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Narratives of Seven Teachers Concerning the Phenomenon of Learning Factors Involved in English Classes

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Abstract

Sociocultural and political factors play a significant role in language learning. Previous research conducted from authors such as Kumaravadivelu (2006) and Vygotsky (1978) had found that the Second Language Acquisition process brought with it a range of learning factors that affected students on an internal and external level, but little attention has been paid to the perspectives of undergraduate and graduate teachers in-depth concerning the effects that those learning factors had over their second language acquisition process. The present qualitative phenomenology study uses semi-structured interviews to collect data on five undergraduate and two graduate foreign language teachers during their second language acquisition process. Data will be analyzed using thematic analysis and it is expected that this study will unveil the learning factors undergraduate and graduate teachers handle during their learning process. This would support the notion that both undergraduate and graduate teachers are not aware of all the learning factors involved in language learning which would bring more awareness to the pedagogical community about the importance of learning about them.

Keywords: learning factors, language learning process, narratives, undergraduate teachers, graduate teachers

Chapter 1

This chapter lays the foundations of this research, starting with an introduction that defines the general outline of the work and of the four chapters that compose it, as well as the contents of each one. At the same time, the bases of the research proposal are established, such as the problem of this research project which revolves around the lack of comprehensive exploration of learning factors influencing the second language learning process, particularly in English language education, and finally the rationale underscores the need to bridge the gap in understanding these factors by delving into the narratives of teachers to uncover their beliefs and experiences, aiming to enhance language teaching practices and address the challenges faced in language education.

1.1 Introduction

It could be stated based on the many researches and theories built around second language learning conducted by psychologists, pedagogues and linguists such as Piaget, Vygotsky, Krashen, Dewey and Chomsky just to name a few, that no other phenomena has been investigated as thoroughly as second language learning. For instance, different areas of research have been opened focusing on several of the linguistic, psychological and social processes that occur as a product of this learning process. Among these processes are learning factors, which deal with a series of variables involved in the learning process that can be divided as internal and

external (Kumaravadivelu, 2006) which in turn, depending on the learner, can both promote as well as hinder the second language (L2) learning process. The Covid-19 pandemic's Emergency Remote Teaching (ERT) served as a turning point for many educators, including the authors of this research, who began to acknowledge this term. Since the circumstances provoked by Covid-19 pandemic's were the cause of various internal (intimate and related to feelings) and external (caused by the context) learning challenges which brought numerous learning factors that influenced the learning process.

This research project seeks to explore the experiences and beliefs of undergraduate and graduate foreign language teachers concerning the importance that certain learning factors have or have had in their lives and personal language learning process, all this done through narratives that will make possible the visualization of the importance that they give to certain factors and the way those intervened in their language learning process. The methodology of the research project will be carried out by collecting through semi-structured interviews and addressing the narratives of five undergraduate teachers and two graduate teachers with vast experience in English language teaching who work at the Bachelor of Arts in Foreign Languages (English and Portuguese) from a private university in Bogota, Colombia and subsequently analyzed through thematic analysis.

Since this study is still under development, the expected results are, to understand the student's life experiences to relate them to the students' learning process evidenced in their narratives, as well as to analyze the scale of importance given to the internal and external learning factors by both undergraduate and graduate teachers, thus to clarify how these factors marked the language learning processes.

The outline of this ongoing research project is as follows: Firstly, starts with the introduction, rationale, state of the art, statement of the problem, research questions and objectives; The next chapter explores the theoretical framework focusing on three different constructs namely; second language teaching process, learning factors as a phenomenon and narratives, taken into consideration in the research as well as the legal framework which includes the jurisprudence related to my study and what ensures that this research study is following the law.

Afterwards, the following chapter it focuses on stating the methodology employed on this monograph, starting with the reasoning behind the choose of the qualitative paradigm to then clarifying the role of the phenomenological approach within this research, after this it would be presented the categories used to analyze the data acquired through semi-structured interviews conducted to five undergraduate teachers and two graduate teachers, ending with the instructional research and timetable section which would explain the overall design of this research; The final chapter it is focused on exploring the expected findings of the application of this research project as well as the final conclusions of each chapter of this monograph.

1.2 Statement of the Problem

The process of language learning has been extensively explored by various researchers, with different theoretical approaches such as nativist theory, environmental theory, and functional theory. This study focuses on Vygotsky's sociocultural theory, which emphasizes the importance of context in education and cognitive development. Particularly, it examines the learning factors, both internal and external, that influence the language learning process. Previous research has explored students' and teachers' beliefs about the relevance of these learning factors, but a gap remains in understanding the experiences and beliefs of undergraduate

and graduate teachers in the specific context of a private university in Bogotá, Colombia.

Additionally, the problem statement identifies a lack of visibility and institutional recognition of the concept of learning factors in official educational documents in the Colombian context.

Beforehand, to establish the main terms, the process of language learning has been written about extensively by authors such as Vygotsky, Piaget, Krashen, Chomsky and Skinner, who have explored different approaches, including nativist theory, environmental theory, and functional theory (Tefer-Adugna, 2022). This research will be focussing on Vygostky's sociocultural theory, which states the context is an essential part of education and cognitive development, due to how modifies and shapes much of the circumstances in which the person learns, mainly altering the development of the potentialities of the student (Vygotsky, 1978), drawing a line concerning the concept of learning factors or Intake Factors¹ as Kumaravadivelu denotes them.

Learning factors which Kumaravadivelu (2006) proposes as “learner’s internal and learner’s external factors that are brought to bear on the psycholinguistic processes of language learning” (p. 29). These subsets of internal and external factors, besides being closely related (by not having a dichotomous relationship), have and are composed according to the type of affinity they have with the learner. For example, those that have a higher personal affinity such as age, attitude, personal learning process, motivation and emotions such as anxiety can be "encapsulated" as internal factors. Meanwhile, factors such as teachers' strategies, ICT implementation, linguistic background and social or family context qualify as external factors.

¹ The Intake process in English Language Teaching can be understood as the midpoint between the *input* process in which the learner receives knowledge of the language and the *output* in which the learner uses the language. Within this *intake* process, some factors may intervene and influence the understanding and how the learners process the language.

Nevertheless, leaving aside this distinction between factors, it should not be forgotten that learning factors are closely related to each other and are consistent among themselves (Álvarez & Nuñez, 2020), the external ones have a great influence on the internal ones since these are the ones that shape the person. Consequently, thanks to the narratives of the undergraduate and graduate experiences, there is the opportunity to bring a deeper and more personal exploration of their beliefs around learning factors.

On the other hand, other studies have gone directly to address student and teacher beliefs about the degree of relevance of various learning factors such as the macro project directed by Bastidas & Muñoz (2020) in which they delved into the beliefs of high school students and teachers about the importance grade of some specific learning factors on questionnaires. Another study which explores the beliefs of students around their second language learning process was directed by Echeverry, this was focused on the beliefs of students from the private Institute of Languages Colombo Americano, in which their experiences and beliefs were obtained using surveys Echeverry (2020). These studies and others that will be discussed later in the literature review help to reinforce the idea that the main scope of research has been guided by a much more quantitative and researcher-driven approach.

Hence, research on the beliefs and experiences involving the learning factors of the language learning process of undergraduate and graduate teachers in the context of a private university in Bogotá is still lacking. Previous research has explored the experiences of undergraduate teachers in different contexts. For example, it has been discussed at another university in Bogotá, where they demonstrated adaptability and innovation with the tools at their disposal (Revelo, 2022) innovation showed for example in the use of the Content and Language Integrated Learning (CLIL) method to merge the students realities with more global ones as a

way to encourage students literacy. Additionally, it has examined teachers with five years of experience in Cauca, who initially struggled with high levels of stress and confusion during the transition to remote teaching, despite having prior knowledge as an advantage (Delgadillo and Delgado, 2022). Although the aforementioned articles focus on contexts similar approaches treating the learning factors, not only differ a lot with the context of this study, but also, there are great differences in terms of population and overall experience. In general, it can be said that learning a second language, although it might be difficult in itself for some individuals, could become even more difficult given the context. Before continuing with the experiences of the participants of the study, as an introductory exercise and to show how the personal experiences may affect the learning of the English language, I will deep into my own experience to serve as a bridge to connect my empirical experience with that of my population.

My experience learning English goes back to my childhood where thanks to owning a computer with games and cable TV I was exposed to the English language at a young age. I remember how in video games like Crash Bandicoot and Battlefield 1942, all the menus were in English, so I had to manage to associate terms. Series like Fairly Odd Parents often included jokes involving English that I could never understand, and that got me more and more interested in the language. I went to different English courses from an early age, and what I learned there I continued to learn throughout high school, even getting a head start among my classmates in English, which made me feel very confident in my abilities. Besides school, I continued practicing the language in video games like Team Fortress 2 or Roblox, where I usually interacted with people from the United States more specifically because the servers were located there. Nowadays I still watch content in English and I like to keep perfecting my language skills. This is where I see in retrospect how factors such as my linguistic background, interest in the

language, motivation, attitude, self-efficacy, and self-confidence were able to ensure an almost unconscious and unhindered English learning process. Those will be some of the learning factors among others which will be addressed in the excerpts of the interviews presented further in this document.

Thus, I acknowledge that not only my beliefs about learning factors could bring a critical perspective on how learning factors are taken into account, but also, the views of my colleagues and teachers could signify an even deeper view of this phenomenon. This study takes place at a private university most specifically at the degree Bachelor of Arts in Foreign Languages (English-Portuguese) at Fundacion Universitaria Juan N. Corpas, a university located in Bogotá. This institution is well known for having a constructivist and qualitative approach highly focused on promoting research from early to the students. All the members of the population are part of this institution and experienced the first two semesters of the degree over an ERT approach. It is composed of four women, all of them above 20 years old and one man who is 22 years old. The way the preventive isolation was handled in the first semester was by employing an alternating model between a few synchronous virtual classes and a large load of asynchronous work. From the second semester onwards, an almost completely synchronous model was chosen. The participants spent a total of three semesters in virtual classes.

The preliminary study was conducted through two rounds of semi-structured interviews of two or three questions, the first round focused on the undergraduate teachers and the second round focused on the graduate ones. Although the preliminary study presents some findings about the beliefs and experiences of undergraduate and graduate teachers regarding learning factors in English language learning, the conclusions do not seem fully convincing. While the graduate teachers demonstrate some basic awareness of various learning factors, both internal

and external, this awareness is not entirely evident in the experiences of the undergraduate students, leaving evidence of how their beliefs could be delved even further if the study starts having a deeper analysis.

The divergence between the visions of the undergraduate and graduate teachers is also noteworthy. This misalignment raises questions about how these differing beliefs about learning factors have developed and what factors might have influenced their perspectives. The preliminary study has laid the groundwork, but further investigation is needed to fully understand the complex dynamics underlying the teachers' beliefs and their impact on the learning experiences of the undergraduate students.

Furthermore, the learning factors identified by the teachers are not clearly manifested in the curriculum or classroom practices. There is a disconnection between the teachers' knowledge of these factors and their actual integration into the educational process. Moreover, the learning factors are not prominently featured in official program documents, suggesting a lack of institutional recognition and support for this important aspect of language learning.

Following that problem, a general review of different educational documents from both the MEN and the institution in which the study was conducted was carried out. The procedure used to analyze the visibility of the concept of learning factors within these documents was to use a word search to determine the number of occasions in which the concept of learning factors or at least *factors* appeared in these documents. The results were compelling, showing a low occurrence rate for the word *factors* as opposed to the zero occurrence rate shown when searching for *learning factors*.

In this case, five documents were reviewed, the first one called *Una mirada a los resultados de aprendizaje*, which is a report made by the MEN in 2021, where the improvement

of the Quality Assurance System in Colombian higher education is analyzed, emphasizing learning outcomes and international practices for educational excellence (Sanabria & Ramos-Calderón, 2021). It is evident that the word *factors* is repeated 27 times, of which only two times are related to learning factors in a context of explaining pedagogical and learning models; those two mentions occur on pages 27 and 28. Even so, with this consideration of learning factors by the MEN, the topic does not acquire greater relevance and is only mentioned indirectly since the full term *learning factor* is not used.

The next document to be addressed is *Programa todos a aprender del ministerio de educación nacional (Colombia)* which has been developed since 2012 until 2022, and aims to improve primary education in Colombia, focusing on Language and Mathematics with the support of the Ministry of National Education and educational secretariats (MEN, 2022a). In this technical note the word *factors* is repeated three times, in which only one can be related in some way to learning factors. The only occasion occurs when the MEN (2022a) recognizes motivation and self-efficacy as factors involved in the performance of the PISA tests (pp. 20). This shows a lack of consideration of learning factors in the production of this educational program.

The following document is called *Cómo formular e implementar los resultados de aprendizaje*, it is a Guidance note also designed by the MEN in 2022, the document addresses the harmonization of quality assurance in Colombian higher education, providing guidance on learning outcomes and promoting continuous improvement through national workshops (MEN, 2022b). Within it the word *factors* is repeated twice, neither of which is actually related to learning factors, since it is used to list the requirements necessary for an institution to achieve high quality accreditation. This again demonstrates the low visibility given to the learning factors phenomenon. To add a better visual representation and in the form of a summary, taking into

account this review, Table 1 provides a better understanding of the problem of visibility of the concept of learning factors, together with two other documents which were not described in detail due to the lack of relation they show with the concept of learning factors.

Table 1

Visibility rate of learning factors in Colombian public educational documents

Type of document	Title	Rate of occurrence of the word "factors"	Context of the use of the word factors
PEI	Proyecto Educativo Institucional Pei Corpas Humana Corpas Social, Corpas Global	2	Unrelated to the learning factors concept, it is used to name factors that describe the precepts of the institution.
Guidance note	¿Cómo formular e implementar los resultados de aprendizaje?	2	It is used to list the requirements necessary for an institution to achieve high quality accreditation.
Basic Standards of Competence in Foreign Languages: English	Formar en lenguas extranjeras: ¡el reto! Lo que necesitamos saber y saber hacer.	1	It is used to describe one of the components of communicative competence in English language teaching. However, it is not related to the concept of learning factors.
Technical note	Programa todos a aprender del ministerio de educación nacional (Colombia)	3	It is used to acknowledge motivation and self-efficacy as factors involved in the performance of the PISA tests
MEN Report	Una mirada a los resultados de aprendizaje	27	It is used twice to define different pedagogical and learning models. The rest of the time it is used to describe certain factors involved in some subjects but not used as learning factors.

Source: own elaboration

To conclude this problem of the lack of visibility which is explored further on the rationale of the study, it can be said that taking into account this index of appearance and context

of the documents, the existence of a gap present in Colombian education is thus presented. In this way, intuiting and becoming more evident the lack of presentation and visibility of the phenomenon of the learning factors within Colombian educational guidelines and documents.

Research Question.

According to the problem statement, the following research question arises: How do the undergraduate and graduate teachers' narratives unveil their beliefs about the learning factors involved in the process of English language learning at Fundación Universitaria Juan N. Corpas in Bogotá?

1.3 Rationale

To start with, the main problem to be addressed is the lack of knowledge or invisibilization of the learning factors that influence the learning process of the second language, in this case, English, which affects the way in which teachers perceive the teaching of English. Additionally, some semi-structured interviews were conducted as a piloting process for the project as a way to find reliability of the study. The results of the interviews showed that the five undergraduate and two graduate students were aware of some of the learning factors, however, they came to ignore some of these factors. Leaving aside the main problem, it is worth adding that another problem is the lack of studies that fully explore the narrative of the participants surrounding their beliefs about the phenomenon of learning factors of teachers in private schools in Bogota, Colombia. Therefore, since there is a gap in this area of research, it has to be filled and investigated arduously. All of these problems will be addressed below, but not before reviewing the most important research terms that will be used continuously in the study.

The Rationale for this project is based on the gap discovered around the study of learning factors through the review of international, national and local literature. It was in the latter and at

the national level that it was discovered that although some research had been conducted with a similar theme to assess the beliefs and experiences of students about these factors, it has not delved into whether these undergraduate and graduate teachers take them into account, either at the time of studying or when planning their classes. The participants' voices had been listened to but researchers tend to decide to focus on only a few learning factors, leaving aside some brushes of complexity of this phenomenon. Therefore, for this research project there would not be any limits at the amount of learning factors considered by the graduate and undergraduate teachers.

Previous research has addressed those learning factors by using life experiences as a way to collect the intimate student experiences; for instance, the experiences of vulnerable populations such as First-Generation Students in the United States (Soria et al, 2020) which showed how they faced difficulties above the average and even harder since the ERT was implemented at that time, and how most of them coped although having this disadvantage, or those of Tribal Students in India (Bhatt, 2022) have been studied using narratives showing how efficient could they be for recollecting more natural results that in turn demand a level of reflection and self-criticism on the part of the interviewees, ensuring that those experiences are not forgotten and that they serve as a point of reflection and improvement for both students and teachers. Nonetheless, there is still a lack of research on the degree of importance given to certain learning factors while others are not taken into account by both undergraduate and graduate teachers in the context of a private university in Bogotá. Although previous research discussed through scales how both teachers and students of a high school in Pasto consider which learning factors are most important (Bastidas & Muñoz, 2020) and teachers with five years of experience (Delgadillo, 2022) both do not delve into the importance of considering all

the learning factors involved in the process of learning English or share the same qualitative approach, which is the main difference of this research project among others.

Therefore, an important gap identified in Scopus is the scant discussion or consideration of learning factors in educational public policies, materials, or teaching guides provided by the state, along with its absence in the curricula or PEI of the institution (See the rationale section for deeper information). Even though the lesson plans usually include some considerations about the profiles of the students, this is left to the discretion of the teacher, and there is no encouragement to learn about the learning factors at any point in time. Thus, the notion of enlightening learning factors to bring awareness to educators carries greater importance.

Besides, another important reason to conduct this research is to share and bring light within the pedagogical community the importance of acknowledging the learning factors in the learning and teaching processes of the English Language to foster the embracement of the more human and social element of teaching which is sympathy. The fact that teachers know more about learning factors supports them to build better relationships with the students considering that they could understand them way better and sympathize with them, simultaneously it will help the teachers to know ways to face learning factors that hinder the students' language learning process.

Bearing in mind that the Juan N. Corpas University Foundation is allied with the constructivist model, the importance of the present study can be reasoned in a better way. The contributions or diffusion of the conclusions from this research will support the facilitation and spreading of teaching centered on recognising the external and internal factors of teaching as such to promote a healthy classroom where it is the student who is motivated to construct his

knowledge, given that the teacher will have a better understanding of how his students may feel when faced with the teaching of the English Language.

This research project has the potential to contribute directly to the participants, due to their reflections and further discussions with them based on the results this study might get. This project has an intimate relationship with the participants that seeks to analyze their beliefs in light of other research. In the case of the teachers involved in the study, it is expected that they could come to consider learning factors even more and open their perspectives on them, so that, not only can they consider them in their lesson plan, but also open themselves more to the idea of helping to overcome those hindering factors to the students.

Finally, it is worth adding that this research project is based on the research line of Communities and Environments, more specifically for its relationship with those external learning factors related to the sociocultural as familiar and linguistic background lived by the undergraduate teachers in what had been their everlasting task of learning a second language. I would also add that Communities and Environments is the ideal space to develop this study, because of its focus on social relationships, which seek to benefit and improve by fostering better relationships between teachers and students.

Overall, this study can once again bring more awareness to the pedagogical community about the impact of the learning factors on the language learning process together with contributing to the development of more effective language teaching practices as could be the building of sympathy between the teacher and their students. Also to become human actors teachers may consider their students more than blank boards to fill.

1.4 State of the Art

This section addresses those researchers that contemplate the topic of learning factors that influence the process of learning a foreign language, and how each one of them supports and contributes to this research project. It also establishes a direct relationship between each of the studies while exploring the aspects of learning factors that have already been researched locally. Therefore, 15 articles and research has been used as references, of which 5 are at the international level, 5 at the national level and 5 at the local level by the Universidad Distrital Francisco José de Caldas and La Salle. To maintain an objective, broad and updated perspective of what has already been investigated in terms of learning factors in the process of learning a foreign language.

In order to summarize the most important information of those 15 documents Annex 1 was carried out. Annex 1 shows a summary of the articles and academic documents used to support this research project, these are categorized and identified by criteria such as the year of publication, the educational institution that carried them out and finally the place of origin of the study, whether international, national or local.

1.4.1 Internal Factors

According to Kumaravadivelu (2006), internal learning factors are those that are focused on personal and intimate qualities as well as psychological and affective phenomena that influence language learning, those internal factors at the same time may be harder to evidenciate or to get them. For that reason, researchers resort to the use of data collection instruments that allow them to evidence this intimate space of the participant's psychology.

To begin with the international studies which studied the internal factors within the educational field. The first study involving the internal factors of the learning factors at the international level is one provided by the University of Oxford *Factors Affecting Second Language Learning* in 2001 by Lightbown & Spada, it has been found that this particular study holds significant potential for enhancing the depth of this research project. Its extensive theoretical discourse within the realm of learning factors presents a valuable opportunity to enrich the conceptualization of factors such as age of acquisition, learner beliefs, personality, aptitude and motivation

Regarding these factors, it is said that many times learners of a new language contain personal characteristics that can help them to a greater extent to be successful in language acquisition, characteristics commonly based on previous experiences and anecdotal evidence (Lightbown & Spada, 2001). This view on learning factors helps to justify the importance I give to narratives, in that they are anecdotal evidence intimately related to participants.

The following international article delves into the concept of internal learning factors as *Factors influencing language teaching and language learning* in 2020 by Sayedi which defines them as Affective factors, those which relate to learners' attitudes and behavior. It can be said that there are two types of learners, the "overachievers" and "underachievers", depending on how strongly they are affected by behavioral or attitudinal problems (Sayedi, 2020). Among the internal factors determined in this article, we can find Self-concept, Introversion and Extroversion, Motivation, Attitude, Personality Factors, Self-esteem, Risk-taking and Inhibition. This study itself raises a much broader view of learning factors, adding to my list of possible factors that I can determine in the life histories of the participants. In relation to the previous

article, this one does not present specific cases or a methodology, it is based only on quotations and that is enough.

Another international article which delves into these factors is *Affective Factors Involved in Learning a Foreign Language* in 2014 by Henter who explores the effect that these factors have on a population of students in a university in Romania. A comparison of the two faculties showed that students' motivation and anxiety had a significant impact on their English performance, while their attitude towards English learning did not (Henter, 2014). Here, on the other hand, we are already entering the realm of studies already conducted, and this one specifically demonstrates how attitude, not aptitude, is not a factor that will determine much, given how different the results related to participants' attitudes were. This in turn contrasts with the idea of Sayedi, who included attitude as a determining factor in English learning, but at the same time, it is related to the importance given to aptitude by Lightbown & Spada.

For its part, another article that explores both internal and external factors is *Factors that Influence Basic Level English Language Learning* in 2019 by Tejada Reyes, which explores in more depth the importance of self-esteem, within which it finds motivation as a determining factor, which according to Tejada Reyes (2019) plays a crucial role in driving an individual to pursue their goals and find meaning in their actions; Without motivation, the individual's self-esteem may be affected since their appreciation he has of himself decreases. It is important to note how here we begin to relate factors that we had observed in other studies, beginning to unify the idea that these internal factors can be taken as a much larger chain reaction that, as we will see later, has its origin in the context and background of the student.

Starting with the national studies which studied the internal factors within the educational field. We start with the monograph called *Incidencia de factores estudiantiles y de la relación*

docente-estudiante en el aprendizaje del inglés de estudiantes de grado 8° en la Institución Técnica Rafael Navia Varón de la ciudad de Cali carried out in 2020 by Álvarez & Nuñez, in this research, factors such as motivation, self-efficacy, teacher-student relationship and academic involvement are explored. previous performance on his idea of his learning process. On the other hand, focusing especially on these factors, we can find that, according to Álvarez & Nuñez (2020) they are all related or consistent with each other. Consequently, the teacher-student relationship can influence the student's motivation which can decrease or increase depending on the methodology used by the teacher. It is considerable that motivation influences the student's academic involvement, which finally ends up affecting on his self-efficacy given the perspectives generated by his, noticed that at the national level, these factors continue to be related to each other.

The next article, called *Factors Influencing English Language Learning of High School Students in Pasto, Colombia* done by Bastidas & Muñoz in 2020, explores the study of a series of factors of both internal and external types employing questionnaires that were given to teachers and students where they had to give on a scale, rating how important each factor was. Among the internal factors included were: Cognitive, Linguistic, Affective and Intersociocultural. Of these factors, it was concluded that the most important according to teachers and students were the attitude, attention and motivation of students, which were perceived as influential (Bastidas & Muñoz, 2020). As mentioned, this study aims to see how aware both teachers and students are of the factors of language learning, making it very similar to my study, however, the main difference between the two is the methodology used to collect the data. This may seem somewhat superficial, however, it means turning the study into a

different approach, in this case, a quantitative approach, where although the data was collected there was no conversation or element of unique experiences provided by the participants.

After this, I found another monograph concerning internal learning factors called, *Beliefs and Attitudes of Students Learning English in a Private Institute in Santiago de Cali, Colombia* it was conducted by Echeverry in 2020, in this study, the learning factors that affected the students of a private English institute are explored, which the author highlights since it is one of the few studies developed with this population in mind. Among the internal factors explored are: Students' Motivation, Engagement, Beliefs and Attitude. As stated by Echeverry (2020) A language that seems too hard to learn can discourage students from learning it, or make them reluctant to put in much effort if they have to take classes in that language. They might think that they have no chance of succeeding in such a difficult task. In this case, attitudes are taken into account again but with a new approach in mind and it is in front of the methodologies used by teachers. Consequently, it is argued that if the teacher's teaching method is very traditional, in the sense that it focuses purely on the grammar of the language, the chances of the student's attitude and motivation being affected increase exponentially. In contrast, the Communicative approach provides much more favorable results. For my part, I find that this study provides a relationship between methodologies and internal learning factors that is worth investigating and deepening in the life histories, and that relates to the Linguistic Background.

Ultimately, with the local studies which studied the internal factors within the educational field. The first local study is called, *Explicit Teaching of Socio-Affective Language Learning Strategies to Beginner EFL Students* done in 2010 by Fandiño Parra, and it focuses on Affective factors (such as beliefs, attitudes, anxiety, and motivation) the main difference between this article and mine is that this one is also focused in didactics, since one of the results were the

providing of strategies against the hindering factors. This article stands out given the discussion of how the acknowledgement of the learning factors as emotions and strategies involving the learning process can enhance English learning. Students can think more about their learning state and emotions, and plan better learning methods and goals (Fandiño-Parra, 2010). Therefore, it is believed that this article can provide my research useful considerations of pedagogical strategies to counteract the learning factors that influence negatively, besides being able to take into account this variable in the teachers' life histories.

The next monograph is called, *Dropping out of a TEFL Program: A Study on Internal Factors* it was carried out by Castañeda Useche & Marin-Marin in 2020, and focuses on further studying the issue of academic desertion in higher education institutions, in this case analyzing the internal factors that have more weight on the decisions to drop out. It takes into account a series of surveys where those factors were chosen (attitudes, motivation, and language learning strategies), and an action plan was made to keep on track the student's performance and to be able to predict desertion. It includes 4 stages: Pre-planning, Planning, Execution, and Monitoring to identify the needs of students as soon as they are admitted to the program. The retention model plan concludes with some approaches that target three factors: attitudes, motivation and learning strategies (Castañeda-Useche & Marin-Marin, 2020). An interesting inclusion provided by this study is to be able to talk about desertion as a possible consequence of the learning factors, also related to the lack of motivation. It is important to take this into account since it is one of the consequences that this study seeks to avoid and is a compelling reason for both teachers and professors to take into account these learning factors.

This article, *Obstacles in the learning of English as a foreign language in two groups of the population of Bogota* carried out by Roldán Sánchez in 2016, presents a different view of the

internal factors, this time called emotional factors, among which are fear, sadness, frustration, self-efficacy, anxiety and motivation. All these emotions can be produced or triggered by the learning of a second language, which in turn is articulated with the basic standards of education, by including among the recommended activities such as role plays or conversations with others, which can cause anxiety and fear to introverted or shy students. However, surveys conducted with teachers and students of two schools in Bogota, showed that the point of view of adolescents differed from that of adults, showing that adolescents came to feel more joy. However, for adults, the results showed that the most common factors that occurred in the use of English were fear and fear of failure (Roldán-Sánchez, 2016). This article allows me to reflect again on the importance of emotional factors which are also included in this research project, while maintaining the same line of reasoning of previous articles that talked about motivation and how important it is.

Finally, this article, *Motivational factors in the teaching-learning process of English as a foreign language in 8th-grade students of Ricaurte public school in Bogotá* carried out by Galvis Barrera in 2022, explores the importance of Motivational factors in the teaching and learning of English in a primary school environment. Among the internal factors taken into account are: (the influence of parents, the quality of the process, autonomy, classroom activities, self-regulation strategies, grades, and feedback) Of these we will focus on the importance of feedback which importance could be how teachers' mindsets influence how they give feedback to students who do well. Teachers who believe that success depends on innate ability tend to compliment students' skills and emphasize results (e.g., scores). Teachers who believe that success depends on effort and learning tend to compliment students' hard work and progress. (Lou & Noels, 2019, as quoted in Galvis-Barrera, 2022). It was finally determined that student motivation can change

quickly over a relatively short period of time, thus giving a somewhat different view of motivation, in that it depends not only on the student's context but also on how close they are to both starting and finishing a school year. To conclude and move on the next type of learning factors, having finished exploring each of these articles and highlighting the nature of internal learning factors, one can better understand how intrinsic and intrapersonal they can be, as they involve intimate concepts such as motivation, self-efficacy, attitude and aptitude.

1.4.2 External Factors

External learning factors, according to Kumaravadivelu (2006), are all those that take place outside the learner, and in which his or her context, background and previous experiences play a part. These, in turn, further evidence the influence of the learner's social relationships, further emphasizing the importance of the social aspect within the Second Language Learning process.

Starting with the international studies which studied the external factors within the educational field, an international study called *Social Factors Involved in Second Language Learning: A Case Study from the Pacific Campus, University of Costa Rica* conducted by Montero et al. in 2014, deals directly with external social factors that are directly related to the learner's context, among which we can find factors such as Language acquisition, Socioeconomical Context and Linguistic Background. This article, on the other hand, being focused on a more social approach, fits perfectly with the definition of external factors which are matters of the environment and cannot be controlled by the learner. As Montero et al. (2014) stated language and culture influence and communicate with each other in both directions. Therefore, there is a need to examine the setting where their interaction occurs, the social context

(p. 441). The importance of learning a language as a social process is therefore clear, given that its purpose is to interact with others.

Another aforementioned article that is related to external factors is *Factors that Influence Basic Level English Language Learning* carried out by Tejada Reyes in 2019, in which great importance is given to the social context, given how our personality development and how we value ourselves are influenced by the social context we live in, self-esteem is affected by how others react to our actions, achievements, tasks, and other aspects of our lives (Connell & Wellborn, 1991, as quoted in Tejada Reyes, 2019). This contributes to strengthening the importance that the social context has not only as an external factor but also as a direct origin of other internal factors, once again strengthening Kumaravadivelu's idea of how these factors are not strictly categorized but are related to each other.

Starting with the national studies which studied the external factors within the educational field. In the first national article also aforementioned, *Factors Influencing English Language Learning of High School Students in Pasto, Colombia* conducted by Bastidas & Muñoz in 2020, External factors are explored as Sociocultural, according to Bastidas & Muñoz (2020) The environment influences learning. The sociocultural and educational context is created by the interactions of students, teachers, directors, parents, audiovisual resources and activities. Among the external factors included in this sociocultural dimension were: Classroom Learning Environment, Institutional Curriculum, Role of National Educational Policies, Role of the Local Community, Professional Preparation of Teachers, and Role of the International Community. Of these factors used, it is worth emphasizing the importance of the role of national policies related to bilingualism in Colombia, which had not been explored except for this study and a monograph that will be addressed in local-level research.

The next article called, *Remote Learning in Times of COVID-19 in Colombia* done by Jaime Osorio in 2023, explores the life stories of several students related to the learning factors that influenced their second language learning process: Family factors, school factors, and community factors. Although this article has similarities in terms of the use of narratives, the major difference with my research is the objective with which this is done, in this case, this study seeks to see which factors promoted or hindered the students' learning processes to compare the effect that each one had and how the students still managed to overcome them (Jaime-Osorio et al., 2023). Except for my research project where the purpose is to use the voices of students and teachers in order to analyze how highly certain factors are valued and how others are ignored. Another aspect to mention is how the emergency remote teaching period is contemplated as another external factor since it is closely related to the context, which in the case of my population had the particularity that part of their learning processes occurred in this way.

The last nationwide article, *Teaching English in Times of the National Bilingual Program in Some State Schools: Linguistic and pedagogical factors* carried out by Maturana Patarroyo in 2011, focuses on the perspective of English teachers in relation to current policies related to bilingualism in Colombia, and the linguistic and pedagogical factors they have placed in the process of learning English. Among these factors are: Professional Development, Culture, Teacher Training and L1 Interference. Of these, we highlight especially teacher training and as concluded later in the text, Maturana Patarroyo (2011) "Teacher professional development programs emerge as enablers in the conjugation of these two groups of factors and therefore in improving the quality of teaching English as a foreign language" (p. 85), thus contributing to the idea that at that time in 2011, an improvement in teacher training was seen as necessary, this statement will be supported later by a more recent monograph that addresses the same idea.

Finally, with the local studies which studied the external factors within the educational field. The first local study concerning external factors is called, *Some factors that affect the English language learning process in primary public education in some institutions from Bogotá* conducted by Castellanos in 2019, and it is a monograph which addresses external factors such as the Linguistic Background, affected by poor training of English primary teachers in public schools; and the Teacher training itself. This study presents a gap between public and private education driven mainly by the great difference in the qualification of teachers, arguing that this factor directly affects English education in Colombia and that although programs such as Colombia Very Well have been carried out, no real improvement has been noticed (Castellanos, 2019). This article is directly articulate with the aforementioned article from Maturana Patarroyo, and contributes to taking into account as a possible and existing factor, the qualification of teachers, however, it doesn't need to be a factor that influences all occasions, it is one more variable at the end of the day. However, how a gap between private and public education is presented is a very interesting one that can be addressed.

1.4.1.1 Conclusions

All these articles at the international level allow us to observe that the scope of research on Internal Learning Factors is very rich, and how certain authors have already begun to spin concepts. However, even though several of these articles show the importance and existence of certain factors in the learning of English, it has not been observed that they want to analyze in more detail the voices of the participants to criticize the importance that each one of them gives to these factors in terms of what happened in their lives, most of them only conceptualizes the Factors. On the other hand, research at the national level has shown a greater concern in the use of the narratives and life experiences of the participants to determine and analyze the learning

factors, however, there is still no intention to investigate or analyze how highly certain factors are valued and how others are ignored, in a purely qualitative approach without questionnaires nor pre-established categories. Finally, at the local level, it was observed how the Scopus continues to focus on conceptualizing and problematizing learning factors for the consequences they can trigger or simply how they hinder the learning process. This allows me to say that my study is not only the only one that has been conducted on learning factors concerning the problem of how some are taken into account and how others are completely ignored but also the only one that has focused on the narratives of students and teachers to analyze this problem.

1.5 Objectives

General objectives:

- To understand the undergraduate and graduate teachers' beliefs in relation to the role that learning factors played in their English learning process.

Specific objectives:

- To unveil the beliefs of undergraduate and graduate teachers about learning factors through narratives.
- To analyze and relate the information provided by the students' narratives to identify the learning factors involved in the experiences they lived.
- To comprehend the role of learning factors in the learning process of a second language and the student's response to them.

Chapter 2

This chapter includes the development the theoretical, conceptual and legal spaces behind this research project will be explored. Focusing mainly on the three main constructs that make up this research which are in order of importance; second language learning process, learning factors and narratives. Legally, the study comprises a multitude of jurisprudence related to education as well as legal and ethical considerations.

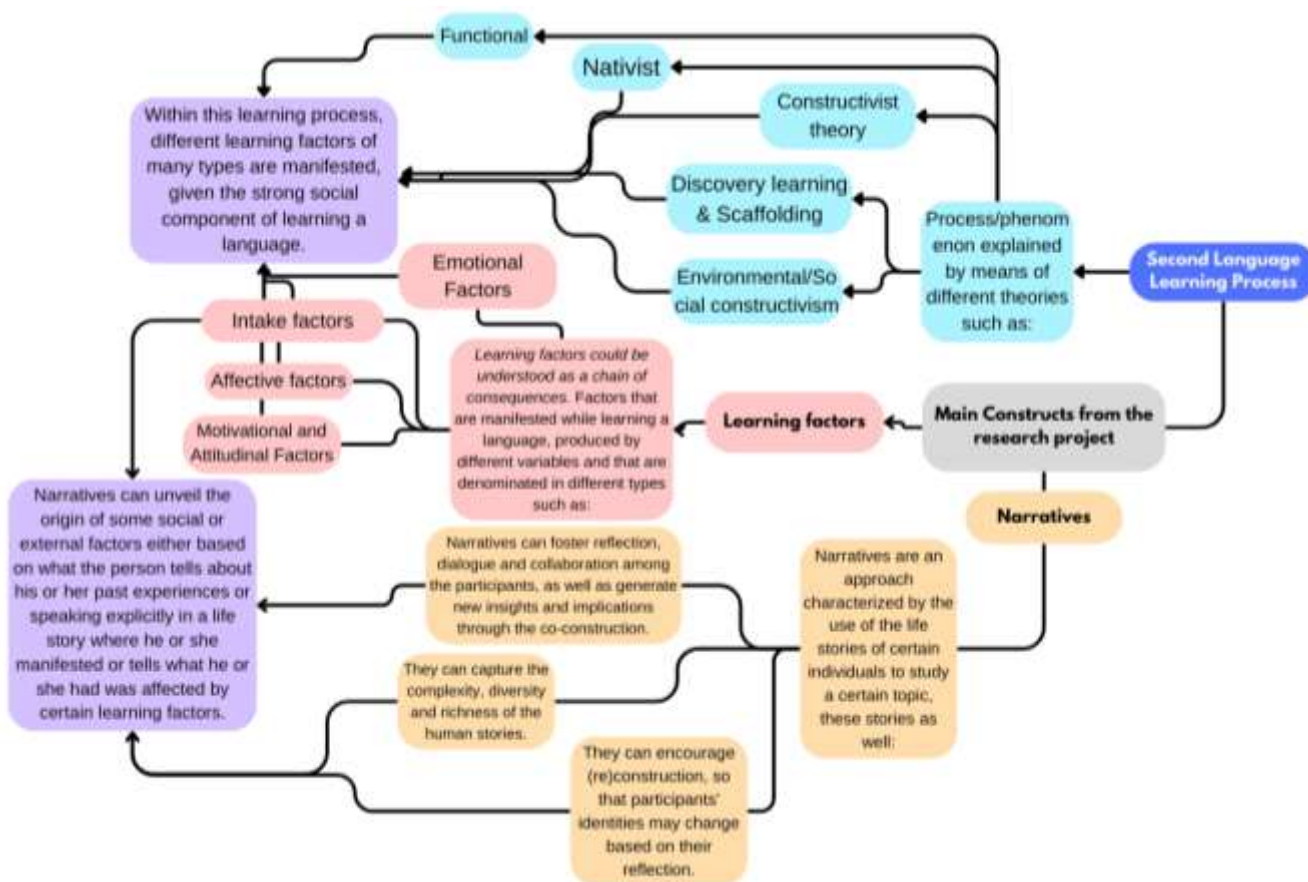
2.1 Conceptual framework

This section explores the different definitions and implications that have been given to certain main constructs used in the study, to not only relate them to the study but also to clarify their meaning and make them understandable to readers unfamiliar with them. Three main constructs will be investigated. The first construct is the second language teaching process and the theories that relate to it, as well as the definition taken into account in this study to be related to the other constructs. The second construct is the learning factors, their different definitions and theories that have been explored by other authors. The third construct is the narratives, taking

into account the importance of these in qualitative and phenomenological studies since of the deepening in the experiences of the participants that narratives offer. The following Figure 2 shows the relationship between the constructs and the different theories that compose them in a summarized form as an introduction to this section of the project.

Figure 2

Relation and definition of the different main constructs



Source: own elaboration

Note: This mind map shows the different theories, definitions of the main concepts and their interrelation, in order to provide strength to the study.

As shown in Figure 2, the main relationships between the constructs are: On one hand, between Second Language Learning and learning factors are that within this learning process, different learning factors of many types are manifested, given the strong social component of learning a language. On the other hand, between narratives and learning factors the relation is that narratives can unveil the origin of some social or external factors either based on what the person tells about his or her past experiences or speaking explicitly in a life story where he or she manifested or tells what he or she had was affected by certain learning factors.

2.1.1 Second Language Learning Process

Second Language Learning can be a wide construct if it is not properly limited. In this study, the main focus is the process of second language learning which is taken as the main construct as these provide a strong theoretical grounding for understanding and relating the other constructs both learning factors and narratives to the study. Therefore, as a brief definition of this concept, it can be understood as the process and phenomena of learning that occur at the moment of learning an L2. Several authors have delved into this phenomenon, and from these studies have been born different theories which can be separated according to the approaches with which the authors saw language learning.

For instance and as a first theory, we have the *Constructivist theory* which proposes that the student learns the language(s) they are exposed to, based on their developing social and cognitive skills. When cognitive skills are developed language management also evolves (Piaget, 1964). This theory is as much about teaching as it is about learning, so it also takes into account several learning factors such as the environment and the student's emotions.

Another theory of second language learning is *environmental* also known as *social constructivism* which proposes that a student's learning process is largely related to his or her context and social environment, here also enters the student's beliefs and attitudes to learn (Vygotsky, 1975). Other authors such as Dewey (1938) state on the same approach that those experiences and interactions resulting from the interaction with the world are influencing factors in students' second language learning. Both statements help to draw a borderline between Piaget's theory with Vygotsky's and Dewey's theory, the main difference being the importance given to cognitive processes and their development in Piaget's theory, while with Vygotsky the main factor is the environment and the social context which is responsible for shaping learning. Within this study, this will be the theory that will be taken into account, given its broad relationship with the learning factors and the principle of causality that I give to these in the study.

Furthermore, having given priority to Vygotsky's theory should not detract from the importance of other theories put forward by other authors, since these theories not only help us to broaden our scope on the construct of Second Language Learning but also have the potential to provide us with connections and clarifications on certain phenomena evidenced in other constructs such as learning factors. In turn, these theories have the potential to provide us with connections and clarifications on certain phenomena evidenced in other constructs such as learning factors. For example, the discovery learning and scaffolding theory can help us explore how a student learns inductively and without explicit instructions or materials (Bruner, 1961; Aldrich, & Tenenbaum 2011). One situation where this theory can be used as an enlightening element is in the non-explicit learning demonstrated in certain life histories that describe how

some students can learn languages without studying grammar and depending on interaction with either other speakers or media in that L2.

Making clear the importance of looking at different theories, the following Nativist theory proposed by Chomsky (1957) proposes that the process of learning a language is something already pre-established and innate in human beings, so it should be a manageable process without many difficulties. This theory separates itself from the perspectives focused on Piaget's cognitive stages and Bruner's graded learning, and proposes that language learning is an innate faculty. It also gives importance to the context in which the learner grows up.

Accordingly, it is worth mentioning the Functional theory which proposes that as a child learns its first language, it simultaneously learns about the world around them. So, for learning a language there must be a concern with the way language is organized to fulfill communicative functions (Halliday, 1975). Halliday's theory again raises the importance of the world and social interaction in learning, it can be said that it is certainly a theory that points to the same place as the social constructivism previously seen and that gives us a clearer understanding of the social factors that will be seen later.

Consequently, after analyzing the different theories that propose different approaches to second language learning and focusing on Vygotsky's social constructivist theory which positionates as the primary theoretical lens, given its emphasis on the role of the social and environmental context in shaping the language learning experience. This aligns well with the study's focus on learning factors, concerning that within this learning process, different learning factors of many types are manifested, given the strong social component of learning a language. In addition, Vygotsky's theory underscores how social interactions and the broader sociocultural environment can significantly influence the development of language skills and knowledge. For

that reason it is believed that this second language learning process theory serves as a bridge and ground to what the learning factors construct explores which obligatory needs an environment where the learning factors phenomena may develop.

As a conclusion for this construct, it is apparent that by delving into these various second language learning theories, the study can establish a robust theoretical foundation that informs the analysis of the data collected through learners' narratives. This multi-faceted theoretical approach allows for a nuanced and comprehensive understanding of the complex factors that shape the second language learning experience.

2.1.2 Learning Factors

Learning factors are the various internal and external factors involved in the language learning process. As with the previous construct, different authors have given their perspectives on this construct and provided different ways of categorizing them. One of the most significant, for example, is the definition given by Kumaravadivelu (2006), where he introduces Intake factors as the learner's internal and learner's external factors influencing the psycholinguistic process of language learning. In other words, he describes learning factors as a process that occurs between two other learning processes which are the Input (knowledge that is given to the learner) and the Output (knowledge that the learner develops) so the intake is the part where that knowledge is processed and where internal factors (personal factors such as the learner's beliefs) and external factors (such as social factors or where the learner has no control over them) intervene. Kumaravadivelu (2006) states, on the other hand, that these categories of "internal" and "external" should not be taken so explicitly and that in the end, they are more like a straight line rather than two separate sets. In addition, another view that is given to these factors is that

they are consequential to each other, in a way that the external factors are what end up shaping the person.

Another way to understand the learning factors is given by Oatley and Jenkins, (1996) where they link what is important for the learners to the world of people, things, and happenings. Factors such as beliefs, attitudes, anxiety, and motivation are considered in this approach. Those are known as Affective factors and can be easily compared with Kumaravadivelu's idea of internal factors, as they are mostly focused on factors intimately related to the learner and the affective aspect of the learner.

A further way of *categorizing* learning factors is by focusing on the emotional domain, which is a somewhat complex subject. Emotional factors are considered to be how emotions come to intervene in the learning process, either by attributions, expectations, value judgments about the same person, etc. (Santrock, 2002; Naranjo-Pereira, 2009). They delve into the concept of causal attributions that the learner usually gives given the expectations and the student's reaction to different events such as failure, and how emotions respond to these events, affecting the person's motivation and self-esteem.

A different view of learning factors is the motivational and attitudinal factors which focus on the areas of both intrinsic and extrinsic motivation as well as the attitude and self-perception of the person when learning a language (Gardner & Lambert, 1972). We are presented with the concepts of intrinsic and extrinsic motivation that can be compared with the concepts of external and internal factors proposed by Kumaravadivelu, in a sense that intrinsic motivation is intimately related to the desires of the person and in the personal aspect of this similar to that proposed by Kumaravadivelu as intimate factors. On the other hand, extrinsic motivation comes from variables external to the person and which he/she has no control over, similar to external

factors. Another way of understanding it, contextualized to second language learning, is that in extrinsic motivation the learner feels intrinsic motivation when he/she enjoys the process of learning a language and in extrinsic motivation, on the other hand, comes from factors external to the person, whether it is an obligation or another reason.

Thus, focusing on Kumaravadivelu's theory of intake factors (although they could also be related to the other conceptions given by different authors), these factors are variables that occur during the process of understanding the input of the language one is trying to learn. The direct relationship is then that learning factors are an irremediable part of the way someone learns a language. Hence, it can also be said that these factors could hinder or benefit the learning process of the second language. In conclusion and in relation to this research project, learning factors will be the main phenomenon to be studied, so that the importance of these factors is not only seen but also evidenced through the experiences of the study population which are the seven teachers. The definitions provided by the different authors promote and defend the relevance of this term which, thanks to Figure 1, it has been evidenced that there is a certain unconscious preference of the teachers towards certain specific learning factors. Finally, the next construct called narratives ends up closing and establishing the relationship between the past constructs and this research project.

2.1.3 Narratives

Narratives are an inquiry approach characterized by the use of the life stories, perspectives and experiences of certain individuals or self to study certain phenomena or topics that may manifest in people's lives (Liamputtong, 2009). In this case, within the context of this research project, narratives are used to learn about the learning factors that have been manifested throughout life and the learning process of the population studied. Narratives in turn have been

endowed with certain distinctive qualities by different authors, one of these qualities may be that narratives can capture the complexity, diversity and richness of human stories (Polkinghorne, 1995) this is especially important when the research gives so much importance to the voices of the participants, often depending on how the vision of these provide the richness of experiential and empirical knowledge to the study.

Another quality of the narratives is the possibility to foster reflection, dialogue and collaboration among the participants, as well as generate new insights and implications through the co-construction (Clandinin & Connelly, 2000; Barkhuizen, 2016). In other words, to bring the capacity to build new knowledge based on the analysis and contrasting of the different life stories of the participants. In addition to providing a space for reflection and self-exploration of the person. At the same time, narratives can record the experiences of an individual or small group, revealing the lived experience or particular perspective of that individual, usually primarily through interview which is then recorded and ordered into a chronological narrative (Liamputtong, 2009) revealing yet again the power that narratives have in giving the freedom to a population to shape their realities and perspectives in their own stories.

Taking into account that this research project follows a phenomenological approach, it can be stated that narratives play a key role in the development of those, as it is discussed in Patterson (2018) narratives allow for the construction of individual learning narratives, while phenomenological inquiry uncovers commonalities in teachers' experiences. At the same time, narratives support phenomenological research by granting the exploration of the unique stories of participants, offering insights into their personal and social interactions. Therefore, by capturing these narratives, researchers can delve into the universal aspects of experiences, enriching the

hermeneutic understanding of phenomena and enabling a deeper comprehension of the lived experiences of individuals within their specific contexts (Patterson, 2018).

Finally, one of the greatest qualities of narratives is the way they could foster (re) construction, in a way that the participants could change their perspectives about themselves based on the reflection of their past (Quintero-Polo & Álvaro-Hernán, 2016). It could be more appealing introspection objective to make the participants see the path they have already traveled, how they are no longer the same person they might have been before, to make them notice how the experiences shaped them, how time and the factors involved were decisive in the creation of the person they are now. Moreover, narratives are an excellent way to unmask and unveil the origin of some social or external factors either based on what the person tells about his or her past experiences or on the other hand, speaking explicitly in a life story where he or she manifested or tells what he or she had a certain type of attitude or belief. Thus, by delving into the person's experience, it becomes possible to highlight the learning factors that were involved in his or her second language learning process.

2.1.1.1 Conclusions

As is evident from the document, the constructs described and analyzed above have been widely studied and defined within the field of second language education. Each has been intertwined with the other in different ways, although among those taken into account by the study, which includes both Vygotsky's (1975) theory of the environment and Kumaravadivelu's (2006) intake factors, a large element of importance is given to the social aspect and the context, which makes us think about how social interaction and experiences are the builders of knowledge (Dewey, 1938), but also of ourselves as second language learners, which can be evidenced thanks to the narratives.

In conclusion, second language learning is a complex field which could be determined as the macro construct in this research. Within it elements such as the learning factors are involved, they are in charge of shaping the person's learning process based on factors such as their attitudes, social context and motivation. Therefore, learning factors could be understood as a chain of consequences, external factors can mold and influence internal factors, and internal factors are those that can decide and become involved in the second language learning process, which can have consequences. Those consequences and the context which triggered them are the ones sought in the narratives.

2.2 Legal Framework

This section explores the measures, legal guidelines and ethical considerations related to this study, to give legal and ethical support to the study and to protect the participants of the study. Six key categories of different laws are considered: Education in Colombia, Higher education institutions in Colombia, English Language Teaching/Learning, Corpas PEI and Data Protection and Fair Use. Table 2 shows a summary of each of the laws and elements related to the main categories in which certain related laws were classified, as well as the jurisprudence important for this study.

Table 2

Every law included in its corresponding segment within the legal framework

Education in Colombia	Higher education institutions in Colombia	English Language Teaching/Learning	Corpas PEI	Data Protection and Fair Use
Political Constitution of Colombia: <u>Article 67</u>	Law 30 of 1992	Law 1651 of 2013	Section 6.2. <u>Research</u>	Law 27 of 1977

Law 115 of 1994		Law 115: <u>Article 199</u>		Section 107 of the Copyright Act
Decree 1075 of 2015		Decree 3870 of 2006		Belmont Report
Decree 2566 of 2003 and Law 1188 of 2008		Basic Competency Standards in Foreign Languages: English First Edition, 2006		Law 1581 of 2012

Source: own elaboration

As mentioned above, Table 2 provides six main categories to classify the different laws we address. The first one is Education in Colombia which explores the most basic and general guidelines of education in Colombia. The second is Higher education institutions in Colombia which discusses the main law that regulates higher education in Colombia. The third is English Language Teaching/Learning which focuses solely on the different laws and guidelines that regulate the teaching and learning of English in Colombia as well as the laws that determine the quality and legality of such programs. The fifth category, entitled Corpas PEI, explores within the superior manual of the Juan N. Corpas institution those measures and laws that relate to this degree project. Finally, the last category is Data Protection and Fair Use which explores the jurisprudence related to the ethical aspects of research as well as the measures that should be taken according to the use of the participants' data, and how these should be respected.

2.2.1 Education in Colombia

As aforesaid this category explores the most basic and general guidelines of education in Colombia, those are important given that the entirety of this study focuses on a phenomenon that occurred within the academic and educational environment, among these laws there could be can find article 67 of the Political Constitution of Colombia which establishes that education is a

personal and inviolable right (Political Constitution of Colombia, 1991, Article 67), yet another important law related to education is Law 115 of 1994, which is the general education law in Colombia, defining and developing the organization and delivery of education in the country (Law 115, 1994). Another piece of legality is the Decree 1075 of 2015 "whereby the Sole Regulatory Decree of the Education Sector is issued" (Decree 1075, 1993, P. 1) which is important in fully regulating the field in which this project is being carried out. Finally, there are the Decree 2566 of 2003 and Law 1188 of 2008 these two are joined since they establish similar legalities concerning quality education (Decree 2566, 2003) & (Law 1188, 2008), being important within this project as it is developed within an educational institution with accredited quality.

The reason why it is believed that it is important to include those laws, decrees and regulations within the legalities of this project, is that it is a project focused purely on the educational area and explores both phenomena and processes within it such as learning factors and the very process of teaching/learning English. Hence it is important to take into account the main rights, laws, regulatory decrees and the quality of education here in Colombia.

2.2.2 Higher Education Institutions in Colombia

As aforementioned, this section discusses the main law that regulates higher education in Colombia which is Law 30 of 1992 which regulates higher education in Colombia and establishes its objectives and its role as a public service. (Law 30, 1992). Within this project, the importance of this law lies in the fact that a higher education institution is the context where undergraduate teachers have been actively using the English language and where graduate teachers have been working within the same higher education institution. Besides this, the population of this research is closely related to a Fundación Universitaria, elements such as their

level of English have been able to evolve broadly during their higher education studies, having as a major incentive to improve their English the certification of at least a C1 to be able to graduate, so the role of higher education for the participants is key.

Therefore, considering the important role that institutions of higher education have played in providing a place where undergraduate teachers have been able to experience a more active English language teaching/learning process and thus experience different learning factors that can shape their perspectives on the second language, which is where this project begins, exploring the perspectives and opinions of both undergraduate and graduate teachers on the learning factors they have experienced through narrative inquiry.

2.2.3 English Language Teaching/Learning

This section focuses solely on the different laws and guidelines that regulate English teaching and learning in Colombia as well as the laws that determine the quality and legality of such programs. The importance of these laws lies in how they mediate that teaching/learning process which is so explored in my project given the investigation of the learning factors involved in them. Having made this clear, we continue with the laws that make up this section.

We start with Law 1651 of 2013 which establishes the measures and methodologies used for the teaching of different names, despite the law of bilingualism in Colombia has a special focus on the teaching of English (Law 1651, 2013), it is also worth mentioning article 6 of the above law which raises the quality accreditation required by language institutes and higher education to implement a language program (Law 1651, art. 6, 2013), this is of special mention since the Fundación Universitaria Juan N. Corpas is a fully accredited institution for the teaching of both English and Portuguese, so this law falls within those considered for research.

Furthermore, we have article 199 of Law 115 which regulates the hiring of native bilingual teachers in education institutes, schools and universities (Law 115, art. 199, 1994). This takes on special importance when we consider that within the Fundación Universitaria Juan N. Corpas, there are currently native teachers who support the second language learning process of the undergraduate teachers, not to mention the other individuals of foreign nationality who work as tutors within the institution, whose interactions with the students have helped them polish their language skills. After this law, we have Decree 3870 of 2006 which focuses on establishing the measures required to establish the quality of foreign language teaching programs (Decree 3870, 2006), which takes special importance when taking into account that the Juan N. Corpas has an accredited program for the teaching of foreign languages, which in turn is where the research project being carried out takes place.

Finally, it is worth mentioning an extremely important material for the teaching/learning processes, which is the Basic Competency Standards in Foreign Languages: English First Edition established by the Ministry of National Education to establish the basic competencies for teaching English in higher education (MEN, 2006), the importance of these primers lies in how they are sometimes used as the key material for planning foreign language classes, so that the contents of this standards may have influenced the English learning processes of some participants.

2.2.4 Corpas PEI

A key legal element that had to be taken into account when carrying out this project was the legal guidelines explained in the PEI of the Fundación Universitaria Juan N. Corpas since it is the place where the study is being carried out as well as the institution of higher education of which the authors of the project are part and are studying one of its programs. For this reason, the

PEI of the institution also called "Manifiesto Corpista" is indicated in Section 6. Research, the contents and guidelines corresponding to the research within the institution.

Moreover, this section of the PEI of Fundación Universitaria Juan N. Corpas makes clear the position of the college regarding research. Therefore, it explains how within the institution the creation of research groups is promoted as well as the promotion of research among all students of the university foundation (Corpas Humana, 2019), which takes even more strength in the School of Education and Social Sciences (ESECS) where research is an element that is imposed from the first semesters of the career. Another element to take into account is the establishment of the research lines in the ESECS, of which the research line of Communities and Environments is considered the most important as it is the one in which this research project is classified, given its direct relationship with the external learning factors related to the socio-cultural as well as familiar and linguistic background lived by the undergraduate teachers in what had been their everlasting task of learning a second language.

2.2.5 Data Protection and Fair Use

Finally, this section will explore the jurisprudence related to the ethical aspects of research as well as the measures that should be taken according to the use of the participant's data, and how these should be respected. We begin with Law 27 of 1977 which establishes that the age of majority in Colombia is 18 years old (Law 27, 1977), this law is taken into account because in this research all participants are over 18 years old, therefore they have the power to decide on their participation without depending on a third party to choose for them. Law 1581 of 2012, which establishes the minimum measures for the protection of participants' data so that they are not identifiable (Law 1581, 2012), is also included in this power and care over the participants, it is important to take into account that in this research, no data are included that

allow tracing or identifying the participants, at the same time, pseudonyms are used and the information exposed is kept focused only according to the participants' perspectives on the learning factors.

To continue with the ethical measures of the research, we take into account the Belmont Report which declares three key ethical principles for research, principles are respect for participants, beneficence and justice (Department of Health Education and Welfare, 1978), the participants in this research are not exposed to any danger or disrespect to their good name, they are not biased in any way and their answers are honest, likewise, they will benefit from the study by having a space to reflect on their perspectives on their learning process as well as being able to take into account other learning factors in addition to those they already knew.

Lastly, according to APA standards and Section 107 of the Copyright Act which establishes the Fair Use of third-party material for research and educational uses as long as it is properly cited (U.S.C., 2022), given that this research project relies on its theoretical and legal support on third party research as well as on other types of materials, it is established that all third party material used in this research falls under Fair Use as it is always cited in APA seventh edition standards.

2.2.5.1 Informed consent: To complete this legal framework, an informed consent form was sent to the research participants before they participated in the semi-structured interviews. Within this informed consent, following the data protection laws and the ethical standards of the Belmont Report, the participants are provided with a general idea of what the research is about, as well as the research and educational purpose of the research. It is also made clear that participants can leave the research at any time and that they can also decide on the information

that will be exposed about them, so their names will not appear and pseudonyms will be used to prevent them from being identifiable. This informed consent can be found in [Annex 2](#).

Chapter 3

The next section of this study delves into the methodological component. It is composed of a qualitative paradigm, with a phenomenological approach to deepen more reflectively and philosophically into the phenomenon of learning factors within the English language learning process. The data to be analyzed will be obtained through semi-structured interviews and will be explored and collected in four stages, the first stage is the construction of assumptions, which will be composed by the definition of the basic concepts of the participants on the phenomenon of learning factors; the second stage is the inquiry on learning experiences, which will be focused on collecting both positive and negative experiences and related to third parties in the learning factors; the third stage is the reflection on the experiences lived, where the participants together with the researcher will reflect on the experiences provided; and the fourth stage is the deepening of the phenomenon of learning factors which would show the final process of the development of the phenomenological text.

3.1 Qualitative Research

This study follows the guidelines of the qualitative paradigm. According to authors such as Osorio de Sarmiento (2020) qualitative studies specialize in the inquiry and understanding of problems developed in social environments, thus bringing a complexity and subjectivity that characterizes them. Another aspect of qualitative research is that it offers new perspectives, understandings, and accounts of social phenomena, qualitative research enriches the scientific community's knowledge (Aspers & Corte, 2019). Following these definitions, this study is qualitative given its direct relationship to the investigation of a social phenomenon such as learning factors, a phenomenon which is composed of various dimensions that include the understanding of social relations as an external factor that can influence teaching.

3.2 Research Method

After the investigation of different possible study methods for this research, the conclusion was reached to use phenomenology as a research method. Although phenomenology has its bases in philosophy as stated by Husserl (2008) it was the use of philosophy to understand a phenomenon autonomously by only using the senses. However, the phenomenological concept and study were adapted in the field of research by authors such as Fuster (2019) who adapted phenomenology to study life experiences as a function of defining a specific phenomenon within the social dimensions. In addition, within phenomenology the aim is to reach the essence of the phenomenon, the essence which is a philosophically complex term; in a way that an essence can be thought of as the unique character or mode of existence of a phenomenon, it is intrinsically tied to the phenomenon itself and cannot be detached from it (Dahlberg, 2006).

The reason why it was decided to use phenomenology instead of another research method was due to its special focus on lived experiences, which I believe can appeal to the most empathetic part of education, and at the same time have as a central axis a concept or phenomenon, which in my project is the learning factors that tried to emphasize at all times the importance of these.

3.3 Data Management Instruments

In the field of data management and acquisition, mainly semi-structured interviews will be used. Semi-structured interviews, yet, are an ethical instrument that can provide open-ended answers but are guided by the researcher at all times (Gill et al., 2008). However, semi-structured interviews bring with them a series of considerations that must be taken into account by the researcher, for example, the interviewer needs to make decisions that involve a high degree of sensitivity to the flow of the interview and the forward phases of the interview, with a good understanding of what has already been collected from the interviewee (Díaz-Bravo et al., 2013). We understand then how this instrument can support us in the collection and construction of teachers' experiences around learning factors.

About the research method, the action of interviewing acquires a key role when relating it to phenomenology, given that this instrument gives the researcher the possibility of giving the participants the space, in a controlled manner, to explain their own experiences, opinions, beliefs or expectations. In turn, the interviews will have four phases that will be explained in the instructional research section, these phases are intended to take the participant on a journey to not only remember but also understand their own lived experiences in the same route in which the stages of the phenomenology are constructed.

Furthermore, the first step in developing the interview protocol is to obtain the consent of the participants and to organize the proposal in such a way that it is clear enough to be presented to the participants. After obtaining the consent of the participants, we will develop the questions and the different categories that will be explored in each round of interviews separated by the methodological stage to which they belong.

Having finished the preparation of the interviews, the next step to follow will be the execution of the interviews themselves, which can be shown graphically and with their due execution time in Table 5 called Instructional design stages and timetable. However, in order to contextualize the following stages, these are the following:

3.3.1 First Stage - Construction of assumptions

It will be developed in one week, this stage focuses on collecting the *preconceptions of learning factors* of graduate and undergraduate teachers. It is hoped that this first stage will clarify the basic theoretical bases that the participants have regarding the phenomenon of learning factors. Therefore, the questions that make up this stage are as follows:

- What do you understand by learning factors?
- What learning factors do you consider most relevant to your language teaching?
- What do you think influences your students' learning factors?
- What is the relationship between learning factors and the sociocultural context of your classroom?

3.3.2 Second Stage - Inquiry on learning experiences

It will be developed between the second and third week of implementation of the interviews, this stage focuses on collecting both the *positive experiences and negative*

experiences of the participants regarding the phenomenon of learning factors. In order to achieve a greater induction of the participants in the learning factors and trying to get them to form their own position in relation to them. The questions that make up this stage are the following:

- What experiences have you had as an English teacher related to learning factors?
- What positive or negative experiences can you share about your students' learning factors?
- What experiences have you observed or known from other language teachers about learning factors?
- What challenges or difficulties have you faced or anticipated related to learning factors?

3.3.3 Third Stage - Reflection on the lived experiences

It will be developed in the fourth and fifth week of the execution of the interviews, this stage has the purpose of exploring both the *experiences with students and the experiences with teachers* that the participants have had in relation to the learning factors, so that the teachers can make an introspection and contrast between their own experiences with teachers who may or may not have applied such learning factors, in relation to how they consider or not the learning factors at the time of teaching their own students. Then, the questions to be applied at this stage are the following:

- What lessons or conclusions have you drawn from your experiences as a language teacher about learning factors?
- What aspects have surprised you, confirmed or contradicted your assumptions about learning factors?

- What feelings or emotions have your experiences generated for you about the learning factors?
- What implications or recommendations can you make from your experiences about learning factors?

3.3.4 Fourth Stage - Deepening of the phenomenon of learning factors

Finally, the last stage will be developed on the sixth week of the execution of the interviews, this stage will be focused mainly inquiring around the feelings related and produced during the learning factors phenomenon, hereafter, the teachers will provide in a retrospective way a final vision towards how the learning factors made them feel both in their English language learning and teaching process. This inquiry was done mainly in order to demonstrate that more human dimension that characterizes the learning factors. The questions that are part of this stage are:

- What meaning or sense do you give to the phenomenon of learning factors?
- What elements or dimensions do you consider make up the learning factors phenomenon?
- What examples or evidence can you give to illustrate the phenomenon of learning factors?

Afterwards the development of the interviews will be transcribed in order to achieve a thematic analysis which demonstrates the importance given to certain specific learning factors, taking into account the context in which these learning factors are involved. The whole process of the analysis will be carried out with a phenomenological lens, focused on favoring the clarification of the phenomenon of learning factors, as well as searching for its essence.

3.4 Categories

The categories of this study are focused especially on the different learning experiences that are expected to be collected by the participants. These are made up of 4 categories. The categories will be presented in the following Table 3, titled *Categories of learning experiences related to learning factors*, where the experiences that are expected to be collected and the objectives of obtaining them are discussed in more detail.

Table 3

Categories of learning experiences related to learning factors

Learning experiences related to learning factors	Indicators	Objectives
Preconceptions of learning factors	What do you understand by learning factors?	To delve into the basic assumptions of participants regarding the concept of learning factors
Positive Experiences	What positive or negative experiences can you share about your students' learning factors?	To know the teachers' experiences about the learning factors that have favored or hindered the teaching-learning process of their students.
Negative Experiences	What challenges or difficulties have you faced or anticipated related to learning factors?	Identify the problems or challenges that teachers have had or expect to have concerning the learning factors, and how they have dealt with them or plan to deal with them.
Experiences with students	What experiences have you had as an English teacher related to learning factors?	To explore the practices of language teachers with learning factors, and how they have influenced their professional and personal development.
Experiences with	What experiences have you	To compare language teachers'

teachers	observed or known from other language teachers about learning factors?	perspectives on learning factors, and how they relate to those of other colleagues or referents.
Feelings related to the learning factors	What feelings or emotions have your experiences generated for you about the learning factors?	To elicit a personal reflection from the learner about how their own emotions influence their learning process.

Source: own elaboration

3.5 Ethical Considerations

For the ethical considerations of this project, three legal and ethical aspects are taken into account, including Law 1581 of 2012, which establishes minimum measures to protect participants' data from identification (Law 1581, 2012). As a result, participants' names and workplace details are either omitted or replaced with pseudonyms. Furthermore, only information that the participant is permitted to use will be used. The inclusion of the Belmont Report is a crucial element, as it sets forth three fundamental ethical principles for research: respect for participants, beneficence, and justice (Department of Health, Education, and Welfare, 1978). These principles ensure that research participants are not subjected to any harm or defamation and that the study remains unbiased to elicit sincere responses.

Finally, all of these considerations are compiled in the Written Consent Form given to participants, which is responsible for overseeing and verifying the ethical considerations incorporated in the study. As aforementioned in the legal framework, the Informed Consent Form can be located as [Annex 2](#) in the annexes.

3.6 Population and Sampling

This research is composed of a total of seven teachers who are part of the Bachelor's Degree in Foreign Languages at the Juan N. Corpas University Foundation. Two of them have

degrees higher than a master's degree, making them graduate teachers, Mayra and Manuel are their names and both share more than seven years of practicing teaching. These teachers gave their approval and showed their collaboration with this research.

On the other hand, we have five teachers who have not yet graduated with their bachelor's degree categorizing them as undergraduate teachers, who have experienced teaching in different practice centers giving them prior knowledge and experience before they enter fully into the teaching profession. They are composed of Carlos, Andrea, Nicole, Diana and Maria with ages ranging from 20 to 22 years old. In order to visually demonstrate and summarize the demographic information, Table 4 was developed.

Table 4

Demographic information from the participants

Undergraduate Teacher	Graduate Teacher	Age	Years of Teaching Experience	Academic Title
Maria		20	One year experience as practicing teachers	Currently studying on a Bachelor of arts in foreign languages
Andrea		20		
Carlos		22		
Diana		22		
Nicole		22		
	Manuel	28	Seven years	Master Degree in English Didactics with Emphasize in Autonomous Learning
	Mayra	28	Eight years	Master's Degree in Applied Linguistics to English Language

				Teaching
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Source: own elaboration

In the end, the main reason for having a differentiated sample of graduate and undergraduate teachers was to provide greater dimensions and perspectives to the phenomenon of learning factors, since not only do we have the opinions and experiences of teachers already experienced in teaching, but also the voices of those who are just starting, which can provide an interesting contrast that can, therefore, provide greater depth to the phenomenon of learning factors.

3.7 Vision of Language and teaching/learning

This study takes into consideration a vision of language based on the definitions given by authors such as Kumaravadivelu (2006) who stated that language could be understood in different ways, among which were language as a system, discourse and power. No specific one is chosen as such since it is considered that language is more than just one of these, it is a mixture of all of them at the same time and Kumaravadivelu's conceptions are aimed at setting language as a construct composed of these three dimensions. Therefore, the conception of language constructed for this research project comes closer to believing that language is a tool that helps social interaction to take place, while social interaction builds the individual's conceptions and beliefs. Without language, there would be neither socialization nor teaching and learning, or at least these would be extremely limited.

On the other hand, the vision of teaching and learning that will be used in this study are those proposed by Vygotsky (1978) teaching is not just about acquiring specific knowledge and skills, it's about fostering the growth of a student's capacity to learn and be creative. So in this way, learning and teaching are considered as the constantly growing capacities of the students,

majorly influenced by the environmental context they live in. Therefore, when we talk about learning factors we also talk about the constant growth that the person has had, and how these factors, whether external or internal, have influenced him/her to learn in a certain way.

3.8 Role of the Researcher and Participants

Within this research, the researcher role and the participants are finely intertwined given the nature of the study which is phenomenological. While all experiences that are collected are certainly external to the researcher, the researcher must listen attentively to the participants while they inquire into their own experiences as a means to reach their honest and reflective answers full of personal conceptions and experiences of the phenomena of the learning factors, still the reflection of the researcher it is a key piece for the understanding of the phenomena, therefore he must create a critical position that addresses the research problem (Fink, 2000).

Finally, as the main purpose of this research, the researcher also has to analyze and reflect on the participant's experiences searching for the essence of the learning factors phenomenon, just as their interpretations guide them. Besides, the main purpose of the participants is to open themselves, their feelings and beliefs regarding the learning factors phenomena. In addition they compose the main source of empirical knowledge for this study (Sutton & Austin, 2015).

3.9 Instructional Research and Timetable

Having already clarified the different categories that will designate the experiences to be analyzed, as well as the stages of the interviews. It then remains to clarify the order and design that the research will have in general, including the data analysis and phenomenological research stages. Thereafter, following the model proposed by Fuster (2019) the instructional design will

be composed of four main stages where the data surrounding the learning factors phenomena will be collected, analyzed and finally after being comprehended it will lead to the creation of a phenomenological text which will state the essence of the phenomena.

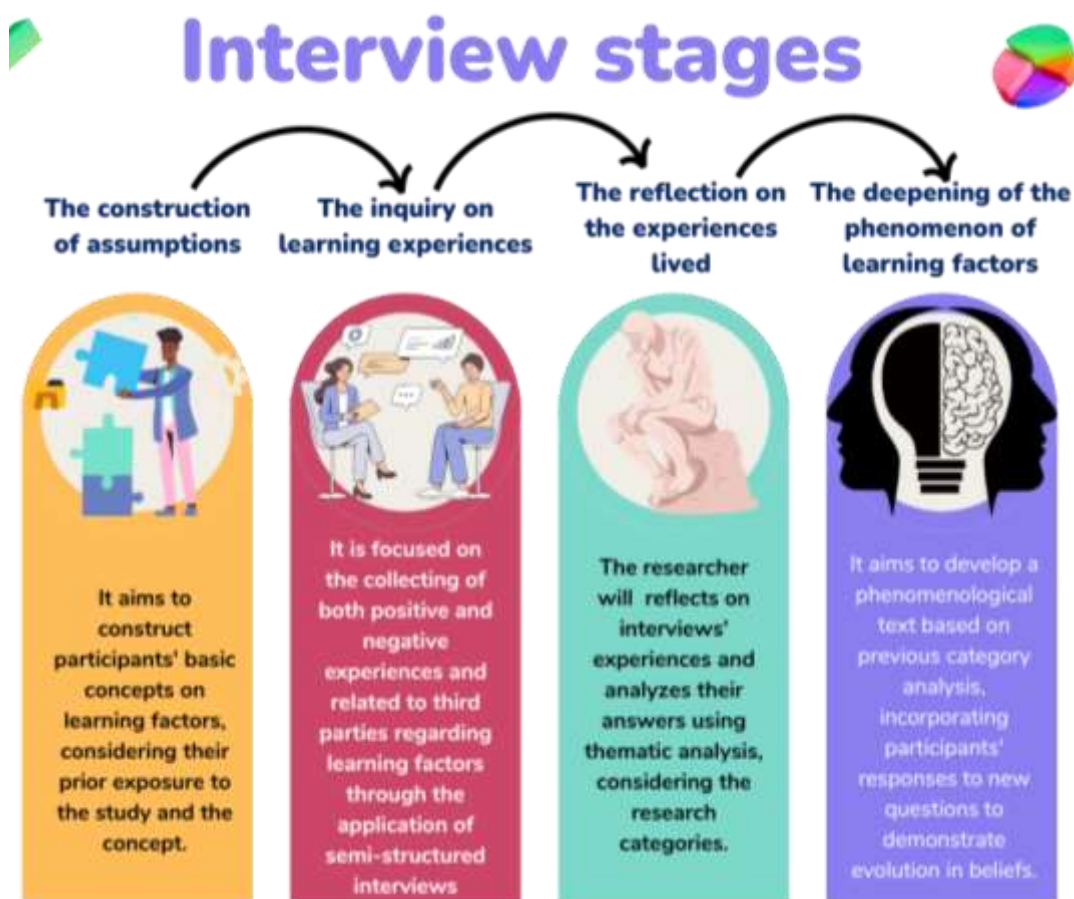
Thereafter, the first stage is called *the construction of assumptions*, is directed to be the construction in a beginning of the basic concepts of the participants on the phenomenon of learning factors taking into account their experiences a priori of being exposed completely to the study and the concept; the second stage called *the inquiry on learning experiences*, it is focused on the collecting of both positive and negative experiences and related to third parties regarding learning factors through the application of semi-structured interviews; the third stage is called *the reflection on the experiences lived*, in this section the participants will reflect and on the experiences provided along the interviews at the same time that the researcher analyzes their answers by means of thematic analysis considering the already stated categories of the research; and finally the fourth stage is called *the deepening of the phenomenon of learning factors*, and it is mainly focused on the development of the phenomenological text which will be acquired after the previous analysis of the categories, also it is hoped also that the previous answers provided by the participants will be either complemented or contrasted by the new answers they will provide to the new questions of this section which have the goal to evidenciate an evolution in the participants beliefs.

Before getting into the methodological stages, it is to clarify that both the interview stages and methodology share names and are simultaneous since the need accompanying the methodological process with new narratives. It is believed that the collection of such varied experiences surrounding the same phenomenon of learning factors will enable the process of

phenomenological analysis of essence to be carried out in a better way. In this way, figure 2 represents in a visual way the process of the interview stages.

Figure 2

Interview and methodological stages



Source: own elaboration

After stating the different stages of this instructional research, a table was developed in which stages, contents and categories will be summarized at the same time that the execution time of each one is provided. For this reason, table 5 will be titled *Instructional design stages and timetable*

Table 5

Instructional design stages and timetable

Timetable	Research stages	Categories	Questions
First Week	First Stage Construction of assumptions	Preconceptions of learning factors	<p>What do you understand by learning factors?</p> <p>What learning factors do you consider most relevant to your language teaching?</p> <p>What do you think influences your students' learning factors?</p> <p>What is the relationship between learning factors and the sociocultural context of your classroom?</p>
Second and Third Week	Second Stage Inquiry on learning experiences	Positive Experiences Negative Experiences	<p>What experiences have you had as an English teacher related to learning factors?</p> <p>What positive or negative experiences can you share about your students' learning factors?</p> <p>What experiences have you observed or known from other language teachers about learning factors?</p> <p>What challenges or difficulties have you faced or anticipated related to learning factors?</p>
Fourth and Fifth Week	Third Stage Reflection on the lived experiences	Experiences with students, Experiences with teachers	<p>What lessons or conclusions have you drawn from your experiences as a language teacher about learning factors?</p> <p>What aspects have surprised you, confirmed or contradicted your assumptions about learning factors?</p> <p>What feelings or emotions have your experiences generated for you about the learning factors?</p> <p>What implications or recommendations can you make from your experiences about learning factors?</p>
Sixth Week	Fourth Stage Deepening of the phenomenon of learning factors	Feelings related to the learning factors	<p>What meaning or sense do you give to the phenomenon of learning factors?</p> <p>What elements or dimensions do you consider make up the learning factors phenomenon?</p> <p>What examples or evidence can you give to illustrate the phenomenon of learning factors?</p>

Source: own elaboration

To conclude and to build a bridge to the conclusions and expected findings section, it can be said that this research project focussed on the study of the meanings of the phenomena of

learning factors and hopes to finally find the essence of learning factors and their relation to more human education. Still, there are certain limitations such as the fact that the methodology of this research project is purely ideal and theoretical and is not expected to be developed or carried on in the short end. However, it is considered that the instructional design proposed in this document provides the necessary stages and categories to be able not only to answer the research question of the project proposed based on the problem statement but also to explore and analyze appropriately the research route that would evidence the evolution of the participants' conceptions of learning factors.

Chapter 4

This section includes both the individual conclusions of each of the chapters of this monograph, as well as the general conclusions that can be drawn from the completion of the entire document. At the same time, the expected results are included. The benefit that will be

provided to each of the participants and to the institution itself by being part of this research and finally the purpose of this research project.

Firstly, the main purpose of this study is to explore the experiences and beliefs of undergraduate and graduate foreign language teachers concerning the importance of certain learning factors in their second language acquisition process, using narratives as a qualitative method of data collection and analysis. The study aims to fill a gap in the literature regarding the degree of awareness and consideration of learning factors by both teachers and students in the context of a private university in Bogotá, Colombia. The study also seeks to contribute to the pedagogical community by highlighting the impact of learning factors on the language learning process and the development of more effective language teaching practices. The study is based on the sociocultural Vygotsky's theory and the concept of intake factors proposed by Kumaravadivelu (2006).

Secondly, the main constructs of second language learning which is the process and phenomena of learning a second language, involving various theoretical approaches, learning factors which can be understood as internal and external variables that influence and shape the language learning process, and narratives which are personal resources individuals' life stories and experiences to study phenomena like learning factors in second language acquisition, were discussed. The legal framework provided an overview of the relevant policies and regulations that govern education in Colombia, especially concerning higher education institutions, English language teaching and learning, data protection, and fair use. Moreover, the reason for committing this literature review was not only to follow the legalities of this country in matters of research but also to follow the legalities specified in the Corpas PEI and its relation with this research.

Thirdly, the main data collection instrument is the semi-structured interview, which consists of four stages: construction of assumptions, inquiry into learning experiences, reflection on the lived experiences, and deepening of the phenomenon of learning factors. The data analysis process follows the thematic analysis method, using four categories of learning experiences: positive, and negative, with students, and with teachers. The ethical considerations ensure the protection of participants' data and the adherence to fundamental principles such as respect, beneficence, and justice. The sample consists of both graduate and undergraduate English language teachers, providing diverse perspectives on the phenomenon of learning factors. The research embraces a view of language as a multidimensional construct and a vision of teaching and learning as the constant growth of the student's capacities, influenced by the environmental context. The roles of the researcher and participants are closely intertwined, as the researcher listens attentively to the participants' experiences while also engaging in critical reflection. Finally, the instructional research is structured in four stages, allowing for the construction of assumptions, inquiry into learning experiences, reflection on the lived experiences, and a deeper exploration of the learning factors phenomenon.

It is expected that this research could support future educational practices for the university, simultaneously to the students given the principle of causality. It can be understood then that the very consideration of the learning factors by the institution's teachers could cause the English language learning process to become a much more empathetic and partly personalized process as much as possible. At the same time, this study represents a contribution to the literature and the scope of English teaching related to learning factors, providing a new view of these thanks to the possible contrast of visions that can be achieved by collecting

teaching and learning experiences from a population of both graduate and undergraduate teachers.

4.1 Expected Findings

As a general conclusion of this research project, it can be affirmed given the inspection of the existing literature about the phenomenon of learning factors, that this phenomenon is an extremely complex one with different conceptions provided by different authors, which provide us with a multitude of dimensions that cannot be categorized simply as internal and external learning factors, and that fall mostly on the past experiences of the individual about the subject that he/she is considering to learn, which in this study was precisely the process of teaching and learning English language.

It is expected then, that thanks to the beliefs of both graduate and undergraduate teachers, it will be evident that although certain factors such as motivation and learning strategies will be taken into account by most of the teachers, still there will be some factors that will be neglected by a group of undergraduate teachers and vice versa. It will be understandable that their beliefs differ, but at the same time, there will be some concern about how prepared we may be as teachers when possibly not taking into account factors such as self-efficacy and effective feedback. Therefore, it is believed that the visibility of learning factors should be increased and that the understanding of these factors will be necessary for the construction of a new teaching, empathetic and humane teaching that is closer to the constructivist teaching current that has been promoted in recent years.

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Annexes

Annex 1 The 15 pieces of research used as evidence of what has been done in the research field

Title	Year	Author	Institution	Ambit
Factors Affecting Second Language Learning	2001	Patsy M. Lightbown, Nina Spada	Oxford University Press, United Kingdom	International
Social Factors Involved in Second Language Learning: A Case Study from the Pacific Campus, Universidad de Costa Rica	2014	Rosberly López Montero, María José Quesada Chaves, Jonnathan Salas Alvarado	Universidad de Costa Rica, Costa Rica	International
Factors Influencing English Language Learning of High School Students in Pasto, Colombia	2020	Gaby Muñoz Ibarra, Jesús Alirio Bastidas A.	Universidad de Nariño	National
Remote Learning in Times of Covid-19 in Colombia	2023	Gilber Ignacio Rodríguez-Artunduaga, María Alejandra Campos-Perdomo, María Fernanda Jaime Osorio	Universidad Surcolombiana	National
Explicit Teaching Of Socio-Affective Language Learning Strategies To Beginner Efl Students	2010	Yamith José Fandiño Parra	Universidad de Antioquia	Local
Some Factors That Affect The English Language Learning Process In Primary Public Education In	2019	Sonia Marlen Castellanos Moscoso, Diana Constanza Cruz	Universidad Nacional Abierta y a Distancia UNAD	Local

Some Institutions From Bogotá.		Galeano		
Factors That Influence Basic Level English Language Learning	2019	Venecia Tejada Reyes	Universidad Autónoma de Santo Domingo, República Dominicana	International
Factors Influencing Language Teaching And Language Learning	2020	Shugofa Sayedi	Balkh University, Afghanistan	International
Affective Factors Involved In Learning A Foreign Language	2014	Ramona Henter	Universidad Transilvania de Braşov, Rumania	International
Teaching English In Times Of The National Bilingual Program In Some State Schools: Linguistic And Pedagogical Factors.	2011	Liliana María Maturana Patarroyo	Fundación Universitaria Luis Amigó	National
Beliefs And Attitudes Of Students Learning English In A Private Institute In Santiago De Cali, Colombia	2020	Lisa Michell Echeverry Mera	Universidad del Valle	National
Incidencia De Factores Estudiantiles Y De La Relación Docente-Estudiante En El Aprendizaje Del Inglés De Estudiantes De Grado 8° En La Institución Técnica Rafael Navia Varón De La Ciudad De Cali	2020	Vanessa Álvarez, Diana Isabel Nuñez	Universidad del Valle	National
Motivational Factors In The Teaching-Learning Process Of English As	2022	Paula Daniela Galvis Barrera	Universidad de La Salle	Local

A Foreign Language In 8th-Grade Students Of Ricaurte Public School In Bogotá				
Obstáculos En El Aprendizaje Del Inglés Como Lengua Extranjera En Dos Grupos De Población Bogotana	2016	Andrea Roldán Sanchez	Universidad Distrital Francisco José de Caldas	Local
Dropping Out Of A Tefl Program: A Study On Internal Factors	2020	Clara Lucero Marín, Yasbeidy Castañeda	Universidad Distrital Francisco José de Caldas	Local

Source: own elaboration

Annex 2 Written Consent Form**WRITTEN CONSENT FORM**

Dear Undergraduate and Graduate teachers,

I would like to invite you to participate in a research project called "Narratives of Seven Teachers Concerning the Phenomenon of Learning Factors Involved in the English Classes" which I am developing as a research project for the Bachelor of Arts in Foreign Languages at the Fundacion Universitaria Juan N. Corpas. The study aims to explore and make visible the perspectives of undergraduate and graduate teachers in depth concerning the effects that those learning factors had over their second language acquisition process.

In doing so, you will participate in the development of a written narrative as part of the data collection and interpretation process. This data will be used for academic purposes only, guaranteeing confidentiality and respect for your perspectives and stories. For this reason, pseudonyms will be used to protect your identity if you wish. Furthermore, if you wish to withdraw at any stage of the project, you are free to do so.

On the other hand, after the completion of the research, the expected results will be published in a monograph for a bachelors of arts degree requirement as well as in other academic publications. If you have any questions or concerns about this process, please do not hesitate to contact me.

In the full conviction that this experience will contribute to the professional and human development of the parties involved, I would appreciate your participation in this initiative.

Sincerely yours,

Juan Nicolas Fierro Arenas
Undergraduate Student of Bachelor of Arts in Foreign Languages
juan-fierro@juanncorpas.edu.co

Consent:

I consent that I have been informed about this study and the reason for my participation in it. Likewise, I am aware that I am not obliged to be a participant in the project and, therefore, I am free to leave the process at any time I see fit. Likewise, I am clear that if I have any doubts or concerns I can approach Juan Nicolas Fierro Arenas, the person in charge of the research process.

Signature of authorisation: _____

Email: _____