was going to go to Colombia maybe for a year and get teaching experience, I always thought I would return to Barbados teach at a school, and that’s was going to be my life. But going to Colombia and meeting so many, I met a lot of other people who travel a lot, and stuff that, meeting so many different people made me feel like, I changed, I changed. going to Colombia and meeting so many, I met a lot of other people who travel a lot, and stuff that, meeting so many different people made me feel like, I changed, I changed. I wanted to do the same thing, so I teach online, with private classes teach for other online companies. And it has given me flexibility to move around, I can live anywhere. Also my Spanish has improved like crazy, I don’t have a problem understanding anyone, and now I can actually charge people to offer them help; so if they want to get Spanish classes I can give Spanish classes, not advance Spanish, but I can get Spanish classes, I can confidently charge people for my services, I can do translations, translations is not something I was considering but because my Spanish is so good, I can listen to an audio and I can take the Spanish, I can translate. So I have more opportunities now, I am more marketable, and I can travel.

Johanna: Yeah. So it was not something about language but also like really good thing for your life in general, right? Thus experience and learning a new language.

Racheeda: Everything, I give you a little bit of the best things. There so many things that happened since I went to Colombia.

Johanna: Well, that's so good to know. And thank you Racheeda, I think those are all the questions that I have, and I really appreciate your time, thank you for really schedule this time.

[Farewell…]

Adriana's interview (translation to English):

[Ice-breaking opening…]

Johanna: Why did you decide to study a foreign language?

Adriana: My mother works in a travel agency, and my mother knows many people with better economic resources, and people who have obtained scholarships, people who travel the world, people who have a much more stable financial lifestyle. So my mom spoke from the beginning that learning a foreign language and learning English in general opens doors (in terms of work). So my mom is a travel agent and she was like: "You have to learn another language, you have to learn another language, you have to learn English, and you have to learn English, because that will give you job opportunities outside of Colombia that will help you they will generate more stability". I never thought of the United States, for me the United States was not an attraction, but it was my mother who was super insistent, and I got to know the Au Pair program because my mother usually, or used to go to international fairs where the travel agencies, and those fairs used to be Cultural Care. Then my mother asked for brochures, "that you can go babysitting, that you can go babysitting", and well one day I listened to her, and I found out, I don't know what, and I came. Basically, my mom wanting her to have better job opportunities.

Johanna: And did you only study it in the United States, or did you also study it in Colombia?

Adriana: I studied English as a requirement because at school it was at least two hours of English, because at the university I had to take ten courses, I had to take an exam. I studied English as a requirement because at school it was at least two hours of English, because at the university I had to take ten courses, I had to take an exam. But not really that I said, "I'm going to learn English to speak," no. I didn't listen to music in English, nothing like that, nothing. When I arrived in the United States, since the plan was to be only one year, I had to make them perfect, and I focused on that one of the achievements of being in the United States had to be to improve English, if it was not going to be wasted time.

Johanna: You studying English already in the United States, how was the experience of learning that language outside of Colombia, but already in a country where they only spoke English. How was the experience of learning your there?

Adriana: Okay. From my experience, there are two ways to practice, and to expose yourself to the language. One is taking classes. Two, it is in everyday life and in the common. So, the first point is to take classes, I had two different experiences. I took classes in Colorado, but the classes I took in Colorado were not good. They were not good experiences, super basic classes, it was not a course from which I said, "I really learned." I did not like it at all because sometimes the courses for Latinos are not really what English really is. When you are Latino and you sign up to learn English, depending on many places, the class ends up being poor. In the institute that I studied, at other institutes where my friends studied, you could see the difference a lot. When I moved to New York, I took classes at a community college. The teacher is someone who studied to teach English, and the intensity, the demand, and what the experience really was was very different. I really managed to learn a lot from that course. It depends on where you sign up, but you can find both kinds of quality, it can be good, it can be very bad. But you can also take classes from your professional career that require you to demand yourself and practice, that you have an intensity and a responsibility to deliver jobs.

In the case of everyday life, there is a barrier when it comes to practicing English, and it is the shame of making mistakes and pronouncing them wrong. There are people who are already within the comfort zone, so it is difficult, and then one begins to create the network of people who provides more protection, which has more things in common with you. So you tend to be with Latino people. Sometimes with Americans, as you can meet people who are super hateful, I had people who looked at me super strange, and who will not have a conversation with you because English is very bad, there is also people who really with a lot of affection correct you, and they help you, and they explain you. I made a 100% effort to practice English. I had babies, they didn't speak, but I forced myself every day to speak to them in English, to think in English, to listen to songs in English, to watch series in English, even with English subtitles, with English audio. The largest possible exposure. I read in English and the first book I read in English probably took me more than two months to finish because I would sit down and translate words that I did not understand, I would look for the meaning depending on the context, and I would underline them and make them mean. Over time it began to be more organic. But it's like the level of exposure you have and also the requirement because taking a class in English is very different from taking a professional course in English. Here in New York I took courses at NYU University and that gave me a lot of vocabulary because I did oral presentations, I wrote essays. Everything goes at the level of exposure you put. In all areas of life, the more you practice it, the more it will improve.

Johanna: Some differences that you have found that are very different from learning English abroad to learning it in Colombia.

Adriana: One, the level of exposure, because in Colombia what did I use English for in my daily life? Absolutely nothing. Anything that I needed to accomplish, I could do perfectly in Spanish. The level of demand of the language in Colombia is not there, you do not see yourself exposed in any aspect there. On the other hand, here in the States you have to. What happens is that I lived in Colorado where there are fewer Latinos, to live in New York,

that there are many more Latinos. In cities as big as New York, San Francisco, you don't need English because the Latino community is so big that you stand up for yourself.

When I traveled to San Francisco I met a person from Venezuela, an adult woman. The lady has no idea of English, and she has been in the United States for about five years now, but if you are going to live in a state like Colorado, you need to learn to speak English. First, because the Latino community is less and you need to learn certain things that are required. The issue of paying, the issue of how to buy your phone, how you pay for a car, how you get an ID. Yes there is a lot of help, but when it comes to fulfilling job opportunities, when it comes to really building a life here you need English. Even ordering at a restaurant.

That's like the difference that I see.

Johanna: And suddenly learning it in a course that you say "no, at school, or at university I learned that way in Colombia, and in the United States they taught it this way," or something like that.

Adriana: What happens is that, let's say that I did not see it so much in my personal experience, but I saw it in children, of how children learn English. When they teach their English subject here as they teach us Spanish, and how to write it, and all the grammar rules, and everything else, there they are exposed to, for example, all the sounds they have. the letters. For example, for us the letter A in any word is letter A. Here the A will sound different, for example "cake", "car" will sound different. It is still A, but the sound of the A is different, because they have a certain number of letters, so it is very different. Because we in English, in general, in English courses, no English teacher taught me the fifty-odd types of sounds that there are. While here I remember when I applied for the TOEFL, the teacher explains to you and gives you, for example, how the *a* sounds in all the words with the *e*, in all the words how the a sounds with the *i*. Depending on the combinations, the sound will be different, so there may be 26 letters in the alphabet, but there are like 54 types of pronunciation. So no teacher explained to me, in the speaking part, how the sounds differ.

In the part of grammar, depending on your level of demand. For example, in the course I took here at the community college, the professor was demanding of me when writing an essay, at a university level. That level of exposure and that level of demand I never had in Colombia. So what does a university ask you to make an essay acceptable? At that level they put me in the class. And that is what the TOEFL asks of you, that your level of English be university level. The point is that, for example, I know people who took– For example, at the University of Córdoba you paid for separate courses. The university's language department provided advanced levels of English. I don't know what that kind of English will be like because I didn't have advanced levels of English; I had super basic levels of the university that were simply a requirement. But I have friends who already left school with a very good level of English, but because they have been girls who studied English for five, eight years in alternate courses at university or college.

Johanna: In your experience, what factors related to the culture of the United States and the culture here in Colombia can influence learning a foreign language.

Adriana: Socially and culturally speaking, but at a very economic point, Colombia is in a very difficult situation. Our generation is a generation that is looking for opportunities beyond their country because in Colombia work allows us to simply survive, and not live. So many of us are looking for opportunities that allow us to have a better quality of life, and that is why we seek to get out. And when it comes to thinking about leaving, what I need to leave, what I need to get a job that gives me more income, greater stability. And one of the requirements beyond experience is the language. The language makes you so much more attractive as a professional than anything else. It depends a lot on the area of the country where you live because I think that also affects a lot. Here I have met people who grow up in parts of the country that for all their generations, the dream is to come to the United States. While there are other areas of the country that do not even think about it, it is not so common or normal. When I came as an Au Pair, I did not know absolutely anyone from my city that had come as an Au Pair. Because it is not such a common thought, but internationally speaking, the fact

that you speak English in the United States is what allows you communication in general, and you go to other countries, and English saves you more than Spanish, more than anything else. It depends a lot on the area of the country where you live because I think that also affects a lot. Here I have met people who grow up in parts of the country that for all their generations, the dream is to come to the United States. While there are other areas of the country that do not even think about it, it is not so common or normal. When I came as an Au Pair, I did not know absolutely anyone from my city that had come as an Au Pair. Because it is not such a common thought, but internationally speaking, that you speak English in the United States is what allows you communication in general, and you go to other countries, and English saves you more than Spanish, more than anything else.

From here in the United States, I was able to realize that the American as such is not interested in learning other languages. It is very strange that they learn another language. But if you go to the kids, they all have a nanny who speaks Spanish, who speaks French, who speaks Italian, who speaks Mandarin. Because many parents, if they have the resources, offer children from a very young age the opportunity to learn another language, but for those economic resources are needed, which is the same in Colombia? For example, in my city, taking English courses at the University of Córdoba was not cheap. To such an extent that learning another language also becomes a luxury. But it also depends on the interest. I have a friend who learned English because she was attracted to it from a very young age, and with a small group of friends who made English their secret language. So they all practiced English all the time, and besides, she had very good English teachers. And one of his professors would have talks, and they would meet for example on Thursday nights and speak in English about really complex topics, about things that make you think, things that require you to give your opinion, more than about things that sometimes in the courses they are super basic. With the English that I came, it was not an English that allowed me to communicate as such.

I compare where I am right now with the point where I arrived, and I arrived 'in diapers' [basic]. And you have to, or you have to, although, actually, you don't have to, because as I told you, there are people who do it without English. But if I want to study a master's degree, the level of demand is a brutal thing. And I thought, a master in itself is already too demanding. For an American, it will take two days to do a job or write an essay; it will take me seven days. Because there are rules that are basic for them, but not for me. For example, the subject of prepositions - those very small details, sometimes with an English course in Colombia it is not so key. Even in the United States it is not clear. Sometimes these small details help to write emails or communicate with other people, but everyday English is very different from academic and professional English. And Wendy told me when she wanted to apply to the scholarship topic, "that your second language is English, it does not diminish your responsibility in front of other students of the same master's degree by making certain mistakes. There is grammar mistakes that are not allowed regardless of whether English is your second language or not. And how do you learn from that? Literally sitting down to study in a course, in an application, in someone who really raises your level to a professional and academic level, where those doubts such as, on, at, about, is not there. That these errors, no matter how small they seem, are not there.

My plan is to get a scholarship to enter Columbia University, but here in the United States there is something in particular. This country is very competitive. Extremely, and we are not used to that level of competitiveness. That for us as Latinos, to enter the truly stable professional world, is very difficult; even with a Master. This country is very competitive. Extremely, and we are not used to that level of competitiveness. That for us as Latinos, to enter the truly stable professional world, is very difficult; even with a Master. My plan is to get a scholarship to enter Columbia University, but here in the United States there is something in particular. This country is very competitive. Extremely, and we are not used to that level of competitiveness. That for us as Latinos, to enter the truly stable professional world, is very difficult; even with a Master. Sometimes you can be very professional, but only the fact of

being Latino, the fact that you have a different accent, the fact that English will be your second language and not your native language, implicitly discriminates against you.

I'll give you an example: in the United States, it is against the law for you to put a photo of yourself on your resume, for example when applying for a job. It hides a lot, but this is a very racist country.

I am Nanny and I as a nanny, in Colombian money I can be making more money than what those who know from the university department are earning. And that makes us believe that we are already having many opportunities, but the position of the head of the psychology program to the nanny is very different. So for me to reach the social position of the head of psychology in the United States, there are more blocks, even if my economic situation is more manageable.

It is very difficult to really open a professional position in this country as a Latino. But as much as they try to have diversity in the classroom, it is always going to be looked down upon, unless you are very, very good, and meet very good people along the way. For the rest, you are going to realize that 90% of Hispanics stay in labor jobs. On the social scale, work is the bottom.

Johanna: What linguistic benefits, and in your life, have you obtained from the experience of learning a new language, both in your country of origin and abroad?

Adriana: Learning another language, and learning especially English, which is like the language that passes through the whole world in general, opens up the whole world to you. Doing just what the world in general cuts through; it's as if the whole world opens up in front of you. The communication, the people you know, the network that is put together is impressive. Only the network is brutal because you not only meet people from the United States, but also Europeans, people in general from all over the world, with different experiences, who know the world differently. Where life is nourished in all aspects: Learning

another language, and learning especially English, which is like the language that passes through the whole world in general, opens up the whole world to you. Doing just what the world in general cuts through; it's as if the whole world opens up in front of you. The communication, the people you know, the network that is put together is impressive. Only the network is brutal because you not only meet people from the United States, but also Europeans, people in general from all over the world, with different experiences, who know the world differently. Where life is nourished in all aspects: emotional, in professional aspects, in personal growth. And besides, when it comes to learning English, if you really want to learn English, you have to let go of the shame because our accent is not going to go away, the pronunciation is going to be bad. And if you really let go of the shame, it's the only way you'll really learn it. And once that barrier is crossed, you already have 'the bull grabbed by the horns' [you got it].

Adriana's interview (original language Spanish)

Johanna: ¿Por qué decidiste estudiar un idioma extranjero?

Adriana: Mi mamá trabaja en una agencia de viajes, y mi mamá conoce muchísimas personas con mejores recursos económicos, y personas que han obtenido becas, personas que viajan por el mundo, personas que tienen un estilo de vida económicamente muchísimo más estable. Entonces mi mamá habló desde el principio que aprender un idioma extranjero y en general aprender inglés abre las puertas (laboralmente hablando). Entonces mi mamá es una agente de viajes y fue como: "Tienes que aprender otro idioma, tienes que aprender otro idioma, tienes que aprender inglés, tienes que aprender inglés, porque eso te va a dar a ti oportunidades laborales afuera de Colombia que te van a generar más estabilidad".

Yo nunca pensé en Estados Unidos, para mi Estados Unidos no era un atractivo, pero fue mi mamá la que fue como súper insistente, y yo conocí el programa de Au Pair porque mi

mamá suele, o solía ir a ferias internacionales donde se reunían las agencias de viajes, y en esas ferias solía estar Cultural Care. Entonces mi mamá pidió folletos, “que te puedes ir de niñera, que te puedes ir de niñera”, y pues un día le hice caso, y averigüé, no sé qué, y me vine. Básicamente mi mamá queriendo que tenga mejores oportunidades laborales.

Johanna: ¿Y tú lo estudiaste solamente en Estados Unidos, o también lo estudiaste en Colombia?

Adriana: Yo estudié inglés por requisito porque en el colegio eran al menos dos horas de inglés, porque en la universidad tenía que hacer diez cursos, tenía que presentar un examen. Pero no en realidad que yo dijera: “Voy a aprender inglés a hablar,” no. Yo no escuchaba música en inglés, nada de eso, nada. Ya cuando llegué a Estados Unidos, como el plan era estar solo un año, les tenía que volver perfecto, y me enfoqué en que uno de los logros de estar en Estados Unidos tenía que ser mejorar el inglés, si no iba a ser tiempo perdido.

Johanna: Tú estudiando inglés ya en Estados Unidos, cómo fue la experiencia de aprender ese idioma fuera de Colombia, sino ya en un país donde hablaban solamente inglés. ¿Cómo fue la experiencia de aprender tú allá?

Adriana: Okay. Desde mi experiencia, hay dos maneras de practicar, y de exponerse al idioma. Uno, es tomando clases. Dos, es en la vida diaria y del común. Entonces, el primer punto que es tomar clases, tuve dos experiencias diferentes. Yo tomé clases en Colorado, pero las clases que tomé en Colorado no fueron buenas. Fueron experiencias, clases súper básicas, no fue un curso que yo dijera, “realmente aprendí”. No me gustó para nada porque en ocasiones los cursos para latinos no son realmente como el inglés realmente es. Cuando eres latino y te inscribes para aprender inglés, dependiendo muchos lugares, la clase

termina siendo mediocre. En el instituto que yo estudié, a otros institutos donde estudiaron mis amigas, se lograba ver un montón la diferencia.

Cuando me mudé a Nueva York, tomé unas clases en un community college. El profesor es alguien que estudió para enseñar inglés, y la intensidad, la exigencia, y lo que realmente fue la experiencia fue muy diferente. Yo de ese curso logré realmente aprender un montón. Depende de dónde te inscribas, pero puedes encontrar ambos tipos de calidad, puede ser bueno, puede ser muy malo. Pero también puedes tomar clases de tu carrera profesional que te exijan a ti exigirte y practicar, que tengas una intensidad y una responsabilidad de entregar trabajos.

En el caso de la vida cotidiana, hay una barrera a la hora de practicar inglés, y es la vergüenza que da equivocarse y pronunciar erróneamente. Hay personas que están dentro de la zona de confort y ya es difícil, entonces uno empieza a crear la red de personas que brinda más protección, que tienen más cosas en común contigo. Entonces uno tiende a estar con personas latinas. A veces con los americanos, como te puedes encontrar con personas que son súper odiosas yo tuve gente que me miraba súper extraño, y que no va a tener una conversación contigo porque el inglés es muy malo, a personas que realmente con mucho cariño te corrigen, y te ayudan, y te explican. Yo me esforcé al 100% a practicar el inglés. Yo tenía bebés, ellos no hablaban, pero yo me obligaba todos los días a hablarles en inglés, a pensar en inglés, a escuchar canciones en inglés, a ver series en inglés, inclusive con subtítulos en inglés, con audio en inglés. La mayor exposición posible. Yo leo en inglés y el primer libro que me leí en inglés probablemente me tomó más de dos meses en terminar porque me sentaba y traducía palabras que no entendía, le buscaba el significado dependiendo el contexto, y las subrayaba y les sacaba significado. Ya con el tiempo empezó a ser más orgánico.

Pero es como el nivel de exposición que tienes y también la exigencia porque es muy diferente tomar una clase en inglés a tomar un curso profesional en inglés. Yo acá en Nueva

York tomé cursos en la universidad de NYU de y eso me dio mucho vocabulario porque yo hacía presentaciones orales, escribía ensayos. Todo va en el nivel de exposición que le pongas. En todos los ámbitos de la vida, mientras más lo practiques, más va a mejorar.

Johanna: ¿Algunas diferencias que hayas encontrado que se distingan mucho de aprender inglés en el extranjero a aprenderlo en Colombia?

Adriana: Uno, el nivel de exposición, porque en Colombia ¿para qué utilizaba yo en mi vida diaria el inglés? Absolutamente nada. Cualquier cosa que yo necesitaba lograr, lo podía hacer perfectamente en español. El nivel de exigencia del idioma en Colombia no está, tú no te ves expuesto en ningún aspecto ahí. En cambio acá en Estados tienes que. Lo que pasa es que yo viví en Colorado donde hay menos latinos, a vivir en Nueva York, que hay muchísimos más latinos. En ciudades tan grandes como Nueva York, San Francisco, tú no necesitas el inglés porque la comunidad latina es tan grande que te defiendes.

Yo cuando viajé a San Francisco conocí a una persona de Venezuela, una señora ya adulta. La señora no tiene ni idea de inglés, y ella ya lleva alrededor de cinco años en Estados Unidos, pero si tú te vas a vivir a un estado como Colorado, tú necesitas aprender a hablar inglés. Primero, porque la comunidad latina es menos y necesitas aprender ciertas cosas que es requisito. El tema de pagar, el tema de cómo comprar tu teléfono, de cómo pagas un carro, de cómo sacas un ID. Si hay mucha ayuda, pero a la hora de cumplir oportunidades laborales, a la hora de realmente construir una vida aquí necesitas el inglés. Hasta pedir en un restaurante.

Esa es como la diferencia que yo veo.

Johanna: Y aprendiéndolo ya de pronto en un curso que tú digas “no, en el colegio, o en la universidad yo aprendí así en Colombia, y en Estados Unidos lo enseñaron de esta forma,” o algo así.

Adriana: Lo que pasa es que, digamos que yo no lo vi tanto en mi experiencia personal, sino en los niños, de cómo aprenden los niños el inglés. Cuando a ellos aquí les enseñan su materia de inglés como a nosotros nos enseñan la materia de español, y de cómo se escribe, y todas la reglas gramaticales, y todo lo demás, ahí los exponen a, por ejemplo, todos los sonidos que tienen las letras. Por ejemplo, para nosotros la letra A en cualquier palabra es letra A. Acá la A va a sonar diferente, por ejemplo “cake”, “car”, va a sonar diferente. Sigue siendo A, pero el sonido de la A es diferente, porque tienen cierta cantidad de letras, entonces es muy diferente. Porque nosotros en inglés, por lo general, en los cursos de inglés, a mi ningún profesor de inglés me enseño los cincuenta y pico tipos de sonidos que hay. Mientras que acá recuerdo yo cuando me presenté para el TOEFL, el profesor te explica y te da por ejemplo cómo suena en todas las palabras la con la e, en todas la palabras cómo suena la con la i. Dependiendo de las combinaciones, el sonido va a ser diferente, entonces puede que haya 26 letras en el abecedario, pero hay como 54 tipos de pronunciación. Entonces a mi ningún profesor me explicó en la parte del speaking, cómo se diferencian los sonidos.

En la parte de la gramática, dependiendo de tu nivel de exigencia. Por ejemplo, en el curso que hice acá en el community college, el profesor me estaba exigiendo a la hora de escribir un ensayo, a un nivel universitario. Ese nivel de exposición y ese nivel de exigencia yo nunca lo tuve en Colombia. ¿Entonces qué te pide una universidad para que un ensayo sea aceptable? A ese nivel me pusieron a mí en la clase. Y eso es lo que te pide el TOEFL, que tu nivel de inglés sea nivel universitario. El punto está en que por ejemplo yo conozco gente que tomó– Por ejemplo, en la universidad de Córdoba tú pagabas por cursos separados. El departamento de lenguas de la universidad brindaba niveles avanzados de inglés. No sé cómo será ese tipo de inglés porque yo no tuve niveles avanzados de inglés; yo tuve niveles súper básicos de la universidad que eran simplemente requisito. Pero yo tengo amigas que ya del colegio salieron con un muy buen nivel de inglés, pero porque han sido niñas que estudiaron inglés por cinco, ocho años en cursos alternos a la universidad o al colegio.

Johanna: Según tu experiencia, qué factores relacionados con la cultura de los Estados Unidos y la cultura acá en Colombia pueden influenciar el aprender un idioma extranjero.

Adriana: Social y culturalmente hablando, pero a un punto muy económico, Colombia se encuentra en una situación muy difícil. Nuestra generación es una generación que está buscando oportunidades más allá de su país porque en Colombia el trabajo nos permite simplemente sobrevivir, y no vivir. Entonces muchos estamos buscando oportunidades que nos permitan tener una mejor calidad de vida, y por eso buscamos salir. Y a la hora de pensar en salir, qué necesito para salir, qué necesito para obtener un trabajo que me dé mayores ingresos, mayor estabilidad. Y uno de los requisitos más allá de la experiencia, es el idioma. El idioma a ti te hace muchísimo más atractivo como profesional que cualquier otra cosa. Depende muchísimo la zona del país en la que vivas porque considero que eso también afecta un montón. Acá he conocido gente que crecen en zonas del país que para todas sus generaciones, el sueño es venir a Estados Unidos. Mientras qué hay otras zonas del país que ni siquiera lo piensan, que no es tan común o normal. Cuando yo me vine de Au Pair, yo no conocía absolutamente a nadie de mi ciudad que se hubiese venido de Au Pair. Porque no es un pensamiento tan común, pero internacionalmente hablando, que tú hables inglés en Estados Unidos es lo que te permite comunicación en general, y tú vas a otros países, y el inglés te salva más que el español, más que cualquier otra cosa.

Desde aquí de Estados Unidos, me pude dar cuenta que el americano como tal no le interesa aprender otros idiomas. Es muy extraño que ellos aprendan otro idioma. Pero si te vas a los niños, todos tienen una nanny que habla español, que habla francés, que habla italiano, que habla mandarín. Porque muchos papás, si tienen los recursos, les ofrecen a los niños desde muy chiquitos la oportunidad de aprender otro idioma, pero para eso se necesitan recursos económicos, que es lo mismo en Colombia. Por ejemplo, en mi ciudad, tomar los cursos de inglés en la universidad de Córdoba no era barato. A tal punto que aprender otro idioma también se vuelve un lujo.

Pero también depende en el interés. Yo tengo una amiga que aprendió inglés porque desde muy chiquita le atrajo, y con un grupito de amigos que hicieron de inglés su idioma secreto. Entonces entre todos practicaban el inglés todo el tiempo, y además, ella tuvo muy buenos profesores de inglés. Y uno de sus profesores hacía conversatorios, y se reunían por ejemplo los jueves en la noche y hablaban en inglés de temas realmente complejos, de cosas que te ponen a pensar, cosas que te exigen dar tu opinión, más que de cosas que a veces en los cursos son súper básicas. Con el inglés que yo venía, no era un inglés que me permitiese comunicarme como tal.

Yo comparo en el punto en el que estoy yo ahorita con el punto en el que yo llegué, y yo llegué en pañales. Y toca, o toca, aunque no toca o toca, porque como te digo, hay gente que lo logra sin inglés. Pero si yo quiero estudiar un máster, el nivel de exigencia es una cosa brutal. Y yo pensaba, un master de por sí ya es demasiado exigente. Para un americano ponle que realizar un trabajo o escribir un ensayo le va a costar dos días, a mí me va a tomar siete días. Porque hay reglas que para ellos son básicas, pero para mí no. Por ejemplo, el tema de las preposiciones– esos detalles tan chiquitos, a veces con un curso de inglés en Colombia no está tan clave. Incluso en Estados Unidos no está claro. A veces con esos detalles pequeños ayudan a escribir correos o comunicarse con otras personas, pero el inglés cotidiano, es muy diferente al inglés académico y profesional. Y a mí Wendy me decía cuando quería aplicar al tema de la beca, “que tu segundo idioma sea el inglés, no te disminuye responsabilidad en frente de otros estudiantes del mismo máster al cometer ciertos errores. Hay errores gramaticales que no están permitidos sin importar si el inglés es tu segunda lengua o no. ¿Y cómo se aprende de eso? Literal sentándose a estudiar en un curso, en una aplicación, en alguien que realmente eleve tu nivel a un nivel profesional y académico, donde esas dudas como un, on, at, about, no estén. Que esos errores por más pequeños que parezcan, no estén.

Mi plan es conseguir una beca para entrar a la Universidad de Columbia, pero acá en Estados Unidos hay algo en particular. Este país es muy competitivo. Extremadamente, y

nosotros no estamos acostumbrados a ese nivel de competitividad. Eso para nosotros como latinos, de entrar en el mundo profesional realmente estable, es muy difícil. Inclusive con master encima. A veces puedes ser muy profesional, pero solo el hecho de ser latino, el hecho de tener un acento diferente, el hecho de que el inglés será tú segunda lengua y no tú lengua nativa, ya implícitamente, te discrimina.

Te voy a dar un ejemplo: en Estados Unidos, es en contra de la ley que tu pongas una foto tuya en la hoja de vida, por ejemplo a la hora de aplicar para un trabajo. Se esconde mucho, pero este es un país muy racista.

Yo soy Nanny, y yo como nanny, en plata colombiana me puedo estar haciendo más dinero que lo que se ganan las que saben del departamento de universidad. Y eso nos hace creer que ya estamos teniendo muchísimas oportunidades, pero la posición de la jefa del programa de psicología a la nanny, es muy diferente. Entonces para yo llegar a la posición social de la jefa de psicología en Estados Unidos, son más bloqueos, así mi situación económica sea más manejable.

Es muy difícil realmente abrirse una posición profesional en este país siendo latino. Pero por más que ellos intenten que haya una diversidad en el aula, siempre va a ser menospreciado, a menos de que seas muy, muy bueno, y te encuentres con personas muy buenas en el camino. De resto, te vas a dar cuenta que el 90% de los hispanos se quedan en trabajos de mano de obra. En la escala social, el trabajo es la parte de abajo.

Johanna: ¿Qué beneficios lingüísticos, y en tu vida has obtenido de la experiencia de aprender un nuevo idioma, tanto en tu país de origen, como en el extranjero?

Adriana: Aprender otro idioma, y aprender en especial inglés, que es como el idioma que traspasa todo el mundo en general, te abre el mundo entero. Hacer justo lo que traspasa el mundo en general, es como si todo el mundo se abriera al frente tuyo. La comunicación, las personas que conoces, el network que se arma es impresionante. Solo el network, es brutal

porque no solamente conoces personas de Estados Unidos, sino europeas, personas en general de todo el mundo, con experiencias distintas, que conocen el mundo de manera diferente. Donde se nutre la vida en todos los aspectos: emocionales, en los aspectos profesionales, en crecimiento personal. Y a parte, a la hora de aprender inglés, si tú realmente quieres aprender inglés, tienes que soltarte de la vergüenza porque nuestro acento no se va a ir, la pronunciación va a ser mala. Y si tú realmente te sueltas de la vergüenza, es la única manera en que realmente lo aprendas. Y una vez esa barrera se cruza, ya tienes el toro agarrado por los cuernos.

Appendix C. Consent Forms

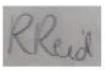
UNIVERSIDAD SANTO TOMAS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
VIGILADA MINEDUACIÓN - SNIES: 1704

ACREDITACIÓN INSTITUCIONAL DE ALTA CALIDAD MULTICAMPUS

Bachelor of Foreign Languages English
Research project title: THE INTERTWINED LIVING EXPERIENCES OF AN EFL PRE-SERVICE TEACHER
Teacher in training: Betty Johanan Torres Téllez

Within the framework of the research project that will be presented as a degree project by the teacher in training Betty Johanna Torres Téllez, which is entitled, THE INTERTWINED LIVING EXPERIENCES OF AN EFL PRE-SERVICE TEACHER, the informed consent format is presented, through which Your authorization as a participant in the project is explicitly requested, through the collection of information. The data will be obtained by conducting: interviews.
The objective of collecting information is to have a conversation around some questions that will be shared via email, prior to the virtual meeting. These questions and the topics of the interview focus on the teaching and learning processes of the English foreign language and their perception of the pedagogical experience.
Through this informed consent, you:

- Express your acceptance to participate in the virtual interview and authorize its recording and transcription.
- Authorizes that their answers be interpreted by the teacher in training Betty Johanna Torres Téllez and included as part of the analysis and results of the project entitled: THE INTERTWINED LIVING EXPERIENCES OF AN EFL PRE-SERVICE TEACHER
- Confirm your participation and as a parent (if so) authorize the conduct of the interview, collection and management of data obtained for research purposes in the context of this project, the Bachelor's Degree in Foreign Languages English and academic purposes the teacher in training Betty Johanna Torres Téllez, among them, development of the degree project, its support; likewise, presentations of the research project and academic outreach activities, presentation of the project according to the requirements of the Santo Tomás University at the CRAI Resource Center for Learning and Research, and other means of scientific, academic, pedagogical, research dissemination.
- Finally, you authorize your agreement with the terms established and presented in this format.

Participants name (s): Racheeda Reid Signature (s):  Date:

Teacher in training: Betty Johanna Torres Téllez Signature: Betty Johanna Torres Téllez Date: June 28th /2021

UNIVERSIDAD SANTO TOMAS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
VIGILADA MINEDUCACIÓN - SNIES: 1704

ACREDITACIÓN INSTITUCIONAL DE ALTA CALIDAD MULTICAMPUS

Licenciatura en Lenguas Extranjeras Inglés
Research project title: THE INTERTWINED LIVING EXPERIENCES OF AN EFL PRE-SERVICE TEACHER
Docente en formación: Betty Johanan Torres Téllez

En el marco del proyecto investigativo que será presentado como trabajo de grado del docente en formación Betty Johanna Torres Téllez, el cual se titula, THE INTERTWINED LIVING EXPERIENCES OF AN EFL PRE-SERVICE TEACHER, se presenta el formato de consentimiento informado, mediante el cual se solicita explícitamente su autorización como participante del proyecto, a través de la recolección de información. Los datos serán obtenidos a través de la realización de: entrevistas.

La recolección de información tiene por objetivo tener una conversación alrededor de unas preguntas que serán compartidas vía email, previamente al momento de la reunión virtual. Dichos interrogantes y los temas de la entrevista se enfocan en los procesos de enseñanza y aprendizaje de la lengua extranjera inglés y su percepción sobre la experiencia pedagógica.

A través de este consentimiento informado, Usted:

- Expresa su aceptación para para participar en la entrevista virtual y autorizar la grabación y transcripción de la misma.
- Autoriza que sus respuestas sean interpretadas por el docente en formación Betty Johanna Torres Téllez e incluidas como parte del análisis y resultados del proyecto titulado: THE INTERTWINED LIVING EXPERIENCES OF AN EFL PRE-SERVICE TEACHER
- Confirma su participación y como padre de familia (en el caso que así sea) autoriza la realización de la entrevista, recolección y manejo de datos obtenidos para fines investigativos en el contexto de este proyecto, de la Licenciatura en Lenguas Extranjeras Inglés y propósitos académicos del docente en formación Betty Johanna Torres Téllez, entre ellos, desarrollo de proyecto de grado, la sustentación del mismo; asimismo, presentaciones del proyecto investigativo y actividades de divulgación académica, presentación del proyecto según requisitos de la Unviersidad Santo Tomás en el Centro de Recursos para el Aprendizaje y la Investigación CRAI, y otros medios de divulgación científica, académica, pedagógica, investigativa.
- Finalmente, autoriza su acuerdo con los términos establecidos y presentados en este formato.

Nombre(s) participantes: Racheeda Reid Firma(s): Fecha: Junio 28/ 2021

Docente en formación: _Betty Johanna Torres Téllez Firma: Betty Johanna Torres Téllez
Fecha: Junio 28/ 2021

UNIVERSIDAD SANTO TOMAS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

ACREDITACIÓN INSTITUCIONAL DE ALTA CALIDAD MULTICAMPUS

Bachelor of Foreign Languages English

Research project title: THE INTERTWINED LIVING EXPERIENCES OF AN EFL PRE-SERVICE TEACHER

Teacher in training: Betty Johanan Torres Téllez

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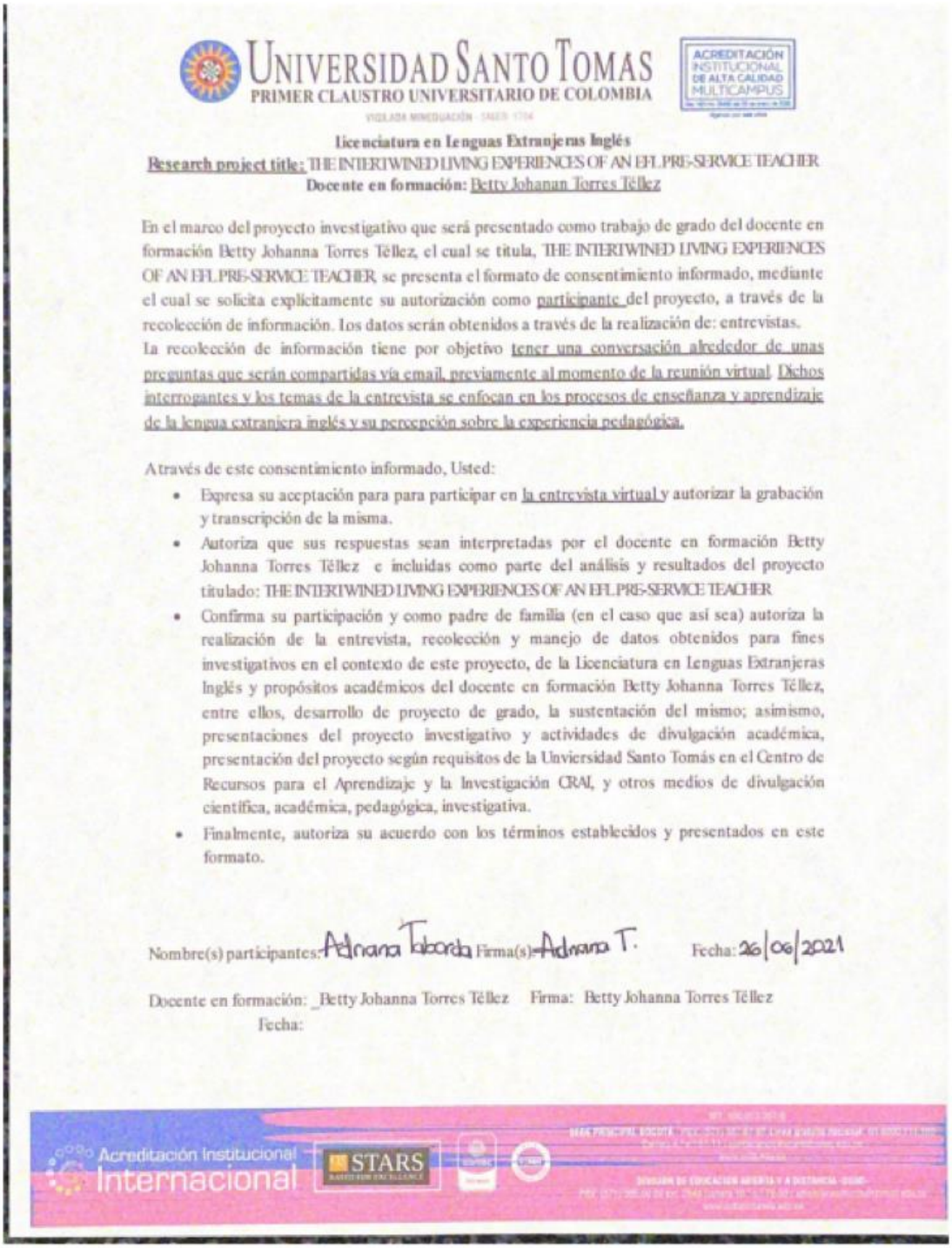
- Finally, you authorize your agreement with the terms established and presented in this format.

Participants name (s): Adriana Taborda

Signature (s): Adriana T.

Date: 26/06/2021



UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

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Docente en formación: Betty Johanan Torres Téllez

En el marco del proyecto investigativo que será presentado como trabajo de grado del docente en formación Betty Johanna Torres Téllez, el cual se titula, THE INTERTWINED LIVING EXPERIENCES OF AN EFL PRE-SERVICE TEACHER, se presenta el formato de consentimiento informado, mediante el cual se solicita explícitamente su autorización como participante del proyecto, a través de la recolección de información. los datos serán obtenidos a través de la realización de: entrevistas.
la recolección de información tiene por objetivo tener una conversación alrededor de unas preguntas que serán compartidas vía email, previamente al momento de la reunión virtual. Dichos interrogantes y los temas de la entrevista se enfocan en los procesos de enseñanza y aprendizaje de la lengua extranjera inglés y su percepción sobre la experiencia pedagógica.

A través de este consentimiento informado, Usted:

- Expresa su aceptación para para participar en la entrevista virtual y autorizar la grabación y transcripción de la misma.
- Autoriza que sus respuestas sean interpretadas por el docente en formación Betty Johanna Torres Téllez e incluidas como parte del análisis y resultados del proyecto titulado: THE INTERTWINED LIVING EXPERIENCES OF AN EFL PRE-SERVICE TEACHER
- Confirma su participación y como padre de familia (en el caso que así sea) autoriza la realización de la entrevista, recolección y manejo de datos obtenidos para fines investigativos en el contexto de este proyecto, de la Licenciatura en Lenguas Extranjeras Inglés y propósitos académicos del docente en formación Betty Johanna Torres Téllez, entre ellos, desarrollo de proyecto de grado, la sustentación del mismo; asimismo, presentaciones del proyecto investigativo y actividades de divulgación académica, presentación del proyecto según requisitos de la Universidad Santo Tomás en el Centro de Recursos para el Aprendizaje y la Investigación CRAI, y otros medios de divulgación científica, académica, pedagógica, investigativa.
- Finalmente, autoriza su acuerdo con los términos establecidos y presentados en este formato.

Nombre(s) participantes: Adriana Taborda Firma(s): Adriana T. Fecha: 26/06/2021

Docente en formación: Betty Johanna Torres Téllez Firma: Betty Johanna Torres Téllez
Fecha:

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