

**FACTORS THAT RAISE PROFESSIONAL DEVELOPMENT IN A PRESERVICE
TEACHER**

Diana Patricia Ramírez Farfán

CAU Bogotá

A research report submitted in partial fulfillment of the requirements for the degree of

Licenciado en Lenguas Extranjeras Inglés

Director: Martha Isabel Bonilla Mora

Licenciatura en Lenguas Extranjeras Inglés

Decanatura de División de Educación Abierta y a Distancia

Facultad de Educación

Bogotá, 2022

Contents

Abstract.....	5
Contextualization	7
Research Statement	10
Literature Review	13
Distance education in language	13
Licenciatura en lengua Extranjeras inglés DUAD and Distance Education.....	14
Professional development.....	16
Research Design	20
Data Analysis and Discussion	24
Coding.....	25
Categorization.....	26
Category one: support.....	27
Sub-category one: family support	27
Sub- category two: group support (collaborative work)	28
Subcategory three: LLEI teachers support.....	29
Category Two: Dissonance.....	31
Category Three: Investment	32
Category Four: Policies and modality at USTA and Licenciatura en Lengua Extranjera Ingles.....	34
Category Five: Teaching.....	36
Conclusions.....	39

References.....	42
------------------------	-----------

Appendices.....	46
------------------------	-----------

List of figures

FIGURE 1	23
FIGURE 2	27

Abstract

The narration as a research design helps us to understand the different realities and contexts from the point of view of those who face specific situations, which translates into an understanding of teacher professional development in a teacher in training. In this study, from the perspective of narrative research, I analyze and determine the challenges I have faced since I began my school life, I was studying a Bachelor's degree in English as a Foreign Language at the Universidad Santo Tomas and my training as a teacher involves some of the most important elements that made this achievement possible such as family support, LLEI policies and modality, English Teaching, Dissonance and investment.

All the data used to carry out this project was based on the instruments proposed by Barkhuizen et al. These data account for my personal, academic, and professional experiences. Through the elaboration of different narratives, narrative Frame, and multimodal data, I was able to reflect on my professional teaching development that could be considered as a factor that increased my profession as a teacher in training and that has influenced the professional investment that is needed to become a great teacher. The conclusions produced reflections on the pedagogical role of the teaching voice of an English teacher in training.

Key words:

Distance education in language, English Foreign Language Program, Preservice teacher, Professional development.

La narración como método de investigación nos ayuda a comprender las diferentes realidades y contextos desde el punto de vista de aquellos que se enfrentan a situaciones específicas, lo que se traduce en un conocimiento del desarrollo profesional docente en un docente en formación. En este estudio, de la perspectiva de la investigación narrativa, analiza y determina los desafíos que enfrenta desde que inició mi vida escolar, estudiaba la Licenciatura en Inglés Lengua Extranjera en la Universidad Santo Tomás y mi formación como docente Implica algunos de los elementos más importantes que hicieron posible este logro como son el apoyo familiar, las políticas y modalidad de LLEI, la enseñanza del inglés, la disonancia y la inversión.

Todos los datos utilizados para la realización de este proyecto se basó en los instrumentos propuestos por Barkhuizen et al, estos datos da cuenta de mis experiencias personales, académicas y profesionales A través de la elaboración de diferentes narrativas, narrativa Frame and multimodal data pude reflexionar sobre mi desarrollo profesional docente que podría preferir como un factor que aumento en mi profesión como docente en formación y que ha influido en esa inversión profesional que se necesita para llegar a ser una grande docente. Las conclusiones produjeron reflexiones sobre el papel pedagógico de la voz docente de un profesor de inglés en formación

Palabras clave:

Educación a distancia en lenguas, Licenciatura en lengua Extranjeras, Docente en formación Desarrollo profesional.

Contextualization

This chapter establishes an overview of the real educational context from which this research starts. The context for the research is my own experience as a preservice teaching-learning student of English as a foreign language in the Bachelor of Foreign Languages English program in the distance modality. Because this it is a life story inquiry, in which I narrated all aspects related to the history of my academic life, since the time from when I entered elementary school until the time at the university, I entered the Universidad Santo Tomas. Studying English as a foreign language at a distance represented a great commitment, and a challenge. In each narrative and frame, the research project I narrated and described how I grew professionally, first as a person, as wife, mother but most of all as an English teacher. teacher professional development has been there as a student, professional and mother. I studied while working and I exercised my roles as a wife and mother.

As a preservice English teacher, semester by semester and as I acquired the communicative competence knowledge in English, but also in pedagogy and education. During these semesters I realized that I was no longer the same person. My identity had changed. because I have been developing myself as a language teacher trainer since in my narrations I have feelings of guilt, uncertainty, concerns, but I want to see myself contributing to language teacher training having my own knowledge of English language teaching since I am not the same teacher that started 10 years ago. For example, I discovered that my profession was to teach with passion, love, dedication, to transmit knowledge to a group of students in a classroom. I was no more that inexperienced English teacher that pretended to teach English in an institute.

I was no more the insecure person that did not know what career should study. I was wide aware about my own teaching methodology. I realized I was a very traditional teacher. I included the grammar translation in my classes and tried to teach vocabulary by labeling the objects. At first, I taught in a conventional way, what is always seen in usual or traditional English classes, first they teach us grammar without teaching us vocabulary. But then and thanks to my studies at Licenciatura in Lenguas Extranjeras Ingles, I realized that teaching goes beyond the grammar content of the course, and that on the contrary, teaching touches lives. Being a teacher implies knowing our students and being able to determine their needs, to ensure that knowledge can reach them, facilitate meaningful, collaborative learning, and allow students to arouse interest in the classroom and in the subject

Something I learned from Barkhuizen (2020) is that we must be clear about the difference between profession and vocation. The profession is the exercise of a job in title, while the vocation is the exercise of the profession with love, dedication, commitment, and conscience.

I have had changes in the teaching of English as a foreign language; since I am not the same teacher of 2013, I am currently motivating, taking my knowledge and my learning to the classroom.

It really is so nice to pursue a career with love and if we are teachers, or educators, the ideal is to be honest and educate our students for life. At that moment, I realized that my professional development had begun. This is how this narrative research aims to address the teaching and learning process in my training contributing to the professional development of teacher, trainer, and transformer in the teaching of English in a meaningful way and commitment to my context and my country.

Almost imperceptibly, I realized and comprehended that I have been preparing to provide valid knowledge and to generate an interactive and dialectical attitude that leads to assess the need for permanent updating based on the changes that have occurred in my life; to be a creator of strategies and methods of intervention, analysis, reflection. Also, learn to live with my own limitations and frustrations since the teaching function moves in social contexts.

Through the realities of LLEI: life stories and experiences, I want to share my own professional story in a way where the teacher excels and does not stand still in an era. Where I have acquired knowledge skills and a pedagogical training process. This learning has generated changes in the teaching of English. The EFL training at LLEI and the distance methodology have allowed me to reevaluate my learning process and have showed I have started my professional development.

My personal growth is valuable because I have more knowledge, skills, and I have developed competencies that have allowed me to carry out my teaching work with excellence. Thus, developing this research allowed me to identify the factors that the LLEI through its curriculum, syllabus and Tomista philosophy has influenced my professional teaching development. Moreover, the method of narrative research of stories allows me to reveal aspects of my life that allowed me to analyze the most important aspects facts that little by little formed the identity that defines me to this day in the development of my teaching career.

Research Statement

My experience in the educational context began 10 years ago when I had no idea of the English language, I had not started studying English as a foreign language and above all I had no idea how to teach a class and yet I went to give advice at the validation institution for young people, even though they hired people with a degree and I only had an English course that I had studied at the Centro Colombo Americano. They accepted, but I felt that I should prepare myself to be able to teach English classes with quality. This is how I started my professional life and learned that this profession requires commitment to students and learning. And when a person commits to someone for doing something, it implies a change, and a transformation.

The first time I was in a classroom I was very nervous because it would be my first experience as an English. I was overcome with many doubts, questions the first classes I thought; "How do I get to them? How do I explain this topic to them? How do I make this topic easy for them?" continue with the next topic? Will it be okay to leave this for homework?". Because I was very insecure about the ability to exercise that responsibility in front of the students, I could not stay without knowing the approaches methodologies were for the teaching of foreign languages, and how to put all that knowledge into practice with the students, since there was a lot of learning because each situation was new for me. All these questions led me to enroll at Licenciatura en Lenguas Extranjeras Ingles program at DUAD at Universidad Santo Tomás.

I started to learn different teaching skills and tools. Also, I remembered the subjects I studied at LLEI. It is important to clarify that the first thing that is done is to have training in the training processes. When I started learning different skills. First, you must understand that each class is different and I must use many teaching tools. Also, I remembered the subjects I studied and learned at the Licenciatura en Lenguas Extranjeras Ingles (LLEI), secondly, the learning

difficulties of some students have made me reflect on my teaching practice. An also, how to choose and create a better methodology to teach English and be successful in that task. Finally, there are many experiences as a future English teacher that can be useful for new students at LLEI, which were the reasons that led me to develop this research.

According to the aspects depicted in the previous paragraph, is fact, I was aware that teaching a foreign language to different students contributed to my professional process in the degree, which allowed me to configure my role as a future English teacher using different teaching strategies and methodologies.

This project is based on narrating both my learning and teaching experiences from the pedagogical practice as view as a pre-service teacher. and from my voice, Thus, in this research I describe the relevant challenges that I must face in the EFL teaching process of adult students, considering the different situations experienced in the classroom and any educational context, both face-to-face and virtual. However, it is important to point out that although the desire to learn and develop professionally is an intrinsic desire, there is a need for an extrinsic motor that empowers you with knowledge that you do not have. The main objective of this narrative research is to present how I have been growing personal and professionally. I narrate how my life experience in a distance education and EFL teaching and learning have contributed to the professional development of a teacher in training contemplating the experiences lived in learning English. In this I describe different aspects and phenomena that occur during my process. This brought the researcher to research question:

What are the factors that raise professional development in a preservice teacher at Licenciatura Lenguas Extranjeras ingles (LLEI) at distance?

And the main objective:

To determine the factors that contribute to demonstrate how EFL preservice a teacher enlarges professional development

Specific Objectives:

- To narrate the EFL Teaching and learning process.
- To analyse and reflect about how the LLEI that contribute to the professional development of a preservice teacher.

The distance modality has promoted most of my work, it has been enriching because in each one I have learned to work in a group, to be respectful, collaborative and the most important thing is to have commitment and the purpose of learning more every day, I like to feel that I am good at what I do, and that what I do allows me to improve my skills and it is important to realize that I am making progress in fulfilling my duties as a teacher.

Learning English in different ways, even more so at this time where virtual education has taken on great importance in the last year. In addition, to make visible the daily challenges that the teacher faces in the classroom, challenges such as class time, activities according to age, and factors that influence their learning in English classes.

Another aspect that was evidenced in the research is that when I decided to be a teacher, I thought about the training that you should have in the professional development of teachers, since it is not just studying the degree, you must also attend congresses, work as a mentor, and participate in workshops and seminars. It also implies more study, such as doing a master's degree or a doctorate, as Kanno and Stuart (2011) say, with reference to language teachers, they state that learning about teaching is not so much the acquisition of knowledge of language teaching as the development of a teaching identity' (p.249).

Literature Review

This research is the result of an in-depth review of the texts of various authors such as Barkhuizen (2014) and White (2007), where their research on the topics is linked. without a doubt, these authors were the basis of my research, reflection on the established objectives of the project, however, through the guidance of my thesis advisor, I was able to identify the factors that have constructed my teaching professional development and how my identity has changed. This means that teacher professional development is one more moment of growth both on a personal and institutional scale, opening sentences allow me to introduce the theoretical framework.

Distance education in language

Distance education is defined as instruction between teachers and students when they are physically separated and communication is provided by one or more technological means. Distance education or distance learning is an area of education that emphasizes pedagogy, technology, and the design of teaching systems that are effectively integrated in providing instruction to students who are physically unable. "On the spot" to receive their education. Instead, teachers and students can communicate asynchronously (at a time they choose) by exchanging printed or electronic media, or through technology that allows them to communicate in real time (synchronized).

Distance learning courses that require on-site physical presence for any reason, including taking exams, are considered a combined or mixed course or program. Learning and teaching new technologies fundamentally change the instructional paradigm (Bates, 1995), less attention has been given to pedagogical innovation, presenting an incomplete picture of evolving practice. To redress this balance, I identify below a key pedagogical innovation associated with each successive generation of distance language teaching.

White, (2006) affirms distance education or distance learning is a field of education that focuses on the pedagogy, technology, and instructional systems design that is effectively incorporated in delivering education to students who are not physically “on site” to receive their education. Instead, teachers and students may communicate asynchronously (at times of their own choosing) by exchanging printed or electronic media, or through technology that allows them to communicate in real time (synchronously).

Distance education courses that require a physical on-site presence for any reason, including the taking of examinations, are considered a hybrid or blended course or program. The experiences of innovation and change has tended to be explored and articulated more in terms of the external dimensions of change, exploring in detail such aspects as resourcing, organizational issues, human resource capacity and the use of technology (Latchem & Hanna, 2001; Robinson, 2001).

Learning and teaching new technologies fundamentally change the instructional paradigm (Bates, 1995), less attention has been given to pedagogical innovation, presenting an incomplete picture of evolving practice. To redress this balance, I identify below a key pedagogical innovation associated with each successive generation of distance language teaching.

Licenciatura en lengua Extranjeras inglés DUAD and Distance Education

The Bachelor's Degree in Foreign Languages English is an academic program that responds to the demands of society and education in Colombia. The LLEI program follows the principles of the distance education modality, which emerges as an innovative, demanding educational methodology that allows access to higher education with quality, and that has emerged in correspondence with international policies, national and institutional that guide teacher training in foreign languages.

Distance from the guidelines established by the Ministry of National Education enunciated in Decree 1330 of 2019, is conceived as a modality of academic offer for technical, technological, professional and post-gradual training programs, defined as a modality that brings together a set of organizational and / or curricular options to respond to specific requirements of the level of training and meet conceptual characteristics that enable access to students, in different conditions of time and space "(MEN, 2019) .

Universidad Santo Tomás (Reglamento VUAD para estudiantes de pregrado, 2010)

identifies distance learning as a central and long-term education modality, and the protagonist is a student who requires a new pedagogical model, focused on a teaching-learning-knowledge concept that focuses on independent and dynamic learning.

For more than forty years, Universidad Santo Tomas in the Distance Educational Modality has been committed to the development of professionals in accordance with regional and national standards. Demands of our country, during the last years there has been a change in the canonical name, from "Vice-rectory of Open and Distance University" to "Dean of Open and Distance University" (DUAD).

Regarding the bachelor's degree in English as a Foreign Language or Bachelor's Degree in Foreign Languages English (hereinafter LLEI) is an academic program that belongs to the Dean of Division of Open and Distance University (DUAD) at Universidad Santo Tomás. It is a remote program that implements Information and Communications Technology (ICT). This technology includes communication devices or applications spanning phones, computers, and network hardware and software, to teach foreign languages primarily English.

Most students see the pre-service teaching experience as the first opportunity to put their skills into practice in a real educational context. This can be even more complex than previous

experiences; you might even think it is overwhelming. In any case, this will be the last time prospective teachers have the resources available to supervise instruction. For this reason, pre-service teachers must receive different positive and negative comments from supervisors, tutors, and instructors, who give their opinions on the practice and are supported by the university. On the other hand, (Oliva, 2009) states that the same pre-service teachers can carry out self-criticism since they can get an-idea of how their practice is being carried out in the classroom and if they are given criteria for evaluation.

Professional development

Vanassche and Lechtermans (2016) cited in Barkhuizen (2021) assert that professional development is a process that extends along the teacher's career. Professional development can take many different forms, such as self-inquiry, carrying out research, attending conferences, working with a mentor, and participating in workshops and seminars teacher education professional development as a "whole career" learning process (p. 356) in other words, it is the teacher who looks for different actions and situations that in the future will allow him/her to grow to grow professionally development. is directed to seek pedagogical options for the transformation and construction of knowing, being and doing, improving their knowledge, and teaching skills. According to Vanassche and Lechtermans (2016), The professional development can take many different forms, such as asking yourself questions, doing research, attending conferences, working with mentors, and attending seminars and workshops. For example, I was aware of this phenomenon did this when I was at the university in college all the I and my partners attended all the academic and nonacademic offered by the Licenciatura or the university

My tutors were excellent, they prepared their classes, and I did my best effort to learn from them in the different subjects such as like the meetings that we had with our tutors in different

classes (research, ethics, phonetics, and phonology, etc. all the subjects that were in the curriculum of the Licenciatura, but most of all the contributed with my professional development. My identity has changed, I thought I would not be a teacher, would decline, but my teachers stood by me.

Kanno and Stuart (2011), refer to language teachers, saying that learning education "is not too much knowledge of language teaching, because it is the development of teacher identity ' (p. 249). As Loftus (2003) asserts, "Memory is of vital importance to the formation of identity, so it needed to reflect on the different experiences we've had and could have to shape us into who we have become and reflect the knowledge we have gained over the years by intentionally shaping our identities; This knowledge can come from gender, religion, social and cultural background. (Loftus, 2003).

I strongly believe that positive and negative factors, personal and extrinsic, are equally important as they all contribute to shaping a person's identity through a slower process. In conclusion that their identities focus notably on their reasons for deciding to have interaction in additional skilled development within the type of formal teacher They enter space related to rethinking what they do and (again) imagine what they can do in the future.

In the future I see myself doing another degree in mathematics, since school I was very good, this is necessary for my professional growth and acquisition of knowledge and experiences for my professional and work development. Kanno and Stuart (2011), refer to language teachers, saying that learning education "is not too much knowledge of language teaching, because it is the development of teacher identity ' (p. 249). In conclusion that their identities focus notably on their reasons for deciding to have interaction in additional skilled development within the type of formal teacher education.

This education. This means that the teachers who are being trained and served are expected to become educational agents. Vieira and Moreira (2008) explain that they cannot continue to be treated as mere consumers of knowledge but must be recognized as legitimate actors in transforming the situation. training they undergo. In this perspective, a teacher's work is built on an individual and social basis from specific situations that are drawn and reflected from theory and practice to transform or improve the reality. According to Narvaez (2005) Professional development as a teacher is a long-term process that includes opportunities and experiences, and planning systems to promote the growth and maturity of the teaching profession. Teachers' professional development, both in initial and in-service training, often aims to introduce new tools or skills or update existing skills. It is considered an essential aspect of the teaching profession.

In addition to all the above Darvin and Norton (2015) see investment as the intersection of identity, ideology, and capital, and they argue that “investment metrics raise questions about identity and imaginary futures” (p. 39).

In other words, investing means imagining the future and imagining one's identity in relation to this future world. Its relevance for Colombian educators is clear: they invest in the training of in-service teachers to enhance their own capital for various personal reasons which will be discussed in the following chapters. In the section below. At least that's what they anticipated when they made the decision to pursue (invest in) further professional development. Kramsch (2013, 195) summarizes these ideas succinctly, stating that investment “emphasizes the role of agency and human identity in participating in the present mission, in economic and symbolic capital accumulation, in engaging in the endeavor and persevering in it” – the immediate task is to pursue a doctorate to advance professional development, practice a person's life and career.

Viáfara and Largo (2018) reported that some of the language teachers were reluctant to undertake in-service teacher training in the form of graduate studies. Although they expected to do so, they found it too theoretical, with no option to instruct them on how to use this theoretical knowledge to meet the practical needs they face in school. The authors explain our professional performance and recognizes the reality, this because it constitutes a new reference to analyze the continuous training of teachers and what has been learned through the Universidad Santo Tomás because it is my pedagogical reference, and a non-dialectical space where pedagogical practice is developed, at the service of the modernization process.

My professional teaching development in what I learned at the Santo Tomas University has been my pedagogical reference, I have developed my pedagogical practices, I have had disciplinary knowledge in grammatical aspects of English, acquisition of the second language and in other areas that are part of the professional knowledge base, these elements have shaped me as a teacher and in my professional experience.

Research Design

Life stories are based on autobiographical events, but they go beyond the truth considerably as people filter through relevant aspects of their experiences and imaginatively interpret past and future to construct stories that make sense for them and for their audience, enliven and integrate life and make it meaningful. (McAdams, 2004)

According to Barkhuizen, et al. (2014) storytelling strictly related with the Narrative inquiry. It allows use stories as research data as well as tool for the analysis of data and findings presentation (p. 5). I intend to embody my life-story, experiences, and reflections upon being an English Teacher and reflect about how the LLEI open a variety of opportunities to invite preservice teacher to grow professionally.

The implementation of the narrative life stories design was the most appropriate method for the development of this project as it allowed me to self-analyze and become aware of the real meaning that stands behind some life stories that have shaped me into the person I am today.

According to Barkhuizen, et al. (2014) storytelling strictly related with the Narrative inquiry. It allows use stories as research data as well as tool for the analysis of data and findings presentation (p. 5). I intend to embody my life-story, experiences, and reflections upon being an English Teacher and reflect about how the LLEI open a variety of opportunities to invite preservice teacher to grow professionally.

From the perspective of telling life-stories and experiences of a teacher, the research design that best fits my proposal and the Microproject is narrative inquiry. Barkhuizen, et al. (2014) established that “teachers and teacher educators write about their practice for professional development (as teachers or researchers)”. Since they are human beings who have feelings and carry experiences and stories that must be told, to guide and show the reality of educative field,

since a professional perspective in this area. In that sense, this research is a contribution to the educational practice and knowledge enrichment of preservice and in-service teachers through the reflection of the experiences in an ELT context narrated in this paper; this to go further and improve development in educative practice. I collected data using instruments suggested by Barkhuizen et al, 2014. In consequence, the instruments facilitated collection of data and restoration process of the individual's biography of the participant. Barkhuizen et al, 2014 proposed three types of narratives and instruments to collect them, there is oral, written and multimodal narratives. Written narratives according to Barkhuizen et al, 2014 can be gathered through Language learning histories, autobiographical writing, Learner diaries, Teacher Narratives, and finally narrative Frames (2014).

In this inquiry, I chose to collected information from four writing narratives. The first narrative (the start) tells how my childhood was at school and the whole process of my learning until grade 11, and why I chose this university career, also at that time my family I support myself, my parents and my sister were always there. In the second narrative (experience in distance learning English as a foreign language) I tell how my learning was at university, difficulties I had during my career and how I was overcoming each difficulty to achieve my 10 semesters and who was the person who was there supporting me to get ahead, that at every moment I had a difficulty was there with me giving me advice, The third narration (experience in the educational context) tells about the experiences in the educational context of how the English foreign language degree helps me to train in professional teaching development, acquiring commitment as a student, teacher, mother and wife and in the fourth narrative (YMCA experience) I tell my experience in my current job with the YMCA, how this work has helped me in my professional growth by doing

educational activities. These narratives were transcribed, then coded and classified, all this, according to the schemes of the categories that have been developed writing.

The second instrument I chose to gather information was one narrative Frame. According to Barkhuizen et al, 2014, the frame is a narrative framework of incomplete elements, sentences and blank spaces are written, it is structured as a skeleton story, and the objective is to make a coherent story by completing the spaces according to the reflections. In this frame it has a dimension in the past to the present and future, it was to collect information about my experiences and reflections from the beginning of school to my work experiences and how my identity and professional development as a teacher have changed. Me and a colleague helped me build the skeleton of what the frame would be, later I completed it until I consolidated this document as a data collection instrument. The objective of this instrument was to have a first-hand story about my performance as a bachelor's student.

The third instrument used to collect data was the multimodal data. According to Barkhuizen et al, 2014 multimodal data is the articulation of visual or external material with other types of narratives. "Multimodal texts also explore ways of harnessing student resources and student identity in textual composition" (Shananahan, 2013). The use of these resources allowed me to explore a different method of collecting data I chose six photographs in which I present my group with which I supported my learning in English. Each had an ability or skill that the other did not. This helped me learn, understand and be successful in my degree.

The main purpose of using data collected through photographs is to interpret and analyze the meaning of each photograph; I have to admit that the use of images serves significantly for inspiration and an opportunity to look back at these moments and realize how important these events have been to the achievement of many life goals. live in my career growth as a teacher. "It's

not just about the selection of multimodal resources, but also about the weight given to each mode in a particular text. (Archer & Bruer, 2016)

Figure 1

Picture #1.



Note: Teachers and partners' support

The use of these narratives served a great purpose of collecting data about myself, the importance of my academic training and how the support of my classmates was essential to understand and learn activities that were left in class, this was different stages of life were exhibited to identify important periods of my life that also lead to the self-analysis of my teaching identity and its formation.

Data Analysis and Discussion

In this study, the researcher gathered and analyzed data according to the parameters established by Barkhuizen, et al.2014 for the narrative research methodology. It means that the information was already in participant life story. (Barkhuizen, et al 2014). The data collection and then data analysis was carried out following the paradigmatic theory. Paradigmatic is a theory related with the rational thought development, in the analysis of information it is sustained by the categorization, thematization and classification of determined events that are related with general concepts (Barkhuizen, et al 2014). The data analysis methodology involved a conscious study of the information to identify the common elements to encode the information. Important data from my own narratives s were classified and marked, as well as his experiences, his practices, and perceptions.

For this purpose, the researcher carried the data analysis by the thematic analysis, which consists of making typologies or categories. Thematic analysis of the information is essentially the coding/categorization and classification of data, in which more particular concepts (subcategories) are linked to bigger ones (categories) this methodology of analysis involves reasoning and establishing connections between theory and data (Barkhuizen, et al. (2014).

Reading and reflection of the data after collecting the data, I continued reading the transcriptions of the narratives and the other instruments collected to carry out the inquiry presented in this document. During this process, I reflected on the relevance of my own narratives. I proceeded to make a preliminary analysis of the information identifying in general terms the main features that were treated in the data collection section; this to have an idea to continue with the following stage of the data analysis.

Coding

I developed the coding process through an exhaustive reading and the analysis of the information, which consisted of the separation of topics touched in the different instruments, supported by extracts of them. In this sense, there were many topics treated, the task was to group them and make the categories and the subcategories that would shape them, which is the next step in the thematic analysis of data. Next to collecting and reflecting stages of the analysis of the information, it was necessary to go deeper, starting the coding, and categorization of data. In this stage, I proceeded to re-read the information and code the information collected to subsequently obtain categories and subcategories.

On the one hand, open coding calls to make an interpretive analysis, which seeks to compare events to find similarities and differences making levels of concepts that the researcher can assemble hierarchically in categories and subcategories. In addition, open coding elicits the generation of questions that helped me to answer the main question that guided this research. On the other hand, axial coding seeks to find the connection between the categories, which helped me, to go further and avoid ambiguities and prejudices by confronting them with the collected evidence.

For the coding process, I used spreadsheets to organize the data and make a systematic analysis of the information, in these documents I compared and wrote the connections, congruencies, differences, or pop-up questions that emerged while reading. It is important to highlight that this process linked directly to the categorization of information.

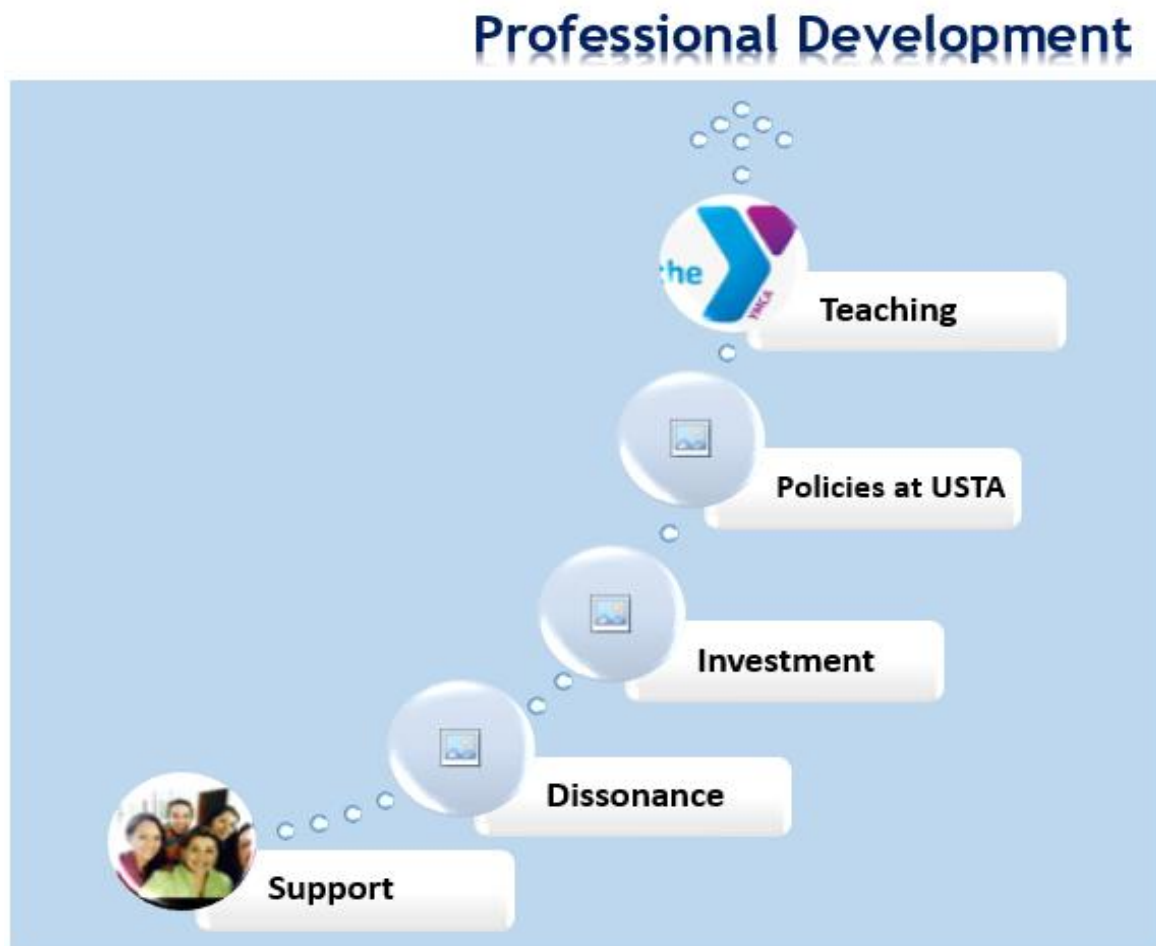
I coded the information, which led me to his rural context experience and to the question: How does his life as a rural student and farmer influence his practice as a teacher? This may lead

me also to explore and discover another aspect of my experiences that made me behave in a certain way in my pedagogical work.

Categorization

After the reading and coding, a lot of information emerged. Accordingly, I continued the analysis process by making the categorization of information. This process consists of grouping the data collected based on thematic matching criteria, which means to relate information and relate it to bigger concepts or categories founded during the latter stages of analysis. In this process worked in conjunction with the last stage of analysis, I started with the codification of the information, which led me to the main categories. After analyzing and coding the information, five categories of analysis emerged, which arise at a horizontal level and I named them as follows: investment, dissonance, policies and modality, support, teaching practice and job. In the next paragraph I will define each of the categories.

Figure 2



Note: The categories

Category one: support

Sub-category one: family support

Family support plays one of the most important roles in the development of life skills. In Children's confidence is built with the support of parents. These skills will also develop during adolescence and eventually lasts throughout a person's life. he trusts we find in our families from an early age, marking our belonging and independence that we will show and experience as adults. The family provides social support, exchanging material and emotional resources between extended family membership (Sarkisian and Gerstel 2004), is an important aspect of everyday life.

In my case, from a very young age, the support of my family has always been an important component of my life, which has encouraged me to go through different and important experiences in a different context. more confident Street. The term 'family support', although widely used in the research literature, is not easy to define.

Going back to my own childhood memories, I will never forget the first day of school. My mother shook my hand the other day she started my preschool career. Without any knowledge of my experience, her support gave me the confidence to successfully start this educational journey. He (my father) and the rest of my family were present at every important stage of my life my life, I have always felt their support through all the different (and important) stages of my life; as were my teenage years, changing schools because I did not want to be a teacher and when I finished high school my father continued to support me in my studies, I applied to the district university to study for a degree in mathematics, since I did not pass my father decided to start studying English in the American Colombo so that I would not be left without studying, then I got married and became a mother, I started working as a teacher since my sister helped me in an institute without having a degree only with the English course that I had done in the Colombo and finally my husband helped me financially to study at the Santo Tomas University with a degree in English as a foreign language.

The support of my family was crucial after finishing high school and being studied in the American Colombo to become an "adult". I could always find words of encouragement in my parents, sister, and husband, and to this day, those words have never ceased.

Sub- category two: group support (collaborative work)

Work in groups enable students to develop specific group activities and cooperation. Its importance lies in its impact on learning, as it is a strategy that contributes to the development of

various intellectual and social skills important for life and work; In particular, it promotes the formation of attitudes and values, such as listening, tolerance and openness, among others.

Working groups are formed when each member of a team makes decisions that bring the best of themselves and their knowledge and skills to work optimally with their peers, and even more when they believe this is better for them. The success of a team depends on clear, complete, and accepted goals by the participants, ensuring that everyone clearly understands the goals and characteristics. In my case, the support that I had with my group of colleagues was very significant in my learning since we could exchange notes, relevant information with which we could complete and prepare for some test, in this work group I learned to propose work techniques to that the study was more complete and enriching, doubts were sometimes resolved thanks to the exchange of ideas and points of view. Ermeling and Yarbo, 2016; Hargreaves and Fullan, 2012). Vangrieken, Dorchy, Raes and Kyndt (2015) state that collaboration between teachers generates several benefits that have a significant impact on their professional development, and development and is therefore considered a strategy and critical approach to improving their ideas and practices and in turn. find more meaning and satisfaction in their professional lives.

Subcategory three: LLEI teachers support

According to Ryan et al. (2000) (cited in Martínez and Ávila, 2014), the central role of the teacher is to act as an intermediary or mediator between the content and the constructivist activity that students deploy to assimilate them. Currently, processes Innovative educational programs, the product of creativity of those involved in the educational process, seek new ways of teaching and learning in a complex and dynamic world (Suárez -Palacio, Vélez-Múnera and Londoño-Vásquez, 2018). Indeed, educational action is a participatory social interaction process in which teachers guide students to acquire culture, build knowledge, and develop the skills necessary to contribute

responsibly into social development and change. of reality (Renteria, Lledios and Giraldo, 2008).

Therefore, according to the definition of Díaz-Barriga and Hernández (2002).

(...) We can say that the construction of school knowledge is a process of elaboration, in the sense that the student selects, organizes, and transforms the information he receives from many different sources, establishing relationships between said information and his ideas or prior knowledge (p.5).

According to what was said in my learning at the university, I had many teachers who supported me in my learning and training process, who encouraged me to have good values and positive attitudes towards learning. Like the teacher (In picture 2, the class) that I value, because at the time she knew how to guide me and one day in class she told us “that we could overcome any difficulty, that we should always be constant in our learning in order to foster a taste for the language to make the experience of learning a language pleasant beyond our expectations”, then another teacher when I explained that I was tired of repeating intermittent I, that there were teachers who made me doubt it, and that I felt bad for having repeated several times, he told me that I was already halfway through my degree and how was I going to give up, so that semester I didn't enroll in that subject anymore and I prepared myself, I began to listen to music in English, to read magazines, to practice the language With my classmates, for my part, I think that the good attitude of some teachers has a positive influence on the way of teaching.

In addition, I value the meetings that we had each semester very much, because they allow us to get to know the two students from another place and finally there was another teacher who supported me a lot and has realized everything that I have been able to achieve and advance in my learning, for having been very affective and understanding and for the way in which she “involves her students” in her classes “one feels that she takes us into account” also in English class she

made me feel comfortable enough to participate, without fearing to express myself freely, “I don't know... they had something that encouraged me to speak.

Therefore, the main goal of education is to integrate academic content into the formation of people, so that they can intervene in the environment, understand local and global realities from critical thinking and reflect. The teacher can achieve significant learning outcomes, for this he must create an environment in the classroom that invites everyone to observe, investigate, learn, construct their own learning and not just follow what he does, the teacher's role is not only to provide information discipline and control, but as a mediator between the student and the environment, as the student's guide or companion, to let students find it to be an excellent source of knowledge (Ivie, 1998; Novak, 2002; Kostiainen et al., 2018).

Category Two: Dissonance

Cognitive dissonance is defined as a person simultaneously holding two or more conflicting beliefs, ideals, or values. As a leader in education, I am concerned about dissonance because it is fundamental to any transformation or profound change. In my case, I have studied very hard to achieve a goal that later has not been so favorable. In these situations, the frustration due to the imbalance between effort and reward has caused cases of dissonance, the effort that I have made to understand and speak the English language, for example when I was in pre-intermediate II that I lacked vocabulary, therefore I could not develop a fluent conversation and I have always thought that to know a language well you must travel, I do not feel well prepared, when I entered classes and listened to my classmates speak I was afraid to participate, embarrassed, although I understand when they speak to me in English I feel anguish I forget everything, sometimes I start to think what else do I do to learn to have more fluency with the language, I get very confused I am always thinking about Spanish and the usual tendency is to change my mind

regarding the final achievement, seeing it as more positive than it really is. However, at the educational level, dissonance is a strategy that must be used in a balanced way, considering that each conflict situation will have a small impact on the student, who, on occasion, will welcome new solutions and knowledge.

Category Three: Investment

In Norton's research with language learners in Canada (Norton Peirce, 1995; Norton, 2000), she found that existing theories of motivation in the second area language acquisition (SLA) was incompatible with his findings. Most theories of the time assumed that motivation was an individual trait of the learner and that learners who did not learn the target language did not. fully participate in the learning process. Such theories, which have been formulated in mostly in psychological terms, did not do justice to identity and experience language learners in Norton's study. For this reason, she begged that the concept of “investment”, which can be understood as a basic sociological construct, can contribute to the extension of the concept of motivation in the field of SLA. The investment concept, inspired by the work of Bourdieu (1977), points out the learner's historically built relationship with the target language and with sometimes always want to learn and practice it.

The findings showed that a narrative investigation, is an excellent method to reflect factors that might affect our professional growing and aspects in which we must keep in continuous improvement. To answer the question: What are the factors that raise professional development in a preservice teacher at Licenciatura Lenguas Extranjeras ingles (LLEI) at distance? It is important to go to the data and the analysis of this study, for instance, I recognize that I had little investment in linguistic practices with respect to my teacher professional development, it was a complex process since it goes beyond the accumulation of training and the synthesis of pedagogical

knowledge. I lack of much more investment, but it is not an economic factor, but to take advantage of any opportunity to help me develop strategies for my own learning and communication. Attend advanced courses, make part of research groups, travel abroad, among others. I must say that the University provided me with a professional and social environment, it allowed me to have access to practical classroom tools to achieve the specific objectives of my learning, but I did not make enough investment in my learning, since studying at a distance It is believed that it is easy, but no, I should have a permanent learning to be studying from home, I must have a continuous investment so that my professional growth is better.

Although I try to make work groups, read in English, listen to songs in English, download apps that will help me with the language, it is not quite enough. (Norton & Morgan, 2020) asserts the language students must be in constant change looking for opportunities to learn. To invest in their learning, students need to continuously negotiate their identity through different spaces to claim their right to speak, read and write in the target language.

In other words, investing means imagining the future and imagining one's identity in relation to this future world. Its relevance for Colombian educators is clear: they investment in the training of in-service teachers to enhance their own capital for various personal reasons.

At least that is what they anticipated when they made the decision to pursue (invest in) further professional development. Kramsch (2013, 195) summarizes these ideas stating that investment “emphasizes the role of agency and human identity in participating in the present mission, in economic and symbolic capital accumulation, in engaging in the endeavor and persevering in it”

This narrative let me have a deep understanding of the teacher's development, this goes beyond the actions that make up classical continuing education, where the main role lies with the

trainer and the knowledge, he imparts to teach the apprentice. But it is a training process that is not focused on pedagogical-technical knowledge but on reflective and collaborative practices that promote both professional and personal growth.

My professional teaching development in which I learned at the Santo Tomas University has been my pedagogical reference, I have developed my pedagogical practices, I have had disciplinary knowledge in grammatical aspects of English, acquisition of the second language and in other areas that are part of the professional knowledge base, these elements have shaped me as a teacher and in my professional experience.

Another of the findings was the conceptual application of the academic credit system and its implications in the design and development of study plans for the development of student autonomy. During the career he did not understand how the concept of credit system was handled, for example he did not know that for two hours of face-to-face class it was my duty to study the subject for four hours.

Category Four: Policies and modality at USTA and Licenciatura en Lengua Extranjera Ingles

The Institutional Educational Project of the Universidad Santo Tomas is oriented by the institutional mission and the guide the principles of the substantive functions towards that desired stage: the training of the human person and the training of professionals who contribute to the needs and requirements of the environment.

PEI at USTA (2004. p.11) entiende que “la educación ayuda a la elevación gradual, el ascenso al estado perfecto del hombre; es decir, hasta alcanzar una capacidad estimativa autónoma y de responsabilidad habitual, en el uso de la libertad guiada por la prudencia o aptitud para una acción valiosa, ante diferentes retos situacionales”.

The policy reinforces on the professional development of teachers; regarding this policy training and the human person are evident policies in

my own process, the university has understood my needs as a teacher in training and has contributed to my personal growth.

PEI refers to flexibility, internationalization, interdisciplinary and comprehensiveness, where I was always willing to create, to innovate based on the permanent questioning of theories and realities, and it also teaches me that as soon as I graduated that knowing is not definitive and that my profession must be continually renewed as Santo Tomas says: "No aprendes para toda la vida pero tienes que aprender toda tu vida" (2004 p. 11)

The flexible curricula expressed in the policy helped me in the professional development of teachers since there were contents that allowed teaching and learning to be mediated by flexible criteria. For example, when I repeated the subject *Intermediate I* four times, the flexibility and policy of the program let me keep studying at LLEI. This means I could continue with my studies.

Flexible, interdisciplinary, comprehensive, and internationalized curricula are the main cord in any program at Universidad Santo Tomas; this gives form to the Christian humanism at the university. This answer with high impact to the demands of the culturally diverse contexts of a globalized world, for example, the University has maintain the same general objectives for all students, but it has given different opportunities, that is, it organizes its teaching based on the social and cultural diversity of its students' learning styles, trying to give everyone the opportunity to learn, in my case I can develop my own identity, I strengthened with all the difficulties that came my way and advanced in my professional career.

The following are expressions of flexibility. Articulation of the curriculum between levels of training and between divisions and faculties USTA Colombia, unity of criteria in the design of curricula and study plans, within the USTA Colombia framework, that enable the mobility of the actors of the curriculum and the transfer of academic credits, conceptual application of the academic credit system and its implications in the design and development of study plans for the development of student autonomy. During the career I did not understand how the concept of credit system was handled, for example I did not know that for two hours of face-to-face class it was my duty to study the subject for four hours (it refers to this point in the findings) and the last one design of training routes in the curricular structures that privilege the free choice of deepening in the training of students.

I became an autonomous person since I became responsible for my own learning, I could make my own decisions, for example, the amount of material that I could enroll in the semester according to my needs and my pace of study, attending classes whether or not they were mandatory, I was not satisfied with the bibliography suggested by the teacher in the syllabus, but instead I looked for other sources of information on my own.

Category Five: Teaching

The preparation of future teachers of English focuses mainly on delivering theoretical perspectives of English grammar, linguistics, traditional and decontextualized approaches to EFL teaching, second language acquisition theories, and research methods. In contrast, Johnson (2006) points out that second language (L2) teacher training programs are usually criticized because pre-service teachers tend to teach in a very theoretical way, that is, teachers in training throughout the career receive a lot of theory and in the end, there are few hours of practice with students.

In a reflection towards the teacher in foreign language training, Agray (2008) argues that society currently has many expectations around the teacher and their work, since they expect it to be efficient, economical teaching and in less time. For its part, the state has the perception of the English teacher as capable of imparting an innovative, investigative, and critical methodology from the point of view of quality and effectiveness.

When I started teaching classes I only had the basic course of the Colombo Americano, it was a good experience because there I realized that I was capable of teaching could teach a class and I liked it, I had to make posters to teach the class and learn everything by heart, I had many doubts, questions the first classes I thought; "How do I get to them? How do I explain this to them? How do I make this topic easy for them?" continue with the next topic? will it be okay to leave this for homework?". All these questions led me to enroll at the Universidad Santo Tomas in the English foreign language degree program because I was very insecure about the ability to exercise that responsibility of being an English teacher in front of my students, I could not stay without knowing what the best methodology was to apply with them. And now, I can put all this knowledge into practice with the students, since there was quite a lot of learning. This is how I started my professional life and learned that this profession requires a great commitment to students and to learning, and when someone is committed to someone for something is when change, transformation and improvement arise.

Them at that time the knowledge that I had acquired during my academic training, I learned this in my teaching practice. my teaching, while I grow as a person and as a professional, meet the expectations, needs and requirements of society and can contribute with my work to different schools where I have worked (Institute de capacitation, Robinson Crusoe School and now the YMCA) has made me' have made me a lot more mature in my profession, I have been subject to

constant changes and transformations, to which I have rationally organized the development of personal and specific development, knows how to communicate, listen actively and respect different postures, inclusive and value differences, as well as arousing curiosity to learn knowledge, leading to each stage of student development. Teachers identify their own and students' feelings and direct them constructively.

This approach has guided me as a teacher, as an expert, reflecting on my practice, and I strive to establish the way in which knowledge and work are created. his offense. Achieve efficiency in practice through observing, reflecting, investigating pedagogical practices, promoting the construction of educational situations suitable to the teaching, and learning process.

Teaching only affects learning indirectly, through the student's own learning tasks as I learned at the time when I was at university, I read texts in English and my summary was in Spanish, I underlined the most important thing for understand a little more, I dedicated two hours a day to my work and activities that the teachers left me. as it says (Basabe, L. and Cols, E., 2007, pp.125-161) in my teaching process I try to transmit knowledge whose effective appropriation depends on the activities developed by the student does not exempt the teacher from their responsibilities regarding student learning; rather it helps to direct your best and greatest efforts.

Conclusions

This research project demonstrates that the factors that enhance professional development in a future teacher of a distance English Foreign Languages Degree (LLEI) are constantly under construction. The learning and process of a teacher never ends. From the earliest years, as are our own school years as apprentices; to the facts that we live in the classroom as teachers, the learning achievements are endless.

Through data collection (written, oral and multi-data narratives), through data analysis, coding, and categorization, I arrived at the findings shown below:

My family invested in my studies. It can be concluded that my parents gave me a continuing education, they supported me conditionally and when I started my adulthood I had the support of my husband I can see that higher education is an investment that later pays great benefits if time is invested in learning, it was a challenge that I can later consider a goal, since I can then transmit this belief to my children.

Support: is one of the most important factors that allowed me to complete not only this bachelor's degree, but most of my life achievements. Family support is essential because of it brings a sense of belonging and security, especially in the face of difficulties. The Encouragement to strengthen family networks is crucial to achieving goals. It is important to mention that the economic support of the family is important, but should not be forever, because it is through these "temporary" supports that we learn independence and self-esteem.

My own investment: the importance of this essential component It can be seen that I have not invested enough in my learning, so I would have done thousands of things like listening to music, I had a group of friends who met us and spoke in English, but since we all did not know

the same thing because there was no one to talk to us say that the pronunciation was wrong, I really did a lot of things on my own.

When I started learning different skills First, each class is different and I must use many teaching tools. Also, I remembered the subjects I saw in college. Secondly, the learning difficulties of some students have made me reflect that I must commit to learning a foreign language.

Policies and Modality at LLEI at Universidad Santo Tomas helped me in my training because thanks to the policies that the university has, it allowed me to repeat subjects, and the university not only focuses on receiving data and accumulating degrees. But the university understands that it is part of a process of intellectual growth that allows the person to develop their analytical and critical capacity.

English teaching: teaching and practice was part of my professional teaching development because I have realized how I have grown and I have been advancing in my work, I am not the same as 10 years ago, I enter my classes more prepared and with strategies Learning.

Finally, this research will be part of the LLEI Research Area 2 English Language Studies and its context, my case concerns the second macro project specifically in Research subproject 1: voices of reality LLEI: stories and life experiences. The research process applies directly to my personal experience since I was inactive practice as a teacher now to start investigating. Thank my tutor's advice, I could understand the importance of my story and have been guided in this area of study in the hope of influencing other USTA students let's do the same, I believe our stories as students are just as important as our lessons as teachers. There is a need to make students more aware of those aspects that make them grow professionally as the investment and the processes of autonomy; without a doubt when regulation and monitoring strategies are generated, the student

is ready to grow professionally. The most powerful rewards are those that are intrinsically motivated within the learner.

References

- Agray, N. (2008), "¿Qué le pide hoy la sociedad colombiana a un profesor de lenguas extranjeras?, en *Signo y Pensamiento*, vol. 27, núm. 53, pp. 352- 357, <http://www.redalyc.org/articulo.oa?id=86011529023> [Consulta: mayo de 2016].
- Barahona, M. (2020) Modeling a pre-service teacher's identity. Available in CRAI
- Barkhuizen (2013) Revisiting narrative frames: An instrument for investigating language teaching and learning.
- Barkhuizen (2020) language teacher educator identity.
- Basabe, L. y Cols, E. (2007). "La enseñanza". En Camilloni, A. (Comp.). *El saber didáctico*. Buenos Aires: Paidós.
- Bates, 1995Bates, A. (1995). *Technology, open learning, and distance education*. London: Routledge.
- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*. 40. 21
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. White Plains, NY
- Castañeda Trujillo, J. E., Alarcón Camacho, E. M., & Jaime Osorio, M. F. (2022). Narratives about Being and Becoming English Language Teachers in an ELT Education Program.
- Clavijo, A. (2016). English teaching in the elementary school: Some critical issues. *Colombian Applied Linguistics Journal*, 18(1), 7–10. 24(1), 38–50.
- Cross, C. J., (2018). Family Social Support Networks of African American and Black
- Darvin, R., & Norton, B. (2015). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics*, 35, 36–56.
- Díaz-Barriga and Hernández (2002) Contributions of constructivist and reflective perspectives in teacher training in high school, Mexico, CESU, UNAM.

- Ermeling, B. A., & Yarbo, J. (2016). Expanding instructional horizons: A case study of teacher teams – outside expert partnership. *Teacher Colleges Record*, 118(2), 1–48.
- Farrell, T. S. C. (2012). Novice-service language teacher development: Bridging the gap between pre-service and in-service education and development. *TESOL Quarterly*, 46(3), 435-449.
<http://dx.doi.org/10.1002/tesq.36>.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital. Transforming teaching in every school*. New York: Routledge.
- Ivie, S. D. (1998). Ausubel's learning theory: An approach to teaching higher order thinking skills. *The High School Journal*, 82(1), 35-42.
- Johnson & Golombek, 2020, p. 125 Johnson, K. E., & Golombek, P. (2020, p.125). Informing and transforming language teacher education pedagogy. *Language Teaching Research*.
- Kanno, Y., & Stuart, C. (2011p 249). Learning to become a second language teacher: Identities-in-practice. *The Modern Language Journal*.
- Kostiainen, E. (2018). Meaningful learning in teacher education. *Teaching and Teacher education*, 71, 66-77.
- Kramsch, C. J. (2013). Afterword. In B. Norton, *Identity and Language Learning: Extending the Conversation* (2nd edition) (pp. 195). Bristol: Multilingual Matters.
- Loftus, E. 2003 "Our changeable memories" *Legal and practical implications* Nature
- McAdams, D. P (2004). "The Redemptive Self: Narrative identity in America Today." 95-115 *MEN (Colombia Bilingual)* in 2004 Ministry of National Education enunciated in Decree 1330 of 2019
- Mora, A., Trejo, P., & Roux, R. (2014). English Language Teachers' Professional Development and Identities. Retrieved from

- Norton Peirce, B.N. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29,9,31
- Norton, B. & Gao, Y. (2007). Identity, investment, and Chinese learners of English
- Norton, B., & Morgan, B. (2020). Poststructuralism. In C. Chapelle (Ed.), *The concise encyclopedia of applied linguistics* (pp. 901–907). Hoboken: John Wiley & Sons Inc.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, UK: Pearson Education/Longman.
- Novak, J. D. (2002). Meaningful learning: The essential factor for conceptual change in limited or inappropriate propositional hierarchies leading to empowerment of learners. *Science education*, 86(4), 548-571.
- Oliva, P. F. (2009). *Developing the Curriculum* (7th ed.). Boston, MA: Allyn & Bacon, Inc.
- P Bourdieu (1977), production theory of the education system
- PEI at USTA (2004) Universidad Santo Tomas
- Pinkerton, J., & Dolan, P. (2007). Family support, social capital, resilience, and adolescent
- Rentería, Erico, Lledios, Esperanza y Giraldo Alba. (2008). Convivencia familiar como lectura aproximativa desde elementos de la psicología social. *Colombia Revista Psicología Social*, 4, 427-441. *Reviews: Neuroscience* 4:231-234
- Ryan et al. (2000) Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being *American Psychologist*
- Shanahan, Lynn. (2013). Composing “Kid-Friendly” Multimodal Text. *Written Communication*. 30. 194-227. 10.1177/0741088313480328.
- Universidad Santo Tomás (Reglamento VUAD)

- Vanassche, E., & Kelchtermans, G. (2016). A narrative analysis of a teacher educator's professional learning journey. *European Journal of Teacher Education*, 39(3), 355–67.
- Vangrieken, K., Dorchy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A Systematic Review. *Educational Research Review*, 15, 17–40.
- Viáfara, J. J., & Largo, J. D. (2018). Colombian English teachers' professional development: White, C. (2007) innovation and identity in distance Language Learning and Teaching Massey University, School of language studies, Palmerston North, New Zealand 67-107

Appendices

https://drive.google.com/drive/folders/12J1nol8NHgufJF3fv9dwTHFDGmA0_BzU?usp=sharing