

## RESEARCH AND INNOVATION TRENDS FOR APPRENTICES IN FUTURE ENGLISH LANGUAGE TEACHERS WITHIN THEIR TEACHER EDUCATION

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### Abstract

*The impact of research in today's world is undeniable, particularly the impact on teacher training programs, which over time have come to be taken as a guideline of the Ministry of Education in Colombia, thus promoting a teacher identity that is consistent with the needs of the global and local framework that promote a foundation of their knowledge in order to meet the needs of the educational reality and its implications, thus projecting the research process in their classroom work.*

*Hence the need to make an analytical approach to the programs that educate teachers, seeking to make known the research trends that drive the formulation of actions of teachers in training, which are especially evident when they begin the period of development of their teaching practice.*

*In conclusion, the need to determine the route of conceptual convergence to analyze the direction of the new dynamics of research is defined, as it has become a central axis that allows both the transformation and the renewal of school contexts, as well as the teaching processes with which the needs of the young people of the moment are met, therefore, research has definitely been configured as the main purpose of the Bachelor's degree programs that educate teachers.*

**Key words:** research, teaching education program, Preservice teacher.

### INTRODUCTION

This study is contextualized in a public higher education University located in the city of Bogotá, which has undergraduate and graduate programs, whose mission is framed in democracy and access to knowledge by guaranteeing on behalf of society and with the participation of the State, the social right to a Higher Education with criteria of excellence, equity and competitiveness, through the generation and dissemination of knowledge and knowledge with autonomy and vocation towards socio-cultural development, to contribute fundamentally to the progress of the City, Region of Bogotá and the country and other possible worlds.

Considering the social location of this study, it is particularly mentioned that the program that educates teachers, which is the object of study of this theoretical approach, belongs to the Faculty of Science and Education, this program of Bachelor of Arts in Languages and Literacy.

The program, formerly called Basic Education with Emphasis in English (LEBEI), has gone through different moments and changes, until becoming a program that educates English teachers, whose object of work revolves around research, it is necessary to recall that initially it was called Bachelor of Science in Education: Spanish-English whose duration was eight semesters and was attached to the Department of Philology and Languages of the Faculty of Sciences and Education, later, with the aim of responding to the transformations of the educational universe in constant change, it was adjusted to a university reform that led to the creation of Curricular Projects, conceived as independent and autonomous instances, which acted only under the parameters issued from the Faculty of Sciences and Education. It is interesting to examine then, the organization of this new Curricular Project, whose new

composition revolved around three components: Basic, Fundamental and Integration, grouped in these cycles: Basic, Deepening and Specialization, as illustrated in graph one (1).

**LELLEI Curriculum Organization: Components and Cycles**



In order to understand and explain the information related to the curricular organization of LELLEI, it is important to approach the understanding of the research training that neophyte teachers of this program receive.

**Formative research**

The degree program that concerns us here conceives research as the core axis from which the construction of pedagogical knowledge is derived, to open the way to the generation of new knowledge that connects and puts theory and practice in dialogue, whose foundations are formed within the curricular spaces that are part of the curriculum. From there follows the creation of different subjects that enable the approach to the school from the beginning of the career, through educational practices that begin from the third semester, where the student has the opportunity to go to different schools to have an approach, a direct observation and an opportunity to study the school culture, approaching the reality of the educational context, serving as input to recognize the problems arising within the educational establishments, which in many cases do not have the necessary knowledge and skills for the development of a new knowledge that connects and puts into dialogue the theory and practice, serving as input to recognize the problems arising within the educational establishments, which in many cases do not have the necessary knowledge and skills for the development of new knowledge.

The research approach had been perceived from the point of view of the teacher in training, but had been detected from the point of view of their condition as high school students, later with this approach to the field of their pedagogical action, that is, when they are in their sixth and seventh semesters, they start to intervene, that is, when they are immersed in the teaching practices, they carry out their research approach.

This exercise shapes their senses, allowing them to identify the subjects that interact in the school, thus consolidating their knowledge, and their curious look, which makes visible the dynamics of practices, to become the path that leads them to reflect on their teaching work, which is expected to encourage and promote, other ways of teaching, identifying, inquiring and questioning their own practice, making the traditional ways of teaching more flexible, to open up to other configurations of development of the teaching exercise, which allows them to recognize, recreate and even innovate the perceived realities, when they are in the observation stage, which, as Freire (1980) states, gives the possibility of learning with and from their students, in the words of Kumaravadivelu (2012) this action is propitiated by the dialogic interaction that facilitates the empowerment of their teaching actions, to then be confronted in the world of research, which, supported by the knowledge acquired during the first semesters of their curriculum, will open the way to the consolidation of research projects that deepen the realities detected, especially when they are studying the teaching practice, opening the way to their confrontation in the teaching performance, in an integral way, as human beings.

From what has been said so far, it follows that the construction of investigative objectivities, constituted by the school scenario, revolves around the development of skills, knowledge and investigative attitudes that, supported by analysis and reflection, are expected to enable the proposal of solutions to the problems detected, which should become enriching challenges in their training process, based on critical pedagogy, which according to the precepts of McLaren (2009), education is assumed as a profession, whose basis is reflection by the practitioner, which is sharpened when immersed in the context of the school, in the words of Wink, (1991) the teacher reflects, criticizes and acts on his intervention, within the teaching practice, analyzing here his condition of otherness, his

ability to listen and reciprocity.

Therefore, as proposed by Richards, J. and Lockhart C. (1998) with the aforementioned, the education of a reflective neophyte teacher, who projects his profession towards the orientation and consolidation based on the fundamentalism of language teaching, focused on the development of research skills, on topics that allow him to deliberate on his performance as an English teacher in the context where he must develop his teaching practice, is opened.

Continuing with the development of this paper, we will now move on to the topic of projects and the line of research.

### RESEARCH LINES AND THEIR PROJECTS

The academic exchanges in the development of this approach to research, allow us to present an analysis to understand that the research projects point to the *lines*, being defined as the group of projects articulated around the theme or particular problem, according to agreement 09 of October 25, 1996, of the University Academic Council, being these formulated, both in the curricular project, as in the faculty, in such a way that there must be a congruence between them, it is worth noting that they are usually led by staff teachers.

Consequently, research is located as a transversal topic for all teacher training programs, becoming a missionary function, highlighting that within this faculty of Science and Education, an exercise that is part of its formative education has been developed, and as a result, several projects have been formulated, thus multiplying the number of research groups.

Here is a detail that deserves attention, particularly the lines of research existing in the Bachelor's Degree Program in Foreign Languages with Emphasis in English, which can be recognized in graph two (2), where the visibility of research in the degree modalities available to students is highlighted, most of which aim to propose research projects, as can be seen in graph three (3).

**Lines of research. Source: own elaboration**



In general terms, it is defined that the lines of research group together problems that seek to satisfy the needs or deficiencies of the educational community, to which the following should be applied. The research groups, subscribed to the program of the Bachelor's Degree in Foreign Languages with Emphasis in English, illustrated in graph four (4) in which openness is given to the inclusion of teachers who have any type of linkage, contract teachers and plant teachers can participate who are active within the university.

**Research groups. Source: own elaboration**



It is pertinent to clarify the existence of the articulation of research to the curriculum, through the

degree projects developed by both students and professors, which are subscribed in the degree modalities, as shown in graph five (5), for which students can opt to obtain their degree, which currently has expanded the number of alternatives so that students can graduate in less time by providing them with other opportunities for which they can opt voluntarily.

***Degree modalities. Source: own***



After having made a tour of the faculty and, in particular, of the English degree program, it is possible to appreciate the openness and flexibility that this program has shown over time, adjusting to the times and circumstances of the educational and research policies that have been developed in the new dynamics of knowledge over time. The results obtained in this study will be presented below.

## METHODOLOGY

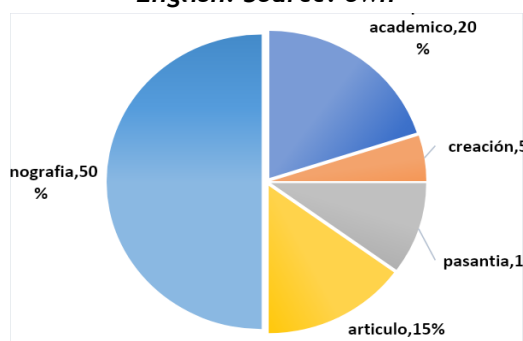
For its development, qualitative research was chosen, based on the different parameters established by Ramírez et al. (2021) who emphasize the descriptive approach to the problem and the possibilities it offers for the collection of information and its analysis, which in this case consisted of a study of different manuscripts of qualified records and other official documents related to the LELLEI undergraduate program that educates English teachers at the Universidad Distrital Francisco José de Caldas.

In this sense, the collection of information was carried out by applying documentary research, following the guidelines of Posada (2011), Hoyos (2000), and Strauss and Corbin (2002) who propose the need to establish an understanding of the available documents, which in this case studied the curriculum, attracting substantial elements that allowed establishing a critical analysis of the topic addressed in this case, based on the existing documents within the program and the Universidad Distrital, related to the topic of research, taken as a vital focus within the curricular projects that train future teachers in this university, in the faculty of education.

## RESULTS

In the exercise of reconstructing the research process developed in the Bachelor's Degree Program on Foreign Languages with Emphasis in English during the last five years, it is necessary to show the repercussions shown in graph six (6), which corresponds to the formulation and development of monographs, with 50%, with topics such as narratives, development of critical thinking, materials for teaching English, cultural awareness, among others.

***Degree modalities of the students of the Bachelor's Degree in Foreign Language with Emphasis in English. Source: own***





Expanding the presentation of the results of this graph, other trends assumed by students as a result of the strengthening of research within the training and as a result of the exercise of teaching practice can be seen in this sense, the modality that follows in order corresponds to the academic spaces of postgraduate programs with 20%, These are associated with the opportunity for continuity that undergraduate students have to enter directly into a graduate program. To expand on this idea, it is explained that in this modality, students have the opportunity to take subjects from graduate programs, which are later used to develop their specialization or master's degree studies within the University; In this way, continuity is given to the training processes of the novice student, engaging them in a graduate program, motivating them to deepen their knowledge, thus strengthening their education, which, given the few economic possibilities they have to continue their studies, turns out to be a great opportunity. From the previous approach, and referring to the graduation modalities for which the future teachers who are trained in this Bachelor's Degree program in Foreign Languages with Emphasis in English can opt for, the next in order is the production of articles, with 15%, showing an increase in this modality, reflecting the interest in disseminating research; because as already explained, the articles must be published in journals recognized by Publindex, which offers a scientific recognition that aims to strengthen the standards established in the framework of the academy.

Taking as a reference graph six (6), it is followed in its order, the internships with 10%, which are characterized for being "social, cultural stay, ...of application to the professional work performed by the student in a legally constituted organization, during the internship, the student acquires the commitment to develop a theoretical-practical work related to his work as a future professional, which concludes with the final report of the internship". Agreement thus, the student has the opportunity to strengthen his professional knowledge by achieving expertise, which is carried out with the accompaniment of an expert, thus broadening the spectrum of his possibilities and enriching his professional experience, which in recent times is certified, thus strengthening his resume, a situation that is quite advantageous for these future English teachers, in today's working world.

From the above, it is recognized by Schön (1987) that *internships* consist of active learning, where the future professional is inserted in a real context, which, in the case of this program of a Bachelor's Degree in Foreign Languages with Emphasis in English, they do in some cases in hospital classrooms, that is, those children who because of their health condition cannot be in a formal school, In some cases, they do so in hospital classrooms, i.e., those children who due to their health condition cannot be in a formal school, or in educational institutions, i.e., schools, where they can apply the knowledge they have acquired during their training process, to deepen, level or broaden their knowledge of the foreign language.

Continuing with the development of this idea and making reference to the modalities of degree can be seen in the graph the low percentage given to the modality of creation, direction, and interpretation, with 5%, characterized by giving impetus to art and various forms of expression, as well as the implementation of various support projects with a material, In this way, it is expected to generate a relationship between theory and practice of some existing spaces within the curriculum of this degree related to the creation of materials, giving space to those aspects that are relevant and that propose elements that supported by technology, facilitate the teaching of the English language and that can respond to the problems of condition, understanding, inclusion and learning problems.

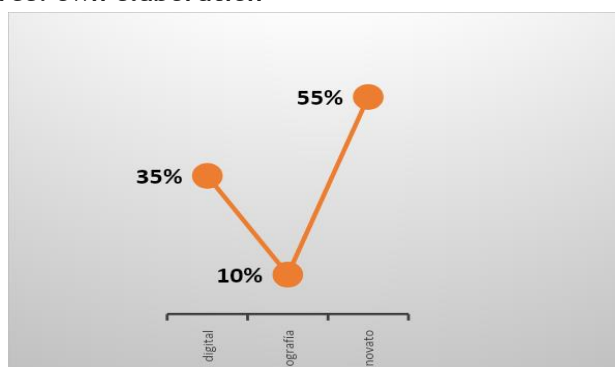
All of these commitments will be aimed at the implementation of autonomous learning, promoting in turn the possibility of coming into contact with real contexts, with which we seek to lead the mastery of the foreign language in a natural, innovative and contextualized way.

In this framework of the research is shown in graph number seven (7), which corresponds to the topics of articles, produced as a result of the research exercise carried out communally between students and professors, considering that this is another of the degree modalities existing within the program, it is worth highlighting the acceptance, diversity, and breadth of the topics dealt with in the articles. For this purpose, the structural organization of the research framework is brought into consideration, taking into account Chacin and Briceño (2000) who specify that, in order to be constituted as scientific articles, the lines of research should be taken into account, for making possible the dialogue between the



different areas that make up the curriculum that educates the future teacher.

**Themes of articles. Source: own elaboration**



In this sense, it is possible to explain the research trends that for this case are binding both of the professors and directors of the degree modality, as well as of the novice students, in the "Article" degree modality, is framed in the following themes: a digital world with 35%, novice teacher with 55%, and autobiography with 10%, the latter with a margin of incidence, quite low, making visible the degree of influence that research has had on these novices, marked by a common theme which is the use of technology in the training processes of this inexperienced teacher, as well as in the application of devices for the development of classes as a didactic resource, especially when they are developing the teaching practice.

In this way, the intercommunication between the research groups and the degree modalities is evidenced, highlighting the group of *didactics of English and technology*, whose reflection is framed in the construction of a knowledge that revolves around the problems identified especially in the framework of teaching practice with an investigative vision that the graph shows the high degree of reflection in the field of didactics of the foreign language that is currently projected, where, according to the graph, the use of technology is ratified.

It should be noted that the research groups: quality and knowledge, dialogic and democratic communication, have not developed degree projects in this modality. Throughout this presentation it is clear that line five (5) related to the field of pedagogy and didactics of English mediated by technology, is connected with the group of didactics of English and technology, projected by the modality of publication of articles, related to the themes of technology, didactic use, digital competence, among others, since it has more than 20 articles published in the last three years, in journals indexed in categories A. B. And C of Publindex, thus demonstrating a deep dissertation, which addresses the problems related to both the line and the group, as evidenced in graph eight (8) entitled lines, group and products in the area of didactics of English and technology.

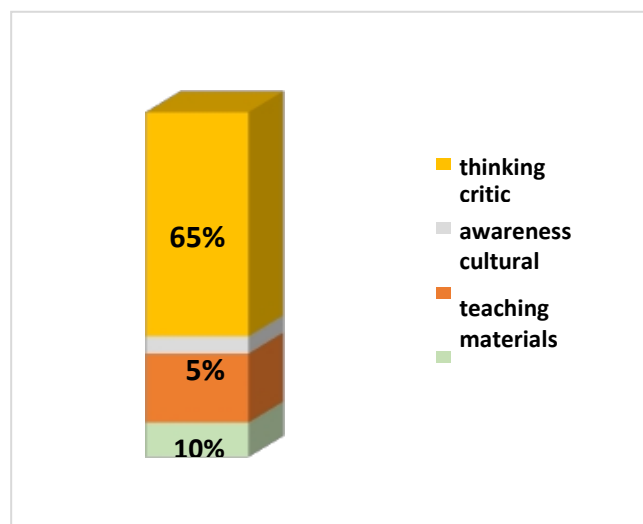
**Lines, Groups and Products in The Area of Didactics of English and Technology. Source: Own Elaboration**



From this, it follows that in this program that trains English teachers, the theme of technology is assumed as a mediating instrument for the teaching of the English language, by generating learning

environments different from those traditionally promoted, that manage to capture the attention of the students and that through the practitioners, methodological alternatives that facilitate the teaching of the language are generated, which become attractive for the school learners, all of this occurs at the moment when they are inserted in the school, through their teaching practice, a space that allows them to see technology with a new look.

Next, we will move on graph number eight (8), which lists the topics developed in the monograph modality, this being another option to obtain the degree. Thematic of monographs. Own elaboration



Graph eight (8) shows that the theme related to critical thinking obtained a high percentage corresponding to 70% of the monographic works, denoting a congruence with the formative purposes of this degree program, which conceives the exercise of the teacher linked to the development of critical thinking. This idea agrees with Schön's movement (1987) for whom knowledge is created throughout practice, that is, in the teacher's action, which must be dynamic and contextualized, whose main basis is dialogical reflection, which allows giving an explanation to the activities carried out by the teacher, exchanging appreciations within the framework of respect and difference.

Well, it would seem from all the above that there is a predisposition, among the graduates who are educated in this English program, to involve the competence of the development of critical thinking in their curriculum, a fact that allows them to use strategies that favor the analysis and reflection of their work in the classroom since most of the monograph works originate at the moment when they are immersed in the teaching practice. This is the moment when they come into contact with the school world, accompanied by a great expectation, and it is there where difficulties and problems probably become challenges, which are intended to be solved with the staging of the different investigations, developed within the modality of the monograph.

This is followed by the design of materials with 20%, a low margin, but probably denotes the concern of these novice teachers to transform the ways of teaching the language, to open up new possibilities that seek to promote a dialogue between what exists within the school and what is mediated by technology, generating changes in the ways of teaching the language.

Almost everything previously mentioned is applicable in the context of teaching practice because beginning teachers must create and select activities that are attractive and interesting for students and that allow above all the development of oral skills, for which it requires the use of complementary materials that allow generating new dynamics of class development, through the use of materials that improve their professional performance and lead to the achievement of the objectives set in the courses developed within the context of teaching practice.

Graph eight (8) shows how research projects in the monograph modality intersect especially with research line number one (1) corresponding to critical pedagogy, as well as line two (2) of representative and imaginary discourses in communicative action, also including line three (3)

associated with reflective practice, which are enriched by the experiences and inquiries achieved in this type of research work, whose academic purpose revolves around the development of critical thinking and its implications in the various fields of knowledge and, in particular, in the area of language teaching, as it is essential to establish a correlation between the pedagogical exercise of the novice teacher, in contrast with the theoretical precepts acquired during the development of his study plan, in such a way that they allow him to contrast and identify the theory applied to reality, mediated by his condition of practitioner, which leads him to create pedagogical actions according to the needs of the school context, intervened by the commitment to knowledge and the process of reflection, All this, of course, arbitrated by his role as a researcher who is permanently accompanied by observation, reflection on the events of the school, his thinking, the theories that he has acquired before starting the teaching practice, with the purpose of being finally reflected in the actions undertaken by this novice teacher, when he starts his exercise as an English teacher.

Now it is important to extract from what has been said so far, as illustrated in graph nine (9), that lines of research one, two, and three have been strengthened through the work developed by students in the monograph modality, with topics that include cultural awareness, identity, critical thinking, and the development of materials.

#### *Line of research. Own elaboration*



From the above, it can be deduced that in this English teacher training project there is evidence of the desire to rethink the construction of scientific knowledge, around teaching practices, giving voice and validation to the experience as a researcher undertaken by teachers in training, who within the social context of the school have managed to generate a dialogue between theoretical and practical aspects, reaching a strength and security through pedagogical and investigative reflection, given in their practice intervened by a critical and argued position, assuming challenging and empowered visions, in contrast with the traditional contexts that the school still assumes, and in which sometimes the work done by beginner teachers is demerited, for being considered not very serious but that in this dissertation, their commitment to the implementation of a research with scientific and valid criteria is demonstrated, characterized by not having biases and considering the effectiveness in its applicability, so that they can be incorporated in the context of the practice developed in the school by inexperienced teachers.

#### **CONCLUSION**

The invisibility of research related to topics such as conflicts in school, and the new roles of parents, students, and teachers within the school can be appreciated: conflicts in the school, the new roles of parents, students and teachers within the school, it is possible to highlight instead the concerns expressed in the form of *articles*, where the topic of the conflict raised by novice teachers when they



practice in contrast to the traditional way found in the school comes to the fore, which denotes a rigorous training that guides the actions of these new beginner teachers, who despite the multiple situations that may arise in school, bring innovative proposals that seek to propose solutions to the needs identified in the various contexts where teaching practice is developed.

The development of the monographs was led by inexperienced teachers, who through their approach to the school, identify various findings around the topics developed in their research, seeking different ways to provide solutions, based on the arguments and theories that support the development of the topics included in their monographs, where their critical and reflective spirit is emphasized as it strengthens their pedagogical work, giving rise to various proposals with which they seek to solve the problems identified especially when they are developing their teaching practice.

Consequently, the traditional teacher has had to validate his actions based on the voice and contributions of the practitioners, by recognizing the results of the new bets developed through the implementation of various monographs, which turn out to be innovative and topical.

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