

The Shaping of UIS Pre-Service Teachers' Identities: A Narrative Study

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Dedication

To ourselves because without our efforts this research would not have been possible. To our beloved ones, who have always supported us during this path. To our pets, for being our emotional support all the time. Last but not least, to God, for always blessing us with great opportunities and giving us the strength and wisdom to achieve all our purposes.

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Abstract

Title: The Shaping of UIS Pre-Service Teachers' Identities: A Narrative Study*

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Key words: English language pre-service teachers, teacher identity, critical incidents, narratives, teaching practicum.

Teacher identity is a factor that varies through classroom experiences; research has shown that through these pedagogical practices, teachers can change from motivations to teaching beliefs, among others (Ubaque-Casallas, 2021; Quintero-Polo et al., 2022; Mosquera-Pérez & Losada-Rivas, 2022). This paper is a narrative study based on the experiences of three pre-service English teachers from Universidad Industrial de Santander (UIS) during their pedagogical practicum in public schools in Bucaramanga, Colombia. This study sought to examine how pre-service teachers' identities at Universidad Industrial de Santander are shaped by their experiences during their teaching practicum through the reconstruction of their narratives. As part of the project, participants were involved in an initial and follow-up interview. Additionally, they were asked to carry out three journal tasks to recollect data. The data were collected and analyzed using coding techniques. The findings revealed that pre-service teachers' identities are shaped for the different experiences they had throughout the teaching practicum. Before the practicum, they had similar initial motivations, beliefs, and preferences, and later, they were transformed and matured to more unique and complex ideals by the various challenges and different critical incidents they experienced. Besides, the results uncovered that participants have lived some situations making them contemplate their role as teachers. Finally, the present research provides a comprehensive insight into the participants' teaching background during the practicum. It highlights the challenges they encountered, shedding light on their identities and responsibilities as pre-service teachers.

*Bachelor Thesis

**Facultad de Ciencias Humanas. Escuela de Idiomas. Director Daniel Calderón Aponte

Resumen

Título: The Shaping of UIS Pre-Service Teachers' Identities: A Narrative Study*

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Palabras clave: Docentes de inglés practicantes, identidad docente, incidentes críticos, narrativas, prácticas pedagógicas.

La identidad docente es un factor que varía según las experiencias en el aula; las investigaciones han demostrado que, a través de estas prácticas pedagógicas, los educadores pueden transformar desde sus motivaciones hasta creencias docentes, entre otras (Ubaque-Casallas, 2021; Quintero-Polo et al., 2022; Mosquera-Pérez y Losada-Rivas, 2022). Este documento presenta un estudio narrativo basado en las experiencias de tres docentes practicantes de inglés de la Universidad Industrial de Santander (UIS) durante su práctica pedagógica en escuelas públicas de Bucaramanga, Colombia. Este trabajo tuvo como objetivo examinar cómo las identidades de los futuros docentes de la Universidad Industrial de Santander se moldean por sus experiencias durante su práctica docente a través de la reconstrucción de sus narrativas. Como parte del proyecto, los participantes hicieron parte de una entrevista al inicio y al final de la investigación. Además, se les pidió que realizaran tres tareas en anotaciones de diarios para recopilar datos. Estos datos fueron recolectados y analizados mediante técnicas de codificación. Los hallazgos revelaron que las identidades de los futuros docentes se moldean en función de las diferentes experiencias que tuvieron a lo largo de la práctica docente. Antes de la práctica los participantes tenían motivaciones, creencias y preferencias iniciales similares. Sin embargo, los diversos desafíos y los diferentes incidentes críticos que experimentaron, los transformaron de tal forma que maduraron hacia ideales más únicos y complejos. Además, los resultados revelaron que los participantes vivieron algunas situaciones que les hicieron reflexionar sobre su papel como docentes. Finalmente, la presente investigación proporciona una visión integral de la experiencia docente de los participantes durante la práctica. Destaca los desafíos que encontraron, enfocando sus identidades y responsabilidades como docentes en formación.

*Trabajo de Grado

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Introduction

1. Context of the Problem

Identity is defined as a compound of contradictory interactions between someone's personal, professional and situational factors; such factors help establish an individual's sense of self (Day et al., 2007, as cited in Anspal et al., 2011). Identity is continuously shaped throughout people's lives by a wide variety of contextual and personal aspects that constantly interact with each other (Beltman et al., 2015). Hence, as we experience different events and situations, our identities are forged. In the professional field, the definition of identity is quite similar. Fitzgerald (2020) states in her conceptual analysis that the term "professional identity" refers to the values, ethics, knowledge, certification and skills of an individual within a certain profession or field. In the field of education, universities are required to design and implement a practice-based pedagogical curriculum to help students get ready for the working world (Reid et al., 2008, as cited in Trede et al., 2012). Learning professional duties, comprehending workplace cultures, starting the professional socialization process and receiving citizenship education are all parts of this preparation, which contributes to the development of professional identities (Trede et al., 2012).

The participants of this research are three students of the tenth semester of the Bachelor's Degree of Foreign Languages Program in the Universidad Industrial de Santander (UIS) located in Bucaramanga, Colombia. These students are currently enrolled in the subject of Teaching Practicum III, which is part of the required pre-service teacher education coursework program. The main aim of the aforementioned subject is that students achieve prior experience as teachers through the creation, selection and implementation of projects, lesson plans, materials, and methodologies. The practicum takes place in different local public schools; therefore, the context varies depending on the school and its students. For this reason, pre-service teachers may encounter diverse situations and experiences.

By collecting and analyzing pre-service teachers' own narratives about their experiences during their teaching practicum, we aim to find how the different situations and events they face in the classroom help shape their identities as future teachers.

2. Research Question

Considering our interest in exploring pre-service teachers practicum in regards to professional identity, this study aims to solve the following research question: What do English pre-service teachers' narratives reveal about the role of the teaching practicum in the construction of their professional identities?

3. Justification

The identity of teachers has been a highly discussed and researched topic over the years (Ruiz-Gomez, 2023). This author also states that, currently, there is a wide variety of studies that focus on investigating the impact that the identity of pre-service teachers has on teaching practicum. However, there are not as many studies conducted on the influence that teaching practicum has on pre-service teachers' identities. For this reason, this project seeks to contribute to the literature by collecting information and reconstructing the narratives with the experiences of pre-service teachers during their practicum. Likewise, it seeks to unveil how much the mentality of a sample of future teachers has changed since the beginning of the teaching practicum until the last stage of the program.

As this research objective is to provide a glance of how teachers' identities have been developed by their experiences during their teaching practicum of this program, the specific objectives for this study are to identify how pre-service teachers' motivations, beliefs and personality have evolved during their teaching practicum experience; to analyze pre-service teachers' narratives about the impact of their teaching experiences and challenges they have faced during the practicum; and to reconstruct UIS pre-service teachers' narratives based on their experiences and critical incidents they have encountered during the teaching practicum.

Another reason for executing this study is due to the different events or situations that might be present during the lessons in the teaching practicum. These events can have a positive or negative connotation and have a great impact on teachers' identities; they are named 'critical incidents' (Kılıç & Cinkara, 2019). Some of them may include students' behavior, classroom infrastructure, students' background, resources and instruments, among others. Many studies about the identity of teachers are focused on knowing who they are and how they perceive themselves when carrying out their role as teachers. These aspects influence teaching practicum and, as a result, impact students' learning process (Varghese et al., 2016, as cited in Ruiz-Gomez, 2023). However, it is also estimated that all the experiences lived by the teacher during language teaching have an impact on the way identity is forged (Ruiz-Gomez, 2023). According to Sachs (2005, as cited in Anspal et al., 2011) identity is expressed by the interrelationship between experiences and the creation of meaning from them in their practices. For this reason, our research focuses on the use of narratives to provide a reflection on the experiences lived by pre-service teachers, in order to understand how the identity of these individuals has been constructed by their teaching practicum.

4. Objectives

In order to provide a pertinent answer to the research question, the following general and specific objectives are proposed:

4.1. General Objective

The general objective of this study is to examine how English language pre-service teachers' identities at Universidad Industrial de Santander are shaped by their experiences during their teaching practicum through the reconstruction of their narratives.

4.2. *Specific Objectives*

To identify how pre-service teachers' motivations, beliefs and personality traits have evolved during their teaching practicum experience.

To analyze pre-service teachers' narratives about the impact of their teaching experiences and challenges they have faced during the practicum have on their identities.

To reconstruct UIS pre-service teachers' narratives based on their experiences and critical incidents they have encountered during the teaching practicum.

Chapter 1. Theoretical Framework

In this chapter, after an extensive search of existing literature, essential studies are examined and considered as relevant for this research. Initially, the first section aims to provide a contextualization of the subject matter. It is divided in three categories: Pre-service Teachers' Identities, Narratives, and Critical Incidents, which are crucial in the development of this study. Moreover, a second section gives a glance of two different concepts: Teacher Identity and Narratives in Pre-service English Teachers' Practicum, offering the theoretical framework for the topic at hand. Finally, the last section of this chapter addresses the legal framework relevant to this study. That is, an overview of the laws that shape the context in which this paper is conducted.

1.1. Background

1.1.1. *Pre-service Teachers' Identities*

Existing literature has shown that teacher identity is shaped and influenced by diverse experiences that educators face during their teaching practicum. As indicated in a study by Sang (2023), teachers' early beliefs are pivotal for the future development of their professional identities. This study aimed to examine how pre-service EFL teachers progressively construct their identities in the early stages of the practicum. It was set out in a normal¹ university in China, where 22 students participated in the research. Findings showed that participants, considering their beliefs, can deem themselves as instructors, individuals, or as mere English experts. On the other hand, there is evidence that teaching identities are not permanently rooted, but rather vary and strengthen over time (Mosquera-Pérez & Losada-Rivas, 2022). Anspal et al. (2011) study indicates that novice teachers begin with simple aspirations, but through their experiences, their identity starts to mature and develop. In the

¹ **Normal university:** Sang (2023) defines it as “a specific type of educational institution in higher education specialized in training pre-service and in-service teachers” (p. 8).

same vein, Barkhuizen (2016) narrated how a teacher's workplace preferences significantly changed before and after the teaching practicum. Lastly, there are also insights into how pre-service teachers' knowledge of educational challenges in diverse social contexts leads them to reconsider their role as educators (Torres-Cepeda & Ramos-Holguín, 2019).

Regarding the Colombian context, there is also literature in relation to the forging of teachers' identity (Ubaque-Casallas, 2021; Quintero-Polo et al., 2022; Mosquera-Pérez & Losada-Rivas, 2022) in which the authors constantly emphasize on the impact of experiences on the teacher's identity. Nevertheless, these studies are focused on teachers who have already graduated and are practicing their profession. In fact, there are a few studies with a similar setting to the present research proposal, such as Torres-Cepeda and Ramos-Holguín (2019), which was conducted to 13 pre-service teachers of a public university in Colombia. In this qualitative study, the authors carried out narratives, interviews and diaries as data collection methods to find out what their stories reveal about the construction of their identities as teachers. After the data analysis, it was unveiled that past experiences of pre-service teachers as English learners affected their motivation as teachers, either positively, or negatively. Also, after the teaching practicum, participants attain greater consciousness about the various disparities in education contexts in Colombia. Therefore, some participants' focused on their role as transformative agents. Considering the above, there is a need for a study that not only concerns teacher identity changes before and after their pre-service practicum, but that also considers their narratives.

1.1.2. Narratives

The retelling of teachers' narratives in literature as identity construction has been widely documented. Sahragard and Sadeghi (2017) used narrative inquiry to study 21 Iranian EFL teachers' identities. Through this process, the authors remarked that the use of narratives in research contributes to understanding that the role of a teacher is not only one, but that

there are multiple identities to take into account, such as teacher as a 'manager', 'supervisor' or 'transmitter of the language'. This means that each teacher assumes a different role depending on the views that were shaped through their experiences in the workplace.

Another study by Ubaque-Casallas (2021) carried out a narrative inquiry to find out how English Language Pedagogy intersects with teacher's identity in the English Language Teaching field. In the study, the researcher analyzed the different narratives that one teacher had during his job in a public university. Insights include that the participant's overall experience has shaped him to transform his ideals, which initially were about being a teacher and focusing merely in the linguistic part of English, but now he sees teaching as a tool for social transformation. All in all, the use of narratives in research leads to a better understanding of how experiences can shape teachers' identities. Hence, the present research was focused on the transformation of pre-service teachers' identities taking into account their experience before and after participating in the teaching practicum.

1.1.3. Critical Incidents (CIs)

Some studies have considered the reconstruction of teachers' narratives while considering how some critical incidents affect their identities. In Derakhshan and Nazari (2022) study, it was evidenced how a teacher had begun with ideals of implementing an open atmosphere classroom. Nonetheless, as the students began to misbehave, the teacher became stricter, eventually, as she gained more experience, she learned how to approach these cases. In this study, the authors concluded that some CIs such as learners' misbehavior and the absence of support from a school director can have negative effects on pre-service teachers' identities. However, even though the aforementioned study focused on negative CIs, it is important to remark that there are also positive CIs which involve meaningful outcomes. In fact, Kılıç and Cinkara (2019) argue that critical incidents, whether positive or negative, should not be viewed as unfavorable, but rather as a way for pre-service teachers to learn

from them. An example of this is the case presented in Derakhshan and Nazari's (2022) study, in which, despite the teacher facing a negative critical incident, she was motivated to improve her discipline methods, rather than negatively affect her students.

1.2. Theoretical Bases

1.2.1. Teacher Identity

According to many authors, identity is considered a changing and adaptable factor (Anspal et al., 2011), which over time is affected by different aspects; these can be internal or external (Beauchamp & Thomas, 2009). The internal factors are connected to emotions while the external factors involve life and job experiences (Flores & Day, 2006, as cited in Anspal, 2011). Likewise, Day et al. (2007) highlighted that identity is composed of the interplay between social, personal and occupational factors.

As stated by Anspal et al. (2011), education is a fundamental part of the development of professional identity in teachers, which generates motivation and confidence in the individual to start teaching. Additionally, the authors expressed that another important factor in the construction of a teacher's identity is the teaching practicum during pre-service teacher education. In the same way, Ruiz-Gomez (2023) affirms that any work experience in teaching English influences the way teachers shape their identities and beliefs.

Furthermore, Kelchtermans (1993, as cited in Anspal et al., 2011) reported that teachers' identity can be detected through five variables. First, job motivation, which refers to teachers' desire to enter and stay in teaching. Second, self-image, which involves the teacher's self-descriptive statements. Third, the perception of tasks, which is connected to the way teachers define their work. Fourth, self-esteem, including the assessment and evaluation of oneself. Finally, last but not least, future prospects, which consists of expectations for future job development.

1.2.2. Narratives in Pre-service English Teachers' Practicum

Narratives are defined as stories of lived and told experiences, which end up being an important part of any narrative research practice (Connelly & Clandinin, 1990; Pavlenko, 2002, as cited in Barkhuizen & Wette, 2008). According to Barkhuizen and Wette (2008), the purpose of narrative research focusing on the practices of language teachers is to understand the experiences they have in the different contexts in which they teach.

Anspal et al. (2011) state that narratives have been a considered technique over the years, which has been used in teacher training programs. The authors highlight the importance of the early start in teaching practicum and the relevance of reflection by teachers on these practices (Loughran 2002, 2006, as cited in Anspal et al, 2011). Additionally, as reported by Anspal et al. (2011), English teaching does not seek to focus only on acquiring the language, but also on the transformation of identity since this is not fixed. In light of this, it is essential to analyze teacher practices through the narration of their different experiences since it would help to reflect and improve performance during pedagogical practices. Likewise, narratives allow students' professional identities to be analyzed in changing contexts (Connelly & Clandinin, 1999). According to the authors, experience is something non-transferable, not directly shared with another person. Therefore, Ricoeur (1976) suggests that communication is a critical instrument for transmitting the meaning of experience (as cited in Connelly & Clandinin, 1999). Thus, this study seeks to transmit the experiences of certain pre-service teachers through narratives.

1.3. Legal Framework

1.3.1. National Education

The resolution No. 02041 of the Ministry of Education suggests in its Article 2 that all Bachelor's Degree programs must guarantee and ensure the appropriate training of students during their teaching practicum. Therefore, it is relevant for this study to provide a short

description of this resolution in order to acknowledge the importance of the teaching practicum when forging teachers' identities.

For the teaching practicum to take place, it is crucial that higher education institutions settle and prove agreements with schools. Besides, the context of the classrooms and different educational methods should be perceived and understood by all pre-service teachers (Resolution No. 02041, Ministerio de Educación, 2016, article 2). Additionally, the 1994 General Education Law establishes on its Article 109 that being an essential part of the educator's knowledge is one of the aims of the teaching practicum, meaning that the practicum is a scenario in which pre-service teachers acquire new learnings as well strengthen their research in the field and get the required preparation to be educators capable of functioning at any level and form of education (Ley 115 de Febrero 8 de 1994, Congreso de la República de Colombia, 1994, article 109).

Chapter 2: Methodological Design

2.1. Type of Research

The current study followed a qualitative methodology, which is a manner of discovering and understanding various experiences from the point of view of the individuals. Also, its goal is to comprehend things holistically, rather than by drawing comparisons between groups (Polit et al., 2001 as cited in Vishnevsky & Beanlands, 2004). This methodology was the most suitable since one of the main aims of this study was to reconstruct pre-service teachers' narratives to find out how the teaching practicum influences their identities as educators.

Besides, the narrative research approach was also pivotal for this study as it is focused on the experiences of pre-service teachers during their teaching practicum. According to this methodology, researchers collect data by examining and retelling people's experiences to provide a new perspective (Overcash, 2003). It is expected, with this approach, to raise awareness about one's own knowledge and learn about teaching (Pulvermacher & Lefstein, 2016). Furthermore, a way to comprehend how teachers' identities are shaped was offered by this narrative research, which also sought to provide an insight into educators' experiences during their teaching practicum (Clandinin et al., 2009; Clandinin et al., 2010; Estefan et al., 2016, as cited in Kess & Puroila, 2021). Therefore, this approach was selected for this study due to its accuracy in the analysis and interpretation of individuals' stories and life experiences.

2.2. Context and Population

This study took place at Universidad Industrial de Santander (UIS), a highly recognized public higher education institution in Colombia, whose aim is to train ethical, innovative and professional citizens (Universidad Industrial de Santander, 2018). In the Bachelor's Degree of Foreign Languages with Emphasis in English, as mentioned

beforehand, there are three mandatory subjects of teaching practicum: Teaching Practicum I, II, and III. In the first one, students are required to do research about the institution in which they will do their teaching practicum; therefore, they need to carry out interviews to the directives and students, conduct a needs analysis and a diagnostic test to students and start the planning process of a project. In the next two semesters, they prepare the necessary pedagogical tools to deliver classes, including the creation of two products, which will be considered as the final result of the teaching practicum process. Moreover, these courses also aim to provide pre-service teachers with spaces in which reflection and critical thinking take place and that help them to forge their professional identity.

2.3. Sample and Sampling

With the use of purposive sampling, which according to Kelly (2010) is used to hand-pick the participants that are expected to provide accurate, convenient and meaningful data (as cited in Campbell et al., 2020). Therefore, the participants of this study were selected for convenience since it is focused on a targeted population. The selection criteria was based on the semester students are currently in, which should be in the tenth, as well as being enrolled in the subject Teaching Practicum III. Thus, following the aforementioned criteria, three students of the Bachelor's Degree of Foreign Languages program at Universidad Industrial de Santander (UIS) took part in the present study: the first participant, Eagle, is a 25-year-old man that describes himself as a patient and confident person who is into cycling, watching movies and spending time with his friends. The second participant, Alexa, is a 22-year-old woman who also perceives herself as someone patient. She mentioned she likes different activities that involve spending time with her friends, singing and swimming. Lastly, the third participant, Koala, a 25-year-old woman defines herself as introvert. Among her hobbies are crocheting, watching movies, and practicing taekwondo.

2.4. Instruments

2.4.1. Interviews

Talmy (2010) states that interviews allow to reveal significant understandings about the participants' experiences, identities, attitudes, and beliefs. In this study, each participant was invited to two semi-structured interview sessions with a duration of approximately thirty minutes each. The first one consisted of fifteen questions while the second interview had ten, apart from all the possible follow-up questions that may arise from their answers. Participants were asked about their personal experiences in the classroom, how they have influenced their beliefs, motivations, personality to get insights about their past and current teacher's identity. Furthermore, the outcomes of this research were significantly influenced by these interviews as participants shared meaningful moments and details about their practicum experience.

2.4.2. Journals

Through journals, participants' lives can be documented taking into account those experiences that might otherwise go unreported in a regular interview; moreover, pieces of the meaning are frequently created by these journals (Corti, 1993; Elliott 1997, as cited in Breheny et al., 2022). These journals assisted this study in the in depth examination of pre-service teachers' identities construction by assigning specific tasks where participants described their experiences during their pedagogical practicum. Three journals were implemented, each one consisting of three different tasks about the shaping of their professional identities and also critical incidents and their impact. Over the course of three weeks, participants received journals designed with the aim of collecting pertinent data for the reconstruction of narratives from pre-service teachers.

2.5. Resources and Analysis Techniques

Padlet, an educational web page, and Canva, a graphic design tool, were used as an instrument to collect information about students' journals. Some advantages considered for

the selection of this tool were that participants can attach images, and modify the appearance of their answers. For this reason, this platform also stimulates creativity and freedom to perform different tasks. Additionally, to ensure compliance with the ethics of this research, the webpage did not require signing up to be used. Each individual chose a pseudonym to participate in the activities; hence, all their answers were totally anonymous. Nevertheless, for data analysis reasons, researchers were informed about their pseudonym and kept a record of the progress of each participant during the tasks. The journals had three stages with three tasks each one. Each journal was conducted per week; thus, this stage lasted three weeks. The first one consisted of the creation of a timeline with the most significant Critical Incidents during pre-service teachers' teaching practicum, as well as the description of themselves as educators in three words and the explanation behind their choice. Next, the second task involved the design and description of a visual representation of participants' self-reflection, goals, and aspirations regarding their professional path. Finally, for the third task, participants took part in the composition of an autobiography which led them to do a deep retrospection into their identities as teachers. It is important to highlight that templates and participants' answers are available in the annexes 4, 5 and 6 at the end of this document.

On the other hand, to analyze and recollect data from the interviews, Good Tape was used. This is a web page designed to transcribe the information obtained from recordings. This website was useful for research since it did not store data, so anonymity was maintained. Furthermore, it reduced the time spent on writing the interviews manually. The answers of both the journals and the interview were analyzed by using coding (see Annex 7), which is foundational before any analysis and interpretation since this process allows the detection of different themes and consequently establishing connections between the data (O'Leary, 2004). Subsequently, the main topics and most recurrent themes were divided in categories, in order to identify the most frequent aspects regarding experiences and critical incidents that

have shaped participants' identities. Then, when the codes and subcodes were already identified, they were highlighted, complying with a color-coding technique. Finally, once all data were organized, concordances and discordances were uncovered.

Chapter 3: Findings

Once all the data collection instruments were applied; that is, two semi-structured interviews and three journal tasks, the findings showed different aspects about how the pre-service teachers' identities are shaped, answering the research question of this study: What do English pre-service teachers' narratives reveal about the role of the teaching practicum in the construction of their professional identities?. The gathered information was divided in four categories, as shown in the following chart:

Figure 1

Categories

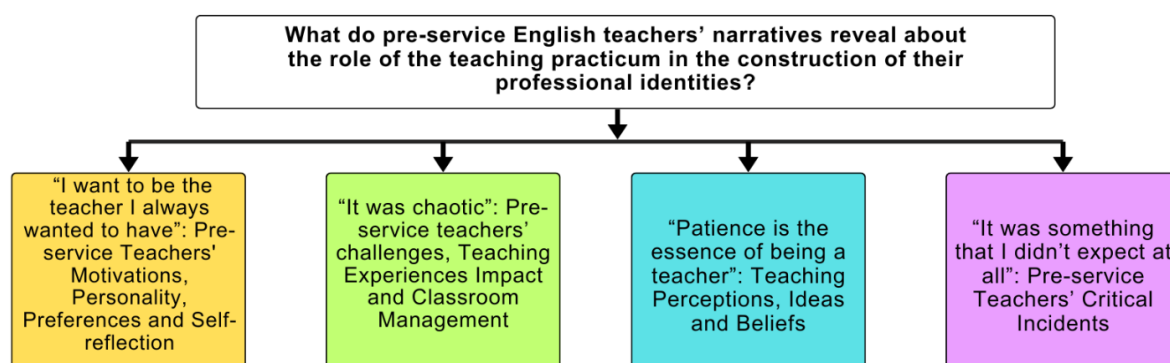


Figure 1. Emergent categories. Source: own.

The first category addressed pre-service teachers' motivations, personality traits, preferences and self-reflection and how they have been built up and transformed during their practicum. Additionally, the second category included several critical aspects that shape pre-service teachers' identities and development: the challenges they faced, the impact of their teaching experiences, and their approaches to classroom management. These elements are central to understanding how pre-service teachers grow and transform into effective educators. Furthermore, the third category examined their perceptions, ideas and beliefs about what teaching and being a teacher entails. Finally, in the fourth category various critical incidents were described and analyzed to explore their impact on pre-service teachers.

3.1. “I want to be the teacher I always wanted to have”: Pre-service Teachers'

Motivations, Personality, Preferences and Self-reflection

After analyzing the data, a wide range of details and characteristics about the motivations, personality, preferences and self-reflection of three UIS pre-service teachers (Eagle, Alexa, and Koala, all pseudonyms) were found.

3.1.1. Motivations

First, regarding the motivations aspects, it was found that all participants did not want to be teachers at the beginning of the program, instead, they chose it because of their interest in learning the language. However, as they started their teaching experiences, they built up an interest in the teaching field. For instance, in the initial interview Koala stated: “I liked English at first. And then, well, I developed through the whole career my love for teaching. So, in the beginning, it was just because I liked the language and then I liked teaching” (Personal communication, April 3rd, 2024, line 16-18). She also mentioned that her main motivation when it comes to studying this program was the English teacher she had in school as she was supportive and brought didactic activities that helped her learn the language. Furthermore, Eagle mentioned in task 3, which is an autobiography, that he learned English from a very early age with the help of video games, music and movies. Although he was close to English since he was teenager, he had no interest in the program. Therefore, when he started the program he mentioned that as the time passed by, he was frustrated because he could not feel that teaching was his vocation. It was not until he started working as a teacher when he felt passion and love for teaching.

On the other hand, pre-service teachers also mentioned aspects that motivate them to move forward in the teaching path. First of all, the three participants found the students' positive feedback and response to their practices encouraging. For instance, Koala suggested that students' willingness to participate and to learn English is something that gives her a

motivation boost to keep on being a good teacher. She also shared how she feels valued when she regularly meets her former students during recess; the students tell her that they miss her and consider her to be the best teacher they ever had. In addition, Eagle stated in his autobiography (Annex 6): “I have seen in many ways how grateful and satisfied several students have been with my work”, which establishes that students’ response to his classes and methodologies is what motivates him. Moreover, Alexa said that she finds motivation in the compliments she receives from her students regarding her teaching style. She also established that students’ gratitude and actions are important aspects that contribute to her decision to keep being a teacher and a patient person. Alexa also added the following statement in her autobiography (Annex 6): “If I know that this positive change was made by me, it gives me feelings of gratitude towards my profession”. Likewise, she affirmed that her current inspiration is the realization that her students are acquiring the language and feeling comfortable with it. The latter is in line with Koala’s view, which is that seeing students achieving English mastery is also one of her motivations. Besides, Eagle emphasized that what drives him to continue teaching is the importance he places on the students’ future and his ability to positively impact their lives, given that he sees English as an essential and highly useful tool for them, enabling educators to guide students towards their goals and dreams. Finally, both Alexa and Eagle agreed that they want to be the kind of teachers they wished they had when they were students, as can be seen in Alexa’s statement: “What makes me move forward to become a teacher is that I want to be the teacher that I didn’t have”.

3.1.2. Personality Traits

Second, pre-service teachers shared their personality traits more in depth. Participants were asked to describe themselves as teachers. They agreed they are patient because they can address different situations they may encounter in the classroom with a nice attitude. For instance, Eagle and Koala agreed that they can repeat the information many times if the

students ask them to. In addition, Alexa and Koala stated they are patient because they try to understand how students feel when learning a new language as they were in that position once. Further, Alexa mentions that a character that she relies on is 'Miss Honey', from the movie 'Matilda' a teacher who is perseverant, lovely and respectful towards her students. Regarding his personality as a teacher, Eagle describes himself as a good educator, who is attentive and supportive with his students. In the same vein, Eagle commented he is a flexible teacher in the sense that he tries to understand his students and their socioeconomic backgrounds. He is also aware that students have lives outside school. Lastly, participants considered they are innovative and open to try new things. They claimed they always look for new methodologies, activities and resources and they take into account students' opinions and suggestions in order to improve their lessons. To illustrate the latter, Eagle defined himself in the vision board task (Annex 5): "I'm a fun teacher who enjoys doing different types of activities and games to show students that my class is much more than just learning a new language".

3.1.3. Pedagogical Preferences

Third, participants were asked about their pedagogical preferences when planning, designing and teaching classes. To begin with, when participants were asked about the approaches or methodologies they feel more aligned with during their teaching practicum, Eagle and Koala expressed their preference for the Project-Based Learning (PBL). Eagle said he likes to apply PBL because it lets him not only teach English, but to teach it with a specific purpose, which he finds very important and interesting for students to create something new and learn. He stated: "I really like the project-based approach. Yeah, because it's not only, like, teaching English, but you teach English in order to use it in a specific project, and I really like that". In addition, Koala said that she trusts in PBL because she feels that learners work to achieve a common goal. On the other hand, Alexa mentioned that the one that fits the

most her preferences is the Content-Based Instruction (CBI) as she considers that educators can teach English while including a variety of topics that are part of learners' preferences. Also, she believes Total Physical Response (TPR) activities are appropriate for her students to feel more engaged with the classes. Moreover, Koala stated she thinks that by applying cooperative learning, students can guide each other and learn English from them. She believes that a teacher is mostly thought of as a 'stranger' by students, thus, learners are more comfortable asking other students to clarify doubts. Apart from the aforementioned approaches, Koala expressed her confidence in Content and Language Integrated Learning (CLIL), Communicative approach, Task-Based Learning (TBL), Peace Pedagogy and Critical Pedagogy to provide students with different perspectives to learn English.

Furthermore, pre-service teachers pointed out whether their classroom focus was more on their own role as teachers or on the needs of their students. Firstly, Eagle avoided classifying his lessons either as merely student-centered or teacher-centered, claiming that it can be a mixture of both; while Alexa and Koala stated a preference for a student-centered environment. Both expressed that focusing the learning on students' likes and dislikes by providing several resources such as online games, music, videos and some more technological tools create an inclusive and educational environment. Finally, Koala believes that scaffolding is a useful technique to apply in the classroom so that students can improve their English skills.

3.1.4. Pre-service Teachers Self-reflection

During the task fulfillment and interviews process, pre-service teachers reflected about different aspects regarding their role as teachers. These aspects encompass how teachers perceive themselves when teaching, from different perspectives, including both what they think they're doing well and what they believe needs improvement. On the one hand, regarding the positive characteristics participants could identify about themselves, Eagle

claimed he is a teacher who always tries his best to provide support and help his students to achieve their goals. He suggested he is capable of solving and addressing different situations he may encounter during his classes. Moreover, he always tries to understand students by giving them more opportunities to make up for low grades. Also, he always tries new didactic activities and games that students like to make them feel happy to be in his classes and get interested in learning English. Besides, he always makes sure his students feel safe, heard and appreciated because they are important to him. It is worth mentioning, Eagle described himself in the first task (Annex 4): "I'm a very understanding teacher, but not permissive". In the same line, Alexa pointed out that she focuses on helping her students feel confident in learning languages, showing them they can do it. When she sees her students succeed, it makes her really happy and feel grateful for her job. She prefers teaching in a way that suits each student individually, so everyone can learn best. Overall, she believes in creating a supportive and empowering classroom where everyone can thrive. Added to that, Koala perceives herself as a patient, supportive and a lifelong learner educator. She is a calm person who understands the difficulties of the students. She stated that as she was in a position of a language learner, she is patient with her students, she relates to how a student can feel scared of making mistakes. Furthermore, she can repeat a topic many times if it is necessary; she also tries to look for alternatives so that students understand; therefore, she sees herself as a supportive teacher. She is always looking to keep her teaching methods updated thinking about the well-being of her students.

On the other hand, pre-service teachers reflected about the factors they feel proud of and the ones which require improvement. To begin with, Eagle commented he is proud of the projects he has done with students because they have been successful. Also, he feels happy and pleased that his lessons and the activities he implements are really liked by students and they clearly understand them. In the same vein, Koala has a positive self-perception on the

aspect of class material adaptation, and the way she teaches English because her students understand her English lessons. Likewise, Alexa feels proud of improving her time management and planning skills. In fact, she stated in the initial interview: "I can manage my time better than before, I'm great at planning. I consider that it takes time, but I can do it well" (Personal communication, March 20th, 2024, lines 107-109). On the contrary, regarding the areas participants think that need improvement, Eagle suggested that he needs to improve his lesson plans as sometimes he does not have enough time to plan them in the best way. Further, Alexa admits she struggles with handling bad behavior: "I don't call their attention when they behave badly, so I have to improve that...". Moreover, Koala expressed her need to improve classroom management because she has to speak loudly most of the time, she said: "...That's really hard. 'cause they are forty, and I have a low tone of voice, so it's challenging".

In a similar vein, the pre-service teachers shared details about how they realized they liked being a teacher as well as the expectations they had before starting their practicum and the way they evolved. First, all participants agreed that their love and passion for teaching appeared as they progressed in the program, more specifically when they began their practicum experience. For instance, Eagle said: "I started *liking* this program only when I started to teach". Subsequently, regarding their expectations about practicum, Eagle suggested he was motivated to start this experience as he thought it would be enriching to improve as a teacher. However, once he began his practicum at a public school, he reevaluated the role of teachers given the specific context of the institution. Moreover, what also motivates him to move forward is the positive impact he can have on students.

Similarly, Alexa and Koala claimed that their main motivation before practicum was to experience the practical context of the major in order to apply what they have learned. Nonetheless, they affirmed that their inspiration now is the realization that their students learn

and feel comfortable with the language and to provide a meaningful learning environment for them.

3.2. “It was chaotic”: Pre-service Teachers’ Challenges, Teaching Experiences Impact and Classroom Management

3.2.1. Challenges

Firstly, in relation to challenges, participants expressed different situations they had to confront during the practicum that in some way affected their classes and somehow had an impact on their identity as teachers. In the first place, all participants agreed about how challenging the large number of students per classroom is. For instance, Eagle declared that it is one of the hardest challenges practicum students and teachers in general have to face because usually, in public schools, there are from thirty to forty students per class. Hence, it makes it difficult to manage a classroom with that amount of students as teachers can not be attentive to all of them and dedicate time for each one. Apart from this, Koala added her tone of voice is low, which makes it hard for all students to listen to her. Referring to this, she stated: “So, at the beginning, it was kind of difficult because it was the first time that I was in front of like 40 students. And it was chaotic”.

Furthermore, participants suggested that public schools have a lack of resources, which becomes a challenge when teaching. In this regard, Alexa stated in the initial interview:

It's difficult because in real life, you may want to implement all the things that you know about teaching, all your English methods, all the teaching methods you know. But in the moment that you're teaching, it's harder because you have, first of all, a lot of students, second, you don't have enough space for that, and you don't have enough time to do it [...] neither the materials to implement the teaching (Personal communication, March 20th, 2024, line 121-126).

In the same vein, Koala wishes she could have implemented other materials during her classes, such as a video projector in her classroom because it was not until Practicum III that she was given a projector to help with her classes. Before she was given technological tools, she had to rely mostly on worksheets, which she did not like to do, but was the reality she had to face. In the same line, participants suggested they need more attention from the university regarding their expenses on photocopies, materials and transportation.

Not only pre-service teachers believe there is a lack of resources, but also a lack of time when planning and delivering classes. On the one hand, Eagle suggested that sometimes it is challenging for pre-service teachers to plan classes, taking into account their position as university students because they are enrolled in more subjects apart from practicum. It means they have more duties and sometimes they get overloaded with tasks and assignments. In fact, he said: "I enjoy teaching, but sometimes, sometimes, you get really, really tired when you are in Practicum". On the other hand, Alexa stated that sometimes teachers do not have enough time to address everything they have planned for a class.

Furthermore, participants remarked that most of the time they see the need of changing many activities they had planned because of students' level, number of students, space available and lack of resources. For example, Eagle mentioned that before the Practicum, it was planned to implement a project-based approach, but once they started the experience, they encountered the need of adapting or changing their initial plans. In the same vein, Alexa suggested she had to adapt her teaching methods to be more flexible and open to change. She mentions that she likes to take her students outside for activities, but it is tough with a big class of 40 students. Additionally, she highlighted that sometimes when students struggle to comprehend an explanation due to their proficiency, it is difficult for her to repeat or focus on a single student, since she would lack time to continue with the lesson.

Another challenge pre-service teachers face is students' behavior and lack of interest. Eagle stated that sometimes students talk with their friends or get distracted with their phones. He added it sometimes makes him reflect if what he is doing is really worth it or if it is necessary to change certain aspects of his classes. He said: "[...] That's difficult because it makes you think that maybe what we're doing is not the best thing" (Initial Interview, Personal communication, March 20th, 2024, line 89-90). In the same line, Alexa claimed it is challenging to get all her students to do their homework. Even if they like the subject, only half of them actually complete their assignments. This has been an issue throughout her teaching experience. Similarly, Koala claimed that her current students are unwilling to participate in the lessons. This is due to two reasons. First, she has the last two-hour shift on Fridays, for this reason, students claim to be tired and hungry. She said that, even though she brings different activities, students are completely reluctant to participate. Second, the classroom gets too hot during the lessons. For instance, she said:

One, the schedule, it's the last two hours of Friday, so they are tired. They are bored. They are hungry. They don't want to do anything. And when you want to try to do something different they're like "uhm, again? I don't want to be here". And it's hard. It is really hard because also the temperature is really hot there. (Initial Interview, Personal communication, April 3rd, 2024, line 130-134)

Besides, it is important to highlight that pre-service teachers suggested that students' socioeconomic background influences their behavior during the classes. Eagle pointed out an interesting contrast between his job and practicum experiences, in which he notices a difference between students' behavior. Similarly, Alexa mentioned she realized that circumstances during the practicum were different from the ones she had already seen in her job and that managing students in a public school was a challenge. Actually, she said in the initial interview: "You may practice with micro-teachings, and also you can have other jobs

before you start the practicum. But when you confront that reality, it's totally different from the way that you have been prepared" (Personal communication, March 20th, 2024, line 118-121). Moreover, Koala commented she is now more aware of the students' background and, for this reason, she feels the need to have a positive classroom atmosphere.

Finally, Koala and Eagle suggested that communication between the teachers at the schools where practicum takes place and the university should improve. Eagle affirmed that sometimes the communication between both institutions is not exceptional and it represents negative effects on practicum students as they get stressed with the situation. He said teachers at school did not know they were coming to teach classes and the teacher he had during the classes always wanted to control everything they did.

3.2.2. Teaching Experiences Impact

It was found that pre-service teachers have had different experiences that impacted on their identity as teachers. Most of these experiences have helped them improve their practices as well as made them reflect on the reality of being a teacher, more specifically in the public sector of Colombia.

First, all participants agreed that their love and passion about being an educator appeared when they started to deliver classes. For instance, Alexa claimed that she started to love teaching from day one, when she had her first experience inside a classroom. In addition, Eagle commented that practicum and other teaching experiences made him love and become passionate about it because at the beginning he did not want to be a teacher. He stated in his autobiography "I started liking this program only when I started to teach". Also, he added:

I was presented with the opportunity to work as a teacher for the first time, and since then, I have found a lot of love and affection for this vocation. Now, I love what I do, and it has had a very positive impact on me. (Annex 6)

Furthermore, Alexa and Koala suggested another factor that made them realize they love being a teacher is when their students show them affection and gratitude. In fact, Alexa stated that admiration from her students has impacted her in a positive way. She mentioned one time that a student praised her way of teaching by saying that because of her, he discovered that he liked English, which made her feel “great and motivated”.

Additionally, participants suggested that their teaching experiences prior to practicum have positively affected their performance. Firstly, Eagle claimed that those experiences are key when choosing and being aware of methodologies that work very well with students. For example, he tries some activities and then he knows if they are worth it or not for a future class. Furthermore, he commented that through experience he has learned how to deal with learners and all types of issues or situations that may appear in the classroom. In this regard, he said: “It's very useful, for example, when you try some things, like some activities [or] a way of teaching something. And if it works, you can continue using it. But if it doesn't work, you stop with that” (Initial Interview, Personal communication, March 20th, 2024, line 63-65).

In the same line, Eagle and Alexa claimed they thought it would not be difficult to start his practicum experience as he already had teaching experiences, nevertheless, he found out that teaching in a public school entails different difficulties and challenges that teachers must face such as the amount of students, students' personalities and socioeconomic context. In fact, Alexa stated: “Even with prior experience, it is different to teach in a public school and sometimes there are students that challenge my own patience but I am still with it” (Annex 6). Similarly, Eagle indicated that personally, something that has impacted him the most during his experience is students' behavior because when they do not pay attention, he thinks he is not doing things right or that what he is doing is not interesting enough; so it has a negative effect on him. Nevertheless, Eagle claimed that even if there are some students

who misbehave, he had a very positive experience in Practicum II than at his job since students at the public school are more attentive and more interested in learning than the ones at his job. However, Koala referred to Practicum III as a different experience:

It has been difficult because students don't want to do anything. Sometimes, they look at us and say: "oh, no English; it is so boring." No matter what kind of activities we do, it seems like they don't care at all. (Timeline: Annex 4)

On the other hand, it was found some difficult experiences pre-service teachers must face during their teaching practicum. First of all, Eagle and Koala agreed that sometimes they do not have enough time to do the things they enjoy, therefore, it can negatively affect their mental and emotional health. Although Koala has faced these challenges, she indicated that she has not let them stop her because she is conscious that she has to make an effort due to the fact that most students only learn English in the classroom.

Finally, pre-service teachers acknowledged the importance of taking the subject 'Teaching Practicum' due to the positive impact it has on the construction of their professional identity. Firstly, Eagle stated he has learned how to deal with all the different challenges a teacher faces in a public school in Colombia. Among these challenges he mentions students who are disruptive and irresponsible, students' confrontations, and disagreements with parents. He said:

I think that [...] it has contributed to my experience. [...] For example, I know how to deal with the students better. I know how to deal with some problems or issues that may appear in the classroom. (Personal communication, March 20th, 2024, line 52-53)

Participants also suggested practicum leaves many valuable lessons and experiences that make them reflect and learn to deal with everything teachers encounter on a daily basis. For instance, Koala and Eagle mentioned an event that happened during Practicum II that

made them shift their perceptions on the students. They were in charge of doing a short video that was part of the main project of the subject. Students had little time to practice it in class due to external reasons. Hence, they had poor expectations of the results. Nevertheless, they expressed their surprise when they realized the students did a good job; “I was really proud,” Eagle said. Hence, they both agreed this experience marked them forever, as it taught them to never underestimate students.

3.2.3. Classroom Management

3.2.3.1. Eagle. Regarding positive aspects Eagle perceives from his classroom management, he suggested his tone of voice is helpful because all students pay attention to him. Also, he mentioned he is flexible when it comes to students' punctuality. When a student arrives late to class, he asks the reason and tries to understand but he always tells them since the very first day that they need to let him know in advance. He expressed: “If you [student] are getting late to class, the only thing that I want you to do is let me know in advance what happened [...] I won't get mad in those situations” (Personal communication, March 20th, 2024, line 258-261). Something similar happens regarding grades because if a student does not present a task, he gives them the opportunity to present it next class but with less grade.

Furthermore, Eagle shared the strategies he implements when there are students who misbehave and are hyperactive. Firstly, he always tries to talk with students in order to control the situation. Additionally, he assigns these students extra activities during the class and asks them to help him handing out the worksheets, erasing the board, or reviewing homework to keep them engaged and busy.

Finally, when he realizes students are shy, insecure and unable to create social ties, he starts asking these students to participate, make a presentation or read a short text. Also, he

sets up group activities in which they can actively participate and communicate with their classmates.

3.2.3.2. Alexa. When asked about her classroom management, Alexa reflected about positive aspects and also the ones that need improvement. First of all, she expressed that one of the positive aspects from the teaching practicum is that it has allowed her to manage the time better than before. Also, she mentioned that she can foster motivation among her students by taking into account their preferences. On the contrary, she stated she needs to improve when it comes to scolding, since she considers that she is too comprehensive and when the students realize this, they take advantage and continue misbehaving.

3.2.3.3. Koala. Unlike Eagle, Koala mentioned she has a low-tone voice, which sometimes has an impact in the classroom environment as students are very loud and talkative, hence, she has to speak up. In fact, she stated: “Perhaps something that I need to learn is classroom management. That's really hard. ‘cause they are 40, and I have a low tone of voice, so it's challenging”. Additionally, as it was mentioned before in the challenges section, her classroom management is affected by the unwillingness of students due to the high temperature, and the fact that the class is carried out on the last shift on Fridays. She thinks that it is important to look for new strategies or alternatives to overcome this issue. In the same vein, she commented that she sometimes has to adopt a strict and serious attitude as some students do not respect her.

3.3. “Patience is the essence of being a teacher”: Teaching Perceptions, Ideas and Beliefs

3.3.1. *Teaching perceptions*

When analyzing the collected data, participants expressed different perceptions regarding their teaching experiences. In the first instance, Eagle reflected on students' behavior and commented on his thoughts about some situations that might be present in the classroom. He claimed that some students may get distracted by talking to their classmates or

using their phones. In light of this, he articulated: "...that's difficult because it makes you think that maybe what we're doing is not the best thing." (Initial Interview, Personal communication, March 20th, 2024, line 89-90). Suggesting that he contemplates whether their attempts are not transcendental to their students' eyes. In the second instance, Eagle indicates that by noticing how many students there are per classroom in a public school and how it represents a big challenge for teachers made him respect and admire the profession. This statement goes along with Alexa's thinking. where she also believes that teaching in public schools is different from teaching in a private institution or setting, this due to the amount of the students. On top of that, she argues that there is a noticeable contrast between the theoretical preparation at the university and the teaching practicum. They often realized that the real-life context is different to the way they have been prepared, and that the challenges of teaching are particularly in large classroom settings.

When participants were asked about the essence of being a teacher, they unanimously agreed on a single word: patience. Eagle claimed that patience is the essence of being a teacher because even if there are many issues or problems, teachers must keep going and figure out how to solve them as well as to remember they are not only teaching but dealing with people with different lives. He advocated that when faced with challenges such as students talking excessively or showing disinterest, teachers must find strategies to engage them and avoid becoming stressed or angry. Likewise, Koala and Alexa considered patience an important factor in the teaching field. The former stated that it is important for a teacher to be patient. She believes that nurturing student enthusiasm in the classroom can be achieved through patient and passionate teaching. The latter said: "I am a patient person, if I am a comprehensive teacher, I think that can affect positively [...] in my students." (Initial Interview, Personal communication, March 20th, 2024, line 26-28). Which implies that patience is a significant feature of being a teacher that not only affects students' behavior, but

also students' proficiency. In line manner, Alexa believes that being a teacher entails more than simply presenting lessons in front of a class. To her, it means fulfilling the role of the teacher she never had, someone who teaches with enthusiasm and care, while acknowledging and adapting to the varied learning styles of her students. From her view, being a teacher means being passionate and engaging students in active participation, and fostering a love for learning within them.

On the other hand, Koala advocates for teachers to incorporate real-life examples into their lessons, providing students with opportunities to learn about situations they will encounter in the future. Additionally, she emphasizes the importance of innovation and creativity among teachers. Koala believes that educators should continuously seek new tools and evolve their teaching methods to adapt to the ever-changing educational landscape. Parallel to Koala, Alexa believes that it is important to innovate and incorporate didactic activities in class planning. Besides, she suggests that it is important to constantly change and improve and that as a teacher, it is necessary to take into consideration the identity of each student.

Furthermore, another perception participants have regarding education is applying CBI to their classes. Alexa expressed that by adopting this method, she noticed a change in her students' mindset. The participant points out that although it can be challenging, it is important to integrate CBI into lessons, considering that grammar and structures are necessary when teaching a language as well as the social and cultural aspects. Illustrating this perspective, Alexa declared:

When you teach English, you have to teach rules because you teach grammar, of course. But when you use the content and also you talk about the social, I mean, no problems but the social reality, you can also teach English, and not just English, you can teach whatever you want with a social value. So when you teach English with that

context, believe me, you change the minds of your students. (Initial Interview, Personal communication, March 20th, 2024, line 74-82).

Additionally, Alexa perceives that integrating vocabulary and aspects related to preferences contributes significantly to enhancing communication with students, thereby fostering active participation instead of passive learning. Besides, she expressed:

[...] It's also important that they participate in class, that they have a voice in class because it's part of their learning, it's part of their process. [...] If they want to participate and they want you to include something that they like, you can do it, and you can make a link with the English [language] and also with their likes and dislikes. (Initial Interview, Personal communication, March 20th, 2024, lines 68-70; 142-144).

Similarly, Koala asserts that teachers should prioritize listening to their students, particularly during lesson planning. She believes that teachers must heed their students' ideas to effectively incorporate them into the classroom. Additionally, she argues teachers should offer support to their students, ensuring that everyone feels valued and heard, providing opportunities for participation, and refraining from making students feel bad if they make mistakes. In addition, all participants emphasize the importance of considering students' individual needs and identities, which reflects their aspiration to provide a student-centered teaching environment. Firstly, Eagle highlights the importance of understanding and supporting students to maximize their potential. He believes that teachers shape students; therefore, it is important to support and help them to reach all their goals. He thinks that is key for their future. Secondly, Alexa points out the need to recognize each students' identity and respect their rhythm and process as well. Koala states that it is important for a teacher to be aware of individual student needs.

3.3.2. Ideas and Beliefs

In regards to ideas and beliefs, participants expressed their thoughts about different aspects of the practicum and teaching field. For instance, Alexa initially perceived the practicum as mainly focused on teaching and acquiring workplace experience. However, she realized that it required more responsibilities, such as creating materials, developing action and lesson plans, grading exams and other activities. Moreover, the participant reports that starting she leaned towards methods centered on active learning, student-centered approaches, gamification, and Total Physical Response (TPR). Nonetheless, she had to adapt these strategies and project planning due to space. Despite including additional methods like individual or group learning and student-centered approaches, she maintained incorporating project-based learning. Lastly, Alexa believed that her prior experience and patience would make the practicum easier. However, she realized that managing students in a public school setting involves different challenges.

Koala considers herself a patient and supportive teacher because she believes that being a teacher is more than teaching the language itself. On the other hand, Alexa believes that teachers play an important role in students' lives beyond just teaching. She sees herself as someone important to her students. She considers that giving individual feedback and doing individual activities with students are important factors in their educational process. She likes to apply kinesthetic learning, especially with pre-teenagers, because she thinks it keeps them interested and involved. For example, they enjoy learning new words through karaoke or showing verbs with pictures. This hands-on approach makes learning fun and memorable for them.

Initially, Eagle anticipated that the practicum would be challenging and demanding, particularly considering it was at the school from which he graduated. He held the belief that the school had many deficiencies. However, he ended up realizing that despite its challenges,

the practicum has proved to be a highly enriching experience because of the extensive learning opportunities it offers. Eagle mentioned that before starting this experience, he expected the university to provide the necessary tools and resources. However, he soon realized several shortcomings within the teaching practicum, including the large number of students and the lack of resources. This made him understand that it was not just about going to the school and teaching the class; there were additional challenges to overcome.

3.4. “It was something that I didn’t expect at all”: Pre-service Teachers’ Critical Incidents

In this section, Critical Incidents (CIs) are reconstructed in base of their testimonies through the journals and interviews. As CIs are personal and unique among all teachers according to their experiences, each subsection presents CIs that were identified for each participant. However, it is important to remark that Eagle and Koala have been working together in Practicum II and III. For this reason, there will be a subsection dedicated to the CIs that were correlated for both participants during the data collection phase.

3.4.1. *Eagle*

3.4.1.1. “He just wasn't interested”: Facing the lack of engagement from a student. The participant shared an experience with a student who did not pay attention to his classes and explicitly said that he did not like English. Despite many attempts to engage the student and try new activities, nothing worked. Eagle stated that this student was not disruptive or rude with other classmates or the teacher, he just was not willing to learn. From this experience, Eagle learned that sometimes he had to accept the fact that some students are not interested in learning English, and, therefore they are not willing to be attentive in class. He also realized that he has to be more conscious of these kinds of students, as it usually is a common case. Nevertheless, he could not accomplish it in this situation, for external reasons, the student was no longer enrolled in the grade he was teaching.

3.4.1.2. “Some students didn't have internet connection or computers at home”:

Facing the consequences of digital divide. Eagle encountered a situation in which some students did not have access to internet connection nor technological devices. Therefore, he noticed that some students were unfairly left behind when it comes to doing homework. Although he recognizes it is not his fault, he shared the following sentiment: “This is quite sad because as teachers, we must acknowledge that many students in public schools have very limited economic resources”. (Annex 4). To overcome this, he decided to provide learners extra time or give them the opportunity to work in pairs or in groups so that all of them could have similar opportunities.

3.4.1.3. “I couldn't bear it anymore”: Managing special cases in the classroom.

In his lessons, Eagle had instructed classes to a hyperactive student who was not able to sit still and talked all the time. At first, he was frustrated and stressed. He realized he had to develop a strategy that would work for this case. Hence, he noticed that assigning him different tasks in the classroom could be useful, as it can be seen in the following statement:

I took advantage of the situation and assigned different tasks to the student during class to keep him busy. Over time, he became an assistant and was responsible for taking attendance, sometimes writing on the board, distributing worksheets, among other things. (Annex 4)

At the end, assigning his student the role of assistant was a perfect decision because he was able to handle his behavior; therefore, classes were more manageable afterwards.

3.4.1.4. “He begged me not to make him speak in public”: Approaching an

introverted student. Eagle encountered the case of a student who had excellent grades and a good level of English, however, he was very shy and introverted. It was really difficult for him to make presentations in front of the class; the student even told him once that he had no friends and was bullied for this reason. Therefore, Eagle decided to focus on teaching public

speaking skills to make the student feel more confident. As time went by, the teacher began to see improvement and the student eventually managed to be on par with the other students.

3.4.1.5. "It was very unusual to see a student at that age to have that amount of money": Unusual experiences. During Practicum II, Eagle delivered classes to a student who possessed a superior English level in comparison to other students, and who also did not have disciplinary problems. However, on a particular day, he noticed that the student was disrupting the class by talking to his classmates; he had to scold him many times. During the recess, Eagle noticed that the student was counting about 8.000.000 Colombian Pesos (COP) with the help of his peers. Eagle immediately proceeded to tell him that he had to let the directives know about the incident. Later on, he found out that the student took the money from his father without his permission to buy a high-end phone. Therefore, since the student was unable to proceed with his plan, he developed a rude attitude towards the teacher. Despite great efforts, Eagle was not able to control his student's attitude anymore. The student did not ultimately pass the course and he never knew about the student again. Eagle concluded from this experience: "Many times, there will be situations that will test us, and in many cases, there will be students who will hate us even without a reason" (Annex 4).

3.4.2. Alexa

3.4.2.1. "He wanted to let me know that I was also important to him": Teacher-student relationship. Alexa had a pupil who constantly misbehaved during classes, hence, she had to scold him multiple times in each lesson. However, it never affected the relationship with him, as on one particular occasion the student approached her and hugged her. It was not until that moment when she realized that even though she has to scold her students, they still appreciate her. She concluded that it is her passionate teaching attitude that makes learners understand that their bond is still intact.

3.4.2.2. “I was shocked to see the teacher taking it as a normal thing”: Facing reality. Another remarkable situation for Alexa happened on her first class observations in Practicum I. She witnessed that a student had to leave the classroom to wash his face because he was not completely focused during the class. As the reason turned out to be that he did not eat breakfast at home; the teacher handed him an apple. She was taken aback by the situation, and even more by the teacher's attitude towards it.

3.4.2.3. “Children have to help at home or start working at a very young age”: **Understanding students' problems.** As part of her regular classes, Alexa was checking her students' homework and at one point she asked one of them why he had not done his homework. To which he replied that it was because he had to help his grandmother at work. From that moment, she learned that there are kids who have to work at a very young age to help their family.

3.4.2.4. “Racism is very normalized”: Unacceptable situations. One day, Alexa was instructing her students to continue working on their project, which is about peace, when a student interrupted the class by saying a racist comment. To Alexa's surprise, the pupil who did it was the best student of the class. When Alexa confronted him, the student did not know how to respond about it. From this, she concluded that children are often exposed to these comments at home.

3.4.2.5. “ I don't have money to pay for 40 copies”: Lack of support. Before taking the Practicum cycle, Alexa had the assumption that the University would support her with resources such as copies or economic support. However, she later realized that the university does not provide this support; therefore, she has to pay for her own materials and sometimes she is not able to.

3.4.3. Koala

3.4.3.1. “It is when my mom is mad at me and she screams”: Family violence.

During Practicum II, Koala told students to write a definition of violence in their notebooks; when the time finished, they had to share the answers with her class. However, she noticed that a student was anxious and some of her classmates started to whisper about it. At first, she thought that her classmates were teasing her; nonetheless, when Koala invited her to get out of the classroom to talk to her, she noticed that the student was able to give her a coherent response and talked fluently in English. The problem was that the student answered: “It is when my mom is mad at me and she screams” (Annex 4); Koala could perceive that she was triggered by this question as her eyes began to fill with tears. Therefore, she realized that she has to be more aware of students' feelings in future lessons, especially when it comes to delicate topics.

3.4.3.2. “I am not an expert in that topic”: Education flaws. In Practicum II, Koala had a student with autism in her class. Even though she tried, she was not prepared to make the necessary adaptations nor the appropriate class material. Also, she did not have enough time to monitor him as she also had to pay attention to another 40 students.

3.4.3.3. “You were a really good teacher, I miss you”: Positive feedback from students. For Koala, Practicum II students were different from Practicum III students because the students had been promoted to the new school year. For this reason, when her former students met her during recess for the first time, they greeted her with praise and hugs. They told her “Teacher, I miss you. You were the best”, for which, she stated: “[When they say that] you know that your efforts were valued for the kids” (Initial Interview, Personal communication, April 3rd, 2024, line 172-175).

3.4.4. Eagle and Koala

3.4.4.1. “They exceeded my expectations”: Believe in students’ potential. Eagle and Koala coordinated a final project in which students had to record a video talking about

conflict, however, it came up with several inconvenients. Students did not have time to do the video in class. Both of them were disappointed by the situation and did not expect much from students as they were not monitored. However, when the day of the presentations arrived, they were surprised about the results. The videos had a superb quality, and they could not stop sharing their emotion with the students, hence, the students were also happy about their teachers' reaction. Eagle commented: "That's [...] a moment where I feel very happy of doing what I'm doing, of being a teacher, like, the positive impacts that maybe you can have on some students if you do that type of activities" (Initial Interview, Personal communication, March 20th, 2024, line 82-84). Koala stated: "[...] that changed my mind about them, maybe you can think that they are not responsible, but they were. That was an experience that changed me for good, like, I was proud of them" (Initial Interview, Personal communication, April 3rd, 2024, line 53-55).. They both agreed that they learned that they should not underestimate students.

3.4.4.2. "It feels that they don't care": Classroom management problems. As stated before, the group that Eagle and Koala are teaching in Practicum III is different from the one that they had in last school year. Both participants agree that the current group is very different from the last one in a negative way. No matter how hard they try to make pupils feel motivated within the class, nothing seems to work. For instance, Koala affirms that her students have said "Oh no, English; it is so boring". Eagle also adds: "They get distracted very easily. They use the phone all the time and they speak a lot". However, they have not given up and they declare that they are still working hard to motivate the students.

3.4.4.3. "She always tries to control the class": Communication issues. Another incident that the participants have faced due to the mixture of class groups is the problems they have faced with the current head English teacher. Both participants claimed that the difficulties have arisen due to miscommunication between their mentor teacher and the

English school teacher. To name a few, she was not aware of their practicum schedule, she tells them what to do and what not to do, they have to adapt the classes according to her instructions. Koala added: “[The school teacher] felt like she wasn't doing anything, so she was like all the time there” (Follow-up Interview, Personal communication, April 24th, 2024, line 34-35). Koala also had the feeling that she has taken the authority away from them; therefore, she believed that could be one of the reasons the students are reluctant: “They don't see us as the authority because she's there, and for instance, we are teaching the class and she is sitting in the desk so you feel like you are just there and she's the teacher.” (Follow-up Interview, Personal communication, April 24th, 2024, line 38-40). To conclude, they both feel frustrated about the situation because they feel that they are working just for the teacher and not for their experience.

Chapter 4: Discussion

According to Mosquera-Pérez and Losada-Rivas (2022) and Anspal et al. (2011) teacher identities tend to vary and improve as the time passes by and have internal and external factors (Beauchamp & Thomas, 2009). Internal factors relate to emotional aspects, while external factors pertain to experiences in life and work (Flores & Day, 2006, as cited in Anspal, 2011). This is in line with what could be analyzed from the pre-service teachers' narratives, which showed a pattern where participants pointed out many aspects of their professional identities that changed with their teaching practicum such as motivations, preferences, personalities, perceptions, beliefs, among others. In the same vein, results revealed pre-service teachers did not want to be educators at first, it was not until they started teaching when they started developing love and passion for the profession. The latter can be illustrated with the following statement by Koala: "I liked English at first. And then, well, I developed through the whole career my love for teaching [...]" (Initial interview, April 3rd, 2024, line 16-18). Additionally, participants considered practicum changed their preferences when teaching, as they noticed some methodologies or approaches work better than others. They claimed are innovative and open to try new things.

Apart from this, pre-service teachers also reflected about how the experience of teaching in a public school led them to reconsider teachers' role. Not only this, but also they shared how the context significantly impacted their teacher identities as they had to face different challenges such as number of students, lack of resources, students' level, etc. This discovery agrees with Barkhuizen (2016), Torres-Cepeda and Ramos-Holguín (2019) and Sahragard and Sadeghi (2017) who narrated how the different social contexts in which pre-service teachers' practicum takes place affects their workplace preferences. In fact, Eagle pointed out an interesting contrast between his job and practicum experiences. He expressed his satisfaction during his Practicum II experience, which he describes as "amazing" and

better than his experience at his job, which is in the private sector. In the same line, it is important to highlight what Alexa stated: “You may practice with micro-teachings, and also you can have other jobs before you start the practicum. But when you confront that reality, it's totally different from the way that you have been prepared”. In addition, social contexts drive pre-service teachers to re-examine their roles as educators and gain consciousness about the reality of education in Colombia.

Similarly, it was found that participants' practicum experience shaped their ideals as before they were focused on themselves and their growth as teachers, but then they started seeing teaching as a means of social change. This goes hand in hand with Ubaque-Casallas (2021) study, in which it was stated that teaching training leads pre-service teachers to see the role of teachers as ‘transformative agents’. For instance, Koala commented that her practicum experience has made her raise awareness about learners' socioeconomic backgrounds and because of this he feels the need to have a positive classroom atmosphere. In addition, according to the Anspal et al. (2011) study, novice teachers begin with modest aspirations and goals, but as they gain experience, their professional identity begins to grow and evolve.

Furthermore, pre-service teachers suggested prior experience to practicum and the practicum itself had beneficial effects on their performance. In this regard, Eagle mentioned that his experience has taught him how to handle learners and address various problems or situations that might come up in the classroom. This aligns with Ruiz-Gomez (2023), who noted that teaching experience impacts how teachers develop their identities and beliefs. Additionally, as it was suggested in Aspal et al. (2011), teacher training is essential to build up and establish teacher identities and it helps develop confidence and motivation. This is in concordance with pre-service teachers' belief, which is that practicum offers numerous

valuable lessons and experiences, encouraging them to reflect and learn how to handle everything that teachers face daily.

On the other hand, regarding the critical incidents pre-service teachers must face, it is important to remark they can be both positive and negative. Kılıç and Cinkara (2019) argue critical incidents, whether positive or negative, should be seen as opportunities for pre-service teachers to learn from them. Derakhshan and Nazari (2022) suggested in their study that certain CIs like student misbehavior and a lack of support from institutions, either the university or the school in which practicum takes place, represent a negative impact on pre-service teachers' identities. This can be proved with Eagle's words: "That's difficult because it makes you think that maybe what we're doing is not the best thing" making a reference about how misbehavior and lack of interest negatively affects his teacher identity. Besides, participants also claimed they thought at first that the university would provide them with economic support, but then they realized it was not the case. Therefore, they suggested it would be good and helpful if the institution places more attention on pre-service teachers' costs related to supplies and transportation as sometimes they can not cover all of them.

Finally, it was also stated in the Derakhshan and Nazari (2022) study that as teachers gained experience, they learned how to deal with different cases that they may encounter in their classrooms. This is in line with Eagle's following statement: "It's very useful [practicum], for example, when you try some things, like some activities [or] a way of teaching something. And if it works, you can continue using it. But if it doesn't work, you stop with that". In the same vein, Alexa mentioned practicum has helped her improve her time management and teaching practices.

Chapter 5: Conclusions

To conclude, this document sought to answer the following research question: What do English pre-service teachers' narratives reveal about the role of the teaching practicum in the construction of their professional identities? To grant an answer to this question, the research work rebuilt the narratives of English language pre-service teachers at Universidad Industrial de Santander in order to investigate how their experiences during their teaching practicum impacted their identities. This study addressed various aspects and situations experienced by three pre-service teachers during their teaching practicum. These aspects were derived from two interviews and three journal tasks, and the data collected were organized into four main categories.

First, the category of motivations, personality, preferences and self-reflection revealed that teachers perceive themselves as patient and understanding people. Additionally, they like to take students' preferences into account and create a comfortable and safe environment. Secondly, the category of pre-service teachers' challenges, teaching experiences impact and classroom management showed various deficiencies related to teaching practicum and the students' context. Practitioners faced resource limitations and a high number of students in the classroom. Third, the teaching perceptions, ideas and beliefs category encapsulated pre-service teachers' thoughts and perceptions about the practicum. They observed that teaching is more challenging in public school environments with classrooms full of students, and recognized that the way they interact with students can influence their performance and achievement of goals. Finally, the critical incidents category analyzed and reconstructed participants' narratives, highlighting critical experiences that had a significant impact on their development as future teachers. These incidents included aspects related to students' socioeconomic level, access to resources, and specific situations related to the behavior of the students.

Ultimately, as Connelly and Clandinin (1999) stated, experiences are unique to each pre-service teacher. This was evidenced in the present study which provided a detailed insight into the participants' teaching background during the practicum, highlighting the challenges encountered and reflections on their identity and role as pre-service educators. After carrying out this study we as researchers could perceive how pre-service English teachers' identities are susceptible to changes and variations as a consequence of authentic situations and circumstances they have experienced. Additionally, we discovered that these situations result from different factors, such as classroom space, number of students, resources, and students behavior, proficiency and socioeconomic context.

5.1. Further research

Future research should examine how the identities of pre-service teachers are influenced within teaching programs of shorter duration, facilitating a comparison of results to determine whether time is an important factor in the shaping of future English teachers' identity. Additionally, as narrative study allows researchers to transcend with participants' anecdotes, we advise researchers to delve more in depth into teachers' experiences to compile and create an electronic book that portrays the reconstructed narratives of the pre-service teachers. Indeed, it would be useful to use it as a resource for educational material to be used in the subject "Tendencias Didácticas Contemporáneas".

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Annexes

Annex 1. Informed Consent



DOCUMENTO DE CONSENTIMIENTO INFORMADO

The Shaping of UIS Pre-Service Teachers' Identities: A Narrative Study

I. INFORMACIÓN

Cordial saludo,

Apreciado(a) estudiante

Usted ha sido invitado(a) a participar en la investigación **The Shaping of UIS Pre-Service Teachers' Identities: A Narrative Study**. El objetivo principal de este estudio es examinar cómo las identidades de los futuros docentes de lenguas extranjeras de la Universidad Industrial de Santander se moldean por sus experiencias durante su práctica docente a través de la reconstrucción de sus narrativas. Mientras que los objetivos específicos incluyen, primero, identificar cómo han evolucionado las motivaciones, creencias y rasgos de personalidad de los profesores en formación durante su experiencia de prácticas docentes. Segundo, analizar las narrativas de los profesores en formación sobre el impacto que tienen en sus identidades sus experiencias docentes y los retos a los que se han enfrentado durante la práctica pedagógica. Tercero, reconstruir las narrativas de los profesores en formación de la Universidad Industrial de Santander a partir de sus experiencias y de los incidentes críticos que han encontrado durante la práctica pedagógica. Usted ha sido seleccionado(a) porque es un estudiante activo del programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés en la Universidad Industrial de Santander, es mayor de edad y actualmente se encuentra cursando la asignatura “Práctica Pedagógica III”.

Los investigadores responsables de este estudio son Karol Dayanna Soto Rueda, Mariana Díaz Correa y Víctor Andrés Ríos Cucaita, actuales estudiantes de noveno semestre del programa Lic. en Lenguas Extranjeras con Énfasis en Inglés. El desarrollo de esta investigación está supervisado por el docente Daniel Calderón Aponte de la Facultad de Ciencias Humanas de la Universidad Industrial de Santander.

Para decidir participar en esta investigación, es importante que usted considere la siguiente información. Siéntase libre de preguntar cualquier aspecto que no le quede claro:

Participación: Su participación consistirá en dos entrevistas presenciales según su disponibilidad, la primera consiste en 15 preguntas, mientras que la segunda tiene 10 preguntas. Ambas entrevistas tomarán alrededor de 30 minutos y serán grabadas para fines

exclusivamente académicos. Además, se requerirá realizar tareas cortas para un diario, las cuales van desde preguntas, cuadros comparativos, líneas del tiempo, etc.

Riesgos: Esta investigación no incluye ningún riesgo.

Beneficios: Usted no recibirá ningún beneficio económico directo por participar en este estudio. Sin embargo, su participación permitirá generar información para futuras investigaciones sobre el tema y a su vez, puede aportar positivamente a su formación docente.

Voluntariedad: Declara que conoce esta investigación y ha autorizado su participación. Además, tendrá la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento. Esto no implicará ningún perjuicio para usted.

Confidencialidad: Todas sus opiniones serán confidenciales, y mantenidas en reserva. No obstante, estos datos serán analizados y compartidos con fines meramente académicos, es necesario aclarar en este punto que en todo tipo de publicación realizada por los estudiantes a cargo se protegerán todos los datos suministrados y su nombre no aparecerá asociado a ninguna opinión particular. Los responsables de esta investigación, Mariana Díaz Correa, Karol Dayanna Soto Rueda y Víctor Andrés Ríos Cucaita, guardarán sus datos por aproximadamente un (1) año mientras los niveles de investigación culminan.

Conocimiento de los resultados: Usted tiene derecho a conocer los resultados de esta investigación. Para ello, puede contactarnos en cualquiera de nuestros e-mails. Los resultados serán enviados por medio de esta herramienta.

Datos de contacto: Si usted requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, usted puede contactar a los estudiantes responsables de este estudio:

Nombre Estudiante Responsable: Karol Dayanna Soto Rueda

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Correo Electrónico: XXXXXXXXXXXXX

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____, identificado(a) con la cédula de ciudadanía _____ acepto participar voluntariamente en el estudio: *The Shaping of UIS Pre-Service Teachers' Identities: A Narrative Study*. Declaro que he leído (o se me ha leído) y he comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Firma Investigadores Responsables

Firma Participantes

Lugar y fecha: _____

Este documento se firma en dos ejemplares, quedando una copia en poder de cada parte.

Annex 2. Initial Interview Format

Universidad Industrial de Santander
Lic. en Lenguas Extranjeras con Énfasis en Inglés
Formato de Entrevista



1

The Shaping of UIS Pre-Service Teachers' Identities: A Narrative Study

Interview Format

1. Initial Interview

1. What is your name? How would you like to be addressed? Choose a nickname.
2. How old are you?
3. What are your interests and hobbies?
4. Can you tell me what were the main reasons/motivations that drove you to choose this career?
5. How do you think your personality impacts on your teaching experience during the practicum?
6. Can you describe a moment during the teaching practicum that changed your perspective and way of teaching?
7. Have you had other opportunities teaching English? Do you feel that they have contributed to the forging of your identity as a teacher?
8. Can you describe an interaction with a student during your practicum that had an influence on your understanding of the teacher-student relationship?
9. Which theories or approaches do you consider are important for you when planning and teaching a lesson?
10. How have your experiences during the practicum changed your teaching aspirations and values?
11. What do you think is the essence of being a teacher?
12. What motivates you to keep teaching despite the challenges that sometimes it entails?
13. What components of your teaching practice are you particularly proud of, and what areas do you think need improvement?
14. How have your teacher perceptions changed from your initial stages in the practicum in comparison to nowadays?
15. How do you create a positive and inclusive educational environment and how does that contribute to your professional identity?

Annex 3. Follow-up Interview Format

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**1****The Shaping of UIS Pre-Service Teachers' Identities: A Narrative Study****Interview Format****1. Follow-up Interview**

1. How did you feel during the journal process?
2. Before taking the journal tasks, have you ever wondered about your professional identity?
3. What lesson did you learn from the activities?
4. How do you think that the practicum forges or influences your professional identity?
5. What influenced you the most during this process?
6. Do you consider it is important for teachers to reflect on their own experiences to improve their practices?
7. Did you find any task difficult to accomplish? Why?
8. Which moment from the teaching practicum do you think made you reflect the most about you as a teacher?
9. How do you think critical incidents have influenced your identity as a teacher?
10. Can you tell us about a moment from the research that you would highlight?

Annex 4. First Journal Prompt and Answers

- a) Make a timeline about the [critical] moments that have transformed you as a teacher.

In the following link, you can find the template in which you can create your timeline.

Every box has guiding questions that you can follow and that will help you in the task fulfillment. In the first box, you can find an example. If you have any questions, don't hesitate to ask us.

Examples:

03 Title (key word) Describe the situation, What happened? How did you feel? What did you do? What impact did it have on your teacher identity?	01 A student doesn't pay attention, misbehaves and gets bad grades. A student doesn't like paying attention or doing class activities. Therefore, he was getting many bad grades, so I had to talk with him. He told me his parents were getting divorced and he was really sad about it. Then, I understood that every student lives on a different context and as a teacher I need to understand that they have problems at home, so not always they will be motivated in my class. I talked to him and found a way to motivate him with more didactic activities, so he could be distracted.
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- b) Describe yourself as a teacher in 3 words. Explain why you choose them. Post it in the following Padlet. Write the following title: **Task #1 - Myself as a teacher -**

PinkJellyfish” <https://padlet.com/dayis20032010/task-1-describe-yourself-as-a-teacher-p73udd653f65ezp>

Annex 5. Second Journal Task Prompt and Answers

- a. Design a Vision board about how you perceive yourself as a teacher. Use the following template and look at the example to get an idea of how you can do it:
- https://www.canva.com/design/DAF_c7pNv-U/8Zyp9hcABeqkJHWBuKtZWg/edit?utm_content=DAF_c7pNv-U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- b. Describe in a short text your vision board. Post the text in the following Padlet with the number of the task, its name and your nickname, for example: **“Task #2: Vision Board - PinkJellyfish”** . Write at least 85 words.

<https://padlet.com/dayis20032010/task-2-vision-board-xdgunfvbhl6jn5r7>

Guiding questions:

- What does it represent?
- How can you describe the teacher you portrait in that Vision Board? (attitudes, ideas, beliefs).
- Which methodologies and approaches does it show?

Annex 6. Third Journal Task Prompt and Answers

- a. Write down a short autobiography where you describe your perception of yourself as a teacher, what motivated you to choose this profession, what do you like the most about it, the challenges you have faced so far, the methodologies you feel more aligned to. Write at least 250 words. Please be honest and try to do it on your own.

Post it in the following Padlet with the number of the task, its name and your

nickname, for example: “Task #3: Autobiography - PinkJellyfish”

<https://padlet.com/dayis20032010/task-3-autobiography-fxza1cmrs2x5j7hc>

-Here you have these tips to take into account:



-You can watch the following video to get more tips:

<https://www.youtube.com/watch?v=XNWtdMiuGnQ>

- b. Create a comparison chart about what changed before and after the practicum experience (beliefs, methodologies, motivation, etc). Use the following template:

https://www.canva.com/design/DAF_c18N6EY/0oapdAoUhnEodZPsUpyHKQ/edit?utm_content=DAF_c18N6EY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Annex 7. Analysis Chart Sample

ANALYSIS	Participant 1 has developed new perceptions, ideas and beliefs during his time in practicum. Firstly, he claims that a reality that all teachers have to encounter with, is the wide amount of challenges that working in public schools entails. For example, he expresses how challenging it is to deal with a big amount of students per classroom. Also, <u>students' socioeconomic backgrounds, as some of them do not have many opportunities or facilities, which can be a problem when assigning online tasks or asking them to bring materials to class</u>. In addition, he claims that there will always be some students that require more attention than others and	<u>Participant 2 claims that her students are more interested during class as a result of incorporating social media content into her explanations.</u> Furthermore, <u>the participant mentions that she acknowledges the different situations students have to face that can affect their educational performance, for instance, working from a young age.</u> In addition, the participant realized that some of her students have internalized and normalized discrimination towards minorities. She argues that these comments may come from their families or personal contexts. Finally, another remarkable situation for the participant was when	Participant 3 has learned that, as a teacher, <u>she has to think about students' environment because there are students that have to face difficult upbringings with little or zero support from their parents.</u> <u>Also, participant 3 believes that teachers have to be careful when talking about sensitive topics to not hurt their feelings.</u>	All participants share the same perception about students' background and how it can affect their performance. Participant 1 claims it is a reality that every teacher must deal with and that it may imply a challenge when it comes about asking students for materials or assigning online tasks as some of them do not have the resources. In addition, participant 2 states she is aware of the different realities students face such as working from an early age. Finally, participant 3 suggests students may not have support at home, which can result in failing subjects. Participants 2 and 3 mentioned the narrative that teachers must adapt during their classes. On the one hand, participant 2 believes that teachers can engage and reach out their students by incorporating and using
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