



INFORME FINAL DE INVESTIGACIÓN

MODULO I		IDENTIFICACIÓN	
País	República de Colombia		
Ciudad	Bogotá		
Entidad	Universidad Santo Tomás Vicerrectoría Universidad Abierta y a Distancia		
Entidad Externa	Facultad de Educación		
Facultad	Facultad de Educación		X
	Facultad de Ciencias y Tecnologías		
Unidad Académica	Centro de Investigación de la Vicerrectoría Universidad Abierta y a Distancia		
Programa Académico	Licenciatura en Lengua Extranjera Inglés		
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Título del Proyecto	Investigación Formativa en la Licenciatura en Lengua Extranjera Inglés: Implementación de Macro-proyectos para Empoderar la Investigación en el Programa. Código 1616003 y con Centro de costo No. 640202-12		
Tipo de Investigación	Investigación Acción- Action Research		
Línea Medular de Investigación	Enrique Lacordaire-Sobre las Libertades y la Educación		
Línea Activa de Investigación	Línea de Pedagogía, currículo y evaluación		
Grupo de Investigación	Didaxis		
Semillero de Investigación	N/A		

RELACIÓN PROYECTO – CONVOCATORIA.				
Convocatoria Número	11		Fecha de Inicio	03/08/2016
Modalidad Convocatoria	OPS		Fecha de presentación del informe	24/07/2017
	Nómina	X		
Proyecto Especial				
Otro (especifique)				

Rubros Financiados	Valor Aprobado	Valor Ejecutado	Valor Pendiente
Personal	0	0	0
Auxiliar de Investigación	1.200.000	1.200.000	0
Asistente de Investigación	0	0	0
Equipos	0	0	0
Software	0	0	0
Movilidad Académica - Viajes	3.400.000	0	3.400.000
Organización de eventos	0	0	0
Publicaciones y	2.900.000	0	2.900.000



Patentes			
Salidas de campo	2.000.000	1.678.098	321.902
Materiales	200.000	32.450	167.550
Material bibliográfico	300.000	0	300.000
Servicios técnicos	0	0	0
Libro resultado de investigación	0	0	0
Imprevistos	0	0	0
Pares Académicos	0	0	0
Total	10.000.000	2.910.548	7.089.452
Observaciones: pendiente por ejecutar ponencia en ASOCOPI en Octubre y una ponencia online para la Universidad de CAMBRIDGE en noviembre 2017.			

MODULO II	ASPECTOS GENERALES SOBRE LA INNOVACIÓN Y EL DESARROLLO TECNOLÓGICO DESARROLLADOS¹
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La licenciatura en Lengua Extranjera Inglés ha venido implementando acciones entorno a los procesos de investigación formativa, los cuales se desarrollan en correspondencia con el plan de estudios del programa y con los lineamientos de la Facultad de Educación.

Es así como dentro de los proceso de reflexión y autoevaluación constante, la LLEI ha propuesto acciones de mejoramiento dentro de los espacios académicos del campo investigativo para que sus estudiantes tengan la oportunidad de tener una experiencia investigativa que permita fortalecer las competencias investigativas y reflexionar sobre la propia práctica y aquellos factores contextuales que afectan, los proceso de enseñanza - aprendizaje del inglés. Las competencias incluyen comprensión de lectura, escritura académica, citación, sintetizar la literatura pertinente y conectarla con su interés investigativo. Además apropiarse de los procesos propios de la investigación como son: familiarizarse con el diseño de investigación, el protocolo diseñado para cada Subproyecto, el análisis y la interpretación de los datos para dar respuesta a la pregunta investigativa y conclusiones al proyecto de investigación.

Como alternativa de búsqueda frente a las situaciones descritas anteriormente, el equipo de investigación de la Licenciatura en Lengua Extranjera Inglés se involucra en un proyecto de investigación y en la propuesta de los Macro proyectos como estrategia de investigación en inglés como lengua extranjera. Este proceso está orientado por la siguiente pregunta y objetivos de investigación: ¿Cómo implementar los Macroproyectos como estrategia didáctica para enseñar a investigar en La Licenciatura en Lengua Extranjera Inglés? Y como objetivo general: Caracterizar la implementación de la estrategia didáctica de los Macroproyectos en la LLEI.

Within the process of observation, reflection, and constant self-evaluation, the Licenciatura en Lengua Extranjera Inglés (LLEI) proposed changes in the different academic spaces, and the research field is not the exception. Hence, students and teachers have the opportunity to reflect on their own practices and those contextual factors that affect the process of teaching and learning. Professors have implemented methodological changes in the courses of the research field, which are framed within the curriculum of the program and the School of Education at VUAD. In concordance to this fact, the research field teachers proposed the Macroprojects as a didactic strategy of research to enable students to learn about how to carry out a significant EFL research proposal. The main objective of this research is to characterize how ELF research occurs at LLEI when implementing Macroprojects as a didactic strategy. To implement the new methodology, it was necessary to re-think the research courses of the LLEI program, their focus, objectives, and competences. The process could be understood as deductive, which made some students fall behind and require more teacher attention. With the new methodology, the objective of the courses focuses only on competences, and students are expected to comprehend the process to be followed while developing their proposals, which makes this an inductive process. In this way, students could improve the

¹ Tomado de NORMAS PARA LA PRESENTACIÓN DE INFORMES RELACIONADOS CON PROYECTOS FINANCIADOS TOTAL O PARCIALMENTE POR COLCIENCIAS. Dirección de Desarrollo Tecnológico e Innovación. Bogotá D.C., Febrero de 2010.



research competences progressively by following the research courses that make part of the curriculum. These competences include academic writing, citation, reading, comprehension and synthesize relevant literature connected to the research interest. In addition it is advisable that the student-researcher be familiar with the research design, the Subproject protocol, the data and the procedures of interpreting, and concluding the study.

As this methodology has been implemented, the research group has also boosted the teamwork with all the Professors in the program (both national and regional) to make the project feasible and coherent, and to have everybody participating of the design of protocols and strategies. Due to this implementation. Professors and students are now part of a research network, in which the professor is not the center of knowledge but part of the research strategy.

Palabras clave: Macroproyecto, Subproyecto, competencias en investigación, estrategia didáctica y protocolo.

Key Words: Macroproject, Subproject, research competences, didactic strategy and protocol.

Cumplimiento de los Objetivos.		
Objetivo General	Porcentaje de cumplimiento.	Resultados relacionados (Verificables y medibles).
To characterize the implementation of Macroprojects as a didactic strategy at the LLEI	50%	The characterization was given the arisen grounded theory derived from the present study, depicted in the achievements of the study.
Observaciones		
Objetivo específico: To describe the design and implementation of the didactics of Macroprojects.	20%	The Macroprojects and Subprojects design was evident in Project 1 and 2 Virtual rooms. Though the implementation was given through the protocols designed for each Subproject, while the students' advances were uploaded o the Microsites or Google sites.
Observaciones		
Objetivo específico: To determine how the academic community of the program perceives the implementation of Macroprojects as a didactic strategy to teach research.	20%	The academic community finds the Macroprojects as an innovative didactic strategy. Macroprojects are a great opportunity to do EFL with the students, with national and regional teachers but also doing research with other institutions in their regions.
Observaciones		
Objetivo específico: To share the results of the study with the academic community, through a publication and oral presentations in academic events related to TEFL	10%	The research team has share the advances of the present research in two national events and one international event.
Observaciones		



Productos		
Comprometidos	Nivel de Avance	Soporte
Relacione los productos comprometidos en el Proyecto	En una escala de 0-100 Establezca el nivel de avance del producto comprometido	Relacione el soporte del producto que será entregado al Centro de Investigación.
<ul style="list-style-type: none"> ✓ New Knowledge Article (s) ✓ Make visible the Macroproject in national and international oral presentations 	60%	<ul style="list-style-type: none"> ✓ XXII Symposium on Research in Applied Linguistics & IV International Symposium on Literacies and Discourse Studies. Bogotá-Universidad Distrital Francisco José de Caldas. November 3, 2016 ✓ Tercer Encuentro de Experiencias investigativas USTA Bogotá- Universidad Santo Tomás. November 3, 2016 ✓ 4th Symposium on Innovative Pedagogical Project Implementations: Raising EFL Teacher-Researchers – Universidad Del Bosque- Bogotá, April 17, 2017

Desarrollo del enfoque metodológico.	
En una escala de 0-100 Establezca el porcentaje de cumplimiento del enfoque metodológico.	80%
<p>Observación</p> <p>Cuando comenzamos con el análisis de los datos, y cuando llegamos a los hallazgos fue necesario repensar en la pregunta y los objetivos de la investigación e inclusive hacer un cambio en el título que inicialmente le habíamos asignado al proyecto en inglés. Aunque la investigación es formativa, en inglés no queríamos hacer una simple transliteración del término, esto nos condujo a pensar en un término que expresara enseñar a investigar en inglés como lengua extranjera. Esta reflexión nos condujo al término: estrategia didáctica para enseñar a investigar en inglés como segunda lengua.</p> <p>After analyzing data and getting the results, the research team was aware it was necessary to rethink the question and the objectives of the research and even, it was evident we had to change the title. In the beginning we had assigned the term “formative”, however the researchers did not want to reduce the term to a simple transliteration, this led us to think of a new word. Hence, this reflection led us to reach more that a new term, a new concept as it was decided for “EFL research didactic strategy”.</p>	



Cumplimiento del Cronograma.	
<p>Observación La entrega de la investigación tuvo que ser prorrogada ya que fue necesario refinar el análisis de los datos, para así obtener un producto de conocimiento de alta calidad.</p> <p>The delivery of this research had to be extended since it was necessary to refine the analysis of the data, to obtain a knowledge product of high quality.</p>	80%

Dificultades enfrentadas en la realización del proyecto.
<p>Alongside the development of the present research, there have been some shortcomings that researchers had to face and should be taken into account for future research calls.</p> <p>These shortcomings have been divided into four. The time to dedicate to do research, the research culture, the incomes to develop the research and researchers' payment and the research criteria to evaluate the projects.</p> <p>The first shortcoming relates to the allotted time to work on the project. Even though the teachers are assigned some hours to work on the research, these are not adequate. The researchers have too many different tasks as they are English teachers, they have to cope with the LLEI organizational responsibilities and also they have to do the research.</p> <p>The second limitation has to do with the research culture. It is clear that the research culture is not a straighten feature in the LLEI. Many of the hired teachers at LLEI are English teachers and no researchers. This is evident in CAU different from Bogotá, where regional teachers, who are not researchers have to develop tasks related to research besides their teaching practice.</p> <p>This brings us to the third limitation which has to do with the main researcher's responsibilities when the he has to execute the incomes. This is an extremely complex task. First he has to design a close relation of the incomes. Second he needs to be updated with the regulations, protocols, formats, etc., stipulated by the office which finances the project. It is dreadful for the researchers to dedicate all the time to do research and administrate the resources. On the other part, awarded the incomes sometimes are not sufficient to visit all the CAU or attend to international events.</p> <p>The last shortcoming has to do with the criteria to evaluate the projects. This responds to the enterprise objectives but not to the educative ones. For example they ask to describe the impact of the project by using numerical indicators on international markets, enterprise productivity and customer service improvement.</p>

1. PROBLEMA DE INVESTIGACIÓN

1. STATEMENT OF THE RESEARCH PROBLEM

The current research project emerges in the research field of the Licenciatura en Lengua Extranjera Inglés (LLEI) which is as an academic program belonging to the open and distance education modality at Universidad Santo Tomás. In the process of shaping the research problem, the research team established both key empirical and theoretical facts. Those facts were also identified and analyzed within the academic program itself and in other similar contexts as well.

1.1 Empirical facts supporting the need of the research in the LLEI.

The LLEI is a relatively new language program aimed to form English teachers whose profile must evidence the development of linguistic, pedagogical and research competences. Then, the research team of the program has always been immersed in the process of observation, reflection, and constant self-evaluation of the research dynamics, and this has lead teachers and students to take actions in order to make research more effective in accordance to the demands of the university policies and national authorities of education. During academic self-evaluation meetings, the research team stated that the research process was not working as expected, for several reasons.

The first difficulty we found is that the research process is hard for the students and even for some teachers. For this reason, the individual research projects the students must do as a requirement for graduation were not concluded on time. Because of this, we the research teachers had many projects for guidance every semester. In other words, we noticed the students did not find research meaningful and that caused frustration and in some cases dropping out their studies.

A second difficulty for doing research was observed in Centros de Atención Universitaria (CAU), where students and tutors of the LLEI felt a lack of unification of criteria between the national and regional teachers in the research development. In addition, it was also seen that in some regions of the country the teacher who had assumed the support of research did not necessarily have extensive research experience.

A third problem identified in the LLEI program had to do the lack of relevance and pertinence of the students' research for the research fields of the program. When doing the self-evaluation, we found the students' projects were not feeding the research fields and so there was not real connection between what we normally did in the research practices and what was expected for accreditation processes. Besides, the projects were not responding clearly to the needs of the regions where the program is delivered.

1.1.1 An account of the needs analysis

As previously mentioned, the current research topic emerges from the constant revision and assessment we as teacher-researchers have of our daily practices at LLEI. We, the researchers, have been working in the program, and we all have been guiding the research courses of the field for at least four semesters. From this activity, the initial idea to conduct this research arose. We had a concrete problematic situation in the research area that we wanted to overcome, and make research more effective and meaningful for the whole academic community at the LLEI.

Moreover, with the purpose of doing an initial literature review and determine how similar language programs dealt with research, we conducted both an internal needs analysis in which we analyzed the reality of our educational research practices, and an external needs analysis in which 17 TEFL programs in other Universities were consulted about their research practices by means of semi structured interviews.



1.1.1.1 Needs analysis from the research courses at the LLEI

To begin talking about the reality of research in the LLEI program, it is necessary first to clarify that students receive two very distinctive cycles of research training. During the first part of the program (second to fourth semesters), students work in learning about research foundations and how research is linked to education and pedagogy. This work is led by teachers of the “Campo Común” (common cycle hereafter) and it is focused on classroom research and developed in Spanish. The reality of the achievement in terms of research that our students reach at this point, is directly related to the courses they take in the common cycle of the program. In this cycle, students study research from a different perspective, in a different language, and with a different approach. During the second part of the program (sixth semester on), students work on applying research to their educational realities, focusing on the didactics of English teaching and learning. When students reach the sixth semester and the first course in the research field (Foundations in ELF Research), they need to study over the foundations of what research means in the program and the possibilities that it offers to be applied in each of their contexts.

This disconnection in terms of learning about research, causes that our students require to be taught again in research, basically from zero. We are not saying that the training the students receive before the specific research courses is wrong, but it certainly aims at different objectives, through different means. Literature, epistemology, methodology, and didactics differ from what we expect our students to do, when carrying out EFL research. Another setback in developing the research proposed by the program is the lack of connection between the projects that students carry out in the first semesters and what they are expected to do as part of their formation as English teachers and classroom researchers.

Having in mind all the situations presented in the statement of the problem, the achievement in terms of the research courses was very mixed. Much of what students developed depended more on their capacity to abstract what research entails, rather than on the didactics of research developed in the program. So, it was common to see that some students developed their proposals at ease, while others struggled to even find a researchable case. In fact, many students started their proposals from their interests without analyzing if those interests fitted their contexts. It is important then to highlight that one of the assets of this program is that we have students all over the Colombian territory and we must recognize their realities through research. Unfortunately, the way research was being carried out did not account for those realities and the riches of the multiple realities of our students was wasted. Another difficulty observed in the research process has to do with the constant complaint from students of the CAU facing a lack of unification of criteria. Thus, there is a clear requirement to reorient the management of the research field by taking into account the needs and realities and the permanent communication with the regional teacher in charge of the research field.

The research process at LLEI is based on English as a foreign language starting from the definition of the research courses that make part of the renewed curriculum. Initially, the development of the research field at LLEI was conceived through the completion of a research project named Proyecto Investigativo de Trabajo de Grado (PITG), which should be guided and accompanied by teachers of the program. The development of these projects was presented as a degree work option on an individual basis. PITG relevance and consistency was coherent with the pedagogical model at Vicerrectoría de Universidad Abierta y a Distancia (VUAD) in which a problematized education is endorsed.

The general purpose of the PITG was to foster the development of the skills in the research field, which was steered by reflection, analysis, and transformation of the reality. Within this research sight, PITG demanded systematicity, critical analysis and a look at interdisciplinarity, and flexible teaching and learning of English as a foreign language. In addition, the elaboration of the PITG required student improvement of English for analysis, writing, and presentation of its research process. It is important to say that the application of PITG was a priority in all CAU where LLEI has the MEN certification, and for a time it was a great asset in research didactics at the program.



1.1.1.2 Needs analysis from the research reality in similar educational contexts

To begin, it is important to highlight how national policies stated by the MEN through Consejo Nacional de Acreditación (CNA for short), specify the requirement to include training in research as part of the curricula of educational programs (CNA, 2008). For this reason, working on this research project becomes a pertinent action for a program that is currently on the process of accreditation.

As part of the needs analysis, the research team considered consulting other institutions and particularly programs which have similar characteristics to LLEI at VUAD - Santo Tomás. This work was carried out by the two research assistants who make part of this research team. The assistants contacted seventeen universities in Bogotá that offer similar academic programs, made an agreement to have a talk about the research field, and carried out a semi-structured interview (Appendix A). After visiting the different institutions, the information was collected and systematized into a chart (Appendix B). The findings from the systematization of data related to the research topic being investigated are explained in the next paragraphs.

The seventeen universities have the research field as a central component of the academic formation for future English teachers. Most of the institutions consulted, have the development of a research project as the main option for students to obtain the professional degree. Some universities also have as degree option the systematization of the pedagogical experiences, systematization of the pedagogical practicum, the design of materials, elaboration of didactic units or development of a pedagogical proposal which involves practitioners in observation and reflection. A few universities also have “Semilleros de investigación” (Research Mentorship Program hereafter), internships and translation of monographs as alternatives for acquiring the undergraduate degree.

Regarding the way the research field is structured, the respondents made evident that the research field in all the institutions have considered subjects for three key stages: foundations, implementation and completion of research projects. As in our context, the subjects located in the foundations stage are aimed at giving students key theoretical bases to develop their research projects.

When asking about the role of the research teachers, it was found that research tutors have a very important role in the research projects guidance. The teachers are usually very committed to the research field tasks and particularly with the guidance of students' projects assigned, which sometimes demand more work and time from teachers to do. In regards to the question aimed at identifying the impact of the students research projects, most institutions pointed out that the research done by students is not really meaningful for their educative contexts and they do not go beyond complying with a degree requirement.

It is important to highlight that during the interviews, the contexts were asked about the strategies they were using to overcome their research difficulties and it was noticed that no context was implementing something that could cope with the research needs we had at the LLEI, or something similar to the proposal presented in this research study.

Besides the problems explained above, the institutions reflect upon the lack of impact of the research projects done by students; the necessity to have more experienced teachers engaged in doing research; the deficiency in literacy skills to carry out research and to write research reports; the delay in students' graduation, and conflicts among students or between students and their tutors during the development of research projects. Also, for most of the institutions consulted, it is really urgent to become part of research networks, so that research becomes more relevant and dynamic. Therefore, the networks to which most institutions belong to are ASOCOPI, Red Colombiana de Semilleros de Investigación (REDCOLSI), and Red de Docentes de América Latina y el Caribe.

Regarding strengths, the institutions research representatives also pointed out that for them research is a very relevant field, because it provides several spaces to help students in their academic processes. Besides, for most institutions the research field intends to help students in developing research competences and, of course, achieving the elaboration of research products.



As a conclusion from this external needs analysis, it is accounted that the needs and difficulties identified in our own context coincide with the needs in other contexts where the academic program in English teaching is also offered. There are difficulties with the development of research processes by research practitioners for several reasons: the lack of research skills and expertise, the delay in the student's' graduation, the lack of transcendence of the research studies, and the lack of work within research networks. The results we found in the external analysis made the research team consider that the impact of the current research might be extended not only to our own educational context, but also for those consulted in the needs analysis, and perhaps some others in the country that might have similar research needs and wonderings. Surprisingly, we also realized that other language programmes have not carried out any didactic initiatives in regards to the implementation of Macroprojects (as the one proposed in this study), or any other applicable solutions to the problems already presented. Therefore, as none of the consulted institutions offering similar programs have worked on Macroprojects as educational research didactics, we can conclude that this gives our research an innovative feature and a broader pedagogical impact.

1.2 Initial Theoretical facts about Macroprojects

The idea of Macroprojects initially came from the process the Master program of the Faculty of Education at Universidad Santo Tomás was carrying out in the research field. So, the LLEI research team started to carry out the initial literature review on what Macroprojects meant and we found some key ideas that might cope with the needs we had established. Then, since the beginning we understood the Macroprojects as thick thematic areas of research that in our case were going to be the research fields of our academic program. From those big topics other branches could be formed to make research topics more specific and which finally were going to link the students' projects. That way we could ensure all the research dynamics, topics and participants were going to be articulated. These concepts will be more widely discussed in the literature review section.

From that initial literature revision we also found Moreno (2014), who summarizes the concept of Macroprojects as a training and organizational strategy aimed at articulating, training, and creating research strategies. The author also points how important was for tutors to work collaboratively in building and assembling a project. After having done the needs analysis and initial literature review, the research team formulated a research question and research objectives to guide the development of the project

Research question

How does the implementation of Macroprojects as a didactic strategy to teach research occur at the LLEI?

Objectives

General objective

- To characterize the implementation of Macroprojects as a didactic strategy at the LLEI

Specific objectives

- To describe the design and implementation of the didactics of Macroprojects.
- To determine how the academic community of the program perceives the implementation of Macroprojects as a didactic strategy to teach research.
- To share the results of the study with the academic community, through a publication and oral presentations in academic events related to TEFL

1.3 Justification of the project

The LLEI program and the research team visualized important impact and relevance of this project as it aims at bringing improvement and positive effect to the academic program. First, the development of Macroprojects points towards the process rather than to the product, as the goal is to provide the students with the opportunity to have a firsthand research experience that enhance basic research competences. Thus, during the process the



students had to reflect upon the teaching practice and those contextual factors that affect, in one way or another, the processes of teaching and learning English as a foreign language.

Linking all the research dynamics and participants could bring a positive impact to the academic program, so the research endeavors were going to be used to transform and improve the language curriculum. So, since the beginning we wanted to have research working for the qualification and improvements of the curriculum of the program. And the linking of all the research work to the two big research fields was going to make research more meaningful for all the participants.

The implementation of research Macroprojects represented from the beginning a possibility of offering students a firsthand experience within a research process in a way that is efficient, and framed within the time established for the development of the academic program. So, in a matter of time, the proposal will generate a significant advantage as students will be able to finish their career within the time stipulated for that purpose (10 semesters). On issues related with the advice of the processes of research, the proposal also represents ease to offer timely and rewarding track of all Bachelor's degree students, avoiding teachers' advice work overload and the difficulty to provide convenient and effective feedback to the projects.

Another expected impact of the project was to effectively generate a research community within the program and establish networks with researchers of other language programs. Then, the involvement of most participants of the program had promoted enhancement of research within the program and the sharing of this innovative experience with other similar contexts, particularly those that provided useful information for the needs analysis. Thus, this proposal represents the valuable possibility of making research relevant to the program and the Faculty of Education, where the product of the experience of the students is not a simple academic requirement, but a systematic experience. In this way, the students' projects become a relevant part of the research process of the program. Besides, these Macroprojects make it easy for more students to use their research experience as a degree option, and for teachers to become more active participants of a research community.

2. AVANCES EN EL MARCO TEÓRICO

2. LITERATURE REVIEW

In this chapter we present the constructs that underpin the design and implementation of Macroprojects as the didactics for teaching research in the LLEI, their relevance, and how they raise the foundations for the proposal and its application in the program.

2.1. Research in the Educational Context

In this section, we present a general overview of what research means for the current research as a way to gain understanding and support of this project. The concept of research we want to discuss is mainly that referred to educational research and that one with pedagogical and social purposes for the English as a foreign language learning and teaching (EFLT).

Most literature revised about research in Education supports that the main purpose of research must renew the pedagogical processes and provide participants with strategies to qualify education and make it more equitable. In other words, what is expected from research nowadays is to bring impact to the social environments and in turn to the country. Hence, pedagogical research must generate reflection, constant wondering and positive impact for the school, educative system and the particular context where it takes place. (Nazif & Rojas, 1997, p.28)

Another important point in regard the role of research in the educative context has to do with the social responsibility it has. Doing research inherently implies to bring change and solution to the distinct problematic situations that might occur in setting.

2.2 Research in higher education



The current research adopts the concept of “Formative research” as defined by Valencia, Valencia, & Macias (2014), formative research refers to the learning process in the development of a research culture. Its aim is to stimulate the student's abilities, competences, attitudes and interests in relation to research, in order to strengthen future teachers' professional development. The developed processes in the formative research seek to familiarize the students with the scientific and research culture. It is accomplished when process, methodologies and techniques useful in the training process are recognized and applied in different contexts of the subject's life students Tejada et al., (2008). The concept of formative research is understood as a pedagogical strategy in professional training.

We, the research team have also considered that formative research is eminently a pedagogical concept that in our context implies the formation of EFL pre-service teachers in doing research through researching. Considering the pedagogical essence of the term, this research is for educative purposes whose methods, procedures, validity and didactics are pertinent to the English teaching and learning practices.

According to Beillerot in Osorio (2008), formative research is an inherent process given through the curriculum and aims to enable professionals to investigate in their own practice. In this sense, the same author points out that two tendencies of research. For one side, research as a formation process supported on a scientific work and on the other side, the formation of scientists. For the purposes of the present research, it is the first tendency the one we adopted.

As a way of getting more understanding on research for formative purposes, Restrepo in Osorio (2008) states three different intentions in the study of research that can be immerse in education. 1) Exploratory research 2) As formation process in and for research itself and 3) Research for transformation in the action and practice. It is the last perspective which defines research for formative purposes and the one higher education in Colombia uses to frame this important component of the curriculum which in sums is aimed to relate tightly theory and practice, in our particular context this process must relate teaching and research.

2.3. Research as formative process at Universidad Santo Tomas

For the university, according to the guidelines (bulletin) issued by the Research Department in 2015, research is defined as permanent, open and critical exercise of wondering, debate and discussion addressed to the construction of knowledge and the search of solutions for problems identified in the society. This definition supports that research implies a basic and systematic way to sustain the core strategic axes of the institutional project.

“ ... A transversal component of the curriculum focused on the development of students' competences to formulate projects, design methodologies, enhance teamwork, propose innovations and look for solution alternatives to concrete problems. In this way, the training on research entails an assembled process to the professional formation of the students which make them aware at the discovering and development of research projects”, (p. 23)

At the procedural level, the Universidad Santo Tomas' academic programs define an investigative identity in correspondence to the own objects of study and particular needs, and link them to the institutional core fields. In this way, from active research fields are coordinated from specific offices per Schools of Education, which are named “Research Centers”. It is claimed the research field to be intra and interdisciplinary so that the program fields not only cope with the particular needs of the programs but also feed the intuitional feels constantly and in turn ensure a permanent and sustainable research throughout the time. Thus, in accordance to the research policies of the University USTA (p. 39), the LLEI has two active lines which are intended to be fed and strengthened with the dynamics and products of the current research. On this point, there will be more information in further section.

2.4. Management of research within LLEI: a brief contextualization

The Licenciatura en Lengua Extranjera Ingles (LLEI) is relatively new academic program in the field of open and distance education in Colombia. This program started at the beginning of the nineties in the Santo Tomas



University, explicitly in The Faculty of Education of the Vicerrectoría de Vicerrectoría General de Universidad Abierta y a Distancia (VUAD).

The LLEI as the other academic programs belonging to the VUAD copies the institutional principles of Santo Thomas University. Besides it bases its action on the core goals of the Faculty of Education which is basically the promotion of education and empowerment to future teachers so that they can bring change, innovation and transformation to the particular contexts where they may be working; to do so, the expected graduates' profile looks for students to develop linguistic, pedagogical and research competences. Since the beginning, the program the LLEI was proposed to be developed in 156 academic credits distributed along ten semesters. Its structure and components fitted into the conditions and policies that the Ministerio de Educación Nacional (MEN) established for the creation of new academic programs.

The LLEI program was the first academic program for English teachers preparation and development within the open and distance education which makes it important and relevant. Among those features that make the program so valuable, we can cite the fact that the program is available for many people all over the country whose unique possibility for the academic formation is a distance program. It is also necessary to highlight that most students enrolled to this program are parents, employees and elementary teachers who pay their career by themselves.

As already mentioned, the LLEI works under the parameters of open and distance education and this has some special characteristics. It does not base teaching and learning on face-to-face meetings, students just have a few encounters, it incorporates Information and Communication Technologies (ICT). Students come from different geographical places in the country, thus, they have to deal with isolation, independent work and self-regulation in terms of time management and use of resources to carry out the program. "Distance learning and or distance education refers to the teaching-learning arrangement in which the learner and teacher are separated by geography and time" (Williams, Paprock & Covington, 1999, p.2).

Because of the variables of space and time separating participants in distance education there is a mandatory incorporation of ICT that define two ways of learning that may appear quite different to people were accustomed to. At the LLEI we combine these two modes of teaching and learning as White, (2003), defines them. She states that synchronous learning occurs when opportunities are fixed at a point in the time, for example through chats. By contrast, asynchronous learning, which can be access at any time and which make use of for example, video, CD-ROM, e-mail, or any computer conference.

Therefore, the teaching and learning within open and distance modality requires special techniques, design and special instructional techniques and of course particular evaluation procedures. As White (2003), has pointed out above, we the LLEI participants incorporate both procedures in the development of communication, interaction and teaching and learning processes. It is also necessary to highlight that the synchronous mode is also carried out through face-to-face tutoring sessions where both teachers and students have some meetings to discuss, evaluate and or clarify doubts that arise in the process.

Although distance education works under many teaching and learning principles, we focus in two key principles that are strongly required in the development of a research process, the core topic of this investigation. The distance methodology at the LLEI two basic principles. These principles have to do with support and autonomy. Therefore, teachers are always ready to give students constant support. McLoughlin and Marshall (2000), define learner support from a socio-cultural perspective as "the resources that learners can access in order to achieve learning outcomes and procedural scaffolds that support the communication process" (p. 1). The provision of learner support through Web-based technologies contributes to the effectiveness of distance education programs (Farajollahi & Moenikia, 2010; McLoughlin, 2002; Oliver, 2001; Oliver & Herrington, 2003). Hence, to achieve the teaching and learning objective at the Research fields in the LLEI, the program use means and mediations include the use of the Moodle platform and online didactic resources such as: quizzes, tasks, agendas, labels, etc., and web-based resources such as language practice websites.

Even though all of these means and mediations are fundamental, students need receive other kind of support, which include the enhancement of reflective thinking, social support for dialogue, and extension of ideas on



emerging issues through the use of feedback from peers, and regional and national teachers. This interaction becomes efficient through forums, chats, electronic mail and Skype resources. Without doubt, the constant support lead students to maintain a direct and closed contact with their teachers and finally lead them to carry out meaningful research projects.

The second principle has to do with autonomy, thanks adult learners are self-directed and have a self-concept of being responsible for their own decisions, autonomy in the distance modality is crucial. Therefore, the LLEI in the research field offers technological means and mediations that fosters autonomy and at the same time help the students to avoid the idea of loneliness. Both teachers and students of the Research Field use the course components in a systematic way allowing higher levels of appropriation of the contents, the research competences, and better communication between the participants. In addition, it has made teaching-learning accompaniment, feedback, and collaborative work more available. All these actions have certainly raised more student comprehension about research, and how to do research autonomously.

2.5. An overview of the research within the LLEI

In the beginning of the LLEI, the research field was centered in providing the students with the opportunities and resources for them to develop the “Proyecto Investigativo de Trabajo de Grado” (PITG). At that time, there were three thick thematic research areas named as follows – Study of the language (English) and its components –The teaching and learning of English and –the use of English in its contexts, (Bonilla & Lucero, 2012).

The PITG guidelines represented kind of instructional document the students at the LLEI had to follow in the development of the research project in the last two semesters of the career. This document proposed by two teachers of the program (Bonilla & Lucero, 2012). It was suitable when the number of students to direct in research was manageable. Nowadays the program has increased a lot, and, as expressed in the problem statement the research teachers found it was time to try other research strategies to make research more effective and meaningful for the whole academic community.

In the development or the students’ PITG, up to certain degree, the actions were focused on the expected outcome rather than on the process itself. For students to do the research project as requirement for graduation were given a document called the PITG guidelines in which they could consult the general parameters to develop the research paper. Obviously, they also had the guidance of teachers in the corresponding subjects of the field and in the last two courses; they had a thesis director too.

Among the elements the PITG included we can point out; research purposes, research lines of the LLEI, the participants’ role (students, teachers and thesis directors). It also contained the practical guidelines in the development of each section of the research document, assessment checklists, and formal and administrative procedures inherent to the process. It is important to highlight that the students’ PITG was to be developed individually and allow the students to achieve the goals expected; later, it became a problem, as there were many research proposals every semester to guide and not enough teachers to do so.

2.6. Exploring a new way to handle research in the LLEI

From 2015 ahead, the research teachers at LLEI started to revise literature and other context experiences in order to facilitate the research process for both students and teachers. At this time, and due to all the tasks developed in the LLEI in the process of accreditation, the research component was restructured which added more variables to handle. The next table summarized the aspects of the research curricular component that we had manage and we thought it was trough Macroprojects the way to do so.

Research fields of the LLEI	Objectives	Expected goals	Participants involved



<p>1. Comprensión de la enseñanza y aprendizaje del inglés a través de vivencias en contextos educativos</p> <p>2. Innovaciones en la enseñanza y el aprendizaje de la lengua inglesa.</p>	<ul style="list-style-type: none"> • To empower students' research by offering them a meaningful research experience that allow them develop basic competences to carry out research in their own contexts. • To promote research for formative purposes so that it strengthen the participants 'process as well as the products. • To establish research networks by enhancing research work in the regions where the LLEI is present. • To have the LLEI community engaged in Research as an everyday practice that permits the solution of problems. • To raise awareness of the importance of research in relation to EFL teaching and learning. • To strengthen the research fields at the LLEI. 	<ul style="list-style-type: none"> • Involvement of all members of the community of LLEI. • Articulating both students and teachers research into the LLEI fields • Improving communication channels among regional and national teachers. • Teacher and students participating in research events. 	<ul style="list-style-type: none"> • Coordination of the program • All National teachers • Research regional teachers • Regional and national students
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Table 1. Key Research elements at the LLEI (Adapted from Documento de Condiciones Iniciales de Acreditación de Alta Calidad, 2016).

2.7. Initial approximation the concept of Macroprojects

As the LLEI academic community has big challenges in the area of research, the research team consults, inquires and revise other similar context with the hope of finding strategies or didactic ways to handle with research in correspondence to the needs, objectives and complexities it had. In those searches, we define the perspective to conduct research within the program. We see in national policies, research events and research documents that there was a repetitive research perspective; it is "Investigation Formativa". Surprisingly, when revising English literature we do not find the term translated as expected. Then the research team decide to base on Spanish literature mainly as it copes with the intentionality, needs identifies and expected outcomes. On what research for formative purposes means we already presented information and discussion at the beginning of this chapter.

According to Facundo (2007), cited in Valencia Formative research refers to a learning process inherent to the development of research that goes beyond obtaining scientific results. The author points, the main objective is stimulate the student's abilities and interests in relation to the research, in order to strengthen their professional abilities. In Tejada & Villabona (2008), implementing formative research does not necessarily involve the design and development specific research project, other research activities can be developed to potentiate the analytical and critical skills of students.



Parra (2009), considers that “Formative research” is understood as a pedagogical strategy in professional training. However, it is necessary to difference between formative research and research training. The formative research can be understood as a pedagogical strategy to form students in research skills, oriented to their professional training. On the other hand, research training is properly understood as the research exercise in strict sense of the term. It is put into practice the knowledge acquired to conduct research project.

Another issue, which matters a lot in the use of formative research, has to do with the expected skills, attitudes and competences from the participants involved in the process. For the LLEI, based on the USTA’s institutional principles, the graduates have to resemble an integral formation in which the make evident good competences when communicating, doing and acting. Then, “formative research is recognized as a process that occurs in the student’s autonomy” (Macea, 2008). In this regard, it is important to understand the formative research as a knowledge network that is nourished by the collaborative work and dialogue. These skills, competences and attitudes are definitely important and should be enhanced according to the LLEI expected graduate profile.

2.8. Defining Macroprojects

After having carried out an initial revision of literature about Macroprojects, we did not found many sources developing the construct the field of educational research; particularly there was not so much work in the local context of the teaching and learning of English. By contrast, there was a lot of information about the implementation of Macroprojects in the area of architecture, ecology, system engineering and Urbanism. In the educational field, a first document we found describe the experience carried out in a pedagogical school “Escuela Normal de Quetame”. In here, Serrano, S., Sánchez & Sánchez (2013), use the concept of Macroprojects as an academic and administrative strategy to systematize building of knowledge from pedagogical practices, research and social projection. This definition also points that Macroprojects articulate differed disciplines, fields of knowledge and learning environments, different population types among other features.

A second document, although the figure of Macroprojects is not regarded to Education or the teaching and learning of English, but the field of politics. We think that the definition and stages in doing Macroprojects could be useful for our own research. The document is written by the Gobernación Del Valle del Cauca in Colombia (2012), it deals with public policies to overcome poverty and social inclusion. The objective of this proposal is to implement strategies to determine, analyze, evaluate and reduce poverty and social segregation in the region. In this article states that Macroprojects integrates quantitative and qualitative paradigms. Besides, it proposes some phases in the development of Macroprojects which we consider up to certain degree pertinent to go through in the development of our Macroprojects. These phases are 1) phase of literature revision 2) Phase of enrolment 3) phase of theoretical framework construction 4) Phase of elaboration and 5) phase of validation.

For the current research and based on information above, we adopted almost the same five phases, although with little changes in the names. The next table summarized our understanding of each phase.

Phases	Objective	Subsidiary actions
Phase 1. Needs analysis	To determine the needs, problematic situations and constraint in research at the LLEI	<ul style="list-style-type: none"> • Evaluation of current situation • Determining research need within the LLEI and similar contexts.
Phase 2. Theoretical Foundation	To explore theoretical background on the use of Macroprojects in EFL research.	<ul style="list-style-type: none"> • Literature review • Discussion of theoretical constructs • Establishment of theoretical bases.
Phase 3. Implementation	To design and implement the Macroprojects that allow execution of research in the LLEI effectively.	<ul style="list-style-type: none"> • Creation of Macroprojects • Enrolment of



	To gather useful data to assess the process.	participants into the Macroprojects • Data gathering
Phase 4: Validation of results	To analyze the data gather to determine how valid the results of the process are.	• Data analysis Identification of results. • Elaboration of conclusions
Phase 5: Dissemination and Sharing	To socialize the research experience within the academic community and other research contexts	• Presentations & research report

Table 2. Phases in the implementation of Macroprojects.

The final document about Macroprojects, perhaps the most closely connected to our research intention, is an article written by Moreno (2014). This proposal is carried at a master program at Universidad de la Salle in Colombia. This research experience coincides to the current project in terms of its objectives, intentionality, field of action and expected outcomes. Thus, Moreno’s proposal was aimed to enhance research for formative purposes in an educational program and the needs intended to solve were also the big amount of isolated projects to guide.

Concerning the way Moreno (2014), defines Macroprojects we found the characteristics fitted completely what we as researchers expected. For her, A Macroprojects is a big project that groups subprojects that make contributions from various perspectives to a core research thematic topic. Within a Macroproject, participants are expected to work in a collaborative exercise intended to overcome individual research experiences and its weaknesses. It also supposes to engage participants in constant reflection on both theoretical and practical realities of an academic program, consequently, the research products are expected to be used for the transformation of the curriculum and in turn the achievement of institutional goals. Definitely, these features define Macroprojects in correspondence to the expectations and needs of the LLEI.

A final relevant concern that Moreno (2012), suggests in regards Macroprojects is that they are seen as articulatory, formative, investigative and organizational strategies. This information is also pertinent for the conceptualization of the Macroprojects within LLEI. Accordingly, as an articulatory strategy that groups research projects and actions into a problem or thematic horizon; in our case the horizons to which research experiences must look at are the two research fields of the LLEI. As a formative strategy is definitively the purposeful glance of Macroprojects for the LLEI program, it is mandatory for the program to enable participants to develop key research competencies that allow to handle research in their own professional development as EFL teachers and educators. As investigative strategy, Macroprojects are expected to become a suitable way to handle with investigation dynamics not only within the LLEI program but also in similar contexts that need participants’ engagement effectively. Finally, as an organizational strategy, the Macroprojects should respond systematically to the demands and needs of the LLEI in terms of time and effectiveness expected by the program and the institution.

A Subprojects is understood as a small project within the framework of a larger project. It includes a planned series of interrelated tasks to be performed over a fixed period of time and within certain cost, effort and other limitations. Subprojects serve as structural elements for broader projects and usually obtain middle and high levels in project hierarchies”. On this issue, there will be more information in the research report section and it is important part of the implementation Phase of this project.

2.9. Distance methodology principles to do EFL research

The distance methodology at the LLEI suggests two basic principles. These principles have to do with support and autonomy. Therefore, teachers in the research field are always ready to give students constant support. McLoughlin and Marshall (2000) define learner support from a socio-cultural perspective as “the resources that learners can access in order to achieve learning outcomes and procedural scaffolds that support the communication process” (p. 1). The provision of learner support through Web-based technologies contributes to the effectiveness of distance education programs Farajollahi & Moenikia, 2010; McLoughlin, 2002; Oliver, 2001;



Oliver & Herrington, 2003). Hence, to achieve the teaching and learning objective at the Research fields in the LLEI, the program use means and mediations include the use of the Moodle platform and online didactic resources such as: quizzes, tasks, agendas, labels, etc., and web-based resources such as language practice websites.

Even though all of these means and mediations are fundamental, students need receive other kind of support which include: reflective thinking, social support for dialogue, and extension of ideas on emerging issues through the use of feedback from peers, and regional and national teachers. This interaction becomes efficient through forums, chats, electronic mail and Skype. Without doubt the constant support lead students to maintain a direct and closed contact with their teachers and finally lead them to carry out meaningful research projects. The second principle has to do with autonomy, thanks adult learners are self-directed and have a self-concept of being responsible for their own decisions, autonomy in the distance modality is crucial. So, the LLEI in the research field offers technological means and mediations that fosters autonomy and at the same time help the students to avoid the idea of loneliness. Both teachers and students of the Research Field use the course components in a systematic way allowing higher levels of appropriation of the contents, the research competences, and better communication between the participants. In addition, it has made teaching-learning accompaniment, feedback, and collaborative work more available. All these actions have certainly raised more student comprehension about research, and how to do research autonomously.

3. METODOLOGÍA

3. METHODOLOGY

Having into consideration the research question and objectives stated for this research, we the research team realized that the research study was mainly framed within an interpretative and descriptive tradition, (Seliger and Shohamy, 1989). From the authors' dissertation we concluded the research had to follow an inductive and descriptive procedure, where researchers started the process with a general research idea to investigate, but it is in the process where he/she delimits, refine and specify it.

The particular research design under which the Macroprojects implementation took place was Action research that in Ellis (1997), refers to the type of research carried out by teachers in their own classrooms and which is essentially aimed to solve problems of the teaching and learning practice and in turn improve the educative practices themselves. Accordingly, the research team found Action Research was the most convenient design due to it allows participants to use findings when making decisions in regards academic programs changes, procedures or structural reforms, (Sampieri, 2010).

When deciding on how to carry out the research, we based our decisions on Kemmis and Mctaggart (2000). These authors established some key stages in the development of an action research study. We adapted and adopted these stages as acting /observing, planning, applying and reflecting which in the development of this research and in a very summarized way deal with problem identification, planning Macroprojects & subprojects, implementing them and reflecting on the implementation stage to get the research findings. It is necessary to point out that even though this research ends with the development of the first cycle, we will not stop the process, we will continue evaluating, revising and adjusting things to make research effective. Besides, we highlight that the research design is also coherent with the teaching of research for formative purposes which is the intentionality of the LLEI program, then as in Souza, J.; Jara, O. (2009) y Mejía, M. (2008-2009), the development of research become inherent to the researcher's job and it is given trough the curriculum with the intention to enable professional research in their own practices.

3.1. Research context and Participants

As mentioned in the problem statement, the current research was carried out in the LLEI academic undergraduate program that works under the parameters of open and distance education and belong to the School of education at Universidad Santo Tomas.



This research involved the Centros de Atención Universitaria (CAU) where the LLEI works, then, the CAU involved in the process were Bogotá, Bogotá, Medellín, Manizales, Bucaramanga, Cúcuta, Neiva, Pasto, Villavicencio, Barranquilla, Tunja, Chiquinquirá, San Andrés, and Cali.

The research sample was composed by all the students and teachers (national & regional) involved in the research courses of the LLEI in the first academic semester in 2016, as indicated in the next tables.

Sixth Semester - Research Foundations 2016-1
08 Estudiantes CAU Bogotá 02 Estudiantes CAU Bucaramanga 01 Estudiante CAU Chiquinquirá 01 Estudiante CAU Pasto 03 Estudiantes CAU Villavicencio
Seventh semester- Research Methodology 2016-1
08 Estudiantes CAU Bogotá 01 Estudiante CAU Bucaramanga 02 Estudiantes CAU Barranquilla 01 Estudiante CAU Cali 02 Estudiantes CAU Cúcuta 02 Estudiantes CAU Chiquinquirá 04 Estudiantes CAU Neiva 01 Estudiante CAU Tunja 02 Estudiantes CAU Villavicencio
Eight semester - Research in Action 2016
07 Estudiantes CAU Bogotá 01 Estudiante CAU Bucaramanga 01 Estudiante CAU Chiquinquirá 02 Estudiantes CAU Manizales 01 Estudiante CAU Medellín 04 Estudiantes CAU Neiva 03 Estudiantes CAU Villavicencio

Table 3. Research participants enrolled in Macroprojects in 2016-1

The sampling criteria followed is basically summarized as follows.

- Teachers and students who were currently (2016-1) taking the research courses above mentioned.
- Teachers and student who belong to any CAU where the program is certified.
- Teachers and students officially enrolled in the program and so appeared in the virtual rooms of the corresponding subjects.

To sum up, the sampling research group was composed by 86 people, as shown in the table

Students	57
Regional teachers	12
National teachers	17

Table 4. Total of research participants

3.2. A brief on data collection

Data collection sources were chosen in correspondence to the research design and of course in accordance to the research question and objectives. As our research question was eminently asking for a How, it meant the process



while implementing Macroprojects to deal with research in the LLEI, we conducted the data collection by establishing some key sources, their objectives and purposes. See the next table that summarizes this section and which we follow theoretical bases proposed by Seliger y Shohamy (1989).

Research question: How does EFL research occur at LLEI when implementing Macroprojects as a didactic strategy?		
Research objectives	Data gathering sources	Research stage
To determine existing needs related to research didactics at the LLEI and other similar programs.	<ul style="list-style-type: none"> • <i>Institutional Evaluation reports</i> (artifacts) • <i>Interview</i> (Appendix A) <p>In Denzin y Lincoln (2005, p. 643) interviews are seen as a talk where respondents are given a set of questions about a topic. In our case, the interview had some questions start the interview by the interviewer formulated others during talk.</p>	Statement of the problem
To characterize how ELF research occurs at LLEI when implementing Macroprojects as a didactic strategy.	<ul style="list-style-type: none"> • <i>Questionnaire</i> (Appendix L) • <i>Artifacts</i> according to Yin (2009) they include archives, papers, virtual room tasks, images, reports, diagrams, tables, messages. In our research we also have as artifacts the students' papers and messages through forums in the virtual rooms or through the institutional mail. <p>-<i>Semi-structured interview</i> (Appendix D)</p>	Design and implementation
To evaluate the implementation of Macroprojects as a didactic strategy	<p><i>Focus group</i></p> <p>Understood it as Freitas (H.), Oliveira (M.), Jenkins (M.), & Popjoy (1998), the focus group has to do with a type of in-depth interview accomplished in a group, whose main purpose is to gather data about a process, in this particular case about the implementation of Macroprojects within the LLEI.</p>	Evaluation and validation

Table 5. Data gathering along the research process.

3.3. Data analysis

For the data analysis we combine procedures from Grounded theory and Content based analysis. Our decision is supported on the basis that the participants involved in the Macroprojects could have developed shared patterns of behavior, beliefs, attitudes and language during the process.

In Creswell and Miller (2014), Grounded theory is aimed to construct a theory on a process in which many individuals participate and provide data. (p.63) Participants usually are not necessarily located in the same place, as participants of this research which belong to different regions in Colombia.

As we pointed since the very beginning of the process, the implementation of Macroprojects in doing research in a language program was not something that had already done, thus, as one of the expected outcomes was to do an account of the process and create our own understanding of it while the implementation of the instructional design, in this case the use of Macroprojects to renew the research in the LLEI. Hence, a part of the core research question guiding this research, we wanted to have answers for other questions like these- how individuals experience the process? What was the process? What was central to the process? What strategies were employed



during the process? To do so, the researchers wrote down ideas about the evolving theory throughout the selective coding. As Miles & Huberman (1994) note:

“Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes are usually attached to ‘chunks’ of varying size – words, phrases, sentences or whole paragraphs” (pp.56)

In regards content analysis, we based on what Smith (2000) says “content analysis may be applied to phenomena that are less artificial and more reflective of an individuals’ constructs and contextual organization of experience” (p. 314). Combining the two approaches of data analysis from the authors cited above, the research team decided to follow the next steps as part of the data analysis.

Step 1: Data display and organization: This step deals explicitly with the location, transcription and organization of data gathered during the implementation stage. We elaborated charts and matrices to have them available for the analysis itself.

Step 2: Deciding on the coding system: In this step, we decided what to code and what not to code. To do so, we decided to have the research question and objectives as the guiding thematic axes, so that we could search for answers in the data gathered. Obviously, it was an iterative process that made us to come back to data many times to confirm or disconfirm emerging codes

Step 3: Establishing the units: This step has place through the selection of significant segments giving an account on the purpose of the research. Smith (2000) defines the unit as the part that provides a standard basis of comparison between the data gathered. (P. 320)

Step 4: Identifying the Categories: This stage is done by describing the final categories that classification and dimensions that illustrate the findings. Here we used the key topic words that gave an account of the process while implementing Macroprojects. Later, there will be more detailed information about it.

4. AVANCE Y LOGROS

4. ACHIEVEMENTS OF THE STUDY

The following chapter seeks to present, in a narrative way, the process that the researchers pursued to achieve the selection of Macroprojects as didactic proposal for teaching research, their design, the multiple transformations and stages that the proposal underwent, and the curricular results of their implementation.

4.1. Teaching research represents a challenge.

Within the process of observation, reflection, and constant self-evaluation, the LLEI has proposed improvements in the different academic spaces, and the research field is not the exception. Hence, students and teachers have the opportunity to reflect on their own practices and those contextual factors that affect the process of teaching and learning. Consequently, the research team has been implementing actions in favor of the didactics of teaching research. These actions have been developed in the research field and framed by the curriculum.

In the past, while implementing the PITG, the research teachers found many problems with achieving general success in research practices. Although many students had excellent research results regarding competences and products, many others struggled with comprehending the reason why they were following those research processes. This in part because the PITG aimed at promoting individual work in which the student was the center of learning, but also responsible for providing spaces for that learning to take place. The didactics of PITG were focused on providing students with enough theory to develop research competences, but not on providing



students with actual research practice in which students could evidence the correct way to do research. This meant that students did whatever they could with whatever they had, and it did not matter if their research was coherently connected to research in the program and its research fields (líneas de investigación). Besides, due to the number of students and the different kinds of proposals they had, the number of teachers to guide research processes was not enough, and teachers sometimes did not count with enough expertise in every topic proposed by students, which limited the follow-up and the achievement of timely research results.

In concordance with this fact, the research field teachers started working on improving the research practice proposed by the PITG. As PITG was an asset to research in the program, the first proposal was about managing students, and not about changing the research guidelines. Seeing that the PITG targeted the work at the individual development of competences, the change was related to grouping students by research interest. This strategy proved to be unfavorable as the focus of distance education is to overcome time and space barriers and for doing research students felt that these two concepts were a problem as they felt the need to be in constant contact with their peers to understand and develop their research proposals. This process created tension and all the students who made part of this methodology ended up working alone. This generated double work for both students and teachers as students needed to start new individual proposals and teachers needed to guide at least twice the proposals projected at the beginning.

After evaluating the previous strategy, teachers realized the research mechanics in the program needed a change since the problems that led to grouping students persisted. The teachers kept on looking for alternatives to group students' research proposals and provide better guidance without having a research work overload. During a meeting with the Dean of the School of Education at VUAD, he provided the first approach at working with Macroprojects, as it was the organizational methodology used in the Master's program for carrying out research.

4.2. Defining the proposal.

An important challenge when we took the decision of working with research Macroprojects was related to what topic (general area of knowledge) led each of those projects, how many of them there would be, and what the guidelines for working on them would be. Before actually dealing with this problem, it is important to highlight how our students do not have prior research experience, and that the aim of the Research Field of the program is to teach them how to carry out research processes, and not to have them do research from the beginning of the program based on already acquired research competences. When doing the initial literature review, we found Macroprojects worked in the Masters in Education program at VUAD and these gave us the preliminary guidelines to start talking about the didactics of doing research in this way. In that program, we found that Macroprojects emerged from a research topic that responded to a general interest of education per academic semester.

There is no single definition of Macroprojects when they refer to research in the educational field. Other fields like architecture use this concept to refer to a large construction, and in technology it refers to wide coverage. For this reason, we have decided to design our own definition of research Macroprojects. A Macroproject is an umbrella research topic, or area of knowledge, that is directly linked to the objectives and fields of research of an academic program, and the realities of its members (directors, professors, and students). A Macroproject aims at directing all the research done in a program towards a common point (in our case, to the teaching and learning of English as a foreign language), to strengthen the academic production and consolidate the research tradition of a given curriculum. Also, a Macroproject focuses on making research processes and results (products) meaningful and transcendent.

Therefore, the research group at the LLEI started working on the design of the Macroprojects by studying the history of research at the program. In this way, we analyzed what research proposals, topics, and interests our students had manifested during the last 3 years and how those interests fitted within the then current fields of research.

The first finding was that out of three fields of research present at the time, 95% of the students were working on topics related to only two of those fields, but it was done without mentioning an explicit connection inside the research proposal. Two problems arose: 1. one of the fields of research was neglected, and 2. our students were not recognizing the research fields and were not working on enriching those fields with their productions.



This finding led us to re-structure the research fields at the program, leaving only two fields focused on those research realities that we found in our students' productions. The resulting fields were named "The Teaching and Learning of English as a Foreign Language", and "The Study of the English Language and its Contexts". Since we are an education program with a major in TEFL, each of these fields were presented to the students in terms of its pedagogical contribution, as to guide them into which one to select according to their contextual possibilities. The pedagogical intention of the Macroprojects was defined to embrace 1. Studies that required a pedagogical intervention and, 2. Studies that do not require a pedagogical intervention.

To come up with Macroprojects at the program we took into consideration the research fields mentioned before. The two research fields resulting from the previous study of the research reality in the program, regard the pedagogical practices of students in situ (Teaching and learning of English as a foreign language), and the study of the English language and its dynamics in society (The study of the English language and its contexts). Based on the scope and epistemology of the two research fields, we came up with two Macroprojects to fit each of the fields and guarantee that the work done in each one of the Macroprojects feeds the research at the program: *Innovative practices in English teaching and learning: practices of the LLEI pre-service teachers*, and *Understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teachers' educational contexts*. With this, we are not only looking for guiding students towards doing effective contextualized research, but we are also securing that the research they do is part of the program, and it is not just done to comply with a degree requirement.

Having this in mind, the Macroproject "*Innovative Practices in English Teaching and Learning: Practices of the LLEI Pre-service Teachers*" was created with the intention of collecting all the research done in the program (by both students and teachers) that is related to classroom practices, requiring an implementation, that look into providing innovative pedagogical spaces for the teaching and learning of English as a Foreign Language.

On the other hand, the Macroproject "*Understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teachers' educational context*" looks into understanding the contexts of the students and how English as a Foreign Language education takes place in those particular contexts and how the particularities of those contexts influence TEFL and made it a unique phenomenon each time.

With these Macroprojects we started the research path that the students at the program were to follow. As it was mentioned before, the Macroprojects represent a research field, a general topic of knowledge, and may provide the context to define the specific project that each student should develop to start a research project. As the area of knowledge entailed by the Macroprojects was still very broad to guide specific topics, as the ones that students usually work on like skills development, learning strategies, language policies, teachers' life stories, and a long etc. But, we were still missing the "how" students were supposed to carry out their research studies and connect them to the Macroprojects. At this point, we realized that the scope of the Macroprojects was still very wide and it allowed for students to get lost and understand research and the objectives of research at the program in different ways to be implemented in their contexts. Having in mind that a principle of "Macro" work is that if there are Macroprojects, there should be Microprojects, our new challenge was to structure a path as to effectively connect Macroprojects and Microprojects. The direct relation between Macroprojects and Microprojects can be seen as how students make part of research at the program, how research at the program provides students with researchable possibilities, and how these two concepts play a cooperative role.

Then, to coherently connect Macroprojects and Microprojects, a bridge came to be necessary. We called this bridge Subprojects, and they emerge as the strategy that aims at providing the necessary guidelines to focus the area of research in a Macroproject in such way that a student can make this area of knowledge specific enough to fit their particular reality.

For this reason, and after trying different strategies to cropping down the instruction and the scope of the Macroprojects, four Subprojects were created. The first Macroproject dealing with innovative practices harbors the Subprojects *Pedagogical Innovations Resulting from New Approaches, Methods, and Methodologies in the English Teaching and Learning*, and the Subproject *Pedagogical Innovations that Incorporate ICT in EFL Teaching and Learning Contexts*. On the other hand, the Macro Project that deals with experiences and



phenomena in the educational context of the students incorporates the Subprojects *Giving Voice to the LLEI Realities: Life Stories and Experiences*, and *Understanding English Teaching and Learning Contexts and their Importance in EFL Education*.

Following this structure, research at the LLEI is presented in the following figure:

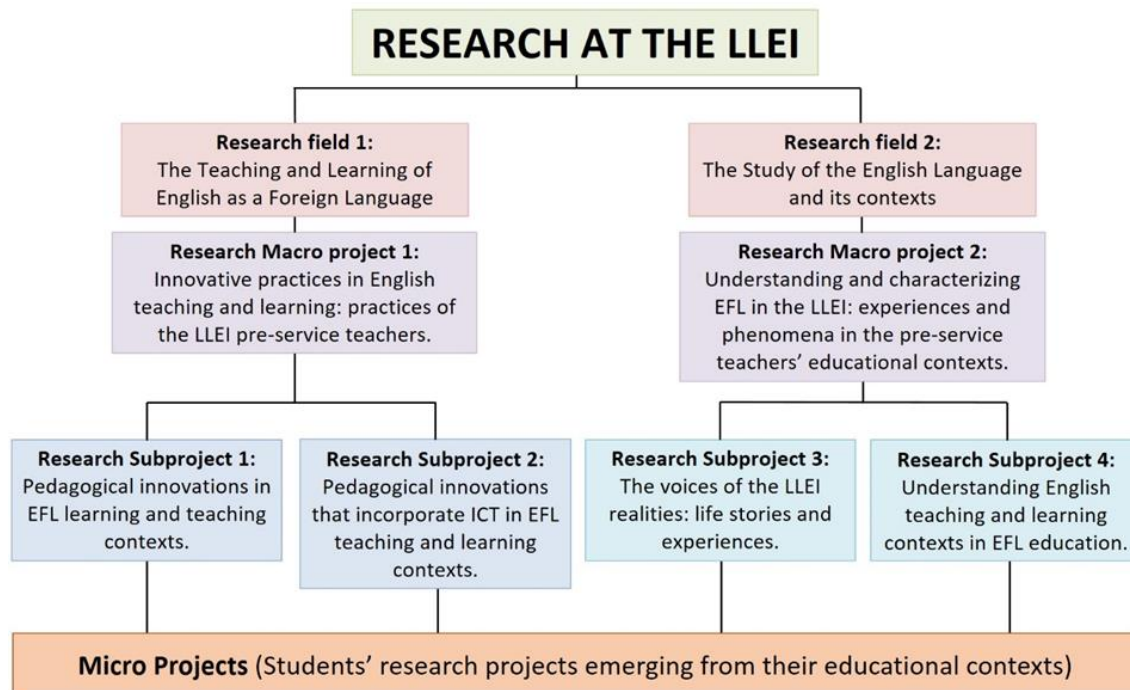


Figure 1. Research Macroprojects taxonomy at the LLEI.

With this, research at the program had been re-designed, re-structured, and re-directed. In the next section, we are going to present how the Subprojects represent a didactic guide for students to develop their Microprojects, and how this new research view was incorporated in the curriculum of the program.

4.3. Re-structuring the proposal.

It is important to clarify that at the LLEI Macroprojects represent an umbrella area of knowledge that directs research towards feeding the research fields, while a Subproject is understood as a methodological guide, or a didactic path to teach research. As the Macroprojects pose macro topics or areas of knowledge and the statement of a research problem implies delimitation, we could not group students projects directly into the Macroprojects; so, they Macroprojects were divided into subtopics that could embrace all the contextual research possibilities of the students, while at the same time this would foster inclusion by leaving no student behind. A Subproject is also a filter that works in two ways: 1. It permits the connection between students' individual research studies and a Macroproject in a logical way, making sure that students' research proposals (Microprojects) are coherent with the interests of the Macroproject, and 2. It also presents the research protocol to make students' projects fit a specific Macroproject. This two-way relation is represented in the figure below:

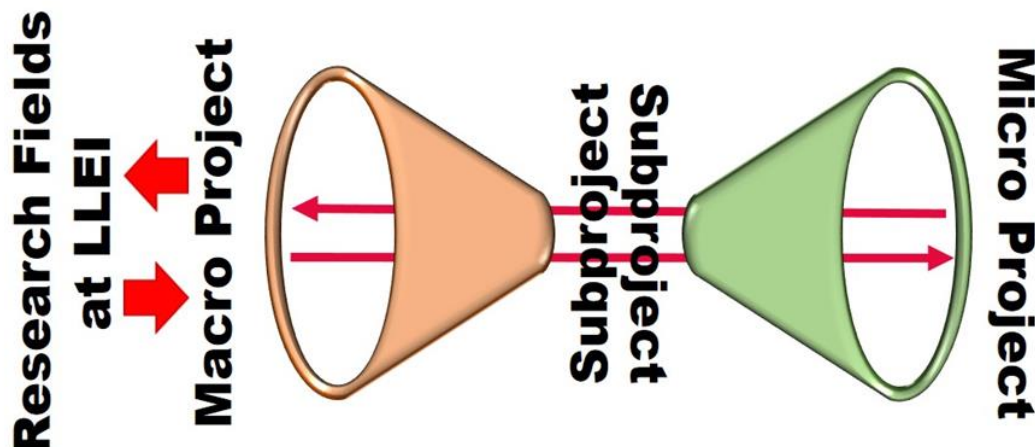


Figure 2. Relation between Macroprojects, Subprojects, and Microprojects.

A Subproject is obviously more specific than a Macroproject; it narrows topics, contexts, action, and everything related to research methodology, so students can actually have a hands-on experience in practitioner research. Students' research studies are regarded as Microprojects, and they are context and Subproject based. To understand the interdependent relationship between Macroprojects and Microprojects, and how they rely on the Subprojects as a means of connection, it is necessary to explain the LLEI teachers' role. Teachers are in charge of guiding the Subprojects, by creating all the necessary protocols to carry out research and to group research topics found in the students' contexts; at the same time, teachers are in charge of collecting all the studies done by students, and compile results to nourish the Subprojects report to feed the Macroproject. This methodology guarantees ongoing research in the program and the work of both students and teachers.

It was clear that students from an Education program had a clear tendency to do classroom research that is related to innovative practices, materials design, learning strategies, teaching methodologies/approaches, skills development, and special classroom needs, among others. However, grouping all these research possibilities/realities was not an easy chore. It is important to clarify the concept of innovative at this point, as it is of paramount importance to justify students' research proposals in this program. According to UNICEF (2017) "innovation is not only about new technology but it is also related to changes in processes, programmes, services, etc. Innovation deals with solving a problem in a simple and clear way". So, innovation has to do with all the actions that teachers take in order to improve the learning/teaching possibilities of their own educational contexts. Having in mind this description, it is clear now that innovation is the key concept in the Macroproject related to innovative practices in English teaching and learning, and that even though people generally link it to technology, it is also about providing educational strategies to fulfill the needs of students and teachers in a particular EFL classroom. Thus, these two possibilities mark the sides in which the Macroproject is led: one about innovations strictly using technology, and the other about innovations related to classroom needs. The Subprojects for this Macroproject are called "Pedagogical Innovations in EFL Learning and Teaching Contexts" and "Pedagogical Innovations that Incorporate ICT in EFL Teaching and Learning Contexts".

On the other hand, the Macroproject related to understanding and characterizing EFL in the program, takes into consideration two points of view for the description of contexts. The first one is related to characterizing the context from the perspective of the context itself, that is, describing, understanding, and analyzing a context with the information found while visiting and living the context, and the other one has to do with how a particular participant analyzes and experiences the context and characterizes it from the own voice through a narrative. With this, two Subprojects emerged for this Macroproject that are called "The Voices of the LLEI Realities: Life Stories and Experiences" and "Understanding English Teaching and Learning Contexts in EFL Education".

These new research tendencies are established to guide research in the program, and students are enrolled in a corresponding Subproject through the analysis of the reality of their particular contexts by applying a needs



analysis. To achieve this, the research team detected the need of restructuring the research courses, which meant to change the intentionality, objectives and expected outcomes; it was necessary first to re-think the research courses of the LLEI program. The courses before this implementation were based on competences and the achievement of students in terms of their proposal. The process could be understood as deductive, which make some students fall behind and require more teacher attention. With the new methodology, the objective of the courses focuses only on competences, and students are expected to comprehend the process to be followed while implementing their proposals, which makes this an inductive process.

In terms of the organization of the courses, students before had to follow five courses to develop their proposal and after completing these courses, they continued working with their assigned research tutor, generally for up to one year after finishing all the courses of the program. In the new methodology, students take three courses in which they are guided into making part and developing the didactic guidelines presented by a Subproject, and they are presented with all the competences required to carry out research. It is important to highlight that students take these courses during the sixth, seventh, and eighth semesters. After those three courses, students have a period a semester to work in the Subproject group to analyze the previously collected data, and another semester to complete whatever they might be missing and socialize their research experience and results. In this way, the organization of the development of research guarantees that students not only advance at the same level and pace, but also they will acquire their degree requirement in time to finish the program without delays.

To better understand how the competences are presented in the research courses, let's take a look at the following chart:

Course	Objective	Competences	Outcome
Research Project development	To analyze data and conclude the study, to elaborate the corresponding research document.	*Analyzing, interpreting, and concluding the study according to the previously stated research question and objectives. *Sharing the results of the study within the academic community.	*Data analysis. *Research report.
Research in action	To Implement the research proposal guided by the research Subproject protocol.	*Coding and categorizing data by following the Subproject protocol procedures.	Data collection
Methodology in EFL research	To state a Subproject based research proposal.	*Embracing the methodological protocol proposed by the Subproject (Micro Project).	Research proposal.
Foundations in EFL research	To acquire EFL research foundations and understand how this research is carried out in different educational contexts. Join a research Subproject.	*Reading, comprehending and synthesizing relevant literature connected to the research interest.	*Identify the initial research interest. *Join a research Subproject.

Table 6. Expected competences to be achieved in the research courses.

In the curriculum the LLEI describes the objective, the competences and the outcomes in each subject that conforms the research field, this means the students will learn how to do research since they start Foundations in the EFL Research in the sixth semester until they finish with Research Project Development in the tenth semester. In further paragraphs we explain what students do in each subject of the research field by defining them separately and specifying their general objectives, the expected competences and expected outcomes.

In Foundations in EFL Research, the proposed objective is to acquire EFL research foundations and understand how this research is carried out in different educational contexts and so students are aimed to join a research subproject. Talking about the competences, the students are expected to acquire some competences such as: reading, comprehending, and synthesizing relevant literature connected to the research topic or interest. The expected outcome in this academic space has to do with the identification of the initial research interest and joining a research Subproject.



When the students, move to the second research course, Methodology in EFL Research, they state the research proposal within the specific Subproject previously designated. The students embrace the methodological protocol proposed by the Subproject and at the end of the semester, it is expected that students have a feasible research proposal with a statement of the problem, and a research question and an objective. While doing so, the students must make evident some competences such as writing a research problem, doing annotated bibliography, and staging an appropriate research design.

In the third research course, Research in Action, the students implement the research proposal guided by the research Subproject protocol. In this course, students are expected to design and implement consent forms and data collection instruments. The expected research competences to be achieved in this course are related to research design, instructional design, proposal defense, securing a research context and participants, communicate with research communities, and designing context-oriented data collection instruments.

Finally during the Research Project development period (two semesters as noted above), the students code and categorize the data previously collected and then proceed to analyze data and conclude the study, to elaborate the corresponding research report document. The research competences achieved in this semester are: analyzing, interpreting and concluding regarding previously stated research question and objectives. In this last part, it is expected that students share the results of the study within the academic community during an academic meeting.

In this way, students develop their research studies as part of a research team that works in the same area of knowledge, with the same research methodology, using the same research design, looking to achieve the same objectives related to the Subproject, that aims at providing contents for the Macroproject, which will in time feed the research field of the program, its research production, and the visibility of that production, both for the program and the students.

Along the research academic courses depicted in the paragraphs above, the national teachers have designed a protocol for each Subproject that has to be well-known by the participants (students, national and regional teachers). The intention of the protocol is to provide a methodological step-by-step path to doing research within the parameters of a Subproject. These protocols were designed by the teachers of each of the Subprojects, and they are written in an accessible way, to guarantee that students can follow instructions and develop research tasks to feed their research proposal. Parallel to the protocols, the students are given opportunities for tutoring sessions, both in face-to-face and virtual fashions. A sample of a protocol belonging to the research Subproject “The voices of the LLEI realities: life stories and experiences” is provided in Appendix C.

4.4. A new perception of teaching research.

In the program, we definitely embrace the principles of “Investigación Formativa” in which research is learnt by doing research, as in working with research Macroprojects the professor guides the students to develop the necessary competences while carrying out a research project. Our focus is not for students to learn the theory behind what it is and how to do research (although this is part of the instruction in the research courses), our focus is on providing students with the opportunity to have a first-hand experience in research using the competences acquired during the different curricular research courses.

For the teacher-researchers the research project itself is not the objective of the field, either; the objective of the field relies on students acquiring research competences and recognizing different research realities, focusing on the methodology corresponding to their respective research Subproject. The teachers in each research Subproject have designed protocols to guide the students step by step in the development of their research proposal.

This implementation of research Macroprojects becomes the new didactics of teaching research in the program. In similar education and TEFL programs, the theoretical concepts of descriptive and confirmatory traditions are unknown (according to the interviews carried out in 17 similar programs), where they keep talking about qualitative, quantitative, and mixed research. This is due to the fact that the theory about didactics of EFL research is scarce and most of it relies on deductive strategies where students are told what, for example, a research question is and then they have to find the way to state a question, instead of guiding students on how to give each step of carrying out a research project.



It is important to remember that the LLEI is a distance program and it emphasizes on a self-directed learning process and encourages the development of autonomy, which aims at having students learning by themselves. Distance education makes teachers and students break boundaries of space and time by fostering collaborative work, and it is now more evident in the work that students carry out while participating of a research Subproject with the guidance of the research protocols.

4.5. Research Mentorship Programs

Having in mind that the majority of learning is not achieved in isolation, but rather through interaction that takes place in communication and collaboration with other people in social settings, and to support the implementation of the Didactics of research Macroprojects, the research team has laid special attention on having students working together to reach an objective. This idea led us to creating a “Semillero de Investigación” or Research Mentorship Program (RMP henceforth). The RMP refers to an academic space where a group of students and teachers meet together to learn about how to do research, in this case, how to do EFL research. RMP provides a very supportive space that benefits the participants and represents an emphasis on research engagement, rather than on a traditional transmission of knowledge. The RMP encourages students to do research by doing it; the RMP not only intends students to learn to do research while they do a research, but it aims at fostering the appropriation of research competences. The RMP also aims at involving regional and national teachers in EFL research. When students and teachers do research together, this produces a synergy that benefits the Microprojects, the Subprojects, the Macroprojects, and the research fields. In addition this practice benefits the LLEI, and the Faculty of education as all these studies help to construct the Research Field “Pedagogía, Currículo y Evaluación” in the School of Education.

4.6. Making the community part of the proposal

Presentation of the Macroprojects to the CNA and the feedback

In the process of accreditation, September 2016, and in the self-assessment report (Informe de Autoevaluación) the LLEI was graded 8.4 in the characteristic 29. (Informe de Autoevaluación LLEI- Universidad Santo Tomás – Vicerrectoría de Universidad Abierta y a Distancia 2016). For this report, The LLEI consider very important to include the Macroprojects to straighten the formation in the investigation. The Macroprojects allowed the LLEI to establish the EFL research tendencies, to stimulate a research culture, to construct the Research Fields, and to empower USTA essential activities (Funciones Sustantivas) proposed in the Modelo de Gestión USTA Colombia



Figure 3. Modelo de Gestión de la Investigación USTA.



4.7. Grouping of teachers and students in each Subproject.

All the national teachers at the LLEI were very concern about the Macroprojects. Thus they kept working on this innovative didactic strategy to do research. The result of this conscientious work resulted in many actions that conducted to the Macroprojects implementation. For example it was decided to divide the group of students and teachers and assign them a Macroproject and the correspondent subproject. This division was achieved by taking into account the EFL research tendencies in the LLEI and the teachers' knowledge and proficiency in the EFL teaching and learning. That meant that teachers with good bases in Pedagogy and ICTs were grouped in the first subproject, called "Pedagogical Innovations that incorporate ICT in EFL Teaching and Learning Contexts" while teachers who have a kind of expertise with narrative or context description were grouped in the second subproject. "Giving Voice to the LLEI Realities: Life Stories and Experiences, and Understanding English Teaching and Learning Contexts and their Importance in EFL Education". In the following chart we show the distribution:

RESEARCH AT THE LLEI			
National Teachers Subprojects Distribution			
Research Macroproject 1 Innovative practices in English teaching and learning: practices of the LLEI pre-service teachers		Research Macroproject 2: The study of the English Language and its Contexts	
Research Subproject 1: Pedagogical innovations in EFL learning and teaching contexts.	Research Subprojects2: Pedagogical Innovations that incorporate ICT in EFL teaching and learning contexts.	Research Subproject 3: The voices of stories and experiences.	Research Subproject 4: Understanding English teaching and learning contexts in EFL education.
Emilena Hernández Marcela Díaz Stephanie Puentes	Dixon López Mauricio Martínez Margarita Araque	Vivian Chitiva Ángela Sarmiento Sandra Rodríguez Martha Bonilla	Mauricio Buitrago Hebelyn Caro Manuel Medina

Table 7. National teachers' Subprojects distribution.



- *Macroprojects and Subprojects are presented to the academic community of the program in the curriculum from the first time in the Research Foundations course.*

4.8.1. Bringing the new proposal to the regions (Intertwining research dynamics)

This field report is the result of the witness and interviews carried out in CAU Bucaramanga, Chiquinquirá, Cúcuta, and Villavicencio on February 18 and February 25, 2017. The main objective of these visits was to present the new strategy to do research in the LLEI and gather the regional teachers and students' perceptions about the implementation on the Macroprojects.

4.8.1.1. Meeting with regional teachers

The meeting with the regional teachers in the four different CAU was successful and meaningful. It is clear that regional teachers like sharing academic experiences. The researchers explained the Macroprojects to the regional teachers. The regional teachers found these Macroprojects proposal innovative and practical. The teachers thought this new strategy could bring a lot of benefits to the students, to teacher and the program. Hence, the regional teachers wanted to know more about the new trend proposed in the LLEI. For example they wanted to have more information about Narratives and Case Studies. They wanted to have access to literature and the most important, they show great interest to be part of the Research Mentorship Program (Semilleros de investigación).

Although the tutors found Macroprojects interesting, all of them showed a kind of skepticism about the way to implement and develop the Subprojects along each semester. For example, they are afraid they could not accomplish this task due most of the regional teachers are hired to work part time and they also have many subjects to orient in different semesters; this include the Pedagogical Practices and Inglés Transversal. Although, these regrets, the regional teachers thought they could work together with the students and in according to their contexts needs could group them in one of the two Macroprojects.

4.8.1.2. Meeting with students



Students and tutors CAU
Bucaramanga

Teachers:
Pedro Monroy and Juan
Carlos Serrano
Tutors CAU Bucaramanga

Student:
Lady Silva

Image 5. Visit to CAU Bucaramanga.

This part of the report merits to be introduced by describing the students at the LLEI in CAU different from Bogotá. Students who attend to CAU Bucaramanga, Cúcuta, Chiquinquirá and Villavicencio do not necessarily come from the capital cities, they come from rural areas like: Pauna, Muzo, Saboyá, Tinjacá, and Piedecuesta, Florida and Barrancabermeja, Pueblo Nuevo, or Acacías, etc. All of the students do a great effort not only in time but economically. The students have to come from their towns to the CAU to attend to the tutoring session.

Most of the students are teachers in elementary grades, in rural areas, these students teach English but also other subjects such as: mathematics, biology, religion, etc. In other cases the students have to work in the countryside doing farming jobs. The biggest desire of these students is to be a professional English teacher and so they enter to Licenciatura en Lengua Extranjera Inglés in the distance modality. This because the modality allows students to study while they work. The students are in different semesters, from the first to the tenth semesters.

The researcher started the meeting by asking the students to share ideas about research and the expectations in each academic space (Foundations, Methodology, etc.,) and asking about their different perceptions about research in languages.



The students of the first semesters were confused, they did not have a clear idea about research in languages, and the students of higher semester also showed they did not have clear ideas about research. Most of the students had in their minds to improve the pedagogical practices in their classrooms. Therefore they could not make the difference between Pedagogy and Research in the classroom. After being aware of the students' conceptions on ELF Research, the researchers asked the students to answer a questionnaire about EFL research. (See Appendix L)

As soon as students answered the question, the researcher explained to the students the Research Fields, the Macroprojects, and the Subprojects. When the students were aware about the new proposal in EFL research, they had many questions and doubts about how to carry out the Subproject, and also about the difference between intervention and not intervention research, about the way to carry out an action research or a narrative research.

Students answers to the questionnaire that inquired about the research perception at the LLEI program. Almost of all the students who attended the CAU answered the initial part of the survey, they could not answer the second part because they are in the first semesters. These students have not had the opportunity to study any of the research subjects in English and they do not know what research is. Therefore they still do not know about research fields, Macroprojects or Subprojects but still they were eager to participate in the session and they now have an initial idea about how research is developed in the program. Even though the students do not have a clear mind about research, they recognize the importance of doing research, the necessity and to do research to improve their pedagogical practices. These answers showed students interest in doing research. The researchers could find that the students have some initial research ideas about what they like to inquiry about.

They said:

"...tools and techniques for learning English"

"...transversal English outside the LLEI"

"...working with the UNESCO to help other countries to improve their English level"

Revising answers of those students that are between the 6 and 10 semesters, the researchers could notice that students still have some misperceptions about the terms, the concepts, and the need to do research. For example, most of them still do not understand the difference between the research fields and the Macroprojects, however when they are asked about the Macroprojects they have clear that there is One Macroproject that implies a pedagogical intervention and there is other that does not because it.

About the names of the Macroprojects, most of students do not know the name of the two research fields but they do the name of the Macroprojects, they also know there are 4 Subprojects, which two of them belong to one of the Macroproject and the other two belongs to the other, but still they do not remember the names.

On the other hand, students from last semesters from 8 to 10 semesters, are the most contextualized about research in the program, they clearly describe about what are their projects and successfully locate them under the correct Macroproject and most specifically under the Subproject.

"...to know the teaching process in rural school, it is articulated with the subproject when we study the contexts and the use of language"- "my project is an autobiographical narrative to make sense on the socio-academic aspects that have snapped my current teaching practice it will articulate to the voices of LLEI"

"...my research idea is about applying ludic strategies when teaching English. That idea is linked to "pedagogical innovations" sub-project, because it aims to find new ways to improve the teaching and learning process"

These examples show that students who are currently working in their projects are empowered of their work and understand the process they doing; some of these students said that they have learned different things about research like for example "narrative inquiry", "data collection instruments", "how to start a research and its importance", "to narrow my research, to do a research proposal, a justification, the objectives..." They talk about



the different designs to carry out research in applied linguistics and the form they are going to continue developing their projects.

As for the experiences, they are experienced in research, half of the students reported that their experience have been complicated, demanding or hard because “ research is not too easy, it is difficult to find resources or previous research related...”, “because to read about research demands a lot of time” or even “I think it hasn’t been enough what I’ve done for some teachers” The other half of the students said that their experience have been good since they have learned a lot about research and they have had the opportunity of applied the thing they have learned in the different subjects.

Lastly but not least important, is the opinion they have about the importance of doing research and all of them expressed that they considered that research is really important in the first place because it helps to the teacher to solve problems regarding to the EFL teaching and learning practices; in second place, because research have helped them to improve their practices as teachers, and on the third place, because as part of their training processes they have learned to be critic and to want to know more about education.

4.8.2. Raising awareness in the LLEI (Promoting a culture of research)

First Focal National Teachers Group Report: Procedures to orient and evaluate the Subprojects.

On April 6, 2017 the researchers considered significant to meet the LLEI national teacher and the coordinator to know their opinions about the way to implement the Macroproject, and Subprojects. The research teachers and the LLEI teachers agreed on the following procedures:

- To introduce the Macroprojects and Subprojects in the virtual room.
- To make visible the students names in each subproject.
- To open a microsite or a Google site. To revise the students’ Subproject advances. In this part, it was established the different sections of the students’ research document.

Contextualization
Research Statement (Research Question and Research Objectives)
Theoretical Framework
Design
Design Analysis
Conclusions and Implications
References

- To establish a schedule for the tutoring sessions.
- To design the protocol for each Subproject (Appendix C)

Nombre	Propietario	Última actividad por mí
12 Milena Dosado	Sandra Milena Rodriguez	14 jan. 2017
11 Nelson Solano	Sandra Milena Rodriguez	14 jan. 2017
10 Martha Vargas	Sandra Milena Rodriguez	14 jan. 2017
09 Ysmary Vega	Sandra Milena Rodriguez	14 jan. 2017
08 Leina Mora Cárdenas	Sandra Milena Rodriguez	14 jan. 2017

Figure 4. Google Drive for students to upload their research progress.

Second Focus National Teachers Group Report (Video Session)



On May 3, 2017 there was a second meeting with the LLEI national teachers. The objective of this meeting was to get the national their perceptions about the Macroprojects and EFL research itself. [This session was divided into three parts: The Research Fields and Projects, the research tutors and jurors and the competences and Apprenticeships

4.9. The research Fields and Projects

Some national teachers understand the new trends and could depicted how research has been changed at LLEI since 2015. As well as they could explained how researchers in the program started to think research from new paradigms. These new paradigms were based on that proposed by Ellis (2012), where the new view anticipated not only the Quali/Quanti perspective but Action Research and other forms to do research. Nowadays the new perception about EFL Research is more complex due to the government requirements, because the diversity among the participants in the academic community (national and regional teachers, tutors, and students). However teachers propose to have permanent communications with regional teachers, “talk the same language in research”. About the research fields the national teachers recognize the research fields at LLEI, In general, all the national teachers knew that there are two research files but they did not know their names. Surprisingly, they remember the names of the two Macroprojects.

The national teachers recognize the essence that underlines Macroprojects and the Subprojects. For example, one of the teachers highlighted that research fields are constructions- such as “umbrella term” which objective does not have a concluding objective but it contributes to build the micro-projects. The national teachers considered the Subprojects a possibility to do reach. In addition they agreed the Subprojects represent a double impact via and invite to do research in a collaborative form, this with the participation of national teachers, regional teachers and students.

It is remarkable that some of the teachers assert that subprojects introduce the research tendency at LLEI. She compares the subprojects with a network map to ask for the regional teachers and students in different CAU from Bogotá participation. They think that Subprojects aim at constructing the research fields and registering the products in Departamento Administrativo de Ciencia, Tecnología e Innovación (COLCIENCIAS henceforth) - , but the most is make all these products visible real as possible. The teachers also highlighted that Microprojects directly comprise the students’ reality.

4.10. The Research Tutors and Research Jurors

Teachers recognize that before the Macroprojects, all the research process at LLEI were carried out under a methodology called Proyectos Investigativos de Trabajo de Grado- PITG. They firmly affirm that the research at LLEI should move to a more meaningful research, but at the same time, they propose actions to minimize the impact in the transition between PITG and the Macroprojects. Even though some teachers think the present of the Macroprojects is not clear, the future of the research a LLEI is encouraging. These teachers think there are many students to be oriented in their projects and the teachers’ training must be mandatory.

4.11. The research Competences and Learning

About Competences and Research learning, teachers felt that research competences are essential because they help to expand the horizons in language research, awake the research curiosity and make grow the research community. Most of the teachers asserted that “learning research is to do it”. They think, this way to do research definitively foster autonomy and makes that teachers and students read and learn more about a topic. This way to carry out research also might invite regional teachers to be part of the research process; Their ideas, and necessities are no more hidden but they will be taken into account in a single research sub-project. Nowadays students in each subproject are accompanied by at least three teachers (national and regional teachers). Hence, most of the teachers suggested to start with the protocol design for each of the Subprojects.

In relation to protocols, teachers admitted that protocols are good tools to guide students in the process but he claimed for face to face tutoring sessions (face to face or by Skype). The teachers also suggested to work on the



following issues that she considered essential: Feedback, national tutors' roles, regional tutors' roles, and schedule for tutoring sessions, and time to orient students, virtual rooms' designs, virtual rooms' managements and researchers meetings. Finally teachers commented that because the nature of the LLEI which English as a Foreign Language EFL, this must be the base line, and it is necessary to look for a link between EFL and the Macroprojects. The Action Research articulates the research files and subjects like Pedagogy and curriculum. Due to these issues protocols, roles and the research mentorship programs.

4.12. Implementation of the new research didactics (structure of the courses)

In terms of the curriculum and the organization of the courses, students in the new methodology, students take three courses in which they are guided into making part of a Subproject, and they are presented with all the competences required to carry out research. It is important to highlight that students take these courses during the sixth, seventh, and eighth semesters. After those three courses, students take one semester to work in the Subproject group to analyze the previously collected data, and another semester to complete whatever they might be missing and socialize their research experience and results. In this way, the organization of the development of research guarantees that students not only advance at the same level and pace, but also they will acquire their degree requirement in time to finish the program without delays.

4.13. Re-structuring courses to match Macroprojects.

In the curriculum the LLEI describes the objective, the competences and the outcomes in each subject that conforms the Research Field; this means the students will learn how to do research since they start.

The courses topic, competences and objectives are depicted as follow:

- ✓ In Foundations in EFL Research, the proposed objective is to acquire EFL research foundations and understand how this research is carried out in different educational contexts and so students are aimed to join a research subproject. Talking about the competences, the students are expected to acquire some competences such as: reading, comprehending and synthesizing relevant literature connected to the research topic or interest. The expected outcome in this academic space has to do with the identification of the initial research interest and joining a research Subproject.
- ✓ When the students, pass to the second academic space in research, Methodology in EFL Research, the students state research proposal within the specific subproject previously designated. The students embrace the methodological protocol proposed by the Subproject and at the end of the semester, it is expected the students have a researchable proposal. While doing so, the students must make evident some competences such as writing a research problem, doing annotated bibliography, selecting an appropriate research design.
- ✓ The third research subject comes, this Research in Action. In here, the students implement the research proposal guided by the research Subproject protocol. They know how to code and categorize following the subproject protocol procedures at the end it is expected they run through a preliminary data analysis.
- ✓ Finally in the Research Projects 1&2, the students analyze data and conclude the study, to elaborate the corresponding research document. The research competences achieved in this semester are: analyzing, interpreting and concluding to the previously stated research question and objectives. In this last part, it is expected the students share the results of the study within the academic community and write a final research report.

4.14. Outcomes of students working on Subprojects (sample)

The research with the Macroprojects started and the regional teachers and the students understood the main objective of doing EFL research. The students did research accompanied by their regional teachers. They did research and at the same time they developed the competences planned to be developed in a while the students did research. This process was evidenced in CAU Cúcuta, where a regional teacher and two national teachers are working on the Narratives Subproject with the student Laura Mora. Most of the time the student could attend to a face to face tutoring session in CAU Cúcuta with the regional teacher and in two opportunities the National teachers held a Skype session with the student. Figure 5 evidences how the student has been working on her Microproject and the advances submission to the Google site.



Figure 5. Students research advance documents in Google Drive.

4.15. Evaluation of the implementation (Focus groups. Students' interviews across time. Maybe, final work of students)

To evaluate the Macroprojects and the Subprojects implementation, the two research assistants designed a matrix and selected five students who now make part of one of the four subprojects. (Appendix E) This included students from CAU Bogota, Tunja, Manizales, Barranquilla, Neiva and one student who actually is living in Finland. The matrix also include students who had already finished all the subjects proposed in the curriculum but could not have not graduated because they have not carried out their research project, (They were classified as Project +), students in 9th and 10 semesters. After this matrix design, the assistants contacted the students and applied the same questionnaire applied in the visits to the CAU. At that point, the assistants codified analyzed and categorized the information. When the categorization was arisen, it emerged four categories; the awareness, the description, the impression, and the distance Education. The major categories are depicted below. (See Appendix F for evidences)

4.15.1. Participants showing awareness on research issues. The category of awareness consisted of exploring the understanding that students had regarding Macroprojects and all the processes that this didactic strategy entails. To begin, it is very interesting to note how most of the students of the program already recognize how the concepts of qualitative and quantitative are not related to paradigms or research traditions. However, only a few students recognize that qualitative and quantitative refer to data, and this can be attributed to the recently renovated contents of the courses and the competences the new curriculum aims for students to develop. With this we can see how students are starting to recognize the principles that guide research in the program, but this still requires work as they still need to work on recognizing the descriptive and confirmatory traditions as fundamental constructs of the research curriculum. Some students actually recognize what the intention of each one of these traditions pursue, but they cannot quite relate that intention with the concepts of descriptive and confirmatory.

Many students link the traditions with the fields of research, with methodologies, and even with the Macroprojects. This shows awareness of all these aspects, and confusion to discern among them. However, this confusion does not necessarily mean that students cannot identify what is directly related to their research proposal, on the contrary, many students can state the tradition, design, field, and Macroproject underpinning their study. In the same way, students seem to easily recall and associate the idea of having an implementation and not having an implementation as fundamental aspects of the Macroprojects and Subprojects.



These results indicate that even though students cannot provide clear definitions of the concepts mentioned above, they can relate to the information they have received in the courses of the research component of the curriculum and the foundations of the research Macroprojects.

Regarding Macroprojects, the students recognize that they refer to “big” research projects that have an effect on a particular context. However, it is not common that students relate Macroprojects to Subprojects or Microprojects.

4.15.2. Participants putting new knowledge into practice. This category describes the way in which students linked the knowledge related to Macroprojects and their own research projects and contexts. According to White (2003) “Learning (in distance education) takes place in a context that is located within personal and/or professional environments” and as research is carried out to look to a situation more closely and perhaps look for ways to solve an issue in a specific context, this category asks students about their research proposals, where their research problems emerged from, and how the concepts involved in Macroprojects are evident in their proposal.

Something to highlight in this category is that all of the students interviewed have clarity regarding their Microproject and how it is directly linked to a specific Subproject. When asked about their projects, students clearly identify the main area of knowledge to which it belongs and whether or not it requires a pedagogical implementation. It is of paramount importance to emphasize on how this recognition of how Microprojects fit Subprojects and the generality of research methodologies is present in all the students interviewed, regardless of what CAU they belong to, which means that there a general understanding of the research methodology is being applied by the research field.

Also, it is essential to comment on how as the students advance in the development of their proposals they become more aware and acquire more clarity regarding the theoretical foundations of their research path. In the same way, students clearly identify how their proposals have an impact in their contexts and in the program as they recognize that this is a research network and that their work is connected in some way to what other students in the same Subproject do, and that it will provide input for future students doing research in this area of knowledge.

4.15.3. Participants’ positive perceptions about the research process. This category is aimed at knowing students’ perceptions on the implementation of macro-projects, the functionality and acceptance they have had, and some suggestions that could improve the way in which they are been implemented, as necessities of both students and students’ contexts are always dynamic, and the idea of this project is to respond in the best way to their research learning experience. According to White (2003) “one of the key competences required of a distance language teacher is the ability to develop an understanding of the contexts of distance language learners, of the realities of distance study, and the shifts in their perceptions, experiences and circumstances”; this category seek into showing information related to those features in the LLEI distance learners.

In this category we collected the opinions of students who are currently working on their research study. Some of them only know the reality of working with Macroprojects, while others started their proposals back when we were implementing the PITG. This difference in experience and some others related to repetition of courses, region of origin, recognition of the research mentorship program, etc. mark a difference in the ideas students have regarding research at the LLEI.

Some students commented they have had a very positive research experience because they feel guided, they feel like the study and comprehension of the philosophy behind research in the program has helped the academic community to speak the same language and therefore to reach clear communication. Students agree that doing research is a demanding process but their experiences have been constructive overall. Students find it useful to have Macroprojects and Subprojects because it helps them focus their study as well as finding guidance from a particular group of people who recognize their interests, different from before where they always had to first explain what they were doing to then receive some sort of feedback. Students recognize this as beneficial not only for students, but also for professors, as they can see the work they do is more centered and efficient.



Some students who left the program for some time, came back to be surprised by the huge change the research field had undergone. These students find the new methodology as innovative but they also find it demanding and requiring time to adjust, because in most cases they had been working with the previous methodology of PITG and they have had a hard time swerving from previously acquired research ideas.

Many students convey that they felt “lost” before. They didn’t understand what research was about and how it was supposed to be carried out. In fact, some people said they considered research a tedious process. So, it is common among students to state that research was difficult for them before, but it has become a simpler more meaningful process now. Some students even thought of quitting the program due to their poor advance in terms of research.

Due to the nature of the program (distance education), a very relevant aspects for students regarding the guidance they receive when developing their research proposals, is the Virtual Room. 13 out of 14 students interviewed assert that the resources provided by the teachers have been exceptionally useful to understand the process of researching and to empower the knowledge and comprehension of their research proposals. Some students claim that whenever they cannot attend a tutoring session, they consult the Virtual Room and in most of the cases they find the answers they require to continue with their research work. Some other students however, consider that there is a lot of information in the Virtual Room and it might be complex for some students to refine their search and clear their doubts. This situation leads to students recognizing the need for students to search for other resources beyond the ones provided by the research teachers. Going to the library, searching databases, and consulting experts are some of the competences students mention when they refer to expanding their knowledge about their particular research interests. Nonetheless, students highlight that they consider their teachers are well prepared, experienced, and know how to teach research.

During the interview, students commented on how they consider they have developed research competences such as identifying researchable problems, writing academic papers, defending a research proposal, working in teams, and acquiring critical thinking. In the interview, it can be noticed that students refer competences related to the kind of research they are carrying out (according to the Subproject they belong to) so, those students working in narratives and case studies focus on reading, critical thinking, writing and note-taking, while students working on intervention projects mention teamwork, social skills management, observation, interpreting problematic situations, and use of technology.

As a conclusion, students also acknowledge some suggestions to be considered as to improve the follow-up research projects require. Most of the suggestions of students veered towards having more time available from teachers to guide and tutor their proposals. Another suggestions regard connecting the research carried out in the common cycle of the program and the one carried out in the specific cycle. Interestingly, these suggestions are related to policies beyond the scope of the Macroprojects and need to be addressed by higher instances.

4.15.4. Participants’ endeavors to research within Distance Education. This category involves all those features that make research learning at distance unique, it includes student’s feelings and perceptions about how the experience carrying out research in a context at distance has been for them, in which the teacher is not establishing a constant face to face contact, and the follow-up is widely carried out through the use of virtual tools. In this case contact is “built up through interactions (by telephone, email, discussion lists) submission of coursework, queries and requests, reflections on their progress, notices that learners post on the bulletin board and so on.” (White, 2003, Part 2, Chapter 5, Section 5). In this category results are displayed on the difference between students at distance in Bogotá, as they present similar characteristics, and students at distance from other cities, as well as the importance of tutoring and guidance in distance learning and how these two features have been experienced by students in the LLEI.

Being this a nationwide program, it is common to find differences from CAU to CAU. For example, we frequently find that students in Bogota have a wider knowledge of the terminology used in the program and the nature of the Macroprojects. However, students from other regions, although they have a clear understanding of research at the program, struggle more when coming up with definitions and explanations about the didactics of research at the program. We can deduce from these differences in the management of terms that students in Bogota have had a closer relation with Macroprojects due to having the national teachers at hand, but students in



other regions still doubt that they are getting first-hand reliable information. This finding leads us to think about the need of a more detailed training for regional teachers, which is currently being planned. Students in the regions need to comprehend and evidence that research is being carried out the same all across the national territory with the same demands and results.

Students highlight how the materials provided in the virtual rooms bridge a lot of their doubts and their understanding of doing research, even though sometimes the lack of connectivity and technical problems make working with those materials a difficult task. Nevertheless, students comment they do not feel alone in their research process and they emphasize on the importance of the guidance they have received from their teachers. However, there are some students who explain how in a particular CAU more guidance is required. They mention how the regional teacher does not have enough time to tutor their research practices, and they have to resort to the national teachers who are not available at all times and a face-to-face meeting is not easily achievable. For this, students recommend working on the creation of videos in which teachers can provide explanations, so these videos can be available in the virtual rooms whenever the students require them.

From students' comment and impressions, we can conclude that distance education is not a process in which the student studies alone. On the contrary, in distance education students require and look for the accompaniment of tutors and peers. In fact, students mentioned how having other people working on projects with the same area of knowledge has meant the construction of a research community and this has made research processes more achievable.

Finally, students say that feedback and follow-up have improved a lot as teachers are now focused on the general area of knowledge of each of the Subprojects. So, it is no longer a process of understanding each student's proposal and working on asking students one by one what they are doing to then come up with a way to guide them.

In the present research, we introduce the case of a student who actually belongs to CAU Bogotá but who lives in Yopal Casanare. In her study she narrates the experience of teaching and learning (EFL) by life-histories in the voice of teachers and students who have lived violence and conflict events in Mani-Casanare. Without doubt, this is a good example about how students are part of the subprojects, how teachers, students and the study participants are involved in the research process and how the students at LLEI learn to do research in EFL on a firsthand process.

The study was guided by two of the teachers strongly committed with the subproject. The student followed the protocol, was oriented step by step on line and the research gave rise to an innovative relevant and meaningful research. The implications and conclusions impacted on the Macroprojects, the Research field and the studied and the context. After finishing her research process the student share the following opinion about the Macroproject and the research process:

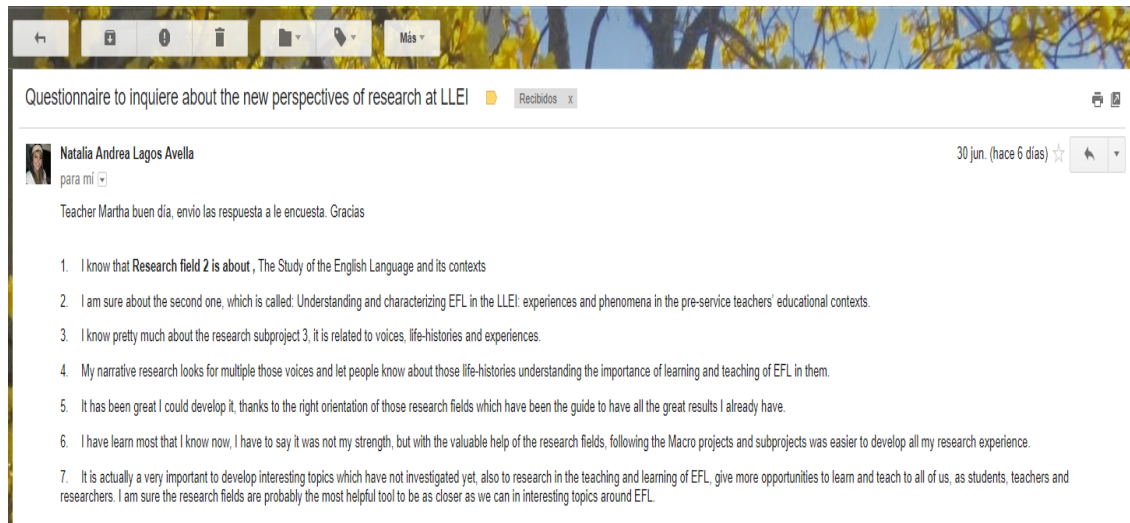


Figure 6. Student's reflection of developing research in a Subproject.

Analysis of Natalia's impressions. Natalia as LLEI student certainly understood that her project fitted to one of the subprojects that actually has to do with life-stories and experiences. In addition, she recognized that the protocol designed to develop the research helped her a lot to follow the research steps and the most remarkable action, she was wide aware of how to do research while doing the process. She also thought it was a laidback process. The student highlighted the closed guidance by part of the two teachers which guided the development of the study. Finally Natalia emphasized that Subprojects represent a great opportunity to explore topics that have not been investigated.

5. IMPACTO DE LA INVESTIGACIÓN

5. IMPACT OF THE STUDY

The present research project has impacted on the essential activities (Funciones Sustantivas) proposed in the Modelo de Gestion USTA- Colombia, Centro Interuniversitario de Desarrollo (CINDA) and Red internacional de Eucadoes (RIEV).

5.1. Impact on the Region (Proyección Social)

The team researchers ponder significant the Macroprojects as an innovative didactic strategy to do research, hence to share this new proposal with similar programs represented a priority and an opportunity to impact not only in similar programs that teach English as a second language but in regions where the LLEI has already been ascribed. In the following paragraphs, we describe the different scenarios where the research group participated.

5.1.1. Sharing the experience with national and international academic communities (Attendance to academic events)

During the first stage of the research project, we had the opportunity to participate in two academic research events: one at Universidad Distrital Francisco José de Caldas in the "XXII Symposium on Research in Applied Linguistics & IV International Symposium on Literacies and Discourse Studies", and the other at "Tercer Encuentro de Experiencias investigativas USTA Colombia" at Universidad Santo Tomás. In the two events, we presented the research in process, and we received some feedback on the part of the attendants.



Image 1. Researchers' presentation at Universidad Distrital.



Image 2. Researchers' presentation at Universidad Santo Tomás.

During the event at Universidad Santo Tomás, the research assistants had the chance to present the work they did in the Need Analysis in a poster session.

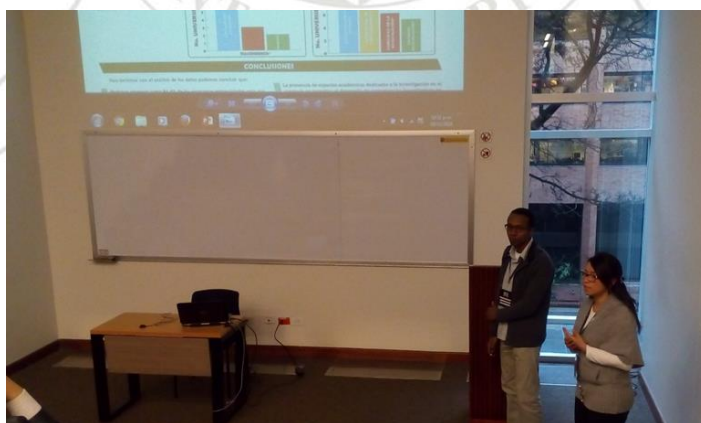


Image 3. Research assistants' presentation at USTA.

The experience of presenting in these events was very positive. We received some very good comments, very positive feedback, and even some congratulations because people perceived this project as something innovative, enriching, and coherent with the distance education modality.



Image 4. Researchers' presentation at the 4th Symposium on Innovative Pedagogical Project Implementations: Raising EFL Teacher-Researchers – Universidad Del Bosque.

“Investigación Formativa en la Licenciatura en Lengua Extranjera Inglés: Implementación de Macro-proyectos para Empoderar la Investigación en el Programa”

Universidad Del Bosque- Bogotá, – Abril 17 de 2017

5.1.2. Bringing the new proposal to the regions (Intertwining research dynamics)

The meeting with the regional teachers in the four different CAU, as it was depicted above was meaningful. The regional teachers found Macroprojects proposal an innovative didactic strategy. The regional teachers can see the Macroprojects as a great opportunity to do EFL with the students, with national and regional teachers but also doing research with other institutions in their regions. Although the tutors found Macroprojects interesting to be implemented, all of them are afraid about the Macroprojects and Subprojects implementation.

Talking about the students, almost of all the students who attended the CAU demonstrate interest in doing EFL research through the Macroprojects. The students are more contextualized about research in the program. Half of the students said that their experience have been good since they have learned a lot about research and they have had the opportunity of applied the thing they have learned in the different subjects.

These answers allowed us to know how the research processes has been relevant for the Macroprojects and how the Macroprojects have being adopted by the students. The answers have demonstrated that researchers need more support to ask to the students' doubts and insecurities about the research and about the steps to do research.

Based on these results, the researchers thought in future actions to develop and implement the Macroprojects. One of the future actions has to do with the following issues:

- It is desirable the university can hire regional teachers part time or full time.
- The regional tutors can be lead one of the subproject and form and be part of the Research Mentorship Program in his/her CAU
- Empower regional teacher to do research with their students in his/her CAU
- Encourage regional teacher and students to public an article.
- Establish a permanent communication between National teachers and Regional teachers.

5.2. Impact on the Pedagogy

Keeping on talking about the impact on Pedagogy, the present study gave to first step to foster many actions to do research. The first action had to do with raising awareness of the research culture in the LLEI. This action wanted the engagement of all the LLEI academic community in the research process and meant the participation of all the students in the 12 CAU, as well as the participation of the regional and national teachers in the task of doing research and understanding of how to do research in a meaningful process that will make visible their concerns



about EFL teaching and learning in their contexts. The national teachers recognize the essence that underlines Macroprojects and the Subprojects. Teachers highlighted that research fields are constructions and participants' engagement growth. The national teachers considered the Subprojects a possibility to do reach. The second action impact was obvious in the curriculum of the research field and the organization of the courses. In this new organization, students not only advance at the same level and pace, but also they will guarantee acquire the requirement to graduate in time.

5.2.1. First Report Focal National Teachers Group. Procedures to orient and evaluate the Subprojects April 6, 2017

The researchers of this project considered significant the first national teacher meeting because the agreements on the Macroprojects and Subprojects implementation. As it was presented above, Show the Macroprojects and Subprojects in VUAD- Santo Tomás virtual room, Microsites or Google sites to make possible advances submission, tutoring sessions, protocols and final document report design

5.2.2. Second Report Focal National Teachers Group. National Teachers – Report – May 3, 2017 (10 am to 11am) (Video Session)

Some of the teachers know the research fields, unfortunately some others, especially the new teachers did not know the research fields at LLEI. In general, all the national teachers knew that there are two research files but they did not know their names. Surprisingly, they remember the names of the two Macroprojects. Subprojects introduce the research tendency at LLEI.

“Learning research is to do it”. Teachers think, this way to do research definitively foster autonomy and makes that teachers and students read and learn more about a topic. This way to carry out research also might invite regional teachers to be part of the research process; Their ideas, and necessities are no more hidden but they will be taken into account in a single research sub-project.

In relation to protocols, they are good tools to guide students in the process but he claimed for face to face tutoring sessions (face to face or by Skype).

Teachers agreed that English as a Foreign Language EFL, must be the base line, and it is necessary to look for a link between EFL and the Macroprojects. The teachers assert that Action Research could articulate the research files and subjects like Pedagogy and curriculum. Due to these issues protocols, roles and the research mentorship programs.

5.3. Impact on research

The Action Research articulates the research files and subjects like Pedagogy and curriculum. Due to this articulation, protocols, roles and the research mentorship programs had empowered research didactics in which the competences are essential to foster autonomy, expand the horizons, and make the research community grow. All of the matters depicted above matched the principles of the Grounded Theory (Creswell & Miller, 2000) in which the researchers experienced the development of the Macroprojects and Subprojects and in which results conducted them to set aside theoretical ideas about how to do research in EFL and generate an explanation of the process. This constant construction and reconstruction give birth to the Macroprojects as a didactic strategy for doing EFL research at the LLEI.

5.4 Impact on the LLEI accreditation

After the process of accreditation on September 2016, the LLEI coin the Macroprojects as a didactic strategy to straighten the formation in the investigation.

Nowadays, the EFL Research is a complex process due to the government requirements. In the research process at the LLEI, it is mandatory teachers, researchers, and research assistants must register their products in their

CVLAC and belongs to recognized research groups in COLCIENCIAS Teachers think that Subprojects results also could contribute to build interinstitutional research groups

6. CONCLUSIONES

6. CONCLUSIONS

When we started working on Macroprojects, our intention was to find a way to systematically manage research practices in the program, to avoid large amounts of work for both teachers and students. As we shaped our pedagogical intentions, we noticed that we needed something beyond dealing with what students did when asked for research projects. It was this idea what led us to think about the didactics for the teaching of meaningful EFL research, how research should be taught as to provide students with useful tools for developing research as part of their professional preparation. So, Macroprojects are umbrella areas of knowledge which through the implementation of Subprojects provide a clear path to doing research. Following this path, presented in the form of a protocol, students can not only follow steps but receive a close follow-up from the teachers who work on research at the LLEI. This work is the new didactic proposal of this research study.

Macroprojects promote academic inclusion as they intend to make every student in the program a part of its research practices. In the past some students struggled and got frustrated with doing research, and started looking for other degree options which led to students not developing research competences. With the new didactics proposal, research is available and accessible to all the students as it is based on their contextual realities and taught step by step, with the intention of guiding students through a research path of acquiring research competences while developing a meaningful research proposal. Since the new research practices are based on students' contextual realities, this new didactics give voice to those realities that are rarely listened to and grant importance to understanding how EFL practices are lived all throughout the Colombian territory.

With the implementation of Macroprojects as the didactic practice of teaching research, we found out that teaching and doing research at distance require a special treatment. Making students part of a research network provides them with opportunities for finding guidance whenever necessary while fostering their autonomy, as they are the ones in charge of following the guidelines of the research protocols presented by the Subprojects. In this sense, Macroprojects in the LLEI are an asset to Distance Education. Since these research networks created by the Macroprojects help to break time and space barriers, it is now more viable to create associations with those contexts studied during the needs analysis, in which our students can share their research experiences, we can observe practices related to our fields of research in other contexts where we have no didactic presence, and we can participate of pedagogical exchanges with other universities interested in knowing about our research practices and didactics.

In the local context, since Macroprojects are based on fostering the principles of “formative research”, the program and its research practices are accomplishing the research requirements stated by the CNA for Colombian Universities offering education programs.



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Informe avalado por:

Mauricio Buitrago Avilés
Director de programa
Licenciatura en Lengua Extranjera Inglés

Julio Ernesto Rojas Mesa
Director Centro de Investigación VUAD

Dr. Félix Barreto Junca
Decano Académico
Facultad de Educación
Vicerrectoría Universidad Abierta y a Distancia

MATERIAL COMPLEMENTARIO (Si aplica).

GLOSARIO:

Glossary of the Licenciatura en Lengua Extranjera Inglés (LLEI) research terms

- **Bachelor:** an academic program. Basic elementary education: goes from 1st grade to 5th grade in Colombian education.
- **Basic secondary education:** goes from 6th grade to 9th grade in Colombian education
- **Bilingual education:** Education in two languages.
- **Course:** an academic gathering of subjects.
- **Curriculum:** the organization, advance and relationship of courses in the program.
- **Degree work:** When it doesn't require/imply a research process.
- **Diploma:** a level of academic award higher than a bachelor.
- **EFL:** English as a Foreign Language.
- **Higher Education:** an academic program. University education in Colombia.
- **Internship:** Students have a professional experience in the field of action.
- **LLEI:** Licenciatura en Lengua Extranjera Inglés
- **Philology:** The study of how languages work.
- **Research Assistant:** An academic researcher recruited in a research group in a University context.
- **Research Fields:** Research approaches which guide and design the goals and the way research will be carried out in any institution.
- **Research framework at LLEI:**
- **Research Mentorship Program:** A program for juniors to cooperate actively with faculty mentors, learning firsthand about the natural integration of research and teaching.
- **Research project:** To receive the degree the student experiences a research process.



- **Foreign language:** The language that accompanies Spanish in the Colombian context.





ANEXOS:

Appendix A. Interview to similar programs.

(SEE ATTACHED PDF DOCUMENT)

Appendix B. Systematization of interviews in the needs analysis.

CATEGORIES	ANALYSIS		
	Commonalities	Differentiating phenomena	Similarities or differences with the reality of our program
Degree options	All Universities have got as their principal degree option, the development of a research project.	Most of them offer also the possibilities of being a research assistant, internships or taking a post-graduate to opt for the degree.	
How is research developed in the program?	The majority of universities start their research processes until the students have passed the middle of the program.		
Means (Subjects, projects, thesis, tutoring, etc)	All universities have subjects related to research that contextualize the students with this field. For the research projects, all universities but one have tutors or directors who have private tutoring sessions (videoconferences) to correct and advise their students.	Just in one university there are not an specific tutors for the research projects. The tutor role is developed by the teacher in charge of teach the investigation subject corresponding to the semester course. In some universities the students can choose the teacher who they want to direct their research project, in some others the universities are in charge of assigning the tutor.	At LLEI along the program there are six different research subjects. Each research project has a tutor or director and advise sessions.
Weaknesses	Depending on the ways that each university carries out the investigation project, it emerges different kinds of difficulties the most common and shared in several universities are: - The most common problem are that several steps in the research are not clear for students (this is directly related with their lack of experience that students have in the research field). - It's difficult for the student the academic writing in their own research projects. - The teachers or tutors had not enough experience in the research field. - In some occasions universities have not enough teachers or tutors to guide all the research projects of their students.	There are some problems that can be unique to one university like: - When a research project is made more than one student and this are from different careers they could end breaking up the group.	Our program shared some of the difficulties that have others universities like: - There are occasions when there are not enough tutors for all the research projects. - The lack of experience of the students and the tutors in the research field. But there is a specific problematic at the LLEI: - The different criteria among the regional tutors to develop the research.
Strengths		According to the problems mentioned by each university, almost all of them have proposed different types of solutions.	
Students and teacher's role	It is seen that in almost all of the universities, it is highlighted that almost all the responsibility for the development of the final research project lies in the student, the teacher serves as a tutor, who guides the student and accompanies the process.		In our University, teachers are not just tutors, they also do research and make part of the process themselves, students feed their projects, and in turn they feed the Bachelor's research lines.
Expected research outcome	In all the universities interviewed until this moment, it's expected that students present a research project for their last semester.	In case of those students that choose a degree option different than the research project (like research seedbeds, research auxiliars or internship) it is expected to present an inform or a report about the project on what their are working on. A few universities have as a degree option to make one semester of a diploma course.	In the LLEI, according to the students regulations there are 4 dregree options, (research project, research seedbeds, a semester of a masted or specialization and a lecture in an international congress). As the others universities, Santo Tomas University expects as a result of this degree option a research project, a final report or the approval of one semester of a master or an specialisation.
Research Networks	Most of the universities that gave us this information make part or have participated in REDCOLCI and ASOCOPI. Though it is important to note also that a lot of them do not make part of any.		



Appendix C. Research Subproject Protocol Sample.

Protocol- Sample

LICENCIATURA EN LENGUA EXTRANJERA INGLÉS
Research Subproject # 3
The Voices of the LLEI realities: Life stories and experiences

ABSTRACT

The abstract should include between 150 and maximum 250 words. It should include the research topic, research purpose or main objective, research method, instruments, participants, context of the Microproject, type of data analysis and synthesis of categorization or results.

Section 1. CONTEXTUALIZATION

This section aims to summarize the student's project, which means a brief summary of the research statement, theoretical support, methodological aspects and data analysis. This section introduces the context of the research and also explains the relationship between the student's project, the field of research and the subproject.

- You should write between two and maximum three pages to contextualize the project.
- Remember to write the whole document in Times New Roman, font size 12, double space.
- APA style is mandatory to include citations and references.

Section 2. RESEARCH STATEMENT

As narrative inquiry aims to carry out research through stories and life experiences, the research statement poses and portrays the main character (the teacher, the learner or the main participant).

It means that the first part explains how the stories or experiences are going to be told through the report, which means to clarify the type of narrative: Life history, experiences and stories, autobiography.

The second part justifies the voices of the participants. This part explains the relevance of the story or experiences of the teacher(s) and learner(s) that constitute the voices of the project. As Casey, (1995) states, cited by Barkhuizen, (2014): "Narrative inquiry expands and empowers the voices and stories or marginalized subjects told in research reports" (p.3).

The research statement ends with the explanations about how your project contributes to the subproject *the voices of the LLEI realities* in terms of: (a) bringing unheard and unknown voices of teachers and learners, (b) how the subproject gives pre-service teachers the possibility to make visible voices of ELT and (c) the significance of doing narrative research in the context of distance education taking into account the realities in Colombia and its regions.

- Write between two and maximum three pages to contextualize the project.
- Remember to write the whole document in Times New Roman, font size 12, double space.

Section 3. THEORETICAL FRAMEWORK

This Section depicts the theory and the discussion among the constructs in which the narrative research is framed. In this case a construct or a concept that is inferred, based on the type of narrative: Life history, experiences, stories, and autobiography. Take into account that not all of them could be studied in a single research project. Your project focuses on one type of narrative study.

The most obvious feature of theoretical framework is the discussion and citation of relevant published material, including journal articles or books. However, it is important to keep in mind that the literature review is not a summary or a list of authors and citations. Definitely the theoretical framework should include your critical construction in regards to the type of narrative inquiry and the authors you have stated for this study. In this section, the researcher makes reference about the existing previous projects and define the type of the narrative inquiry.



Appendix D. Semi-structured interview.

Students' interview: Perceptions about Macroprojects implementation

Awareness:

1. ¿Qué entiende usted cuando se habla de paradigma cuantitativo y cualitativo?
2. ¿Cuáles son las tradiciones de investigación que se manejan en la LLEI actualmente?
3. ¿Reconoce usted las líneas de investigación del programa? ¿Cuáles son?
4. ¿Qué entiende usted por Macroproyecto de investigación?
5. ¿Cuál es la relación entre las líneas de investigación y los Macroproyectos de investigación?

Linking

1. ¿De qué se trata y de dónde surge su propuesta de investigación?
2. ¿Cómo se hace evidente una línea de investigación en su propuesta de investigación?
3. ¿Cómo se hace evidente un Macroproyecto en su propuesta de investigación?
4. ¿De qué manera se vincula su propuesta de investigación a un Subproyecto?

Impressions

1. ¿Cuál ha sido su experiencia en el desarrollo de la investigación en la LLEI?
2. ¿Qué aprendizajes o competencias considera usted que ha desarrollado en este proceso investigativo con Macroproyectos?
3. ¿Cómo considera usted que las Aulas Virtuales y los recursos didácticos dispuestos por los docentes para el desarrollo de la investigación orientan su proceso?
4. ¿Qué sugerencias tiene usted para el desarrollo de la investigación en el programa, bajo la modalidad de Macroproyectos?



Appendix E. List of students to interview.

NOMBRE DEL ESTUDIANTE	CAU	CORREO ELECTRÓNICO	SUBPROYECTO	SEMESTRE	ESTADO DE LA ENTREVISTA	AUXILIAR ENTREVISTADOR
JULIE ROJAS GARCÍA	BOGOTÁ	julierojas@ustadistancia.edu.co	Pedagogical innovations in EFL teaching and learning contexts.		Se envía mensaje por correo institucional 30 de Marzo.	Amanda Mendieta
JAVIER ALEJANDRO LANDINEZ	BOGOTÁ	javierlandinez@ustadistancia.edu.co			Se envía mensaje por correo institucional 30 de Marzo.	Amanda Mendieta
LEONEL ALEJANDRO AVENDAÑO	TUNJA	leonelavendano@ustadistancia.edu.co			Se envía mensaje por correo institucional 30 de Marzo.	Amanda Mendieta
HARIN BERRIO ARENAS	BOGOTÁ (USA)	harinberrio@ustadistancia.edu.co		Project+	Entrevista realizada el 20 de Marzo en la noche	Amanda Mendieta
RUBIELA VALIENTE ABREU	MANIZALES	rubielavaliente@ustadistancia.edu.co		10th	Entrevista realizada el 17 de Marzo	Amanda Mendieta
PAULA ANDREA ARIAS DAZA	MANIZALES	paulaarias@ustadistancia.edu.co	Pedagogical innovations that incorporate ICT in EFL teaching and learning contexts.		Se programa entrevista para el sábado 25 a las 2 pm. No se conecto, se	Amanda Mendieta
BERTHA CASTRO GONZALEZ	BUCARAMANGA	berthacastro@ustadistancia.edu.co		10th	Se realiza entrevista el 20 de Marzo en la mañana.	Amanda Mendieta
ROBINSON QUINTERO SARMIENTO	BUCARAMANGA	robinsonquintero@ustadistancia.edu.co		10th	Se realiza entrevista el 26 de Marzo	Amanda Mendieta
IVON MIRIT MOLINA	BARRANQUILLA	ivonmolina@ustadistancia.edu.co		Project +	Se realiza entrevista el día domingo 12 de Marzo.	Amanda Mendieta
RUBEN MAURICIO MUÑOZ	VILLAVICENCIO	rubenmunoz@ustadistancia.edu.co			Se envía mensaje por correo institucional 30 de Marzo.	Amanda Mendieta
BIBIANA MARÍA RODRIGUEZ GOMEZ	BOGOTÁ	bibianarodriguez@ustadistancia.edu.co	The voices of LLEI realities: life stories and experiences	10th	Se realizo entrevista personalmente el día sábado, 11 de marzo en	David Belalcázar
DWIGHT FORBES JAY	BOGOTÁ	dwightforbes@ustadistancia.edu.co		9th	Se realizo entrevista vía Skype el día sábado 19 de marzo.	David Belalcázar
ANGELA PIZA	BOGOTÁ	angelapiza@ustadistancia.edu.co				David Belalcázar
LAURA MORA	CÚCUTA	lauramora@ustadistancia.edu.co, laura.mora@ustadistancia.edu.co				David Belalcázar
ARLETTE PATRICIA ROMERO NUÑEZ	BOGOTÁ (FINLANDIA)	arletteromero@ustadistancia.edu.co		Project +	Se realizo entrevista vía Skype el día domingo 12 de marzo.	David Belalcázar
ROCIO DEL CARMEN DÍAZ	BARRANQUILLA	rociodiaz@ustadistancia.edu.co	Understanding English teaching and learning contexts in EFL education.			David Belalcázar
DERLIS VIVIANA CARDONA	BOGOTÁ	deriscardona@ustadistancia.edu.co		Project +	Se realizó entrevista vía Skype el día martes 04 de abril.	David Belalcázar
DIANA LUCIA RENDON GUTIERREZ	NEIVA	dianarendon@ustadistancia.edu.co		10th	Se realizó entrevista vía Skype el día sábado 11 de marzo.	David Belalcázar
INGRID BIBIANA GARCIA CASAS	BOGOTÁ	ingridgarcia@ustadistancia.edu.co		10th	Se realizó entrevista personalmente el día sábado, 11 de marzo en	David Belalcázar
LADY DAYAN SILVA BELTRAN	BUCARAMANGA	ladysilva@ustadistancia.edu.co		9th	Se realizó entrevista vía Skype el día jueves 16 de marzo.	David Belalcázar
NADIA CASTILLO PUENTES	BOGOTÁ	nadiacastillo@ustadistancia.edu.co		Project +	Se realizó entrevista vía Skype el día miércoles 22 de marzo.	David Belalcázar



Appendix F. Data analysis from the interviews. Evidences.

(SEE ATTACHED PDF DOCUMENT)

Appendix G. Teachers enrolled in the research courses.

Novedades del sitio

Mis cursos

<p> 1-612-17422 INTEGRATED SKILLS</p> <p>Profesor: MARTHA ISABEL BONILLA MORA</p>	INTEGRATED SKILLS
<p> 1-612-17412 Research Project I</p> <p>Profesor: DIANA MARGARITA ARAQUE TORRES Profesor: MARTHA ISABEL BONILLA MORA Profesor: MAURICIO BUITRAGO AVILÉS Profesor: HEBELYN ELIANA CARO AGUILAR Profesor: Vivian Ibeth Chitiva Abella Profesor: MARCELA DIAZ RAMIREZ Profesor: EMILENA HERNANDEZ LEAL Profesor: DIXON FRANCISCO LOPEZ BUSTOS Profesor: MAURICIO MARTINEZ GAMBA Profesor: MANUEL RICARDO MEDINA TELLEZ Profesor: SANDRA RODRIGUEZ</p>	Research Project I
<p> 1-612-17413 Research Project II</p> <p>Profesor: DIANA MARGARITA ARAQUE TORRES Profesor: MARTHA ISABEL BONILLA MORA Profesor: MAURICIO BUITRAGO AVILÉS Profesor: HEBELYN ELIANA CARO AGUILAR Profesor: Vivian Ibeth Chitiva Abella Profesor: MARCELA DIAZ RAMIREZ Profesor: EMILENA HERNANDEZ LEAL Profesor: DIXON FRANCISCO LOPEZ BUSTOS Profesor: MAURICIO MARTINEZ GAMBA Profesor: MANUEL RICARDO MEDINA TELLEZ Profesor: SANDRA RODRIGUEZ</p>	Research Project II





Appendix H. Virtual Room for the research Subprojects, course “Research Project 1”.

The screenshot displays a virtual room interface for 'Research Project 1'. On the left, there are three panels: 'Messages' (No messages waiting), 'Calendar' (June 2017), and 'Academic assistance' (You do not have tickets to answer). The main area is titled 'General' and features a banner for 'Research Project 1' with a magnifying glass icon. Below the banner is a grid of sub-project cards: SP1 (Pedagogical innovations), SP2 (Pedagogical innovations & ICT), SP3 (Life stories and experiences), and SP4 (Contexts in EFL education). A 'Home' card is also present. A large, faint watermark of the university's seal is visible in the background.



Appendix I. Virtual Room for the research Subprojects, course “Research Project 2”.

The screenshot displays a virtual room interface. On the left, there is a 'Calendar' for June 2017 and an 'Academic assistance' section with a message: 'You do not have tickets to answer'. The main area is titled 'General' and features a banner for 'Research Project II' with a brain icon. Below the banner is a grid of subproject tiles:

- SP1:** Pedagogical innovations (Sub-project 1)
- SP2:** Pedagogical Innovations & ICT (Sub-project 2)
- SP3:** Life stories and experiences (Sub-project 3, New Activity)
- Home:** Course
- SP4:** Contexts in EFL education (Sub-project 4, New Activity)

A large, faint watermark of the university's sun logo and the motto 'SCIENTES VERITAS' is visible in the background.



Appendix J. Spaces for students to share their advances in the research Subproject 3.

The screenshot shows a Google Drive interface. The address bar indicates the URL: <https://drive.google.com/drive/folders/0B3FnK4ApVfh-ZUqY2U1WmlwSzA>. The page title is "Compartido conmigo > SUBPROJECT-NARRATIVE RESEARCH-UPLOAD ADVANCES". The left sidebar shows navigation options: "Mi unidad", "Compartido conmigo", "Reciente", "Google Fotos", "Destacado", and "Papelera". The main content area displays a list of 12 files, each with a folder icon and a name:

Nombre ↑
01. Arlette Romero
02. Liliana Romero
03. Natalia Lagos
04. Martha Jiménez-Mónica García
05. Angela Piza
06. Edgar Rogelio González Reina
07. Dwight Forbes
08. Laura Mora-CAU Cúcuta
09. Yosmary Vega
10. Martha Vargas
11. Yeison Solano
12. Milena Donado



Appendix K. Timetable: visits to CAU.

CAU	FEBRUARY 17	FEBRUARY 18	REQUIREMENTS	TEACHER
Chiquinquirá	<u>4-6 p.m.</u> Meeting: LLEI tutors	9-12 a.m. Plenary with the LLEI tutors and students 1-3 p.m. o Advise students at various research levels to clarify ideas	<ul style="list-style-type: none"> • Mandatory students and tutors attendance. Asistencia de • Room for meetings. • Computers video beam • Video camera 	Teacher: Manuel Ricardo Medina
Bucaramanga	<u>4-6 p.m.</u> Meeting: LLEI tutors	<u>1-3 p.m.</u> Plenary meeting with LLEI tutors and students	<ul style="list-style-type: none"> • Mandatory Students and tutors attendance. • Room for meetings. • Computers video beam • Video camera 	Teacher: Martha Isabel Bonilla M.
Cúcuta	<u>4-6 p.m.</u> Meeting: LLEI tutors	February 18 <u>12-3 p.m.</u> Plenary meeting with LLEI tutors	<ul style="list-style-type: none"> • Mandatory Students and tutors attendance. • Room for meetings. • Computers video beam 	Teacher: Emilena Hernández



CAU	FEBRUARY 24	FEBRUARY 24	REQUIREMENTS	TEACHER
Villavicencio	4-6 p.m. Meeting: LLEI tutors	9-12 a.m. Plenary with the LLEI tutors and students 1-3 p.m. o Advise students at various research levels to clarify ideas	<ul style="list-style-type: none"> • Video camera • Mandatory students and tutors attendance. Asistencia de • Room for meetings. • Computers video beam • Video camera 	Teacher: Emilena Hernández



Appendix L. Questionnaire to inquire about the new perspectives of research at LLEI. Students.

QUESTIONNAIRE TO INQUIRE ABOUT THE NEW PERSPECTIVES OF RESEARCH AT LLEI

Investigación Formativa en la Licenciatura en Lengua Extranjera Inglés: Implementación de Macro-Proyectos para Empoderar la Investigación en el Programa.

Practitioner Research at the LLEI VUAD: Implementation of Macro Projects to Foster Research in the Program.

Dear student,

The current questionnaire aims at consulting your understanding about the dynamics of research at the LLEI, which have been changing during the last two semesters. Please, make sure your responses are as objective and precise as possible. Remember that the information gathered with this instrument will help the LLEI to assess and make adjustments in the implementation of the new research methodology in the program.

Questions	Answers
Please mention what you know about the research fields (líneas de investigación) in the LLEI.	
Two Macro Projects have been created at the LLEI. Which are them and what are they about?	
What do you know about the name and scope of the Subprojects at the program?	



<p>What is your research interest and how does it articulate with any of the Subprojects?</p>	
<p>How has your research experience been during the last year?</p>	
<p>Please comment what you have learned in terms of research during the last year.</p>	
<p>From your perspective, what do you think is the importance of research in the teaching and learning of EFL?</p>	

Thanks for your participation.

Cordially,

Martha Isabel Bonilla Mora

Manuel Ricardo Medina

Emilena Hernández Leal

Professor-researchers at LLEI



Appendix M. Field notes from the visit to CAU Cúcuta.

DATA COLLECTED FROM STUDENTS CAU CUCUTA
ABOUT MACRO-PROJECTS THEIR IMPLEMENTATION

QUESTIONES	ANSWER: CUCUTA
<p>Please mentions what you know about the research fields (líneas de investigación) in the LLEI</p>	<p>Q1: During my process in the university I could identify the research fields or paths in the program.</p> <p>-The study of language and its social context: If the study has to be with the social-cultural characteristics on an specific context</p> <p>-EFL teaching and learning: all about teacher and students in the educational process. Language study the views of language itself.</p> <p>Q2: Research fields are the way to guide our ideas and proposals about research. There are two research fields in our LLEI.</p> <p>Q3: I don't know about research fields.</p> <p>Q4: There are two research fields.</p> <ol style="list-style-type: none"> 1. Teaching and learning of English 2. The study of the English language <p>Q5: I don't know about that, because I'm in third semester.</p> <p>Q6: There are two fields in the LLEI.</p> <p>Field 1: The teaching and learning of English as a foreign language.</p> <p>Field 2: The study of the English language and its context</p> <p>Q7: I don't know anything.</p>
	<p>Q1: Innovative practices in English teaching and learning. Practices of the LLEI pre service teachers.</p>



<p>Two macro projects have been created at the LLEI. Which are them and what are they about?</p>	<p>-Understanding and characterizing EFL in the LLEI experiences & phenomenal in the pre-service teachers educational context.</p> <p>Q2: Teaching and learning English use of English and its context</p> <ul style="list-style-type: none">- one of them talk about innovative practices in English teaching and learning- Second macro project is about understanding and characterizing EFL in the LLEI <p>Q3: I don't know it.</p> <p>Q4: The two macro projects are</p> <ol style="list-style-type: none">1. Innovative practices in English teaching and learning2. Understanding and characterizing EFL <p>Q5: I don't know macro projects yet.</p> <p>Q6: There is a macro project in field. In regards of the field one, the macro project is: innovative practices in English teaching and learning: practices of the LLEI pre-service teachers.</p> <p>In the field two is understanding and characterizing EFL in LLEI: Experiences and phenomenal in the pre-serves teacher's educational context.</p> <p>Q7: Innovative practices in English teaching and learning: practices of LLEI pre-service teachers.</p> <p>Understanding and characterizing EFL in the LLEI: Experiences and phenomenal in the pre-service teacher's educational context.</p>
	<p>Q1: Life, stories and experiences. It is about the reality that teachers and learners live in the classroom and what they have to say from their pedagogical experiences and life's stories.</p> <ul style="list-style-type: none">-Pedagogical innovations ideas, projects that research want to implement in an education context in order to impact the teaching and learning process.- Pedagogical innovations ICT- Understanding English teaching and learning context in EFL education <p>Q2: Subproject are according to each macro project.</p>



<p>What do you know about the name and scope of the subprojects at the program?</p>	<p>- First macro project has two sub projects: Pedagogical innovations from new approaches and pedagogical innovations that are incorporate in learning and teaching context.</p> <p>Q3: I don't know it.</p> <p>Q4: There are two subprojects in each macro projects. Pedagogical innovations in EFL learning and teaching context. Pedagogical innovation that incorpora</p> <p>Q5: I don't know it yet.</p> <p>Q6: Every macro project includes two sub projects, and they lead to reach a specific goal in regards of our research project.</p> <p>Q7: I know about the name of sub projects but i don't know about the scape.</p>
<p>What is your research interest and how does it articulate with any of the subprojects?</p>	<p>Q1: My research interest is called the voice of the primary school rural teachers. A look from the teacher's life teaching English and the government requirements. This has to be with the educational experience that a teacher has, the reality he lives and how it is related with the government requirements. Expectations. It articulates with the research subproject the voices of LLEI realties live stories & experiences.</p> <p>Q2: For me is interesting to investigate about some approaches and its influence in learning context, I'd like to investigate about some strategies that have influence in learning process. I think this ideas are articulated with subproject pedagogical innovation new approaches.</p> <p>Q3: I don't know about it.</p> <p>Q4: My research idea is about applying ludic strategies when teaching English. That idea is linked to pedagogical innovations resulting... subproject, because it aims to find new ways to improve the teaching learning process</p> <p>Q5: I like to do new strategies for teach English, but i don't know about subprojects.</p>



	<p>Q6: My research interest is focused on the rural areas and how the teaching and learning process is connected out there.</p> <p>Q7: I'm interesting in pedagogical innovations. It is articulate with sub projects 2.</p>
<p>How has your research experience been during the last year?</p>	<p>Q1: I was absent last semester 2016-2 because I'm studying abroad but the other semesters I have a good research experiences, challenging and kind of tedious. However I learned and I'm still learning a lot about researching.</p> <p>Q2: It has been an interesting experience, I have learned so much about what is research and how to develop it or carry out.</p> <p>Q3: My experience is in "semilleros de investigación" with the research about the influence the movement in the learning.</p> <p>Q4: It has been hard for me. I just think that it hasn't been enough for some teachers what I have done, so it has been a little frustration. But the idea is not to stay there, but improve.</p> <p>Q5: I don't have experiences yet.</p> <p>Q6: I saw foundations in EFL research last semester and T could define my research idea, but I also was involved into a research project for the FODEIN.</p> <p>Q7: I didn't have research experience during the last year.</p>
<p>Please comment what you have learned in terms of</p>	<p>Q1: I can say that I improved in the moment to narrow my research project to be more specific and detailed in terms of problem statement, justification and conclusion. Also I read a lot about literature review and research design.</p> <p>Q2: I have learn that research is a situation I want understand in depth which should be relevant in my context, there are different methods and steps to carry out the research proposal.</p>



<p>research during the last year</p>	<p>Q3: I know terms ode research about the structure.</p> <p>Q4: I have learn research is a serious process, when looking for information it needs the commitment of the people involved.</p> <p>Q5: I didn't see research last year.</p> <p>Q6: I could learn what truly research means, approaches design methodological stuff, authors and so on.</p> <p>Q7: I don't have clear ideas about research.</p>
<p>From your perspective, what do you think is the importance of research in the teaching and learning of EFL?</p>	<p>Q1: It is important because of the leadership that the EFL teaching and learning I shaving in our country. The attention has been pain on improving the teacher's practices and that is the opportunity to contribute to pre- serves teachers /researcher to the development from our education context.</p> <p>Q2: Teachers have to investigate for get better Colombian teachers to improve their practices in real context.</p> <p>Q3: My perspective is learn and know different topic, process and research educational context in the use English.</p> <p>Q4: It is important because research helps to understand from different perspectives the way education works and give us a better understanding the process for kids or students in general.</p> <p>Q5: I think that is important to learn or research new strategies because kids learning with motivation, no repeat and repeat.</p> <p>Q6: I consider that is very important to encourage of the students of the LLEI to contribute and discuss about issues in teaching and learning EGL education takes place in Colombia. Also the meeting with teacher Emilena gave us clear and key ideas of research.</p>



	Q7: Because it helps to improve teaching process.
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Appendix N. Video Recording
(SEE ATTACHED FILE)

Appendix O. Voice recording from the visit to CAU Chiquinquirá.
(SEE ATTACHED FILE)

Appendix P. Natalia Lagos, research work abstract.



ABSTRACT

Voices of violence and conflict: Life-histories of EFL students and teachers in Mani-Casanare research, carried from 2015 to 2016 in Institución educativa Jesus Bernal Pinzon, with ninth and tenth grade students and English teachers has the main objective to determine how the experience of learning English transforms adolescents who have had experiences related to violence.

The type of study used is narrative research which shows the relationship of English as a foreign language in young people who have lived surrounded by violent facts in a way of understanding experiences where the to obtain telling, reliving and retelling stories from people's lives. Micropoject called, The Voices of the LLEI realities: Life stories and experiences, is the reconstructing of life histories and reality through learning English foreign language by observing, interacting, getting interviews, testimonies, life stories, surveys, using oral, written and multimodal techniques to collect data.

Thematic analysis approach is appropriate to process the data collection as doing narrative inquiry because themes and sub-themes emerging from the life-histories and testimonies collected from the participants; which looks to know, how the experience of learning English transforms adolescents who have had experiences related to violence.

Results conclude that bridging hidden life-histories to recreate English learning involving the voices of learners, hearing those who lived violence and conflict events and using English language learning as a transforming vehicle of violent episodes in life opportunities it how they reborn under the shadow of learning English foreign language (EFL) as a life opportunity.