Factors that shape an EFL pre-service teacher’s identity

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FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER'S IDENTITY

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Abstract
Narratives have become lately a resource for researchers to explore in the field of education, narrative has proved especially fruitful in the study of teachers professional lives and careers (Bathmaker and Harnett, 2010; Clandinin and Connelly, 2000; Goodson and Sikes, 2001; Loughran and Russell, 2002; Webster and Mertova, 2007). This particular research project under the qualitative research study was conducted under the field of narrative inquiry approach as part of the subproject, the voices of the LLEI realities: Life stories and experiences, in order to find what factors shape an EFL pre-service teacher´s identity at LLEI-DUAD. The research narrates different events in a lifetime story in order to analyze how personal identity influence professional identity. The autobiography traced the path to build the research, data were collected using different instruments as narratives frames, written narratives, and multimodal data elements as pictures, poems, samples of lesson plans, students work and interviews. The analysis consisted of reading, re-reading, coding and categorizing the real-life information into categories and subcategories, defining and explaining each of them to finally identify the different components that are responsible for shaping the teachers` identity.
The findings demonstrated that teachers` identity is built based on two different dimensions, related to the teacher life experiences, and the pedagogical knowledge and practices and the identity is a dynamic process of becoming instead of a product. These are important findings because it is value for teachers to reflect on their own practices. These results lend ideas for future research related to the topic as well as ideas to analyze and create better pedagogical professional development and practices.

Keywords: Narrative inquiry, identity, autobiography, culture, vocation, family
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Contextualization

The present autobiographical study under the narrative inquiry illustrates how different factors can shape teaching and learning process, factors as family, cultural issues, spirituality and unexpected and unwished situations that can build strong processes but at the same time become a beautiful adventure, surrounded by the aims to learn, love and live. Life experiences are the center of this study, returning to Dewey’s work who points that education, experience and life are inextricably intertwined.

The autobiography is framed around the beginning of my family and how it molded my temper and what I wanted to be in the future. It takes place most of the time in Barranquilla, my hometown, in some other countries and cities in Colombia. It also relates how I have lived my spiritual life and some difficulties as sharing the time between family, work and learning processes responsibilities, and a disease I had to face. The narrative relates my pedagogical experiences too. It is important to highlight the importance of this process in my personal life and in my teaching practice.

The research project began as a proposal from my tutor Ms. Martha Bonilla, who encourage me to self-reflect on my own life including personal stories and pedagogical practices.
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The narrative has been theoretical oriented under the perspective of narrative inquiry proposed by Barkhuizen and in the process, methodologies as oral, written and multimodal narratives have been used as tools to collect the appropriate information to develop the research and analyze the data.

“Factors that shape an EFL pre-service teacher’s identity” is the name for this research project under the field of narrative inquiry as part of the subproject, the voices of the LLEI realities: life stories and experiences. In this project, I want to contribute with the pedagogical reflection on how circumstances, family, and cultural aspects influence in our identity as teachers and in our professional service.

*Figure 1. Factors that shape out identity (own photos). Pictures of my city and family.*
Research Statement

I have chosen for the present work to explore in the narrative inquiry, a method of studying and understanding experience through storytelling and narrative, in this case, the method used for the narrative is the autobiography including my life story since my immigrant family established in Colombia, then the stories when I was a child, the influence of my mother in my life, the studies I did and the different countries the different cultures I experienced living in, the spiritual experience and how all those aspects influenced in my life and in my professional development.

The autobiography, defined by Lejeune as a retrospective narrative prose of a real person about his own life, with the highlight on his personal life, especially the history of his personality (Lejeune, 2009) has become an enrichment tool in the education field, promoting the understanding of teaching and learning practices and guiding researches in the way pedagogical practices take place. Following this idea, the autobiography designed as a tool to analyze and reflect on my own pedagogical practice and discover new ways to keep on growing as an individual and as a teacher, as cited by Clandinin, “Deliberately storying and re-storying one’s life (or, as we shall see, a group or cultural story) is, therefore, a fundamental method of personal (and social) growth: It is a fundamental quality of education”.
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As noted by Momaday (1976) Notions of the past and the future are essentially notions of the present”, in that sense the experiences shared about my life since I was a child and all the influences and contributions that built who I am, help me to analyze and self-reflect on how my professional and personal life make sense and can be transformed every day to build a better human being and hope to inspire people to continue learning and growing even though difficulties and unwished situations arise in the way.

“Narrative inquiry produces a mutually-constructed story about both, the research and the participants” noted Connelly and Clandinin (1990), taking this into account sharing an autobiography about life stories and pedagogical practices give the opportunity of reflecting on the owns life and at the same time to provide a reflection to others in ways to enhance their practices and enrich their experiences. It is important to highlight that written narrative and this specific project can be shared with others in the context of distance education having in mind that is a story of a common person who has faced good and bad situations in life and has not given up, always trying to learn more, grow as a person not only intellectually but own self.

Research question

The research question that guided this reflective research is: What factors shape an EFL pre-service teachers` identity at LLEI – DUAD
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Objectives

To narrate different events in a lifetime story in order to analyze what factors shape a preservice teachers’ identity at LLEI-DUA

To describe the factors that shape the pre-service teachers`identity in Universidad Santo Tomas, LLEI-DUAD

Theoretical Framework

"Human beings are storying creatures. We make sense of the world and the things that happen to us by constructing narratives to explain and interpret events both to ourselves and to other people.” Sikes, P. & Gale, K. (2006).

Narrative Studies

Analyzing how different aspects shaped the identity of a Religion teacher teaching in English is central to this project, which it is been influenced by different authors and researchers, the most influential approach to develop the research project is the narrative inquiry. Clandinin and Connelly (2000) state “Narrative inquiry is stories lived and told”. (p.20), this definition gives me the opportunity to tell about my own story and reflect on it, analyze it in order to build better pedagogical practices, Schwandt (2007) points out “Narrative inquiry is the interdisciplinary study
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of the activities involved in generating and analyzing stories of life experiences, (ie. life stories, narrative interviews, journals, diaries, memoirs, autobiographies) and reporting that kind of research”. (p.24).

Studies that address Narrative inquiry in the field of education reflect positively enhances in the pedagogical practices “narrative inquiry has proved especially fruitful in the study of teachers professional lives and careers (Bathmaker and Harnett, 2010; Clandinin and Connelly, 2000; Goodson and Sikes, 2001; Loughran and Russell, 2002; Webster and Mertova, 2007).

This research project framed in the narrative inquiry approach is based on the guidelines stated by Barkhuizen, G. Benson, Ph. and Chick, A. (2014) to carry out narrative studies, these guidelines examine how to collect data, and ”the different ways of eliciting, analyzing, and presenting narrative inquiry data” (Barkhuizen, G. Benson, Ph. and Chick, A., 2014). in this case, my project analyzes how I got to be a religion teacher teaching in English, and the specific social, historical and cultural context that are part of my in-service practice and all the external and internal elements and components that have influenced and impact my identity.

Barkhuizen (2014) mentioned that “the main strength of narrative inquiry lies in its focus on how people use stories to make sense of their experiences in areas of inquiry where it is important to understand phenomena from the perspectives of those who experience them” (p.2), in
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the case of this narrative inquiry the focus is my own experiences, my own story starting from my family history, to my actual in-service practice.

The narrative inquiry offers me “the opportunity to provide access to long-term experiences through retrospection and imagination”, this is “the most distinctive quality of narrative inquiry”, according to Barkhuizen (2014), “narrative inquiry is the only methodology that provides access to language teaching and learning as lived experiences that take place over long periods of time and in multiple settings and context” (p. 12) just as it is been develop in the current paper.

Throughout the narrative inquiry, I have been able to retell about different context, different situations, and different settings. In order to produce the narrative, I implemented the autobiography for this research. According to Clandinin and Connelly, (1990), the biography of oneself narrated by oneself. Lejeune, (1975) defined autobiography as a retrospective prose narrative produced by a real person concerning his own existence, focusing on his individual life, in particular on the development of his personality in this case, the study in the development of my identity as a teacher, Narrating about life events gives the opportunity to explain, reflect and interpret events and situations about ourselves and other people as Slikes, P. & Gale, K. (2006) stated.

Concept of Identity
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The meaning of the term identity it’s been discussed by professionals along the history, it's been analyzed by different dimension the psychologist and sociologist, “Identity has become a powerful issue, despite its complex and varied meanings and interpretations including those relating to people’s internal systems (Schwartz, 2001); group membership (Brown, 2000; Tajfel & Turner, 1986). On his paper, Fajardo (2014), mentions the concept of identity referring to these two dimensions, according to psychology identity engages the meaning surrounding the person...the phycological, affective and cognitive notions. On the other hand, the sociological dimensions include labels such as gender, race, age, and nationality as well as social, historical and cultural factors.

The process of identity must be focused of their mutual construction, personal and social (Wenger, 1999:46), that's why the concept of teacher identity is approached in this paper from two interconnected dimensions: teacher’s life experience and her own pedagogical practice.

The former includes the researcher life experience, her European origins, her great grandparents’ exodus to Barranquilla Colombia, her beliefs and values and the teaching practice, and also the theoretical knowledge approach along her studies, the teacher identity in this paper collects the different experiences, according to Fajardo (2014), “a teachers identity not only comprises personal knowledge and action but is also influenced by the ideological, political and cultural interest and circumstances surrounding lives and work”. One of the personal influence in
teachers identity argued in this paper is family, which is been defined in sociology as an institute of a social system, a domestic group or unit of people, that is related one another by bonds of blood, sexual mating, legal ties or adoption.

It is also mention in the paper another important factor that shapes the identity of the teacher which is culture, the surroundings, the place where the participant was born and the implications that this concept had in her life, ‘Culture consists of patterns, explicit and implicit, and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditional elements of future action.’ Kroeber & Kluckhohn 1952: 181; cited by Adler 1997: 14.

In the case of the study, culture is an important element that determines the identity regarding the place of birth, history and traditions lived by the participant.

Crucial to explore teachers’ systems of knowledge and beliefs in order to understand their professional identities. Although a consensual definition of beliefs is still elusive (Pajares, 1992), this study concentrates on how the participating teachers used systems of knowledge and beliefs to construct their professional identities and whether or not their beliefs converged with teaching practice. “In summary, examining teachers’ systems of knowledge and beliefs fits the purpose of
exploring the nature of becoming a teacher in this paper” (Fajardo, 2012, p. 134). These two factors also represent the conceptual framework that underpins this study.

According to Fajardo (2014), teachers take on a new identity as a result of the experience gained in the process of learning to teach. This identity is formed, shaped or transformed as they participate in a teacher community and develop skills and teaching competence which, as argued in this paper, are fundamental in understanding professional identity. In the case of the participant, the process of acquisition of knowledge was through Universidad Santo Tomas in the context of distance education.

The distance education strategy is a dynamic and dialectical pedagogical direction that designs, organize controls and conditions the systems of social relations that occur in a cultural socio-historical context, blended or face, mediated by information and technology support (Sierra Salcedo, R. 2003:324). Is in this way that people in different conditions has access to education, in any circumstance or socio-economic context. Distance education has to do with an arrangement for teaching where; participants, teacher, and students are in different places and time and do not have face to face interaction but it needs particular techniques and methods for teaching and communication due to the special characteristics of the process (White, 2003)

In Universidad Santo Tomas the LLEI offers a high-quality curriculum in distance education which allows more people from rural places or distance towns from big cities the access
Pre-service teachers’ systems of knowledge and beliefs are fundamentally oriented towards the role of culture, second language teaching, and learning, second language pedagogy, among some others.

Although these core principles do not entirely match what is done in the classroom (Blay & Ireson, 2009; Garton, 2008; González, 2008; Li & Walsh, 2011; Phipps & Borg, 2009), it is important to note that it is beyond the scope of this study to judge the “truth” value of the relationship between stated and enacted beliefs, but rather to attempt to examine how beliefs are used to construct professional identities.

What the stories of the researcher tell us is how complex, multifaceted, situated, continuous and always in the making, a beginning elementary religion teacher identity formation might be, the “identity evolves as individuals participate in social life or as they act as members of a group”, (Fajardo, 2014). If there is one thing that captures the findings of this study is that the participant’ religion English identity are multidimensional and that different kinds of experiences, events, and interactions impacted her formation. As evident in the analysis of the data, specific dimensions of the participant’ religion in English identity emerged within the theoretical framing of religion in English teacher identity as a lived experience. The findings of this study capture the intersection of
this teacher’ sense of self, sense of agency, knowledge, beliefs about values, religion, family immigration, etc.

Religion is one of the main concepts, as this is one of the factors that permeate the study Raimon Panikkar (2010) describes religion as a “dimension that separates human from the animals and makes him aware of the infinite, of the unknown, of the which no word can describe, the ineffable, that something more”. This is shown in the project through the narratives and experiences lived by the participant and how this factor was a crucial component to make decisions about the professional life. This concept was the connection between the live experience and professional life.

This paper serves as a bridge from the teacher identity reflection and practices to the surrounding community. taking into account that the concept of teacher identity is approached in this paper from two interconnected dimensions, teacher’s life experience, and the own pedagogical practice. The conscious analysis and reflection of identity contributes to creating questions for self-reflection and actions, to empower the community members to redefine aspects of their practices as students, teachers or as part of a community.

Research Design
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This autobiography is based on the narrative of my own life. A reflective practice, in which I was able to explore and learn about myself and my own teaching experience. Throughout the biography, I examined and analyzed my past experiences, instead of just narrating them as Amulya, (2011) states that “By developing the ability to explore and be curious about our own experience and actions, we suddenly open up the possibilities of purposeful learning — learning derived not from books or experts, but from our work and our lives”. And it is without doubt that this research made me think about my past, my present and my future and establishes a connection on how my identity has impacted and permeated my teaching practice as a religion teacher in an English academic background. Browne, (2012) asserts that identity is the very core of who we are as human beings. From birth, we are subject to how we are thought about, treated, and cared for by the significant person in our lives as well by others in multiple environments. Therefore, I would like to finish the idea, by making a short reflection about a self-identity case on my research.

I decided to use an autobiography as the main tool to carry out my research. The concept “Autobiography” comes from the Greek words, Auto-self; Bios-life and graphein-to write, is a self-written account of the life of oneself; is the biography of oneself narrated by oneself and according to Clandinin and Connelly, 1990, in an autobiography the individual who is the subject of the study writes the account.
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Using the autobiography as a methodology for the narrative inquiry is the way I could have the possibility to tell about my living experiences in teaching and revising my life, as Barkhuizen stated, 2014: P. 12, “the narrative inquiry methodology provides access to language teaching and learning as lived experiences”. My research is conducted, also to reflect on my Identity, as an EFL teacher, the way I learn and how my identity as an EFL teacher influenced the socio-cultural environment where I actually teach, having in mind that the identity, context and affect are themes that have appeared to be especially characteristic of narrative inquiry (Barkhuizen, 2014:12).

This research process started with informal conversations with my national tutor, I had long tutoring sessions with her by the internet. This allowed me to carry out a co-construction of my own narrative.

My tutor remitted to oral narratives applying semi-structured interviews which are used very commonly in language and learning research, in this case, my tutor used an interview guide with questions to orientate and give coherence to the process I was going to start, in the following tutoring she continued making questions for me to reflect, this is “a resource that can be drawn on in whatever way to whatever extent is appropriate” (Richards, 2003:69). The other format used by my tutor was the open interview, with open questions following the guidelines for open interviews suggested by Chase (2003), cited by Barkhuizen, “Researchers should formulate questions that invite the interviewers to tell their stories in their own words, phrase questions in everyday
According to these methodologies, I felt free and confident to write in my own words about my own life and experiences.

These interviews made by my tutor oriented me about the information I had to search. I also collected information through informal interviews and conversations with my family members, friends, students, and colleagues.

To collect data I used different tools: One frame, see annex A, three written narratives, (written narrative 1, a long and victorious Journey, annex B; written narrative 2, Why did my great grandfather and grandfather travel to America, annex C, and narrative 3, my role as a religion teacher annex G. The other instruments to collect data were, five multimodal data consisting in, multimodal data, a poem, annex D; Multidata-Pictures, annex E; multidata- the religion class-lesson plan, annex F; multidata-project one in religion class, annex H; multidata-Project two in religion class, annex I; multidata-project three in the religion class, annex J, and also a student´s survey, annex K. multidata a multimodal data including a poem, ten pictures of my family and students´ work. The multimodal data collection, according to Kress 2005 cited by Barkhuizen “are the examples of images, music, layout and others as different modes that people use to make and communicate meanings” (p. 53)
Figure 2.

Instrument frame. Excerpted from Barkhuizen (2014:40)

According to Barkhuizen, (2014, p.38) For narrative inquiry, “it is not uncommon to adopt multiple methods of data collection”, I spent considerable time narrating my life using written narrative, as the examples given for Barkhuizen on his book, *Narrative Inquiry in Language teaching and learning research*.

I wanted to elicit from the data different intentions as, temporal (reflecting on the past”), review the present and “looking to the future), emotive (positive and negative experiences, surprises), reflective (beliefs, expectations and practices), strategic (plans and goals), and instructive (advice), for this reason I also included a poem I wrote along the time, pictures and memories. I also used lesson plans, journals and projects develop during my pedagogical practice. By using this kind of tools I was able to collect information about my family, my school years, my spiritual life, my experiences as student in other countries and how I learnt the second language, my bachelor in design, the decision about teaching, studying in Universidad Santo Tomas and some difficulties through my studies and pedagogical practice.
To write my autobiography I used an assortment of instruments, suggested by Barkhuizen (2014) when we carry out a narratives research design. Among these range of possibilities, I used frames, this instrument for data collection is “a written story template consisting of a series of incomplete sentences and blank spaces of varying length, Barkhuizen, (2014: p.45), filling in the frames produced a “coherent story” and structured my autobiography giving it sense by filling out the spaces, I could have more clarity on how i wanted to organize and start writing my story Barkhuizen (2014) explained that telling stories people make sense of the events in the lives they have lived.

The kind of data collection called multimodal narrative consists of the use of additional text types, other than oral or written (Barkhuizen, Benson, Chick, 2014). Multimodal texts can be used as a subject (e.g., Barry, 2002) or tool (e.g., Porter, 2002). Digital and non-digital multi-modal texts as pictures and drawings complete the work, digital evidence, classroom work from students as comics, presentations, work in the web, videos, sound records, the use of different apps, etc. In
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other words, visual elicitation as the pictures stimuli I used to provide more information about different milestones that helped in the construction of my identity.

Thus, I searched for data by using multimodal data; i.e. the photograph resources, I collected six pictures from my familiar album and four pictures from my students working on their projects at school. Multidata is evidenced in annex E, where there is a picture of my great grandfather with grandmother in Italy another picture of my German grandfather and my Italian grandmother, a picture of my father and mother, a picture of my current family, my husband and children and a picture of a view of Barranquilla these pictures show my intercultural family, my current family and the city I lived, by observing each picture I could have a better view of what I was going to write (view Figure 1).

Using multimedia text included, some pictures of my students while working on their own projects. See annexes H, I, J, multi-data projects in religion class, These pictures documented and described what my students have done during the religion class, how they have developed the assignments guided by me, in the pictures where my students appear, they are presenting their work to preschoolers in the same school, this is called the “real audience”.

![Image](image-url)
Figure 4. Photograph of my ancestors. This photograph shows my German grandfather and my Italian grandmother.

Menezes (2008:2014) states that “pictures and sounds not only illustrate written texts but also make up a larger network of meanings.” According to this, the pictures I used showed not only the work my students do, but the way I teach, the methodology I use and the way to connect knowledge and students according to the 21st century learning skills and the philosophy of the school.

Another instrument I used to collect data for my research was the narrative three, my role as a religion teacher, in which I express the way I teach, the methodologist I use and my philosophy of teaching and the policies I have to follow in the religion program. (See Annex G).

Finally, I applied a survey, as shown in Figure 5. This survey was carried out by the Internet and the students participated with their opinions about the religion class, and the kids could express what they believe not only about their religion class but their religion teacher. The survey was taken by 117 students from 4th and 5th grade, it was anonymous, I mean by this, that they were able to freely express what they think because their name was not going to appear in the answers. They took the survey during the religion class, it was a google form created with four
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questions, to measure the students' interest, the relation with the teacher and the appropriateness of knowledge in their real-life experiences. See Annex K

Data Analysis

The data analysis is the process used to inspect and interpret the data, this methodology allows to reflect and conclude over the information gathered. “Qualitative research can include statistical procedures, many times analysis becomes an ongoing iterative process where data is continuously collected and analyzed almost simultaneously. Indeed, researchers generally analyze patterns in observations through the entire data collection phase (Savenye, Robinson, 2004).

The following lines I will relate how this process of data analysis took place in each of the instruments I used for the research project.

Thematic Analysis

Barkhuizen (2014) states that narrative inquiry is a form of qualitative research, in reference to research at Licenciatura en Lengua Extranjera Inglés – LLEI- at DUAD, Bonilla, Hernández and Polkinghorne (1995) cited in Barkhuizen (2014) describes two kinds of narrative inquiry studies, involving (a) “analysis of narratives” (“studies whose data consist of narratives or stories,
but whose analysis produces paradigmatic typologies or categories”) and (b) “narrative analysis” (“studies whose data consist of actions, events, and happenings, but whose analysis produces stories”)

Why Thematic Analysis?

Thematic analysis is mainly concerned with the content of narrative data. In this study, I decided to follow the “analysis of narratives” whose analysis produces paradigmatic categories proposed by Polkinghorne (1995) in Barkhuizen 2014. This kind of analysis also involves the use of abstract reasoning to establish theoretical relationships between concepts derived from the data. In qualitative research, the approach is called “thematic,”

The analysis of the data corresponds to the one used in narrative designs. It began with the codification, the categorization and further interpretation of the collected information. Data were analyzed by grouping similarities from the three life stories. Data was brought together in three categories and then labeled after the dominating qualities in each category. Polkinghorne calls this process Paradigmatic. “Paradigmatic reasoning is a primary method by which humans constitute their experience as ordered and consistent”. Polkinghorne. (1988 p. 78).

How Did You Analyze Each One of the Instruments and the Collected Information?
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When beginning the process of categorization, I used terms derived directly from the interviewees’ discourse but not from the questions. In the initial stage, these names were provisional and then I searched for more appropriate ones. The following exemplifies the process of initial categorization.

During the process of my research project I read the information very carefully many times, I underlined, colored, highlighted words, sentences, phrases, regroup keywords that were repeated many times, to discover clear coding that helped me to develop my research, for Dörnyei (2007:243) this is called iterative and it happens when the researcher “move back and forth between data collection, data analysis and interpretation”. This first group of studies involves a thematic or content analysis where the main analytical step is the coding of narratives according to emerging themes, patterns, and categories. My autobiography was focused in the steps mentioned I started to look for things in common, to code the information, coding is in order “to get past the data record, to a category, and to work with all the data segments about the category,” (Richards, 2005). These codes and categories were the bases for the analysis of the information.

Coding, categorization, and re-organization of extracts are the steps I used to analyze the information of frame one, two and three. After answering the frames questions, and completing the blank spaces , I carefully read and re-read the information, then I coded the repetitive and important words highlighting them, having in mind that coding is more than just information grouping
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(Richard, L. 2005), then, I compared the three frames and coded words, and gave them a category using a name, for example I observed in the frames many times that I was raised in a catholic family, educated in a catholic school, my grandmother and grandfather practice different religions, even though my mother and uncle were raised under the catholic formation, I see religion is relevant and can be categorized because is mention many times in the frame and has an important relevance in the autobiography.

**Narrative 1 and Narrative 2 analysis procedure**

Liu and Xu (2011:591) cited by Barkhuizen (2014) describe their Four-step data analysis procedure in some detail under the headings: (1) making sense of narratives, (2) coding for themes, (3) reconstructing the narratives for a storyline, and (4) telling and retelling, living and reliving the stories. This kind of procedure was similar to what I have done to analyze my narratives, making sense of the narratives, coding, categorizing, reconstructing the narrative and telling and retelling. Another approach to third-person narrative analysis is found in Shedivy’s (2004), cited by Barkhuizen (2014:87) study of factors that lead some students to persist in foreign language learning beyond school. She describes a four-step phenomenological approach to the analysis of interview transcripts: (1) reading the transcripts in their entirety, (2) extracting significant statements from each transcript, (3) formulating statements into meanings, and clustering these meanings into
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themes, (4) integrating themes into narrative descriptions. In some other way, Shedivy’s study founds, helped me to analyze the frames, narratives and multimodal narratives, because the steps she shows, guided me to read many times, made emerge significant elements, finding meaning and then clustering into themes, integrating those themes and categorizing them to finally analyze them.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Analysis</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>I remember that I like to write since I was very young, I tried to have a poetic and together with the things that happened to me in school, friends and family, I learned to love poetry from my childhood, she used to recite the poems from Becker and Julio Lamas, and she was a great influence in my life as I have said before. They influence in our lives were amazing, and she was always talking about poetry, her family, their customs, and art.</td>
<td>Good writer  Write about family  School and friends</td>
<td>Influences</td>
</tr>
</tbody>
</table>

In a 251 word poem, I thanks the creator in 18 times

In a 251 word poem, I thanks the creator in 18 times

Figure 6. Analysis of poem.

- In a 251 word poem, I thank the creator in 18 times
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- I firmly believe in family, in marriage in the extraordinary miracle of being a mother, a teacher
- I firmly believe in love
- I also express my loyalty and respect, for the city and the land in which I live
- I am grateful to God

Multi-data poem analysis procedure

During the analysis of the poem, I repeatedly read the words and sentences, understanding and interpreting them, highlighting the meaningful ones. Reading many times helped me to understand how larger themes are interpretively built up from smaller themes (Barkhuizen, 2014, p. 77), in this way I found possible codes and then build categories. Barkhuizen, 2014, notes that researchers connect particular instances to more general concepts as they code and categorize their data, in my case, for example, the codes mother and grandmother builds the family category.

The multi-data, photographs

The photographs (5 pictures) were coded into a single type: family. Photograph one: My great grandparents’ family in Italy. Photograph two: my grandparents’ marriage, Photograph three my mother and father and my siblings and the last photograph. My husband, daughters and me.
Definitely, this data made me highlight in the family as one of the sub-categories that influence my identity. This kind of analysis also involves the use of abstract reasoning to establish theoretical relationships between concepts derived from the data.

These pictures are the evidence of my intercultural family, the immigrants that shaped my identity. For example, the first picture shows my great grandfather with my grandmother when they lived in Rome, the other following picture shows the marriage of my grandfather from Germany with my Italian grandmother. To evidence my traditional family, picture number three shows my mother, father and three siblings, on vacation time. Continuing with the pictures my own family, the family I have built following the model of my ancestors and the last picture, Barranquilla, the city where my family settles, build a family, the city where I grew and where I currently live and teach.

**Multi-data photograph analysis procedure**

This analysis consisted in the observation of pictures that provided insights, as a medium that shows potential for data collection in narrative research and offers the possibility of creating other forms of digital narratives mention by Barkhuizen (2014). Each picture is a story with a deep
meaning that speaks out loud about my family and life. Observing each picture and reflecting I was able to remember about my family stories, and how my family influenced and still influences in my life.

The other multi data pictures were named into five types: religion class, lesson plan, project one, project two and project three in religion class and a student survey, under each picture excerpt from my teaching practice and students work were used to illustrate the photograph.

**Narrative 3**

**Narrative three analysis procedure.**

It is important to keep in mind that for the analysis of data in narrative inquiry studies, findings “are never objective in this sense and there is, indeed, often an explicit acknowledgment that they are necessarily “subjective” and “interpretative”, Barkhuizen, (2012). To analyze data, Barkhuizen, (2012) also suggests “to pay attention to three important issues concerned with the guilty and ethics of the data analysis, rigor, trustworthiness, and the generalizability of findings”. 
I apply Barkhuizen suggestions in the following way, Rigor refers to the systematic way of covering the data and analyzing it, even though in narrative, rigor is not easy to demonstrate, I can assert that I attended to all my data, analyzed with responsibility and rigorously.

Then relating to trustworthiness, “in autobiographical studies this issue does not really arise, because we can trust the research to tell the story that he or she wants to tell” Barkhuizen, (2012), which means that I was the writer of my own story, it is written with the truth. Thus, during the analysis of narrative three, I mention many times the word technology, I show my passion for teaching values, I express the guidelines I have to follow in school to teach. The analysis of narrative three consisted in telling the way how I develop my practices using some examples of the works done by my students then, reading, and thinking and analyzing about the elements that are part of my teaching practices, I evidence

- The methodologies I use to teach,
- the school and government policies,
- How I am implementing the 21st-century skills,
- The way I introduce values in my teaching
During the analysis, I read many times and found similar and repetitive words to find the themes and classify them into categories. I follow the same steps than narrative one and two mentioned in previous paragraphs.

The survey was answered by 117 students from grade 4th and 5th, the age of students is from 10 to 12 years old. The survey was given during the religion class in a google form, with the connotation that was anonymous, for them to have the freedom to express themselves.

In the survey, there were three qualitative questions and three quantitative questions.

The questions are shown in Figure 5.

The religion class is important for you?

Explain your answer

I learn new concepts during Religion class

Mention one thing you have learn during Religion class

The Religion class helps me to improve in my life

Write how the Religion class helps you to improve in your life

Your teacher uses activities that facilitate your understanding of the topics
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Figure 5. Students’ survey. This figure is an excerpt from a survey answered by 4th and 5th graders.

To analyze the survey, I read the 120 student’s answers, I was able to analyze that students have similar answers about how important the class is for them and how they learn about values and to get closer to God, I also notice that they like me as a teacher, they see a good example and they like the way I teach them, they also like the tools, methodologies and materials used for instructions and to develop the activities. After reading I chose the best answers to use them as examples. I noticed that out of 120 students, only two of them answered that they did not like the class and that they were not learning any new concept.

Category, as stated by Vasmoradi and Jones, (2016), “categories are descriptors of themes, is the primary product for analytical process, has a descriptive identity and is mainly used at the beginning of the theme development process to classify findings”. The category is a given name, when a category emerges is because there are many elements in common that encompasses an idea. In this way I read carefully and revisit many times the data collected to find similarities between the narratives, frames and multimodal data, during the process, I was able to find common elements between words and situations, I coded those elements with words and colors, getting, as a result, the emergent categories, these instruments provided me with details, to begin with the
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analysis of the information that led to my research question and the information that revealed different factors that shaped my identity as a religion teacher in English.

The following step after finding the emergent categories, were the subcategories, “the meaning of category is attributed by the research and it may consist of subcategories that identify the meaning of categories”, Vasmoradi and Jones, (2016). During the process of the analysis of the narrative, I could get three main categories with their subcategories. These categories will be explained in the following lines.

**Category #1 Barranquilla, the city that shaped my character**

<table>
<thead>
<tr>
<th>Category #1</th>
<th>Instrument L Autobiography</th>
<th>Instrument E Photograph 5</th>
<th>Instrument D The Poem</th>
<th>Instrument C Narrative 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barranquilla, the city that shaped my character</td>
<td>I am from Barranquilla, a very special and exciting city</td>
<td>Growing in a city like Barranquilla gave me the chance to live and learn from diversity to learn about tolerance, and mutual respect, those were values learned from living in a place like this and those values are actually part of my life and teaching practices.</td>
<td>The poem shows how thankful I am for the city I was born surrounded by a happy and joyful culture.</td>
<td>The family establishes in Barranquilla. Wealthy and prestigious family in Barranquilla</td>
</tr>
</tbody>
</table>

Barranquilla, the city that shaped my character

I am from Barranquilla, a very special and exciting city

The city have been the place for many different cultures around the world which makes it multicultural.

In the second half of the 19th century Barranquilla received immigrants from Europe, and the middle east creating a diverse and unique culture and...
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Table 1. Categories.

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Category #1</th>
<th>Sub-category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors that shape an EFL pre-service teacher’s identity</td>
<td>Barranquilla, the city that shape my character</td>
<td>Important facts that help to construct the category</td>
</tr>
</tbody>
</table>

Table 2. Category 1. Barranquilla.

After reading and analyzing the frame, narratives and multimodal data many times I found that is a repetitive element in all the reflections I have done. I consider that my home town, Barranquilla it's been relevant to shape my identity to become a teacher influencing my intercultural family and my family as well. Growing in a city like Barranquilla has shown me the example of extraordinary tolerance and the acceptance of other cultures, it gave me the chance to live and learn from diversity to learn about tolerance, and mutual respect, those were values learned from living in a place like this, and those values are actually part of my life and teaching practices.
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In Barranquilla, the purpose of Interculturalism have become always a reality, since the beginning, it’s been an open city receiving people from different places of the world and also from other Colombian’s places.

The city it’s been favorable for other people to create business, manufactures, settle a family, as is the example of my own family, mentioned in my autobiography in the multimodal analysis, the city where I was born and raised it’s been mix off multiple cultures that have evolved with the participation and cooperation of all, as I write in multimodal narrative, picture No. 5, “having a diversity of cultures that influenced in a positive way the development of the city and Colombia as well. Barranquilla influenced different aspects of my life that I will discuss in the following paragraphs as the subcategories that had emerged from my analysis.

I realize the dynamic of my hometown consist in the capability of receiving people from all cultures, and also a city in continuous development and entrepreneurial leadership that influences the characteristics of a Barranquillero that reflects happiness, outgoing personality, tolerance, flexibility, open to other cultures and believes, kind and easy going.
Growing in a city like Barranquilla directly influenced me to be kind to everybody, open happy and easy going. I believed that my home city also shaped my character because I was encourage to share and interact with people from other nationalities, cultures and religions, as a teacher I learned to be expontaneous to communicate with my students, parents and coworkers, to work with people with different nationalities and to teach students from different places, I learned to be open to listen to my student’s opinions, to be tolerant, flexible to the changes and innovations in education. Overall I consider that my hometown shaped my character as a teacher by practicing the values of respect and kindness with others and in everything I do.

Sub-category: intercultural family.

This sub-category refers to the Interculturalism approach that correspond to one of the factor that have influence my family. I used the term Interculturalism instead of multiculturalism
that is more common, because during my research I found out that Interculturalism is more appropriate term to the analysis I have done about my identity, according to Barrett. (2013 p. 26)

“Interculturalism values cultural diversity and pluralism, which in turn necessarily entails the implementation of reasonable cultural accommodation.

Interculturalism also places emphasis on integration and social inclusion, where integration is defined as a two-way process in which both minorities and majorities make accommodations towards each other.” This definition adjust to what happened in Barranquilla during the late 1800 and the beginning of 1900, with the immigration of different cultures to the city, as I mention in the analysis of the multimodal data-picture No. 5 “This strategic city located by the Caribbean sea it's being the pioneer of many manufactures and the place that received hundreds of immigrants families from the late 1800’s until the middle of the 1900”,, as is the case of my family that arrived from Italy and Germany, they settle in Barranquilla and were the beginning of an intercultural family were different cultures integrated and share different beliefs, traditions and customs.

Barrett (2013, p. 26) also says that Interculturalism proposes that intercultural dialogue helps people to develop a deeper understanding of cultural beliefs and practices that are different from their own, fosters mutual understanding, increases interpersonal trust, cooperation and participation, and promotes tolerance and mutual respect, the interchange of cultures experienced in my family enriched my life, giving as a result, a unique family where respect, tolerance, and
understanding of beliefs and traditions were promoted all the time, an example of this is the ecumenical marriage between my grandmother and my grandfather, mentioned in the multimodal analysis in picture two their marriage was ecumenical, not very usual for that time, this intercultural union was the beginning of my identity.

This sub-category describes how my intercultural family has been one of the elements to build my identity as a teacher, we can think about family as a group of people that influence each other and is very closely related that impact the life of each member of the group.

The definition supports my research question on how family it's been an influence to my identity, but not only the influence of my family, there was another component, an intercultural family that enriched and influence in my life living and identity for example how my grandmother and grandfather lived in and ecumenical marriage respecting each other’s beliefs, even though my grandfather was not alive when I was born, in our family there was always a deep sense of respect for other belief, this was a great influence toward my spiritual life because it taught me that we are all equal and our religion is the relation we establish with God and how we relate to our neighbors, no matter what kind of religion you have the important fact is that the relation with that god helps you to be each time better and to relate in a proper way to the people around, another thing that my intercultural family influences was teaching the values of respect and tolerance toward other people beliefs and the willing to learn about other religions and cultures.
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When I started my autobiography one of the relevant repetitive questions from my tutors’ conversation was about my family, my roots. The phenomenon of interculturality was present in my family, first my great grandfather arrived from Italy, as it is written in the analysis of narrative No. 2 “As I have been narrating my autobiography, my great grandfather arrived in Colombia from Italy, during the late 1800’s, he was my grandmother’s father”. Then in the same narrative I mention my grandfather coming from Germany.

“My grandfather arrived in Colombia in 1938, from Europe, he was German and Jewish” (Narrative 2, annex C)

Living in this intercultural environment of relationships and stories from the past changed the way I learned languages. For example: I was taught to listen other languages when my grandmother spoke in Italian or my mother played German music at home, I was also taught to respect other cultures. Nowadays I think that my passion to learn other languages, to learn about other cultures started with this special intercultural relation.

Sub-category: The Exodus- From Europe to South America.

I have written in my autobiography by the end of the 1800´s and middle of 1900 Barranquilla received hundreds of immigrants from Europe and the Middle East. This was the case
of my family, they arrived to Colombia after two different circumstances, first my great grandfather who arrived from Italy in the late 1800’s in annex E in the multimodal data you can appreciate a picture and I also mention in the analysis that, “Italian immigrant who arrives in Colombia in the late 1800’s searching for new land and adventures.

After the Risorgimento movement, I do not have precisely why he traveled across the ocean, but I can figure out by the researches I have done that Italy was having big changes in all aspects, politically, economically and culturally, especially in the south of Italy, the economy was not as emerging as in the north, so he probably traveled looking for new opportunities, for new land for establishing business and settle a family. Then my grandfather was running away from the Nazi ruled, see annex E picture two. He arrived to Colombia pretending to go to Argentina, but he stayed in Barranquilla and marriage my grandmother, opening his import and export business and establishing a family.

In both cases, they were looking for new opportunities after big difficulties, what shows me their strong character of entrepreneur, leadership and struggled, the same character I have seen in my mother and have impact my identity, because when I read my autobiography I discover myself as a woman with a capacity of leadership and struggled, evidence of this is the perseverance through all these years of study and the illness I have passed through, as I relate in Narrative 2 about my great grandfather.
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“I did not get to know my great grandfather but my family talks a lot about him, I supposed he left Italy after the Risorgimento, looking for new lands to explore and conquer, trying to look for new conditions different from what was happening in his country he was from the south and during this time many changes were taking place”. (Narrative 2 annex C)

“My grandfather arrived in Colombia in 1938, from Europe, he was German and Jewish, and there is no other explanation about his trip overseas to other countries, trying to escape from the socio-political situation at the time”. (Narrative two, annex C)

Sub-category: traditions.

On this sub-category I explain how traditions influence my identity. This is the way I got to know about my roots and my intercultural family. Oral tradition, stories told by my grandmother and mother about my Italian heritage, my great grandfather and my German grandfather immigration and in general it was through this orality were usually done during holidays, food, music, pictures, quotes, words in another language, etc. as I mention in my narrative two

“She was my mother’s mom, her influence in our lives was amazing, she was always talking about Italy, her family, their costumes, and also sometimes spoke in Italian to us. Pasta was eaten
every Sunday at home, the bread was deep in the coffee every morning during breakfast, her hands shaked “cosí” just like Italians do.” (Multimodal data, annex E).

Tradition brought in meaning to my family celebrations, and connected me with a spirit of belonging, uniqueness and willingness to explore and know more about other cultures to learn other languages. In the article of creating a positive family culture: the importance of establishing family traditions, Brett and Kate McKay, (2018) mention that traditions provide a source of identity, “telling children where their family come from or give them insights into their cultural or religious history. Psychologist Marshall Duke has found that children who have an intimate knowledge of their family’s history are typically more well-adjusted and self-confident than children who don’t, now on I understand how important was listening to my grandmother’s stories and to keep the influence of our family traditions that helped me to build step by step what I was going to be in the future, I believe that’s the reason why I wanted to learn different languages, and travel to know other cultures.

Sub-category: values.

In this section I will analyze how values start and are shape in the family, and also as elements transmitted to me in my family, to building my identity, I found in the article The
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sociological definition of family, “Family is where everybody learns to love, to care, to be compassionate, to be ethical, to be honest, to be fair, to have common sense, to use reasoning etc., values which are essential for living in a community.” (UKessays, 2017). For example I can mention that even though I was born in a culture as the Barranquillera in the middle of the folklore, the celebration and festivities, sometimes very relax, jumbled and in some cases disorganized and undisciplined, I reflect in my pedagogical practice values as organization, discipline, strategic planning, deep listening, assertive discernment, leaning forward the deep aspects but the simplicity of life, to have a big pedagogical vision and the ability to understand the vulnerability of human, and also the ability to develop in others the capacity to build competences of excellence.

When I read my biography I can see that my mother learn from her grandfather, father and mother the values of caring for others, the willingness to help, the honesty, respect and kindness, same values that I am exercising in my professional life and also I am teaching to my own daughters, mentioned in narrative 2

“But the most important thing that I have heard is that he was kind to everybody, and he used to help who ever needed help in town. Many times I have heard my mom saying that she is like her grandfather (my great grandfather) that she likes to host all the family in her house and serve everybody like he did.” (Narrative two, annex C)
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From my grandfather I’ve heard good things as I related it in the following sentence from my autobiography also in narrative 2

“All I have heard from him is that he was kind, correct, honest, a great husband and father. He treated everybody as equals” (Narrative two, annex C)

Values that also I am able to reflect during my classes with my students, respect in the way I treat them, for their opinions, and thoughts, fair and correct, I also try to teach my students that values are very important to live and be happy in our world

Sub-category: wealthy conditions

This sub-category intent to explain how a wealthy condition was an element to build my identity, in multidata picture 1: the exodus, I relate about my family that “The Paternostro family was well recognized in town, they were considered prestigious and wealthy”. (Multimodal data, annex E). I studied in a private catholic school, I had the opportunity to study English in United States, as I mention in narrative one “But before I started my university life, my mother organized for me an exchange program in the United States.” (Narrative one, annex B) I also have the chance to study my bachelor degree in a private university, then, years later after finishing my bachelor degree, I could travel again to study in Italy design and Italian, this is
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mentioned in narrative one, “During the summer of 1998, I had my savings so in May 26, I went to Germany for a month and then in July, August and part of September I lived in Florence, I learnt Italian and took interior design classes at Istituto Palazzo Spinelli”. (Narrative one, annex B) These kind of opportunities I had for belonging to a middle social class were beneficial for my formation and construction of my professional life, I believe this condition provided me the freedom to explore and learn a different world that opened my mind and knowledge, then this academic and cultural formation offered the opportunity to work in the different places I have worked and to be where I am teaching today.
### Category #2 My Vocation

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Category #2</th>
<th>Sub- category</th>
</tr>
</thead>
</table>
| Factors that shape an EFL pre-service teacher’s identity | My vocation | ● Sub-category: Vocation or (Profession?) (Designer) Languages English, Italian, German  
● Subcategory: Religion  
● Sub-category: Preservice English Teacher at Santo Tomás |

#### Research Question
What Factors shape an EFL pre-service teacher’s identity at LLEI – DUAD?

#### Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Discussion</th>
<th>Excerpt from data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors that shape an EFL pre-service teacher’s identity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Subcategory: Vocation

- Amor por el arte, que me llevaron a estudiar diseño…
- Comencé mi carrera de diseño y tuve un excelente desarrollo en ella
- During the two years of work, I shared my time between my work and my desire of helping others and collaborating with some activities in church

#### Subcategory: Religion
- I really love art and all the sensibility that art brings
- I really believe that my religion is been very meaningful for my life since I was very young, influenced

#### Subcategory: Preservice English Teacher at Santo Tomás
- Then I found what I like, teaching kids about God and religion become my passion, I felt that I was doing what I really like and also had time for activities to collaborate with the group at church
- The Licenciatura en Lengua Extranjera was a new program in Universidad Santo Tomas, taking advantage of the second language I already knew
Table 3. Category 2. Vocation

Category #2: My Vocation

Ebertz, (2015), affirms that Vocation is one’s response to a call from beyond oneself to use one’s strengths and gifts to make the world a better place through service, creativity, and leadership, according to this my vocation is not only a state of life or profession, is the willing to create environments to serve others throughout what I do to make a better place, as I explicit in narrative one many times, in the following lines there is an example of this,

“During the two years of work, I shared my time between my work and my desire of helping others and collaborating with some activities in church”. (Narrative one annex B)

“I wanted to look for something else that fills in my life with significant things, according to the reality I was living” (Narrative one, annex B)

Vocation is

Based on the idea that each individual person has unique strengths and gifts with which they can make a positive contribution to the good of the earth community. Each of us has interests and passions that can propel us in directions of service and creativity. By living my life as a response to a call, I find meaning in my work and give purpose to my life (Ebertz, 2015)
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Following this idea of vocation, I’ve been looking for a meaningful life since I was very young when I used to go to the chapel of my school and ask for guidance to God to conduct my life, I also want to put my gift and talents into the service of others, as I express in narrative one,

“I remember going to the beautiful chapel of my school every morning to offer my studies and to ask the Holy Spirit for guidance in my life and in my future, at that time I was only fourteen years old and it was clear for me that I wanted to serve God anyhow.” (Narrative one annex B)

I want to have a purpose in life, to follow a path and leave a print wherever I go, because vocation is not as what most people believe that refers only to a calling to the priesthood or religious life, Grisez, (2003), vocation is more than that, it is discovering how you use your gifts and talents, to contribute to build a better environment in the different places you usually are, as Widmer, (2012) refers to Saint John Paul II:

It is how you use your gifts and talents in service of God and others while living out your universal and primary vocations. For most of us, this means our work or profession. It also, however, can apply to your civic and community involvement, apostolate work, or simply bearing the various crosses and trials that come your way in life. It’s your plan of action for living.
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Vocation has arose as a category because is a term that it has been relevant to my life and it is been a common element in the different data collected, it is mentioned in the frame annex A, narrative one annex B, in the multimodal Data, a poem annex D, multimodal data, pictures annex E and in narrative three annex G. I express frequently in my research project, rather than just having a bachelor degree or a profession I’ve been focus in developing my life and identity in a different sense, to help and serve others to respond my “call” that leads me beyond. In the following lines, I will discuss three different sub-categories that are under vocation category.

Subcategory one: vocation or profession (designer).

My life it has been always influenced by the beauty of art, either by the music, the poetry, the dance, painting, etc. that is how I decided to study interior design, my inclinations for this bachelor were developed during my early years listening to my grandmother and mother, and living different experiences as art lessons, the choir in the school, visiting museums or attending to ballet performances, also experiencing the sensibility of how my mother raised me, in narrative one I mention about how my identity was influenced by these elements, “Since I was very young my mother showed us the sensibility and the beauty for nature and different arts as music, dance, theater and visual arts, I remember going with her to concerts, theater plays, classical ballet...
presentations, art expositions, etc. I also took ballet classes at a studio, and music and art at school” (Narrative one annex B).

This is how I got enrolled to a design degree, by the influence I received from my family. After finishing my high school and getting back from my exchange year in the United States I started the carrier of design. During my university years, I did very well, I got good grades, a scholarship and I graduated by average. When I finish my bachelor degree I started to work immediately in a design store. It was a beautiful place and I could work in what I have studied I was trained I had the skills and I was competent to apply my design knowledge and I liked my profession. Profession comes from the Latin word “professionis” and means occupation with specialized education bases, the purpose is to supply service to others with a compensation back, but instead of vocation, being a designer was my profession, I was qualified to work but it was not what really made me happy or felt passionate for. I discover throughout my spirituality that I needed something else, I needed to fill in my life with deeper and relevant ideas because my spiritual life became stronger as I wrote in my autobiography in narrative one,

“When I was working as an interior designer my perspective of life had changed, “when a friend invited me to participate in a youth group, it really changed my life, I became closer to God, I
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mean, I started to practice more” I discovered that most of any other activity my vocation was focus on serving others, as I mentioned in my narrative one” (Annex B).

“During the three years of work, I shared my time between my work and my desire of helping others and collaborating with some activities in church”. (Narrative one annex B

As Saint John Paul II said, “Only when you’re living out your vocation can you find fulfillment in this life. Your vocation, understood, embraced, and lived, is what makes you feel truly and fully alive”. My profession as a designer was important but didn't make me happy, it didn't fulfill my life, after this closeness to God I was looking for something that makes me live my life in a different way.

Subcategory Two: religion (I want to focus in religion and not in spirituality).

Religion has been always very important to my life, I was more connected to God, I was raised catholic but since I was around nineteen years old, Religion became even more important for me. The changes in my spiritual life strongly impacted my life. At this meaningful moment, duality was a step that reoriented my life from an aesthetic capitalist environment to a higher
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human level able to maximize the inner values and principles of human being, looking for the excellence and beauty in a different convincing way, adapted to my profile and my lifestyle. In Narrative one annex B, I expressed how I felt during that time,

“I wanted to look for something else that fills my life with significant things, according to the reality I was living and not superficial and material stuff, I thought it was an empty world with no sense at all. I wanted to focus on the human being, in the heart of the person, in its essence more than the outside, in the inside” (Narrative one, annex B)

Since this moment of my life, my religiosity became stronger, I cannot explain, I started to look for something more transcendent in my life, on his book Nueve Apuntes para una Reflexión sobre Religión (2010) Raimon Panikkar describes religion as a “dimension that separates human from the animals and makes him aware of the infinite, of the unknown, of the which no word can describe, the ineffable, that something more”, as I became more conscious of my religion, I started to see the necessity to get more involved in religious practices and to serve other people, in congruence of what Panikkar states (2010) “Practices are the expression of human religious feelings, crystallized in concrete manifestations of word and world, through rites and actions of all
God's love has defined my identity as a Religion teacher, who teaches spiritual and ethical values to young children, and also His love pushes me to create new activities and performances for my students innovating new activities, using English and technology to create an impact in the instruction of the class, to create new expectations, always based on the catholic formations without forgetting the respect and love we should have for others, the example of Jesus, the master, through his word, his creativity and way to teach is the guidance for my pedagogical practices. Since my relationship with God, grew stronger and got closer, I decided that teaching about Him was the best way to contribute to society and the world as I mentioned in my narrative one and in a frame. Jesus´pedagogy through his parables has led and inspired me to create innovative ways of pedagogical practices, developing and renewing according to the current methodologies of teaching.

“Then I found what I like, teaching kids about God and religion became my passion, I felt that I was doing what I really like “(Annex B, Narrative one)
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“Comencé la docencia, había una vacante y yo quería dedicar mi tiempo a la evangelización, no quería tener un horario tan restringido, la docencia me daba la oportunidad de tener parte de la tarde libre y los sábados también, además iba a enseñar acerca de Dios”. (Annex A, a frame)

I have learned that my relationship with God has also helped me to build a family, this is the domestic church, as the second Vatican Council pronounced in the document Lumen Gentium, my family is my contribution to a better society, I have a mother identity permeated by God’s love and teachings. When I teach about God, His Word, and also show to my children a coherent life, I am challenging them to do the same, I am giving them the tools to face a society that is forgetting about values and respect for others, a society that is camouflaged on the outside, in the material and the appearance. But a healthy relationship with god have to keep an equilibrium and I teach them that we have to live in this world, we have to face the world with our eyes toward heaven and I believed that if you start from the very beginning, since children are very small you can achieve a good education to your children, the document of lumen gentium describes the family as the ‘domestic Church’ because it is the first place where young, baptized Christians learn about their faith.
It states that “From the wedlock of Christians there comes the family, in which new citizens of human society are born, who by the grace of the Holy Spirit received in baptism are made children of God, thus perpetuating the people of God through the centuries” (Lumen Gentium, 11), I related my desired to be mother and raised them under spiritual and ethical principles and values in one of my narratives.

Then my first daughter was born, in 2003, I wanted to devote all the time to be with her, stimulate her, teach her, also because I saw a lot of kids sad and lonely, because their parents were not around. After two years my second daughter came, now were two children to dedicate my time, sharing my daily routine between my work at school, and the education of my two little ones. (Annex B, written narrative one)

I became passionate about teaching, I felt it was what I wanted to do and I had the possibility to work, teach about God, help others and be happy I believe this was the result of the
way how I was raised in my family as I said before, all I’ve heard about how the members of my family used to help others,

“Many times I have heard my mom saying that she is like her grandfather (my great grandfather) that she likes to host all the family in her house and serve everybody as he did”, (Narrative two, annex C)

Supporting this idea Planiol and Ripert, 2012. p.178 say “La familia se convierte en la primera escuela de la humanización, de transmisión generacional de valores étnicos, sociales y culturales…” in my case, my family was the school were I learned values and the desire to serve and help others.

In the beginning, I started working at school, “The British American School, was needing a religion teacher for preschool”, I related it in narrative one. It looks that starting to work without a teaching degree was by a chance, but this was the meeting point between what I was looking for and my real vocation and profession as I write in again in narrative one, “Then I found what I like, teaching kids about God and religion became my passion, I felt that I was doing what “I really like and also had time for activities to collaborate with the group at church” (Narrative one annex B)

Subcategory three: Preservice teacher at Universidad Santo Tomas.
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

When I Started teaching Religion in the school I had no expertise, but with the knowledge from my beliefs, a diplomado in family based on human values and mastering English as a second language, I began my life as a teacher, I relate this experience in frame two second entry; after I studied design I was interested in the human being so I decided to take a diplomado related to the family with Universidad de la Sabana and Navarra and also I started to study at church with my parish community.

These two different knowledge gave me the opportunity to begin my teaching career”. But then after some years teaching I knew it was necessary to have a level of education through learning and training. As a profession, teaching needs skills and a degree for better practices, then I decided to start the Licenciatura in Universidad Santo Tomás, “I started the Licenciatura in Lengua Castellana in 2002” (Frame annex A).

I chose Universidad Santo Tomás as the institution to form as a teacher. To begin my studies I was looking and deciding between two universities that offer me the opportunity to study with an academic program in open and distance modality for myself benefit as a mom and worker.

Every institution has its own characteristic, I say its own “personality”, and Universidad Santo Tomás distinguishes by the Thomism imprint. By the time I was taking my decision on which university I should choose to study I was involved with the Dominican spirituality because my husband and I had the opportunity to have a Dominican fray friend, who shared with us some
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

of the bases of the community spirituality, he taught us about the Dominican tradition based on Santo Tomás Christian anthropology centered on the development of human being on his personal and spiritual growth, he introduced us into the Dominican spirituality he also taught us about the four pillar of the Dominican community, prayer, study, community and preaching, which were accordance with my believes.

These pillars were in consonance with what I lived as a catholic, mother, wife and teacher. The pillars of Dominican tradition are still part of my life, I do my prayers every single day, I am part of a community in my work, with my students, my family and the community I help often, preaching is what I do in my classes with my students and study is one of the most important things for me. I mention about my decision in a written narrative

“I was deciding between two universities choosing Universidad Santo Tomas because my husband and I had a close friend who was Dominican and started to learn about the Community spirituality which we liked” (Annex B, written narrative one).

I have evidenced throughout these years that teachers are highly qualified and have a strong Thomism humanist identity. The pedagogical model of the university is student centered and individualized, I felt accompany by my teacher along my studies, and their support helped me to
grow as a professional, I could evidence the interdisciplinary between the different subjects that enriched my knowledge, they were not separated, all of the subjects were link to each other, and the curriculum always focuses on reflection, and toward a social impact.

I have seen that Universidad Santo Tomás has contribute to my formation and fulfill my expectations, the student-centered pedagogical model, the Thomism tradition bases and the link to new technologies, strategies and support to my studies have enriched my life in a personal and professional way, the university has been an aspect that has shaped my identity, the Licenciatura en lengua extranjera has impacted my life in a positive way and in the same way I have tried to impact in my students the values, love for praying, reflection, and the importance to make a social impact.

I chose the modality of Distance education with the university, this modality refers to the students that are being educated without an in-person interaction. “the teaching and learning does not take place in the class or lecture room but at home” Peters, O. (2003), Herrera mentions White
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

(2003) on her work, who establishes the definition for distance education, he states that distance education has to do with an arrangement for teachers where; participants, teachers and students are in different places and time and do not face to face interaction but it needs particular techniques and methods for teaching and communication due to the special characteristics of the process.

“Mi prioridad ha sido siempre mi familia”, Annex A, a frame.

Distance Education refers the interactive, educational process between student and teacher separated by physical distance (Harry et al., 1993, p.32). It adapts to individual differences and the way students react to media. Personality, intellectual abilities, cognitive and learning styles are important concerns in distance education (Harry et al., 1993).

Distance education was beneficial for what I wanted to do, keep on working, manage my own time and raised my family, Peters refers to this aspect in the following way, “the possibility
that students can study without discontinuing their work”. Distance education also had other beneficial aspects as: autonomy and self-directions, as Peters comments again about distance education, “students are allowed to operate with a degree of autonomy and self-direction”, I was able during these years to manage my time, to self-direct my studies, to self-reflect on what I was doing and in this way to deep in my teaching activities, Peters (2003) also mentions this aspect “self-study, produces scholars who work independently and mainly themself”.

The communication at distance education is a two way communication, and “this new era of technology has helped distance learning education bring new ideas for learning and communicating; new roles and responsibilities as well as new contexts for the process of learning” (White, 2003 pg. 11) during the time I ´ve been studying I have experienced this two way
communication in different ways, at the beginning my teachers at university used regular mail, telephone or I had to travel to Bogota to present my progress, exams, performances, etc. then the university started to implement technology to communicate, any methodology used by the university it has always been a two way communication, the teachers at the university have been very supportive during my studies.

Today “The online environment allows people to interact with others asynchronously or synchronously in collaborative environments; to gain access to remote multimedia databases for active, resource-based learning; and to manage self-paced, individualized learning in a flexible way”, Istman, A. (2004) lately, the communication it has been not only with teachers but with other students from the licenciatura, technology offers the opportunity to communicate not only with one person but with many and also to collaborate and build knowledge together instead of individually.

The only concern I had to face during these years was the lack of interaction with other people, I believe that face to face environments are useful and enrich knowledge, sometimes I felt “alone” and even though I had the support of teachers, the discussion between peers and teachers, arise necessarily, listening to others opinions, looking at others work, help to built new
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

perspectives and ways to understand different topics, France Henn and Anthony Kaife remark that “teaching aids generally present organized structured knowledge which at the actual time of teaching, are enriched by the professor’s critical comments, relationships and explanations”.

As a preservice teacher I have felt that this is been a process with ups and downs for external reasons, but I have been perseverance through it. One thing I want to recall during this process, the academic formation and the university’s curriculum have been a great influence and have contributed to my professional growth and has enriched my teaching practices, permuting also my teacher identity. The preservice teacher career has been accompanied by experience, raising a family and academic support from the Licenciatura and the schools I have worked.

This is been a long path due to unexpected difficulties that made me take decisions over my life, postponing in different occasions my academic formation. I mention these difficulties in frame three,
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

“Empecé la licenciatura en lengua castellana en 2002. En 2002 quedo embarazada, y suspendo la licenciatura porque me dio duro, nace mi hija en 2003 Me dedico a sus primeros años

En 2005 nace mi segunda hija Después de dedicarme a las dos, decido reiniciar la licenciatura, sin descuidar mi trabajo, mi familia y por supuesto mi estudio Me iba muy bien, buenas calificaciones, aprendizaje, tomaba solo dos o tres materias por semestre porque no quería recargarme. En 2013 decido tomar 4 materias para acelerar mi proceso de graduación y en ese semestre fui diagnosticada con cáncer, debía entonces empezar tratamiento con quimioterapia, someterme a una operación y luego radioterapia, era un año en él debía dedicarme solo a mí, a mi salud y bienestar. Mi tratamiento da buen resultado” (Frame annex A).

I delayed my studies three times for a long period of time, as I mention in the last paragraph (frame, annex A) I started to build a family this was the first reason to stop my studies, I wanted to focus on their education, as a teacher I could experience the loneliness children live in our society,
how lonely they feel, I did not want my children to experience that, I was conscious that I had to accompany my children, I knew that guiding my children was important for them to build a strong character and to learn to contribute to the construction of a better society, I also manifest this in my narrative, although I am still on the educating process and I think as a mother this process never ends.

“I decided to quit the University, choosing only to work, being on task with my home and dealing with my pregnancy, enough. Then my first daughter was born, in 2003, I wanted to devote all the time to be with her, stimulate her, teach her, also because I saw a lot of kids sad and lonely, because their parents were not around. After two years my second daughter came, now were two children to dedicate my time, sharing my daily routine between my work at school, and the education of my two little ones”. (Narrative one, annex C).

Another hard moment I had to stopped my bachelor was my unexpected healthy break-down when I was diagnosed with breath cancer, I experienced myself the repeated refrain: “life can change in a moment” (anonomous), one day I was healthy and the next day I was
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

receiving a cancer diagnosis that filled my life with uncertainty feelings, I believe this is the most
terrible feeling a person can have and most if is about the owns life, a lot of thoughts came to my
mind about my life, my family, and what I have done and what still wanted to do.

“In August 15th I was diagnosed with breast cancer, with a metastasis in a lymph node and this
meant a lot of things, my life and my family's life was going to change and had to get adjusted in a
very different way, I was going to start a process that was going to last around a year or even more.
It was going to be a hard time for everybody with the doubt of a positive or negative results.”
(Written narrative, annex C)

I stopped my studies, the struggle for my life started, I was selfish focused on my own,
knowing that I had to live this period of my life in this way for the sake of all I love. I had the
medical treatment and my life placed on God’s hands.

“Now it was a time to fight for my life, to dedicate every single minute to be strong to tolerate the
chemicals from chemotherapy, it was a huge body and emotional impact, I just knew I had to get
well, I was in the doctor's hands but most of all in God's hands it was time to stay by his side and
abandoned myself in him and I did, my prayer and meditation time grew stronger, I used to go to
mass before each chemo treatment, watch the Eucharist by TV and pray the Rosary every day, the
Eucharist was and still is my medicine. If Jesus could heal a person just touching it at His time, his body that is now in the Holy Communion would do it too in my body and soul. I could feel at night how God lifted me in his arms, when I prayed at night, when I felt by myself, lonely, in darkness, feeling very sick, I could feel him right next to me, closer than ever” (Written Narrative, annex B).

I received support from everybody, from the school, my family and friends. I believed they were a big parte de mi of my medical treatment, I experienced that love can heal, “Love is the most healing force in the world, nothing goes deeper than love. It heals not only the body, not only the mind but also the soul” Osho.

“It wouldn’t be possible without my family support, my husband, daughters, mother, brother and sister they were there for me. Also my friends, my coworkers and even the family of my students, I could feel the power of love and prayer. It is great to see how weakness can bring so much love around and empower the weak. In May 2014 I got a radical mastectomy and axillary dissection, the results of the treatment were excellent, a month after the surgery I had radiotherapy finishing in August 1st, after these process I had to continue with other kind of chemotherapy until February
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

2015, this was not as strong as the first ones, but still I had to go to the hospital for intravenous treatment” (Written narrative. annex B).

During this time I did not have contact with the university, as I have expressed I needed to devote my time to my treatment, even after fighting for a year and a half against the cancer “giant”, I considered I needed to rest, as I write in my narrative it was a time to take a break,

“I was exhausted, I wanted to rest, I needed time to heal and make my body strong again and even my emotional feelings, then I started to think in asking for a leave of absence” Written narrative, annex B).

However after a year I decided to continue with my studies and finish my degree. To retake the university academic program was easy, the university offers the opportunity to retake it any moment and continue with the curriculum in case it has not change, this was my case, even though
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

it has not been easy as I relate in my narrative but I have always experience the desire to learn and to grow professionally.

“then re-started the university again taking two subjects every semester, working, studying and taking care of my family is now harder, because my body is tired, I also take a pill to prevent a health setback that makes me feel more tired than usual, but I wanted to finish my degree, I liked to study, learn new things. Sometimes, I wanted to give up, but I thought that was short what I was missing, I had only six subjects pending, I was trying hard and doing the best I could. Sometimes I woke up at 4:00 in the morning because I did not have time to study during the day and lately I spent hours sitting in my computer studying over the weekend.” Written narrative, annex B

Today I feel happy and blessed because of the moment I am living, knowing that I’ve been through difficult times but here I am finishing what I started and also have taught me, support and built my professional life, I relate in my narrative that I finish all the subjects that are mandatory to complete my studies.

“At the end of 2018 I was awarded by Universidad Santo Tomás with the prize of the best student at Licenciatura en Lengua Extranjera Inglés “(Written narrative, annex B)
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

Category #3 The Art of Teaching

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<th>Research Question</th>
<th>Category #3 The art of teaching</th>
<th>Sub-category</th>
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<td>What factors shape identity in an EFL pre-service teacher at LLEI – DUAD?</td>
<td>Description</td>
<td>*Sub-category: Serving others</td>
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<td></td>
<td>Discussion</td>
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Category #3: The art of Teaching

Codificación y categorización

<table>
<thead>
<tr>
<th>Policies</th>
<th>Annex G – In religion classes, all the religion teachers should apply the standards established by the Conferencia Episcopal Colombiana ERE Educación Religiosa Escolar in the syllabi. This is our first year working with the standards which are orientated by the Conferencia Episcopal Colombiana</th>
<th>What are the standards?</th>
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<tbody>
<tr>
<td>Methodology- technology and projects</td>
<td>Marymount way, SHERR and the methodologies implemented to develop the classes like Blended learning and Project Based Learning. To work with the methodology of blended learning the school uses an online platform, google classroom. Project Based Learning. Third graders are developing as a main concept celebration, fourth graders, and vocation and for fifth grade, testimony. For our classes in the school we work under the principles of projects and I am starting to implement PBL Project based learning in my</td>
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FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

<table>
<thead>
<tr>
<th>Teaching VALUES and the Beatitudes of Jesus Catholic Religion</th>
<th>The project started reading and analyzing the Beatitudes, after that, they interpreted with their own words, then in small groups, students had to create a super-hero focusing on the beatitudes or teaching of Jesus. They had to design the outfit and the super powers to teach others about how to behave like Jesus taught us to behave. As a result, they created super heroes that are examples of Justice, honesty, integrity, respect, caring, and love for God and nature. The following pictures are examples of four groups of students. The Superheroes project with fifth graders The project started reading and analyzing the Beatitudes, after that, they interpreted with their own words, then in small groups, students had to create a superhero focusing on the beatitudes or teaching of Jesus</th>
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</table>

Project Based Learning “is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge”. I am implementing 21st-century skills, creativity, communication, critical thinking, and collaboration. To work with the methodology of blended learning the school uses an online platform, google classroom. Examples of some of the projects are:

To begging the project, we watch a video about the ten commandments, then I handed them in the commandments, we discuss about the meaning of each of them, they analyze them and interpreted, then they conclude that are rules to behave toward God and society. I asked them to create ten rules that were going to be called the top tens. These following pictures are the result of the work created by students in the computer using the CANVA application, for the chapel and for the cafeteria. These works are going to be post in some places in the school for the students to follow the rules Development of critical thinking, collaborative work
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

Table 4. Category 3. The Art of Teaching.

<table>
<thead>
<tr>
<th>To live the faith</th>
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<tbody>
<tr>
<td>On the picture, one of my students visiting an old man in the retirement home. Students should put in action things they learned in the classroom, in the development of the projects. In this case the students showed great love and devotion for the neighbor.</td>
<td></td>
</tr>
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Category # 3 The art of teaching

Teaching is special profession, is not only the knowledge you can get, or the high level of knowledge you can search, it is more than that, it is a vocation, it is touching the life of new generations, it is keeping on learning, it is to be a lifelong learning, it is to learn about different subjects to answer many questions, it is to be enough sensitive to be able to know each of the students in an individual and human way, their needs and opportunities, and also to help them to succeed.

Teaching is to have a holistic character to become a model for the students, it is to be an inspiration to others, it is to motivate students to learn, to discover and reach, to feel passion about
what they learn and to stand up firm on their believes always respecting others. Teaching needs more than just knowledge, it needs to create, to believe in human being, and teaching is allowing oneself to be surprised each single day by others to be open to learn from students. Teaching is an art, the art of sensibility that is able to transform lives and hearts that will be able to really change the community, country and world into a better place.

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things and go beyond the given (Smith, 2012), according to this definition, teaching is more than filling in papers or to complete the required standards for the subject taught, teaching needs special elements to go farther than just instruction, as Jerome Bruner mentions about education, “To instruct someone...is not a matter of getting him to commit results to mind.

Rather it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think mathematically for himself, to consider matters as an historian does, to take part in the process of knowledge-getting.
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

I consider teaching a passion that mixed knowledge and character, a personal integrity that is able to instruct someone and at the same time change a life, I have tried during these years to reflect on my practices and do my best, I have tried to be a good teacher, a “good teaching is rather more than technique according to Parker J. Palmer. Good teaching he says, “comes from the identity and integrity of the teacher (Palmer 1998:11), Considering this, my teaching identity has been built by different aspects as my place of birth, my immigrant family, my closest relation with God, the university I have studied in, all these aspects have shaped an identity that guides me to reflection on everything I do, to each day become better. I am grateful for the opportunity to teach as I express in the poem ¡Hoy que celebro! where I reflect my gratitude to God for many things including my teaching

“Gracias por la capacidad de enseñar sobre todo a los niños
Gracias por el regalo de aprender de los que me rodean por más humildes que sean” (poem, annex D)
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

“Then I found what I like, teaching kids about God and religion become my passion, I felt that I was doing what I really like and also had time for activities to collaborate with the group at church” (Written Narrative, long but victorious journey, Annex B).

Sub-category: Serving others (The power of serving).

In general, the term service is related to the condition of serve, to give or offer support to someone through material or intangible goods. Since I was young I heard at home how my family helped in town and learnt how to serve with their example, I listened my great-grandfather, my grandfather stories, I saw my grandmother and my mother, helping and sharing. My mother has been a model for me of helping family and friends, giving her time, her work and her love. Then when I got closer to God and started to work I wanted to help people as I express in my narratives in different opportunities.

“deseaba enfocarme más hacia el ser humano y menos hacia lo material, me parecía un mundo vacío y sin sentido”. (A frame, Annex A)

“I wanted to look for something else that fill my life with significant things, according to the reality I was living and not superficial and material stuffs, I thought it was an empty world with no sense
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

at all. I wanted to focus in the human being, in the heart of the person, in its essence more than the outside, in the inside. (Written narrative one, Annex B)

“I was teaching only religion in elementary and then I was leading a new subject at the elementary area called Leadership, which had to be with community service. started the program, there was no curriculum, or any guidelines about it nevertheless, the principal from the area assigned me the new responsibility and I created a new program of social service that was extended lately to high school for its success”. (Written narrative one, annex B)

Now on during my classes I have replied all what I have learnt from my family and what I have learnt from the catholic church and Jesus teachings, when I teach I bring together the abstract of religion to concrete meaningful experiences with my students’ daily life. I teach them, how to help others, how to treat each other, I do this linking the catechism, the theory, the “Word” with authentic contexts, I connect theory to authentic contexts making them reflect on living experiences or sharing with other communities,

“My philosophy of teaching is to promote Jesus’ teachings to students in order to be applied in real-world situations” (Written Narrative three, my role as a religion teacher, annex G).
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

I teach them that giving is not only sharing material things but also their time, joy, work and happiness, giving is making others to feel happy, I agree with Einstein that says “Only a life live for others is a life worthwhile” and also teach them to do everything with great love, I remark mother Teresa’s words, “When we died and it comes time for God to judge us, he will not ask “how many good things have you done in your life”, rather he will ask “how much love did you put in what you did?”

For example in the projects I assigned to the students it can be appreciated how I link the theory with their context, As I express in different opportunities during my research for example in fourth grade, we developed a project that is shared in the following lines,

To begin the project, we watch a video about the Ten Commandments, then I gave hand them in the commandments, we discuss about the meaning of each of them, they analyze them and interpreted, then they conclude that are rules to behave toward God and society. I asked them to create ten rules that were going to be called the top tens (Written Narrative three, my role as a religion teacher, Annex G).
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

Teaching has given me the possibility to serve others, to connect with the needess and to teach my students to serve others, as you can appreciate in multimodal data, pictures and in my poem…. I feel happy, blessed and in a way giving a small contribution to the world

“Gracias por la posibilidad de servir a los demás, Gracias por los que me sirven a mi” (Multimodal data, a Poem, annex D).

On what I teach I also implement learning service projects, this is one of the methodologies the school, is starting to achieve, this is a pedagogical methodology that “seeks to engage individual in activities that combine both community service and academic learning because service learning programs are typically rolled in formal courses (core, academic, elective or vocational) the service activities are usually based on particular curricular concepts that are being taught” (Furco, 2002 p.25). My teaching work is very gratifying, it fulfill my expectations of serving God and others, I express this on my narrative, I really liked my work, what I did, teaching about God and helping others serving the community. (Written narrative one, annex B)

Subcategory: methodologies of teaching.

The role of a teacher is very diverse, it involves multiple characteristics, and one of them is the methodologies used during class time. I have always tried to be on task with the latest
methodologies, today it is important to implement the 21st century skills which are collaboration, critical thinking, creativity and communication, written in my narrative three.

“With the methods used in class I am implementing the 21st century skills, creativity, communication, critical thinking and collaboration. To work with the methodology of blended learning the school uses an online platform, google classroom” (Narrative three, my role as a religion teacher, annex G)

Then what I do to teach these 21st century skills is to apply different methodologies in class, as the Blended Learning, The Project Based Learning, the Learning service and as a planning tool, the GANAG, as I relate in narrative three, my role as a religion teacher. These methodologies are required by the school to teach our classes. I will explain how I work with them in the following paragraph.

For our classes in the school we work under the principles of projects and I am starting to implement PBL Project based learning in my classes, Project Based Learning “is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge”. Buck institute. The other methodology used to teach in my classes is Blended learning, a method of learning that combines online and classroom learning. (Narrative three, my role as a religion teacher, annex G).
Education it has been changing and I have adjusted to the new methodologies, the school has introduce technology to the learning-teaching process, I learnt how to use technology to teach my students with the workshops offered by the school that involved the whole community of teachers and administrators, I teach my classes using this platform implemented by the school as I mention in narrative three

“To work with the methodology of blended learning the school uses an online platform, google classroom”. (Narrative three, annex G)

I started to learn about blended learning on 2016 when I began working in the school I am currently working,” BL is a coherent design approach that openly assesses and integrates the strengths of face-to-face and online learning to address worthwhile educational goals”, (Garrison, 2008), Using this methodology offers me the possibility to use both learnings, I use online teaching-learning, to give instructions, material to search, for my students to post and do some of their work, use individual or collaborative work, the students present some of their work, etc. I like this methodology and I feel very comfortable using it because is not only online it uses also face-to-face teaching which I also like, because for Religion classes I consider is necessary to explain, talk about own experiences, points of view, questions and discussions that get enriched...
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inside the room with the face-to-face methodology. These is very enriching for me and my students, we have the possibility to search and link to other communities or to work in collaborative way. In multimodal narrative H, I, J it can be appreciated the use of blended learning methodology

“This was a PBL called the superheroes and they did some work on the computer and other work using technology, implementing blended learning methodology”. (Multimodal data, Annex H)

The other methodology I use in my religion classes is Project Based Learning, after researches and studies the school has define project based learning in their own language to unify the concept for all teachers, for Marymount school, (2018), PBL is a methodology where students work together to investigate authentic, engaging, and complex question, problem, or challenge that helps them make reasoned decisions, seek out a deeper understanding of concepts, develop critical thinking skills, problem solving abilities, and communication skills to develop its solution and have a life-long learning experience. The PBL include some characteristics as Anchor, collaboration teamwork, feedback and revision, inquiry and innovation, opportunity for reflection, process of investigation, students voice and choice, and publicly presented project. Examples of a PBL can be appreciated in annex H, I, J, were I describe the process of the fifth, fourth and third grade process. The following is an example of one of the PBL characteristics, collaboration,

They work in groups of three, their work was collaborative, in total there were twenty-eight
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superheroes from the three 5th grade classes. It was a great work

Here in the excerpt, I show four examples (Multimodal data, annex H)

Another characteristic of PBL is in a multimodal data H, creativity, or in multimodal data I, the students create their own character, after studying and reflecting on the Beatitudes, they name each superhero, the superpowers, the outfit, and the values that characterize them. The names for the superheroes where KAMZEM-SEI (in Japanese and means Integrity), NATURE SAVER, BEAT BOY and SKY LOVE” (Multimodal data, annex H)

Their final project consisted in to create rules for different environments they usually visit. During the class we created a list of places, the class was divided into small groups and they had to choose in their groups what place they wanted to make the ten rules. (Multimodal data annex I)

PBL is also a way to help students transfer the academic context to authentic circumstances, as the excerpt cited before. In the following excerpt the students decide the way of how to present the work they were assigned, that is students voice and choice in the PBL process “Some of them did it coloring, using different materials and others chose to do it in the computer.” (Multimodal, annex I)

Teaching characteristics include organization and preparation, it means “to be able to
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create an awesome lesson plan and unit”, (Heick, 2018) As a teacher, planning is a very important skill for my teaching practices, it is the structure for my instructional time, the way I can observe the process each day, to see if I am getting the standards and objectives I have settled down, “Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding... It is a time when we envision the learning we want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality”

The school uses GANAG as the methodology to create lesson plans. GANAG is the acronym for Goal, prior Acces knowledge, New information, Apply knowledge and Goal summary or Generalization. For me is a great tool to count on because it is friendly to use, it is very structured, and helps me to check if students have gotten the knowledge I wanted to transmit. GANAG offers the benefit to think about what I am going to teach and transmit to the students according to the standards stablish for each bimester, to have a sequence in the activities, to decide what kind of activities to promote to reach the objectives, it also helps me to determine what kind of materials I should use for each lesson, and I can relate lesson between them (past, current and future lessons) to produce more meaningful knowledges, “lesson planning produces more unified lessons” (Jensen, 2001). Using this planning tool I feel more confident because I know what I have to complete, when and how, confirming what Jensen, (2001) says, “a teacher with a plan, then, is a
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more confident teacher”. An excerpt of a lesson plan is in annex F, a multimodal data.

Even though the subject I taught is Religion, I teach my classes in English, this is a requirement from the school, since is a bilingual school and all the classes and the environment is immerse in the second language, this could be related to the methodology of Content Integrated Learning. The term CLIL was coined by David Marsh, University of Jyväskylä, Finland (1994): "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."

Teaching in English and using it as the main language in the school is a great excuse to enhance my vocabulary, to improve every day my writing and speaking practices all the time in the second language, in the other hand makes it more complex because sometimes the vocabulary for the topics and units it is unknown for the students and it is hard for them to understand, there is when I have to use the ability to explain in different ways for them to be able to understand what I need them to learn. The strength of teaching religion in English is the benefit for my students to improve their communication skills increasing their vocabulary and given them the opportunity to practice comprehension, grammar, writing, reading, speaking skills because during class time the students have to speak in English, they have to develop their assignments, make their oral presentations, researches, etc. in the second language. In my narratives I express in different
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occasions how English is used during the class and projects some examples of this are narrative H, I and J.

The texts are written in English, that means that I have to suggest when they are creating and correct if necessary, which means that they are using English in Religion class, learning new vocabulary, applying grammar (Multimodal data, annex H).

The rules were designed in English, and all the project was done in English, reading, writing, listening and orally presented, which reinforce the skills in the second language

The project was developed in English that offers the opportunity to the students to practice their English skills. Learn new vocabulary and get ready for a globalized world with many differences. (Multimodal data, Annex J).

Teaching in English to my students is an addition to their knowledge, I give them feedback to their work not only related to content but also in the English forms, when the students write a reflection, a paragraph or when I have to correct their pronunciation or spelling mistakes.

I like my classes in a very dynamic way, using different tools, materials and activities, as videos, songs, pictures, interactive web pages, apps, coloring, drawing, painting, writing, creating role plays, songs, poems etc., and also to work with students in different ways, as individuals, small groups and as a whole group to promote collaborative and reflection within students.
Sub-Category: teaching values.

“Children Learn more from what you are than what you teach”, W.E.B. DuBois

I have started with this quote because I believe that teachers are a model for students and most important in a subject like Religion where I teach spiritual and character values. This is the way I learned about sensibility, values and love for God, I mean how to live different values as kindness, respect, tolerance, responsibilities and it was by listening to my family stories and seeing my grandmother and mother examples. I heard many times to my grandmother and mother relating stories about my immigrant great grandfather and grandfather, the way my great grandfather treated the native people that lived in the land he owned after arriving from Italy, his honesty, kindness, and social responsibility, I write in my narrative, “

“Pablo se interna en las montañas chiboleras como comerciante, caserío en el cual adquiere tierras que dedica a la ganadería y la explotación del Bálsamo de Tolú, ….

...Es así como Pablo Paternostro Cantizano, establece relaciones con los indios Chimilas, quien residían el área. (Written narrative, my great grandparent trip to America, annex C)
he helped with the development of the small town where he lived and had the farm to evolved, he built the landing track, the energy power station, the movie, but the most important thing that I have heard is that he was kind to everybody, and he used to help whoever needed help in town.

(Written narrative, my great grandfather, annex C)

In the same way my grandmother talked about my grandfather from Germany, about how he managed his business, how he used to try his workers, for him everybody was equal, he was honest, and acted in a correct way. I stated in my narrative,

“All I have heard from him is that he was kind, correct, honest, a great husband and father. He treated everybody as equal”.

These stories mentioned before about how my ancestors were, acted and practiced values with their life and example, built in me a personal character, an identity that accompany my philosophy of teaching and the way I transmit values to my students, I was educated with principles that have guided my life, R. M, Williams defines value as “mode of organising conduct” or “the principles that guide human action”. My teaching desire philosophy is to enhance and
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promote values to my students, I comment about my philosophy in my narrative,

My philosophy of teaching is based on Christian and ethical principles and values, oriented by our Catholic church. As a teacher, my desire is to encourage values learning for students life living and the interaction with their surrounding (Narrative three, my role as a religion teacher, annex G)

The way I teach values is by the testimony of my own life, the respect for others, practicing acts of kindness, the gratitude for God and life, shown in the multimodal, poem

Gracias por un año más
Gracias porque puedo despertarme y apreciar lo maravillosa que es la vida…

Gracias Dios por los milagros extraordinarios dentro de lo ordinario de cada día, por TU inmenso amor y misericordia (multimodal, poem, annex D)

responsibility toward my work and the way I organize it, shown in one of the narratives.
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I was a dedicated mother but also very responsible with my work, (Narrative, long but victorious journey, Annex B)

The testimony of my family, my marriage and family union, as I express in the poem

“Gracias por el sacramento del matrimonio que bendice mi vida
Gracias por el don maravilloso de ser madre
Gracias por mi madre que me trajo al mundo
Gracias por mi familia, por el amor que desbordan cada día hacia mi” (Multimodal data, Poem, annex D).

My testimony of values it is been reflected in my actions, and students are able to notice this, the evidence of their report is in the survey they took about the Religion class and how they described their religion teacher, that can be appreciated in the following lines,

“She is calm and have a lot of respect to students. She cares about our relation with Jesus more than any other thing in class.

Mrs. Mile is super nice she is always smiling she is always caring about other people she has a very good attitude.
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My religion teacher is very dedicated to god and that makes me want to be more with god too.

Miss Mile is: nice, funny, kind, helpful, always thinks in others, good person, cheerful, pretty and last but not least a life example”

(Survey, Annex K)

Some of the values I teach in my Religion class directly related to the subject are respect and tolerance, religious tolerance between all religions, this is very important for me because I come from a mixed ecumenical marriage between my grandmother who was catholic and my grandfather who was Jewish, this fact built in myself a great respect for other religions and the willingness to teach how to respect other thoughts and believes, I show this in multimodal excerpt

My grandmother married to a German immigrant, then my mom was the child from an Italian and German family (multimodal data, pictures, annex E)

Teaching spiritual and moral values to my students is a big challenge and responsibility because I am a model for my students, I know how important this is a the subject as Religion, what I am and how I am, “what a teacher is, is more important than what he teaches”, Karl Menninger, but it is a great experience and a great way to contribute in education to the new generations.
Teaching to my students to respect, be honest, responsible, social responsible, kind and love God is my contribution to fill the world with a bit of happiness, optimism and love, Nelson Mandela stated, “Education is the most powerful weapon for changing the world”

Subcategory. Government and school policies.

The Colombian Episcopal conference follows the guidelines proposed by the ministerio de educación, as it is evidenced in the following lines, “Era necesario presentar los programas dentro de los nuevos esquemas dispuestos para las áreas fundamentales y obligatorias. En efecto, el Ministerio de Educación ha publicado Lineamientos Curriculares y Estándares para las Áreas obligatorias y fundamentales y con relación a la educación religiosa ha indicado que esta "debe hacerse de acuerdo con los programas que presenten las autoridades de las Iglesias y los aprendizajes básicos que consideren pertinentes para cada conjunto de grados, así como los criterios de evaluación de los mismos" (Directiva Ministerial No 02 del 5 de febrero de 2004). As a catholic school, we follow the guidelines given by Conferencia episcopal Colombiana.

Nowadays, I follow the policies the school suggest to teach. When I do the lesson plan I take the standards into account and develop the activities according to them, as it is shown in the
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multimodal narrative for the three levels I teach, there is a content for each grade level, celebration, vocation and testimony, as it is presented in the Multimodal narrative, (see Annex F).

For the three levels I teach, there is a content, celebration, vocation and testimony, there is an evidence of this in the annexes H, I and J. I take the opportunity to promote values, all those values learnt in my family with my ancestors, as I have mentioned before in the subcategory “values”, and the example of my grandmother and mother, the integrity, sensibility, honesty, respect that were modeled by them and now are part of my teacher identity. For example, it can be seen in different opportunities in my narrative

“Since I was very young my mother showed us the sensible and the beauty for nature…

...she built in ourselves love and caring for the special and simple things in life, a sensibility only transmitted by a mother, a sensibility that you learnt through little things but with very powerful meaning....(Narrative one, annex B)

and also my grandmother influences as in the following excerpt shown,
“She helped with our education and formation. She was fun, nice, respectful and always willing to help others. She was my mother’s mom, her influence in our lives was amazing, and she was always talking about Italy, her family, their costumes,” (Multimodal narrative, pictures, annex 5), my students are learning through activities to analyze and reflect about values to put them into practice for example, 5th graders design a projects based on the beatitudes that is one of the contents of the “Conferencia Episcopal” but they have to apply the knowledge learnt creating a character, a superhero that implement values. It is important to say that The Episcopal Conference of Colombia (CEC), is an administrative institution of permanent character of the Catholic Church, consisting of all the Bishops of the dioceses of Colombia in collegiate way, in communion with the Roman Pontiff and under its authority, for the joint exercise of some pastoral functions of the episcopate for the faithful of their territory, in accordance with the rule of law and its statutes, in order to promote the life of the Church, strengthen its evangelizing mission and respond more effectively to the greater good that the Church should seek to men.

The purpose of the CCA is the study and adoption of these common tools, in accordance with
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Canon law, they allow the coordination of the exercise of the Pastoral Ministry of the Colombian Catholic Church (article 1 of the statutes of the CCA). The Conference is composed of a President, a secretariat and general Assembly plenary rights and that this form of Episcopal commissions of 15 and 11 departments that touch all aspects of ecclesial and social life of the country.

In reference to the “Estándares para la Educación Religiosa Escolar, (ERE) “Standards for religious school education, (ERE) of the episcopal Conference of Colombia”, was approved in the CIII plenary Assembly of the Colombian episcopate in June 2017. The document contains a brief introduction, a definition from the ERE, the legal framework of the ERE, the curriculum of the Catholic Religion, a section called "a clue about how to work in religious education, based on the standards of the Episcopal Conference of" Colombia"; continues with "some requirements for teachers" and, finally, the standards for the ERE. Herrera, J.S. (2018)

“Student applied their knowledge, creating a character to foment values and virtues”.

(Multimodal, class project, annex H)
My teaching practices are built by the theory established by the Colombian episcopal conference and for my testimony of life learnt from my family. Implementing the standards from the “Conferencia Episcopal” gives me the chance to teach values during my religion class. John Paul II realized that through our work we don’t simply make more: we become more. Work shapes us, refines us, and pushes us to discover and hone our natural gifts. It enables us to love, becoming a means by which we’re able to serve our family, customers, clients, neighbors, and communities. Through that, work becomes a means of giving our life to God.

Findings and Implication

<table>
<thead>
<tr>
<th>CATEGORY #1</th>
<th>CATEGORY #2</th>
<th>CATEGORY #3</th>
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<tr>
<td>Factors that shaped my identity as a teacher as a result of belonging to an intercultural family member and living in an open cultural city mixed of immigrants and natives, with different believes, costumes, ideas and thoughts that also shaped me as a daughter, a wife, a mother.</td>
<td>Factors that shape my identity of becoming a teacher, my decision, my academic knowledge formation These factors from category No. 2 shaped my identity as a responsible, self reflective person, open to learn, perseverant, persistent, a warrior to achieve my goals, and the identity gotten by the</td>
<td>These factors from category No.3 shaped my identity along my practices today, it is the way I teach, using Technology, new methodologies, values, and religion These factor as technology and constantly professional development, practices of new methodologies, and learning from the</td>
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These factors shaped me as a tolerant person, flexible, open minded, spontaneous, happy, respectful and kind. This character identity is reflected in my teaching practices.

Table 5 shows what I found after the analysis of data, as a response to the research question, what factors shape the ELF pre-service teachers` identity? the column in the left reveals the factors that emerged from the categorie No. 1 and subcategories and are the ones that shape my identity, they are family, culture including Barranquilla, my city and other countries, religion, my professional and academic knowledge formation, other languages learnt, the studies at Universidad Santo Tomás, then the column at the right refers to the identities those factors have shaped in different areas of my life as mother, daughter, teacher, as a spiritual person, as a grateful person and the sense of self I constantly reflect on.

This section of the paper is divided into different parts, related to the factors findings with regard to the teachers` identity and how these factors have shaped the teachers` identity as the sense of self associated to being a teacher, a mother, and a daughter, then the gratitude to the experiences lived, the English teacher and the relation with God or spiritual life.
As a Teacher
This analysis begins with the interpretation of the sense of self as a teacher, I have found through this process that teaching is composed by two different elements vocation and knowledge and at the same time knowledge is built through practice, academic formation, and the interaction with the community. A person is able to teach and have the knowledge but if do not have the vocation and sense for this profession, the learning-teaching process does not work in the same way, because teaching needs both knowledge and heart. Love for what you do with passion.

I found that teaching is a permanent process that does not end, the process of learning and theoretical knowledge is important in teachers life, Fajardo, (2014) conceives teaching as a permanent process of reflection and transformation in which theoretical knowledge, imagination and sensitivity are fundamental, it helps to improve practices and to become a better teacher and a better citizen that contributes to the community.

As a Mother
Along this process we can observe, that example is important in the life of human being, the research includes the narrative about my childhood and how my mother was a model to me of
values and love for the family, the value of being a mother that I wanted to copy while I grew up and have a family.

Findings in the research project revealed that it is important to have time to reflect not only about work or the professional life, family is one of the most important aspects or elements in human life, it shapes the character and we have to be aware of this process, how are we doing, how are we educating to our children, which is the best way to do it, and I found that time dedicated to the family and children is not a wasted time, it is time invested for the wellness of everybody in the family. I always wanted to dedicate time to my children and to educate them offering love, time and the example of my own life and also I have found that it is important to transmit culture and traditions that give sense and security to their character.

As a daughter
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It is clear that the mother played an important role in the identity of the researcher, the findings related of being a daughter involved the influence of the family, the character formation and the example received through life experiences.

Gratitude

We can identify through this research project that life is built by different emotions, moments, people, life experiences, good and bad moments, spirituality, etc, every single moment is valuable to construct an identity and a character. It is very important to be open to receive and make the best out of each of this moments, it is important to have an open-minded attitude toward every situation because learning comes in different shapes, sizes, and places, and if we are open, we learn from each of these moments. These are treasured moments that allow us to grow, and make us strong, that's the reason why we have to be grateful for them.
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We can see in the research project that teacher’s identity is the scaffold of many experiences, culture, knowledge, and interrelations with the community. The concept of teacher identity is approached in this paper from two interconnected dimensions: teacher’s life experiences and the own pedagogical practices. The research includes the life experiences, as the European origins, the migration of the family from Europe to Barranquilla Colombia, the beliefs, values, and teaching practice of the teacher.

At the heart of the account of this framework is a conceptualization of identity as a dynamic process of becoming instead of a product, and an emphasis of the pathways through which teachers come to form their identities.

Although the definition of beliefs is still elusive (Pajares, 1992), this study concentrates, on how the teacher used systems of knowledge and beliefs to construct the professional identity and whether or not the beliefs converged with teaching practice.

“In summary, examining teachers’ system of knowledge and beliefs fits the purpose of exploring the nature of becoming a teacher in this paper” (Fajardo, 2012, p.34). According to Fajardo (2014), teachers take on a new identity as a result of the experience gained in the process of learning to teach. This identity is formed, shaped or transformed as they participate in a teacher community and develop skills and teaching competence which, as argued in this paper, are fundamental in
understanding professional identity. These two factors also represent the conceptual framework that underpins this study.

The stories of the researcher express how complex multifaceted, situated, continuous and always in the making religion teachers’ identity formation might be. If there is one thing that captures the findings of this study is that the participant ‘religion English identity are multidimensional and that different kinds of experiences, events, and interactions impacted formation. As evident in the analysis of the data, specific dimensions of the participant ‘religion in English identity emerged within the theoretical framing of religion in English teacher identity as a lived experience.

As a spiritual person, God

The connection between teacher identity and beliefs is an important finding, the closeness to God gave me the opportunity to teach, the vocation and the way to serve God and the community, the analysis interpretation shows how after being close to God, I decided to teach as my profession. God is an important component of my identity, and in that way, I transmitted knowledge and values in my religion classes.
English teacher identity is multidimensional and that different kind of experiences events and interactions impacted the self-formation and the community around because “teachers bring their personalities and teaching styles that are shaped by social and cultural interactions” (Kennedy, K. Zion, Sh. Kozleski, E., 2005)

This research may enrich the field of language teaching and learning by engaging those who find it challenging to explore new approaches in the research field, like Narrative inquiry as a new way of research, “this approach of research is fairly new in our field, but it is an exciting and fast-developing one”, (Barkhuizen, Benson, and Chik, 2014). This project may contribute to the narratives by sharing the meanings and analysis of the experiences, including ideas, feelings and emotions, and being able to reflect on the own identity through the stories and experiences lived, “Cultural responsiveness requires teachers to acknowledge and understand their own cultural values and how this impact their own teaching practice” (Kennedy, K., Zion, Sh., Kozlesky, E., 2005), the knowledge and academic studies in this reflective way may help to make a better construction in the pedagogical practice, this might be able to contribute to collaborate with other
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participants and researchers in a construction of their own research project, “make available opportunities to collaborative construction and performance” (Nelson, 2011a)

By this research project, students from Universidad Santo Tomas can find a guide to follow in the narrative inquiry field, regarding their own research project. The life experiences and academic formation can be an example to others to the distance education English program and it can be an inspiration to those who face difficulties during their studies motivating them to persevere and continue with the determination of achieving their goals always reflecting on their own to build their self, exploring and analyzing the purpose and sense of life and trying to understand how the identity impact the life of others and their students, because, “Teachers that understand and value their own cultural identities recognize culture as a complex construction. In doing so, they create the possibility for deeper connections with their students and families”. (Ibidem)

As a teacher in the school my contribution goes toward integrating the knowledge achieved during the pre-service teacher years in the English program by Universidad Santo Tomas, the training years based not only in the academic but also in the Christian-anthropologist Dominican tradition based on the personal and spiritual growth, and the experienced lived, my inter-cultural background, the identity shaped by my family, my city and my country, my spiritual beliefs,
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because “Teachers bring themselves— their life experience, histories, and culture— into the classroom”, (Kennedy, K., Zion, Sh., Kozlesky, E., 2005) and Integrating knowledge and values in my teaching practices continue to the contribution of the school’s mission by supporting the different programs held by the school and aligned to the mission of “Be the leaders educating leaders” (Marymount school, 2017). Self-reflection and analysis of the narrative research project, allow better planning, structure, and pedagogical practices,

“This research project emphasis in the self-reflection about the identity and how this impact to the students “La mejora de una práctica se refiere no solamente a lo técnico sino también a su concepción axiológica y social, que involucraría tanto los procesos como los resultados finales. Este tipo de reflexión simultánea sobre la relación entre procesos y productos en circunstancias concretas corresponde a lo que se ha llamado práctica reflexiva”. (Elliott, 1993)
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By this research, my contribution toward my students is focused on how the self-reflection about my values and knowledge impact their lives, their learning, their point of view about themselves and the world around them. Teaching my students is to help them think about complex ideas and situations, guiding them to self-knowledge, self-reflection, and personal change. “Recognizing that everyone has unique traditions, values, and beliefs that are important to them helps us to see how we are connected”, teaching religion in a second language, English, as is shown in this project is a contribution to my students to learn their belief practices in a globalized world, projecting their future studies and works in other countries where they will probably practice their beliefs and share with other religions.

Demonstrating the use of new technologies and methodologies in religion classes, in this research project is a contribution to the church, teaching religion to new generation it has to be creative, innovating, globalize, ecumenical and actual. As pope Francis (2014) pronounced, “Gracias también a las redes (sociales), el mensaje cristiano puede viajar ‘hasta los confines de la Tierra’. Abrir las puertas de las iglesias significa abrirlas asimismo en el mundo digital, tanto para que la gente entre, en cualquier condición de vida en la que se encuentre, como para que el Evangelio pueda cruzar el umbral del templo y salir al encuentro de todos”. Using technologies inside the classrooms is giving a new view to the Religion class.
“Education is the most powerful weapon which you can use to change the world”, (Mandela), my contribution with this project to Colombian education is closely related to the human character formation, more than any other subject, today is what we need in our country, to teach values, respect, tolerance, kindness, social awareness responsibility, etc. This project can be a motivation to incentive the education of values, sometimes we think about changing the world, but if we change at least one person, one student we will have earned the possibility to make a difference in our society.

As a mother, my contribution to my daughters is to teach them that family is the most important thing, that culture and traditions help you to build an identity and the history is what builds the present and the future. By this research, I can teach them how important is to self-reflect, and to develop two dimensions, the lives experiences, and the professional formation. Through this process, I can show them how to make the best of each moment, even in the most difficult times and that they can reach whatever they want if they have passion, perseverance, and love for what they do. The contribution toward my husband is to confirm that “the cord of three strands is not quickly broken”, Ecclesiastes 4, 12, that two are more than one to build a life project and achieving goals.
Finally the contribution to myself, this is been a great enrichment to my life, the possibility to see how my identity as a teacher as a mother as a daughter as a wife it has been shaped by different aspects and experiences, this has impacted my life in a positive way, contributing to my pedagogical practices, to my role as a mother, wife, family member, working community, all this process has impacted my philosophy of teaching that I manifest in my research project.

Throughout this research project process, I have learned many things, but two main words come to my mind when I think about the project from the beginning to the end, analysis and improvement. These two words are the ones that permeate the rest of my research. With the analysis, I recognized how my teaching practices have been shaped by external factors since a child, throughout my adulthood, and the impact that those factors have built-in my teaching practices. I have learned to analyze my own life, my own personal and teaching experiences and have learnt how to take the best in a better creative way. This analysis has made me growth and improved my life developing more love for what I do and how I do it. This research process has been a great instrument to learn about many things, as a researcher I learned that in education there is still a lot to do and to contribute, that a research project contributes not only to my personal experiences but to a big surrounding community as the university, the research field, the students, the community where I work and teach. I got to these conclusions through analyzing the narratives, observing my students, the environment where I teach the environment that has been
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around me through my life, the knowledge learned along the Licenciatura and the advice of my tutor. The research project has brought me to a deep analysis to know myself profoundly to achieve better pedagogical practices and a contribution to the community.

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FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY


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Responsible Conduct in Data Management (n.d.) Retrieved from https://ori.hhs.gov/education/products/n_illinois_u/datamanagement/datopic.html
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Spring Institute (n.d.) What’s the difference between multicultural, intercultural, and cross-cultural communication? Retrieved from https://springinstitute.org/whats-difference-multicultural-intercultural-cross-cultural-communication/


Annexes

Annex A-Frame 1

FIRST ENTRY: Long Journey – Par 1
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

Instrument: frames (G. Barkhuizen, 2014)

Fill the spaces (Please Use your good English)

I am from ____________________________, I live with my father, ____________________________and ________ brothers. I went to kinder in ___________. This was a ___________school. So I learned English in _______________________. Then my parents ____________________________to the United States.

It was 19_________________________ I studied at ______________________________.

Classes were ____________________________. It was an interchange ____________________________.

When I came back to Colombia, ____________________________

______________________________

______________________________

______________________________

Frame 1

SECOND ENTRY: Long Journey – Part 2

Instrument: frames (G. Barkhuizen, 2014)
<table>
<thead>
<tr>
<th>First Entry : Long Journey</th>
<th>Analysis (In English-please)</th>
<th>Categories</th>
</tr>
</thead>
</table>
| Amor por el arte, que me llevaron a estudiar diseño, recuerdo que cuando estaba en el colegio le dije a la psicóloga orientadora profesional que me gustaría estudiar psicología y me contestó: ¿para qué? ¿Para ser profesora como yo? Lo que me apartó de la idea de inclinarme por el área de las ciencias humanas, en su lugar, mi profesora de arte, siempre me motivó hacia el diseño, me decía lo buena que era y que debía estudiar algo relacionada con él. Comencé mi carrera de diseño y tuve un excelente desarrollo en ella, estuve becada en la universidad y me gradué por promedio, inmediatamente comencé a trabajar en un almacén de diseño muy conocido en mi ciudad, allí estuve 3 años, pero mi vida a nivel espiritual había cambiado y deseaba enfocarme más hacia el ser humano y menos hacia lo material, me parecía un mundo vacío y sin sentido. | Explique en qué consistía ese amor. ¿Qué significa “para ser profesora”? ¿Por qué te apartó? | - Docentes que inspiran o que no inspiran…
- Buena estudiante
- Compromiso? Gusto por el arte? Gusto por el trabajo?
- Cambio espiritual
- ...
- ....más hacia lo humano… que lo
Comencé mi carrera de maestra en 1993
terminé mi carrera de diseño
1995 comencé la docencia,
había una vacante y yo quería dedicar mi tiempo a la evangelización, no quería tener un horario tan restringido, la docencia me daba la oportunidad de tener parte de la tarde libre y los sábados también, además iba a enseñar acerca de Dios.

Trabajé 5 años en ese primer colegio
Me casé, me fui a vivir a Bogotá
Empecé la licenciatura en lengua castellana en 2002
En 2002 quedo embarazada, y suspendo la licenciatura porque me dio duro, nace mi hija en 2003
Me dedico a sus primeros años
En 2005 nace mi segunda hija
Después de dedicarme a las dos, decido reiniciar la licenciatura, sin descuidar mi trabajo, mi familia y por supuesto mi estudio
Me iba muy bien, buenas calificaciones, aprendizaje, tomaba material….¿cómo sucedió eso?
¿maestra? ¿porqué?
¿No, que la profe de psicología te había persuadido de no ser maestra?
Terminé = deje??
Vacante? En donde , ¿porqué evangelización?

<table>
<thead>
<tr>
<th>Dedicación a la evangelización</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familia</td>
</tr>
</tbody>
</table>

¿Por qué Bogotá?
Como te sentiste en esta ciudad? Era diferente a tu ciudad?
La extrañabas?
Explica y describe ( si hay fotos, cartas u otros describe, describe)
¿Por qué empezaste licenciatura?
¿Por qué en Sto. Tomas?
¿Por qué a distancia?
En 2013 decido tomar 4 materias para acelerar mi proceso de graduación y en ese semestre fui diagnosticada con cáncer, debía entonces empezar tratamiento con quimioterapia, someterme a una operación y luego radio terapia, era un año en el debía dedicarme solo a mí, a mi salud y bienestar.

Mi tratamiento da buen resultado, continúo con mi trabajo, decido tomar un año fuera del trabajo para recuperarme y luego volver a reincorporarme, no quiero estudiar, no deseo en ese momento nada que me genere estrés, solo quiero descansar y dedicarme a mis hijas y mi familia, son mi motivo para vivir, son el sentido de mi vida.

En 2016 deseo reincorporarme a mi trabajo pero aceptan mi reintegro por políticas laborales de la empresa que fue realmente un golpe muy duro a nivel personal y laboral, pues mi carrera de 9 años había sido impecable en el colegio, creando nuevos programas y haciendo crecer el ambos programas que manejaba.

Comienzo a buscar nuevo trabajo y me doy cuenta que mi vida ha sido muy exitosa a nivel laboral docente,
pero que no tengo un título que me soporte, es allí donde logro retomar e intentar nuevamente terminar la licenciatura, teniendo 12 materias pendientes para terminarla.

Decido volver porque me gusta la docencia, me encanta enseñar, me hace feliz, y quiero cerrar este ciclo que comencé hace bastante tiempo mi prioridad ha sido siempre mi familia

in the future
en el futuro me gustaría profundizar en Learning desabilities,

● Gusto por la enseñanza

Explica, no se entiende muy bien. ¿Cuáles políticas?
Describir en detalle uno de esos programas mostrar el documento.

¿Qué significa un título?
Describa en detalle el gusto por la enseñanza, de ejemplos. ¿Qué ciclo quieres cerrar?

¿Por qué Learning desabilities?
Annex B
Written Narrative One: A long Victorious Journey

<table>
<thead>
<tr>
<th>NARRATIVE 1</th>
<th>ANALYSIS</th>
<th>CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am from Barranquilla, a very special and exciting city. The city have been the place for many different cultures around the world which makes it multicultural. With the longest port in latin america in the second half of the 19th century barranquilla received immigrants from Europe, and the middle east creating a diverse and unique culture and people, an interesting mixed from native and foreign ones. My own family is a result of this diversity, I lived with my father, my mother, my grandmother and two siblings, an older sister and a younger brother. I went to kinder in Colegio Nuestra Señora de Lourdes, and all my elementary and secondary studies were there. This was a very traditional and catholic school not bilingual. So I learned the English and other culture was an important pillar for my professional life</td>
<td>I show in the narrative that I was raised in a traditional family</td>
<td>family</td>
</tr>
<tr>
<td></td>
<td>I express that I was educated in a traditional and catholic school</td>
<td>traditional</td>
</tr>
<tr>
<td></td>
<td>I believe that my mother influence in my education, and the attraction for other languages and cultures</td>
<td>religion</td>
</tr>
<tr>
<td></td>
<td>I believe that living in another country and learning English and other culture was an important pillar for my professional life</td>
<td>mother’s influence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Another language and cultures</td>
</tr>
</tbody>
</table>
bases of English in school. Then my parents, basically my mother because by the age of 13 my mother and father got divorced, she organized my trip to be part as foreign exchange program to the United States.

It was 1989, I studied at two different schools, first in a town called Mount Clemens, at the state of Michigan, the name of the school was Chippewa Valley, and during the second academic semester I moved to another town called Ida, also in Michigan attending school at Ida High School. Classes were all in English, I had to take History, U.S Government, English, the rest were optional, I took Spanish which I took in English, my teacher was an Italian who pushes me to take the class in the opposite way, instead of doing my work in Spanish I have to present in English. When I came back to Colombia, after my High School senior graduation in the year of 1990 and started my studies in Interior design I consider that my mother taught me the love for art since I was very young and also for sensibility.

I name my mother four times during my narrative and her influence in my life, studies, and in the interest of learning different cultures languages and also the love for art.
Long Journey Once upon a time, there was a teacher and still she is… In the past

Since I was very young my mother showed us the sensible and the beauty for nature and different arts as music, dance, theater and visual arts, I remember going with her to concerts, theater plays, classical ballet presentations, art expositions, etc. I also took ballet classes at a studio, and music and art at school, also two of my aunts were very artistic. My mother planted in my siblings and me consciousness for all the beautiful things around us, the flowers, the sunrise, the ocean, she built in ourselves love and caring for the special and simple things in life, a sensibility only transmitted by a mother, a sensibility that you learnt through little things but with very powerful meaning. We had a wonderful childhood, always guided for this great woman. I think my love for art begins since those early

I relate in my autobiography the strong influence of my foreign family. I really believe that having a foreign family inspired me to explore other cultures and learn other languages

I believe that living in another country and learning English and other culture was an important pillar for my
years and also my love and interest for the human being.

When I finish school, I was deciding between interior design and psychology, the negative influence of the counselor in the school made me regret from psychology, she said something like: why are you going to study this career, to become a teacher, to become like me?, made me regret because at that age, when I was a teenager I didn't want to become a teacher, I wanted a more successful career, instead the good comments of my art teacher, always motivating me and telling how good I was for arts plus the influences I had as a child made me decide for the design.

But before I started my university life, my mother organized for me an exchange program in the United States, she was the daughter of a German father and an italo-colombian mother, she knew how important languages were and English as the most professional life

I consider myself a good student, I was in the school and during my studies of interior design in university. I think this is part of my character and also the discipline and responsibility learnt at home in my family

I really love art and all the sensibility that art brings.
important for our future jobs, so that's how I learnt my English, I experienced one year living in a native American speaking family, attending school like any other American student. I lived in two different families, so I attended two different schools, the first academic semester I lived in Mount Clemens, Michigan, my school called Chippewa Valley was a big High school with thirty five hundred students, no Spanish speakers at all, the second semester I moved to another family in small town called Ida in the same state, this was a small High School with two hundred fifty students. As a student I had to take U.S History, U.S government and English as obligatory condition to receive my High School diploma, and I could choose any other subject to complete my schedule. The experience of learning a language immerse in the culture was incredible, it was a great step for my future and also made me growth in my personal and spiritual life.

I really believe that my religion it's been very meaningful for my life since I was very young, influenced by my mother and my school and also it’s been a parameter to take decisions in my professional life

I identify that the disposition for serving other people it's been a constant in my life, learnt from my family and then practiced in my life, and in my profession

I noticed that I have always practiced my catholic religion, but when I was around 19 years old I had a personal experience in a youth group that brought me closer to God
When I came back to Colombia in the year 1990, I started my undergraduate interior design studies, right after the year I spent in the United States participating in the exchange program, I was an outstanding student at university, my grades were over 4.4, I got an scholarship and at the end I didn't have to present the thesis project because of my average, it was a politic held by the university at that time. I started to work immediately, as soon as I got my degree, in an exclusive interior design store in Barranquilla. I worked there for three years where I used to design furniture and worked as a design consultant.

But during my university years my life changed. I considered myself a very spiritual person, I studied in a catholic school and religion was always very important for me, I remember going to the beautiful chapel of my school every morning to offer my studies and to ask to

I think Religion made me change my life perspective, even though I was working in my profession and I liked it I felt kind of empty. I changed from design to teaching

I clearly can see that since I got closer to God, my interest for Human being grew, I wanted to touch the heart of people
the Holy Spirit for guidance in my life and in my future, at that time I was only fourteen years old and it was clear for me that I wanted to serve God anyhow. Teenager years arrived and my spiritual life became apart from I was used to be, I was a normal teen... parties, carnival, friends, far from religious practices at church, as not celebrating the Eucharist or reconciliation and not believing in church as an institution. It was in 1991 when I was already assisting to classes at university when some friend invited me to participate in a youth group, that really changed my life, I became closer to God, I mean, I started to practice more, to discover the precious gift of the Eucharist, which I attended every day, I looked often for reconciliation, meditating the Rosary was my special prayer every day, and also discovered that serving and helping others in the neediest communities and circumstances made me happy and was so important, I started to study the bible

I noticed that I wanted to help others to dedicate time to church activities, those activities became more important for me than design

Studies

I see my religion directed me to teaching, to learn and study about human being

My inclination for the area of humanity

I identify studying is been a constant in my life. I know I like to learn, read and explore

Another languages and cultures
and to learn more about our catholic church.

When I started to work in the Interior Design store the focus of my life had changed, my interests were different to some years ago, the simple life, the people in need was around, I lived surrounded for a precious, expensive, chic and fashionable world, where people complained for superficial things, I felt I didn’t fit in that world. I cannot lie, it was beautiful, it was gorgeous, exciting and I enjoyed art and design, but I felt out of place, because I compared the contrasts I was living at that moment, while some people had nothing to eat, or a place to stay, people I saw everyday was complaining because the color of the furniture was not the chosen one, or because we were delay in the deadline of delivering the products. I wanted to look for something else that fill my life with significant things, according to the reality I was living and not superficial and material new knowledges, I mention in narration #1 five times my interest for studying

I showed my passion to travel, to learn about other countries and to learn about my roots and the pillars of my family another culture
stuffs, I thought it was an empty world with no sense at all. I wanted to focus in the human being, in the heart of the person, in its essence more than the outside, in the inside.

During the two years of work, I shared my time between my work and my desire of helping others and collaborating with some activities in church; I hoped to have more time in the afternoons and Saturdays, and also I started to think that I wanted to have a family, a nice family, that I could raise with quality and time to share good moments, teaching values and moral principles. In 1995, after two years working in the company an opportunity came up to me, a friend from my church group told me that in a bilingual school, The British American School, were needing a religion teacher for preschool. I presented three interviews, and also had the experience for a day working with the children, I had no experience at all but I liked

I started to build my family

My husband was also dedicated to the area of humanity as a consultant

I experienced that each city in Colombia has its own culture, I know we live in a great diversity
it. I was recommended by the archbishop vicar Monsignor Iriarte, Knowing English, simple knowledge about catholic religion, but having a strong faith was enough for getting the job at that time.

Then I found what I like, teaching kids about God and religion become my passion, I felt that I was doing what I really like and also had time for activities to collaborate with the group at church. From 1995 to 1997 I did a Diplomado en familia with Universidad de la Sabana with agreement with Universidad de Navarra, and I did my try studying education on 1997, a professionalization that would give me a degree in education, how this worked? a person working in education, with other professional degree, studying for two or three years, could get the diploma, but conditions from Ministerio of education changed, extending the time and I started focus in a trip I believed that studying something related to pedagogy was very important for what I was doing and dedicated to, I started my studies in licenciatura en inglés.

I firmly believe that my daughters are the most amazing miracle in my life, family is strongly relevant for me. I quit studying, I believe in priorities, my family, my pregnancy was my priority.
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During the summer of 1998, I wanted to do out of the country specifically to Italy. I had my savings so in May 26, I went to Germany for a month and then in July, August and part of September I lived in Florence, I learnt Italian and took interior design classes at Instituto Palazzo Spinelli; the experience this time living in another culture, learning another language was different than the experienced I had when I lived in United States, I rented an apartment, met people from different places and cultures like Israel, Brazil, Phillipines, Germany, Australia. I found in Germany and Italy another style of living, more relaxed than in United States, for example, they had a day off in the middle of the week and finished working at 5:00 p.m. This was a wonderful experience on my own. When I came back to

I firmily consider that sharing time, activities, and being close to my daughters since they were very young, benefit building a strong family relationship with them

I fully believe that Barranquilla is a great place to raise a family.

I also believe that members of the family support each other

I admit I had to continue with my bachelor degree studies again, now I chose to
Colombia I continued working at the British American School still as a Religion Teacher in preschool.

Mi voluntariado en el jubileo del año 2000

On September 1999 I met my husband, he was and still is a consultant and at that time he went for teachers and students conferences to the school. We married on July 2000, establishing in Bogotá. I got a job in Cumbres school, as a preschool teacher, teaching Pre-kinder for three years in a roll, after those three years the school moved from Bogotá to Chía, a small town 26 kilometers from the capital city. And also opened a new maternal in Bogotá called Bambolino where I worked too as a maternal teacher with two year old kids. Living in Bogotá was different from what I was used to. Colombia has a great cultural diversity and I could experience that, the traffic was heavier, the weather is way different, while in

change from lengua extranjera to English. I think it has more benefits for me for my professional life and I had the advantage that I already knew English

I consider I’ve been doing what I like and the decision
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

Barranquilla the sun is out almost all the time in Bogotá is cloudy and rainy, influencing in people's way of living and also in the way people is, making them more inside than out going, the way people express and communicate, even the way of working. I could feel how all those changes, influenced my mud, sometimes I felt sad, anxious, upset. During the years I lived in Bogotá and work with the kids and could see the differences in the way kids were too. While in Barranquilla they were very loud, noisy, super active and expressive in Bogotá kids were quieter, less active but anyways they were fascinating, smart and great to work with.

Even though during those years different and exciting things happened in my life like starting the Licenciatura en lengua castellana and having my two daughters. I started the Licenciatura in Lengua castellana in 2002, I was deciding between two universities choosing Universidad Santo Tomas about teaching was the correct one.

I confirm that serving others and teaching is what I wanted to do and makes me happy.

perseverance

I strongly believe in family, and that being close to educate my children has been very beneficial for our family.
because my husband and I had a close friend who was Dominican and started to learn about the Community spirituality which we liked.

During that year I got pregnant, first five month were hard, I felt nauseous all the time, I threw up three or four times a day, I knew I was not sick, but I felt liked it, during those month I lost five Kilos, I was working at the school, going to University, and taking care of my house, it was too much, it was a hard time for me, also because Bogotá was a new and different city to live in and my husband used to travel for long periods of time out of Bogotá for his work, all these things made me feel even worse, I decided to quit the University, choosing only to work, being on task with my home and dealing with my pregnancy, enough. Then my first daughter was born, in 2003, I wanted to devote all the time to be with her, stimulate her, teach her, also because I saw a lot of kids sad and lonely, because their...

I think that some circumstances in my life had made me change what I had planned and I had to be flexible and adjust to the new challenges life showed me.

I believe that hard moments built a stronger character in me, make me closer to God, make me more sensible.

I confirm my strong beliefs.
parents were not around. After two years my second daughter came, now were two children to dedicate my time, sharing my daily routine between my work at school, and the education of my two little ones.

After six years living in Bogotá we had the chance to move to Barranquilla, my husband had a job opportunity so we decided to move? I always thought that living in Barranquilla was better to raise a family, more secure, family is closer, and family ties are stronger, just thinking about the time kids have to ride a bus to go to school (around two hours every day) and all the danger in Bogota. My kids were 2, years and 8 month old when we moved. I felt that life was less complicated I found help at home, help with my daughters, I felt accompanied and supported by the family members, we used to live with my mother and brother, I got a job in school as a religion teacher in the elementary area. I was a dedicated mother but also

I showed in the narrative how hard its been facing hard moments but at the same time the way I faced them,

I believe that hard moments shaped the character and make people stronger if they know how to face those moments
very responsible with my work. Girls started to grow and with the support I have around I decided to start my studies again.

The Licenciatura en Lengua Extranjera was a new program in Universidad Santo Tomas, taking advantage of the second language I already knew I decided to change my study program from Lengua Castellana to Lengua Extranjera so I did my homologation for the Licenciatura en Lengua Extranjera Inglés. I used to take three subjects by semester, I did not want to be overloaded, during those times I had to travel to Bogotá each semester to take exams and do presentations. I had good grades, the school where I was working was helping me with the payment, even when I needed to travel to Bogotá they paid the tickets. It took me a lot of time but I was taking my time to work, study and the most important thing my family. It was very clear for me that I had to give

<table>
<thead>
<tr>
<th>I am convinced that <strong>Family</strong> support is essential in any moment of life, I also consider <strong>friends</strong> are important in different situations</th>
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</thead>
<tbody>
<tr>
<td><strong>flexibility</strong></td>
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</tbody>
</table>

I think being **flexible** to face changes is necessary
to my family quality and quantity of time, for them to grow healthy emotionally and with great characters also to have a strong relation with my husband.

My work was very demanding too, at the beginning I was teaching only religion in elementary and then I was leading a new subject at the elementary area called Leadership, which had to be with community service. I started the program, there was no curriculum, or any guidelines about it nevertheless, the principal from the area assigned me the new responsibility and I created a new program of social service that was extended lately to high school for its success.

My two daughters were also studying in the same school I was working, but was not always like, that when they were in preschool, they used to go to another school, the logistics to take them to school, pick them up, parent conferences, special days at

perseverance

studies
their school was very busy, I had to ask for permissions because in my mind their growing process at school was very important it was not possible for me to educate other children and let my children without our company in the compromises established by their school. There was another important aspect that made my husband and I take the decision of changing our daughters to the school I was working in, the way I saw children having fun while they learnt, there was a lot of creativity, and freedom in this school but also rules and values thoughts.

In 2013, I decided to take four subjects at university, I wanted to finish my studies soon and get my degree, but sometimes life shows you a different path to follow. In August 15th I was diagnosed with breast cancer, with a metastasis in a lymph node and this meant a lot of things, my life and my family’s life was going to change and had to get adjusted in a very different way, I was going to

I greatly believe that I have taken the best of each moment, that I am a fighter

I think experience and knowledge are very important
start a process that was going to last around a year or even more. It was going to be a hard time for everybody with the doubt of a positive or negative results. So it was not time for me to study, I quit again my studies, In CAU Barranquilla I said I needed to stop for a while, when I found out about my diagnose it was the time the university could refund the 75% of the money I already have paid.

Now it was a time to fight for my life, to dedicate every single minute to be strong to tolerate the chemicals from chemotherapy, it was a huge body and emotional impact, I just knew I had to get well, I was in the doctor’s hands but most of all in God’s hands it was time to stay by his side and abandoned myself in him and I did, my prayer and meditation time grew stronger, I used to go to mass before each chemo treatment, watch the Eucharist by TV and pray the Rosary every day, the Eucharist was and still is my medicine. If Jesus could heal a person just

I believe I have to do my best always, this is the result of a strong discipline, perseverance and love for the things I love to do
touching it at His time, his body that is now in the Holy communion would do it too in my body and soul. I could feel at night how God lifted me in his arms, when I prayed at night, when I felt by myself, lonely, in darkness, feeling very sick, I could feel him right next to me, closer than ever.

At that time my daughters were ten and eight years old, 4th and 2nd grade, they did well, the teachers’ psychology and staff were shocked, at the same time very supportive in all this process, for the girls and for me. The directors were very understanding. I kept on working, the protocol I had to follow was chemo every twenty one days, the medicine made me feel really bad, knocked me out, I slept day and night, ten days after, I returned to school and taught, organized, planned and left things ready for the next days that I was not going to be there again. I could arrive to school later than any other staff member and leave earlier. During this
time I could learnt a lot of things in different aspects since how to eat well to really take advantage of each opportunity life brings. I always thought how fortunate I was to know God from before and have a spiritual life that made me strong, otherwise would it be harder to pass throughout all this difficult time.

It wouldn’t be possible without my family support, my husband, daughters, mother, brother and sister they were there for me. Also my friends, my coworkers and even the family of my students, I could feel the power of love and prayer. It is great to see how weakness can bring so much love around and empower the weak. In May 2014 I got a radical mastectomy and axillary dissection, the results of the treatment were excellent, a month after the surgery I had radiotherapy finishing in august 1st, after these process I had to continue with other kind of chemotherapy until February 2015, this was not as strong
as the first ones, but still I had to go to the hospital for intravenous treatment.

A new school year was about to start, so I did start working on August 5th 2015, it was a good year for me, it felt like a new life, restored, with so many dreams and projects to approach. By this time I had been in the school for nine years, I really liked my work, what I did, teaching about God and helping others serving the community. I didn't think about going back to study, this time I needed to enjoy, celebrate life, be with my family, my friends, do things that I really like and recuperate. I was exhausted, I wanted to rest, I needed time to heal and make my body strong again and even my emotional feelings, then I started to think in asking for a leave of absence, I talked to the principal of my area, she communicated to the director of the school, at the beginning they said yes, I got the confirmation from the principal. I also train the
person who was going to take my place during that year according to the instructions the principal gave me, I didn't get anything written from the administration, it was a talk after few months later when I talked to the principal she said that leave of absences was not a politic from the school, she said that if I wanted to go back after that year I had to do the whole process, so I was sure that when I return the next school year, I was going to get hired again, I thought about my background in the school in all the good things I have built. Starting with the religion classes, this is not a confessional school but catholic religion is taught according to the community handbook of the school (manual de convivencia), I implemented the mass, confession, novena, first communion conferences to the parents, in the other hand I constructed the community service program at school, and also there were some other cases in school from teachers that had been
away for a year for family issues, studies or any other reason and they were hired again, but I was wrong, when I got back to the director and told her about my desire to go back to school and teach again she reply that leave of absences were not permitted, then I said, I asked her for the steps to follow with human resources or bringing a curriculum vitae, but she said, we have your curriculum vitae here.

It is the year 2016, I need to work to help with our family economy, so I started to look for a job, which luckily found, at this moment that is where I noticed that I have the experience but I did not have a degree that supports my knowledge, then re-started the university again taking two subjects every semester, working, studying and taking care of my family is now harder, because my body is tired, I also take a pill to prevent a health setback that makes me feel more tired than usual, but I wanted to finish my degree, I liked to
study, learn new things. Sometimes, I wanted to give up, but I thought that was short what I was missing, I had only six subjects pending, I was trying hard and doing the best I could. Sometimes I woke up at 4:00 in the morning because I did not have time to study during the day and lately I spent hours sitting in my computer studying over the weekend.

Now on I am working in a catholic bilingual school, this is my second year teaching religion in elementary, last year I was assigned for 3rd, 4th and 5th grade, this year 2017-2018 I was assigned to 1st, 2nd and 5th grade and responsible for the first communion process. The classes have to be taught in English and the second language must be spoken all the time. This third year in the school I am in charge of 3rd, 4th and 5th grade

At the end of 2018 I was awarded by Universidad Santo Tomás with the prize of the best student at
Annex C
Written Narrative Two: My great grandparents’ trip to America

<table>
<thead>
<tr>
<th>NARRATIVE #2</th>
<th>ANALYSIS</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened in Italy during the end of the 19th century that made my great grandfather traveled to America?</td>
<td>Along this second narrative, I analyze how my family from other countries arrived in Colombia, I express the reasons why they had to leave their lands and look for new ones. I think Historical, social and economic situations that pressure great grandparents to make decisions in their life, to look for new horizons</td>
<td>1890 Historical, social and economic situations that pressure great grandparents to leave Italy</td>
</tr>
<tr>
<td>Italy had great changes during the late 19th century related to social and political issues, this process was called the Risorgimento, succeeded in the unification of different states into the modern nation of Italy. These Changes intellectually and socially traditions and beliefs also changed. The north of Italy was developing very fast with the industrial revolution but south was not, depended on the agriculture. “The Paternostros”</td>
<td>Change influence on the costumes beliefs</td>
<td>1890 New horizon in South America New family Good businessman Good economic resources to rise – Good enterprises</td>
</tr>
<tr>
<td>They establish in Barranquilla as rich people with good business</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Antonio Paternostro Cantizano nació en Mormanno Italia en 1868, y llega a Cartagena en 1890. En esta ciudad se casa con María Odorizzi, con la cual tuvo 8 hijos: Roberto Antonio (1891), Francisco (1900), José Antonio “Pepe” (1912). De Cartagena se desplazó con su hermano Pablo Paternostro Cantizano a Calamar, donde se dedicó a la ganadería y al comercio. Fundó la Empresa de Vapores Paternostro, con sus barcos, “El Atlántico”, “El Paternostro” y “El Barranquilla”. Su hijo José Antonio Paternostro Odorizzi (1912-1995), casado con Albertina Matera, se volvió protagonista de la vida económica y financiera de Barranquilla. Mientras Antonio se establece en Calamar, Pablo se interna en las montañas chiboleras como comerciante, caserío en el cual adquiere tierras que dedica a la ganadería y la explotación del Bálsamo de Tolú, el cual llevaba hasta el puerto de Real del Obispo, y de aquí lo pasaba hasta Barranquilla,
I did not get to know my great grandfather but my family talks a lot about him, I supposed he left Italy after the Risorgimento, looking for new lands to explore and conquer, trying to look for new conditions different from what was happening in his country he was from the south and during this time many changes were taking place. I have always heard that he was a great man, he owned land in “El Magdalena”, he helped with the development of the small town where he lived and had brought with him all his culture that was transmitted to us by tradition.

The family established in Barranquilla that was emerging at the moment with business and manufactures, I consider it was a great place to start a new life.

My grandmother influenced me in the way I lived, in my costumes and the costumes of my family.

I believe she was a pillar of my education, she showed me other culture, a different way of living.

I identify in my family three different cultures, Italian, German, and Colombian, this make my identity different from other families.

grandfather established in Colombia but brought with him all his culture that was transmitted to us by tradition.

wealthy and prestigious family in Barranquilla.

My grandmother influenced me in the way I lived, in my costumes and the costumes of my family.

I believe she was a pillar of my education, she showed me other culture, a different way of living.

I identify in my family three different cultures, Italian, German, and Colombian, this make my identity different from other families.

grandmother’s influence. Speak Italian. Help family to keep identity (pasta).
the farm to evolved, he built the landing track, the energy power station, the movie, but the most important thing that I have heard is that he was kind to everybody, and he used to help whoever needed help in town. Many times I have heard my mom saying that she is like her grandfather (my great grandfather) that she likes to host all the family in her house and serve everybody as he did.

As I have been narrating in my autobiography, my great grandfather arrived in Colombia from Italy, during the late 1890’s, he was my grandmother’s father, my grandmother was born here in Colombia, but had all the influence of an Italian family, she also lived in Italy for a while with her father and two siblings. They were considered a wealthy and prestigious family in Barranquilla, by the time when the city received immigrants from Europe and the middle east.

I found in my family’s history that they were willing to help others and my mother who lived with them copied this model and transmitted to me

My family was intercultural, what I believe enriched my identity, made me different, influence in my fascination to learn about other cultures, languages, in my desire to learn about art, shaping my character, in my discipline, responsibility, respect and tolerance for other religions and cultures

History - help others
My grandmother Isabel, lived with us all our lives till she died in 2006, she is my mother’s mother. She helped with our education and formation. She was fun, nice, respectful and always willing to help others. She was my mother’s mom, her influence in our lives was amazing, and she was always talking about Italy, her family, their costumes, and also sometimes spoke in Italian to us. Pasta was eaten every Sunday at home, the bread was deep in the coffee every morning during breakfast, her hands shaked “cosí” just like Italians do. When my father and my mother got divorced, my mom and she were our main examples and educators.

My grandmother married to a German immigrant, then my mom was the child from an Italian and German family.

I did not get to know my great grandfather but my family talks a lot about him, I supposed he left Italy after the Risorgimento, looking for Germany was in a big crisis, Nazis took the power and were against Jewish. I firmly believe he was running from this situation. I think he had strong character, he was a fighter, I really think this is one of his prints in my identity.
**FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY**

| **new lands to explore and conquer, trying to look for new conditions different from what was happening in his country he was from the south and during this time many changes were taking place. I have always heard that he was a great man, he owned land in “El Magdalena”, he helped with the development of the small town where he lived and had the farm to evolved, he built the landing track, the energy power station, the movie, but the most important thing that I have heard is that he was kind to everybody, and he used to help whoever needed help in town. Many times I have heard my mom saying that she is like her grandfather (my great grandfather) that she likes to host all the family in her house and serve everybody as he did.** |
| **I am grateful for my family who settle here in Barranquilla , I identify a lot of the values describe in the narrative that are part of my identity** |
| **I think the influence of my family, their traditions, their values transmitted from the old to the new generations drove me to focus my interests in learning about different cultures, languages and costumes** |
| **Desires, willing to learn about other countries, cultures and languages** |
but the stories told by my grandmother and my mother makes me feel that I lived with him.

My grandfather arrived in Colombia in 1938, from Europe, he was German and Jewish, and there is no other explanation about his trip overseas to other country, trying to escape from the socio-political situation at the time. Germany had to make “reparations” payments after WWI, inflation was very high, and the worst in history, in 1932, 43, 8% of the people in Germany were unemployed. When Nazis got to the power they created a new action plan to raise the economy. First of all, Hitler broke with the treaty of Versailles, refused to pay the “reparations” payment, debt free, the government had money to invest in the country, then they apply the Reinhardt program which objective was to build highways, railroad tracks, hydraulic and energy power plants and give incentives for

<table>
<thead>
<tr>
<th>if I didn't meet them, they left a legacy, a print in our family history</th>
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<tbody>
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</table>
business and manufacture investment and also the development of military forces, finally the plan to recover the economy included the extortion and taken away Jewish property. Since 1933 boycotts were carried out national wide against Jewish business. (how Germany recovered the eco)

All I have heard from him is that he was kind, correct, honest, a great husband and father. He treated everybody as equal, he didn’t talk much to my mother or grandmother about his feelings or the persecution he lived, this was probably a way to forget about all he has lived. After he was able to bring his parents and sister to Colombia during the war, his parents were buried in the Jewish cemetery in Barranquilla.

Reading different resources about the time when my great grandfather (my grandmother’s father) and grandfather arrived to Colombia suggested me all
the hard times they could experience, during those very hard times in Europe, but at the same time I am thankful for their journey that set the bases for the family I grew up and the legacy of values they left to our family. Values like tenacity, fortress, entrepreneurship that motivate them to leave their countries and start again building a new story for their lives

Both stories from my great grandfather and my grandfather are important for my autobiography, they were the beginning of my family, they were the pillars of some of my customs, desires, willing to learn about other countries, cultures and languages. Even if I didn’t meet them, they left a legacy, a print in our family’s history

Annex D
Analysis of the poem

The Poem
¡Hoy que celebro!
Gracias por un año más
Gracias porque puedo despertarme y apreciar lo maravillosa que es la vida
Gracias por los instantes, por las cosas sencillas que me rodean y hacen feliz
Gracias por el sacramento del matrimonio que bendice mi vida
Gracias por el don maravilloso de ser madre
Gracias por mi madre que me trajo al mundo
Gracias por mi familia, por el amor que desbordan cada día hacia mí
Gracias por mis amigos que son un tesoro invaluable en mi historia
por los que están cercanos, los que están lejos, por los que alguna vez estuvieron allí
Gracias por las nuevas oportunidades que se me presentan
Gracias por la posibilidad de servir a los demás
Gracias por los que me sirven a mí
Gracias por la capacidad de enseñar sobre todo a los niños
Gracias por el regalo de aprender de los que me rodean por más humildes que sean
Gracias por la ciudad donde vivo llena de alegría, de jolgorio y espontaneidad
Gracias incluso por los momentos difíciles que me han edificado y forjado como el oro en el fuego
Gracias Dios por los milagros extraordinarios dentro de lo ordinario de cada día, por TU
inmenso amor y misericordia
Gracias por la historia que hizo que mi vida se construyera de un poco de aquí y de allá, de
tierras lejanas y cercanas, de personas que atravesaron el inmenso mar y fueron cimientos para
lo que ahora soy, gracias por todo y mucho más
<table>
<thead>
<tr>
<th>Poem</th>
<th>Analysis</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>¡Hoy que celebro!</td>
<td>I remember that I like to write since I was very young, I used to have a journal and register all the things that happened to me in school, friends and family. I learned to love poetry from my grandmother, she used to recite the poems from Becker and Julio Flores, and she was a great influence in my life as I have said before “her influence in our lives was amazing, and she was always talking about Italy, her family, their costumes, and also...”</td>
<td></td>
</tr>
<tr>
<td>Gracias por un año más</td>
<td></td>
<td>Good writer</td>
</tr>
<tr>
<td>Gracias porque puedo despertarme y apreciar lo maravillosa que es la vida</td>
<td></td>
<td>Write about family</td>
</tr>
<tr>
<td>Gracias por los instantes, por las cosas sencillas que me rodean y hacen feliz</td>
<td></td>
<td>School and friends</td>
</tr>
<tr>
<td>Gracias por el sacramento del matrimonio que bendice mi vida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gracias por el don maravilloso de ser madre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gracias por mi madre que me trajo al mundo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gracias por mi familia, por el amor que desbordan cada día hacia mi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gracias por mis amigos que son un tesoro invaluable en mi historia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In a 251 word poem, I thanks the creator in 18 times I firmly believe in family, in marriage, in the extraordinary miracle of being mother, a teacher. I express I am happy when I serve others, but at the same time I am open to receive

Learn knowledge Barranquilla Personality Religion
Gracias por los que están cercanos, por los que están lejos, por los que alguna vez estuvieron allí
Gracias por las nuevas oportunidades que se me presentan
Gracias por la posibilidad de servir a los demás
Gracias por los que me sirven a mí
Gracias por la capacidad de enseñar sobre todo a los niños
Gracias por el regalo de aprender de los que me rodean por más humildes que sean
Gracias por la ciudad donde vivo llena de alegría, de jolgorio y espontaneidad. Gracias incluso por los momentos difíciles que me han educado y forjado como el oro en el fuego
Gracias Dios por los milagros extraordinarios dentro de lo ordinario de cada día, porTU inmenso amor y misericordia

| Identify in the poem that friendship is treasured for me, it is a very powerful feeling and is preserved in time
I firmly believe in love, in all kinds of love, from family and friends. I surely believe that I learn from other people and they help me anyhow to be who I am
I also express my thanks to the new land where my ancestors got after difficult time in Europe I precise, love for the city and the land in which I live
I am very grateful with God and I think miracles are possible in our life
I am also grateful for hard moments in my life, I am extremely convinced that they have make me stronger, they have shaped me, and taught me to be more sensitive toward others, to be more conscious about how I have to live each single day being grateful, celebrating and taking the best chance of each moment in life
I identify in the lines of the poem that my character and sensibility toward service has been also molded in the middle of difficult moments helping me to turn away from selfishness and facing the willingness to serve others, as a natural way of living | perceverance | serve others | Noticed | identify | conclude |
I remember that I like to write since I was very young. I used to have a journal and register all the things that happened to me in school, friends and family. I learned to love poetry from my grandmother, she used to recite the poems from Becker and Julio Flores, she was a great influence in my life as I have said before “her influence in our lives was amazing, and she was always talking about Italy, her family, their costumes, and also…” I write often, when I feel I need it, nice reasons, bad reasons, sad or happy reasons, this is the way I can express my feelings, the way I can express myself, William Wordsworth defined poetry as, “the spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquility.” That's what I feel when I write in my journal or some of my writings, a powerful feeling that flows spontaneously, in any moment.
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

The poem HOY QUE CELEBRO, was written on my birthday, after my cancer treatment, almost five years ago, since then I only have reasons to celebrate life and everything around. I express in this poem my gratitude for all the experiences I have had in my life for all the blessings that I live dayli, for my mother, my husband, my daughters, my friends, I express my gratitude for all the things I live and I love to do everyday. I also express how the story of my life was built with my ancestors from other cultures and were the pillars of whom I am now

I feel loved, I feel blessed and I feel fortunate even for the bad moments lived in life, they have helped me to build a strong character, to shape my identity, to be more sensitive toward others, to be more conscious about how I have to live each single day being grateful, celebrating and taking the best chance of each moment in life modelo de mama, de mujer y de maestra

Annex E
Multimodal Data – (6) Pictures

| Picture 1: The Exodus | Picture 2: My grandparents ‘marriage |
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

Antonio Paternostro Cantizano nació en Mormanno Italia en 1868, y llega a Cartagena en 1890
As I have been narrating in my autobiography, my great grandfather arrived in Colombia from Italy, during the late 1890’s, he was my grandmother’s father, my grandmother was born here in Colombia, but had all the influence of an Italian family, she also lived in Italy for a while with her father and two siblings. They were considered a wealthy and prestigious family in Barranquilla, by the time when the city received immigrants from Europe and the middle east.

My grandmother Isabel, lived with us all our lives till she died on 2006, she is my mother’s mother. She helped with our education and formation. She was fun, nice, respectful and always willing to help others. She was my mother´s mom, her influence in our lives was amazing, and she was always talking about Italy, her family, their costumes, and also sometimes spoke in Italian to us. Pasta was eaten every Sunday at home, the bread was deep in the coffee every morning during breakfast, her hands shaked “cosí” just like Italians do. When my father and my mother got divorced, my mom and she were our main examples and educators.

My grandmother married to a German immigrant, then my mom was the child from an Italian and German family
### Factors That Shape an EFL Pre-Service Teacher’s Identity

*My grandmother married to a German immigrant, then my mom was the child from an Italian and German family*

<table>
<thead>
<tr>
<th>Picture 3: Vacations</th>
<th>Picture 4: Close</th>
</tr>
</thead>
<tbody>
<tr>
<td>Join the family: father mother and three children. Working, living and traveling together. How your family did mold your temper?</td>
<td></td>
</tr>
<tr>
<td>I am from Barranquilla, I lived with my father, my mother, my grandmother and two siblings, an older sister and a younger brother. Then my parents, basically my mother because by the age of 13 my mother and father got divorced.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture 5: Barranquilla</th>
<th>Picture 6: My family today!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am from Barranquilla, I lived with my father, my mother, my grandmother and two siblings, an older sister and a younger brother.</td>
<td></td>
</tr>
<tr>
<td>Gracias por los instantes, por las cosas sencillas que me rodean y hacen feliz. Gracias por el sacramento del matrimonio que bendice mi vida.</td>
<td></td>
</tr>
</tbody>
</table>
Growing in a city like Barranquilla gave me the chance to live and learn from diversity to learn about tolerance, and mutual respect, those were values learned from living in a place like this and those values are actually part of my life and teaching practices. That interculturality influence in different aspects of my life that I will discuss in the following paragraphs as the subcategories that had emerged from my analysis.

Barranquilla is a place characterized by receiving people from other places, “Today on Barranquilla is recovering its business entrepreneurship with the globalization and TLC.”
### Teacher name: Milena Donado  
**Subject:** Religion  
**Grade:** 5 Level

<table>
<thead>
<tr>
<th>Standard(s) or Learning Goal(S):</th>
<th>Explica cómo la vida en comunión requiere de la renuncia a los intereses particulares para buscar el bien común.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content knowledge (Subject knowledge student will learn)</td>
<td>La comunión y el servicio. La Iglesia en el diálogo con el mundo.</td>
</tr>
<tr>
<td>Topic Related Vocabulary:</td>
<td></td>
</tr>
</tbody>
</table>

**Week:** Feb 4  
**To:** Feb 8  
**Bimester:** #3

---

MPT is the tool we use to do our lesson plan under the GANAG methodology. GANAG states for:  
- Goal of content,  
- Access prior knowledge,  
- New information,  
- Apply knowledge and Generalize.  
This kind of methodology offers the opportunity to have clear steps for each class is easy and well structured.

Standards are under the Episcopal conference guidelines, which means we are working along with the Catholic church, as a school we are developing the same standard than other Catholic schools, we keep the unity that characterized our church.

The main content for this year for 5th graders is **Testimony**, that's the reason why the lesson plan mentions the word testimony many times. I think that it is hard to teach this word if you are not a testimony for others in your life.

**On Monday I teach 5th yellow**

**Small group activity**, this is a way to motivate students to work.
### Factos that Shape an EFL Pre-Service Teacher’s Identity

<table>
<thead>
<tr>
<th>Goal of Content</th>
<th>Access to Knowledge</th>
<th>New Information</th>
<th>Apply Knowledge</th>
<th>Generalize/Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday 5Y</strong></td>
<td>Ss will finish their small group activity</td>
<td>Ss will present to the class the work they did about Mary, Jesus, and Peter</td>
<td>Ss will walk around the class to observe other groups work and will write a small paragraph about the characteristics of a good testimony according to what they have shared during the class. <strong>SOME OF THE CHARACTERISTICS OF A GOOD</strong></td>
<td>Ss will share their papers with the rest of the class</td>
</tr>
</tbody>
</table>

**Collaboratively and collaboration is one of the skills to develop in the 21st century:**

This is a whole group activity where the students **share** the work to the class and what they have done, motivating them to express orally.

Students work in an **individual** way. I think this is the best way to **evaluate** students, to corroborate if they have understood the ideas and concepts, and also in this activity they have to **observe** other groups, analyze, reflect and conclude.

This is repeated again because I teach in the three classes we have in 5th grade in the school, (5th yellow, 5th blue, and 5th red) I teach two days in each class. I also teach two days in the other two grades I am in charge 3rd and 4th grade.

**Tuesdays I teach 5th yellow and blue:**

The text is in another color because this is the second day for this class.

**Methodology**

21st-century skills

- **Dynamic activities**

**Process**
<table>
<thead>
<tr>
<th><strong>Tuesday 5B</strong></th>
<th>Ss will explain how Jesus, Mary and the disciples are a testimony of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5Y</strong></td>
<td>Ss will finish their small group activity</td>
</tr>
<tr>
<td><strong>Ss</strong></td>
<td>Ss will present to the class the work they did about Mary, Jesus, and Peter</td>
</tr>
<tr>
<td><strong>Ss</strong></td>
<td>Ss walk around the class to observe others groups work and will write a small paragraph about the characteristics of a good testimony according to what they have share during the class. SOME OF THE CHARACTERISTICS OF A GOOD Ss will share their papers</td>
</tr>
<tr>
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</tr>
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<td>Ss walk around the class to observe others groups work and will write a small paragraph about the characteristics of a good testimony according to what they have share during the class. SOME OF THE CHARACTERISTICS OF A GOOD Ss will share their papers</td>
</tr>
<tr>
<td><strong>5Y</strong></td>
<td>It is easier for me to identify the different classes and what I am going to teach each day. I am a visual person</td>
</tr>
<tr>
<td><strong>Tuesday 5B</strong></td>
<td>During this class I tried to contextualize the word testimony through the example of someone from our current time, also the testimony is given by a young person, she is nice and fun. I looked for someone close and real for them, so they see it is possible to be a good testimony</td>
</tr>
<tr>
<td></td>
<td>I try that my students don’t see the religion as something impossible, unreal or abstract, my goal is to make this subject as real as possible with examples of people’s life or real situations to confront them and make them reflect to develop critical thinking</td>
</tr>
<tr>
<td></td>
<td>I use technology in my class, they watch videos, use apps and websites to give their answers, write conclusions, make presentations, record their in videos or audios their reflections.</td>
</tr>
<tr>
<td></td>
<td>implementing technology as a tool to work with the students and at the same time using traditional</td>
</tr>
</tbody>
</table>

**Context**

**Technology**
<table>
<thead>
<tr>
<th><strong>Ss will reflect on a current testimony of a person from our time</strong></th>
<th><strong>will remember what they did during the last class</strong></th>
<th><strong>TESTIMONY ARE prayer, service, obedience, love, kind</strong></th>
<th><strong>about what they wrote</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ss will watch the testimony of sister Claire Crockett</strong></td>
<td><strong><a href="https://youtu.be/06zWAoKD5G4">https://youtu.be/06zWAoKD5G4</a></strong></td>
<td><strong>suggestions in google classroom, Movie: “O todo o nada”<a href="https://youtu.be/sQv8db9xsk">https://youtu.be/sQv8db9xsk</a></strong></td>
<td><strong>class instruction, this is the blended learning methodology that we use in the school and I believe is great when is well manage by teachers and students, this methodology consists in applying both kinds of instructions to teach</strong></td>
</tr>
<tr>
<td><strong>Pair work to foment collaboration, and communication These are skills from the 21st century</strong></td>
<td><strong>Ss will share with their friends their impression about the video and individually will describe what was important for them about the testimony.</strong></td>
<td><strong>In this activity, they have to design or create a poster, creativity is another skill for 21st century. I like that my students use their creativity using different tools, not only technology or traditional elements.</strong></td>
<td><strong>I also give them the opportunity to choose how they want to work and present their final activities</strong></td>
</tr>
</tbody>
</table>

**Wednesday**

5R Ss will reflect

<table>
<thead>
<tr>
<th><strong>Ss will watch the testimony of sister</strong></th>
<th><strong>Ss will share with their friends their impression about what they wrote</strong></th>
<th><strong>Ss will share</strong></th>
</tr>
</thead>
</table>

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**Institución de Educación Superior sujeta a la inspección y vigilancia del Ministerio de Educación Nacional - SNIES 1704**
### Factors That Shape an EFL Pre-Service Teacher’s Identity

<table>
<thead>
<tr>
<th>on a current testimony of a person from our time</th>
<th>Ss will remember what they did during the last class</th>
<th>Claire Crockett <a href="https://youtube.be/06zWAoKD5G4">https://youtube.be/06zWAoKD5G4</a> “O todo o nada” <a href="https://youtube.be/sQv8db9xsk">https://youtube.be/sQv8db9xsk</a></th>
<th>Ss will watch the testimony of sister Claire Crockett <a href="https://youtube.be/06zWAoKD5G4">https://youtube.be/06zWAoKD5G4</a></th>
<th>Ss will share with their friends their impressions about the video and individually will describe what was important for them about the testimony.</th>
<th>Ss will share about what they wrote</th>
</tr>
</thead>
<tbody>
<tr>
<td>did during the last class</td>
<td>s about the video and individually will describe what was important for them about the testimony.</td>
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</tr>
</tbody>
</table>

**Thursday 5B**

Ss will reflect on a current testimony of a person from our time
## Factors That Shape an EFL Pre-Service Teacher’s Identity

<table>
<thead>
<tr>
<th>Frida y 5R</th>
<th>Ss will design and a propaganda about being a good testimony of Life using technology or a cardboard</th>
<th>HOW CAN YOU BE A GOOD TESTIMONY TO OTHERS? Ss will write a draft of what they will do for their project and will start working use words related to the invitation, come, follow, do, be…</th>
<th>Ss will be divided into small groups. Ss will design an advertisement or propaganda inviting people to become a good testimony using a cardboard or a video. They will work in pairs.</th>
<th>Ss will share what they have started and how they will design it</th>
</tr>
</thead>
</table>

**Frida**

Ss will remember the testimony of Claire Crocket and will highlight their characteristics.
## Annex G

<table>
<thead>
<tr>
<th>Written Narrative Three- My role as a religion Teacher in a bilingual school in Barranquilla</th>
<th>Analysis</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In religion classes, all the religion teachers should apply the standards established by the Conferencia Episcopal Colombiana ERE Educación Religiosa Escolar in the syllabi. This is our first year working with the standards which are orientated by the Conferencia Episcopal Colombiana. We should follow them and fixed them to our context and principles, the RSHM, the Marymount way, SHERR and the methodologies implemented to develop the classes like Blended learning and Project Based Learning. Third graders are developing as a main concept celebration, fourth graders, and vocation and for fifth grade, testimony. For our classes in the school we work under the principles of projects and I am starting</strong></td>
<td><strong>Governmental Policies</strong>&lt;br&gt;<strong>School Policies</strong>&lt;br&gt;<strong>Methodologies</strong></td>
<td><strong>Policies</strong>&lt;br&gt;<strong>Policies</strong>&lt;br&gt;<strong>Methodologies</strong></td>
</tr>
</tbody>
</table>
to implement PBL. Project based learning in my classes, Project Based Learning “is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge”. Buck Institute. The other methodology used to teach in my classes is Blended learning, a method of learning that combines online and classroom learning. With the methods used in class I am implementing the 21st-century skills, creativity, communication, critical thinking, and collaboration. To work with the methodology of blended learning the school uses an online platform, google classroom. Examples of some of the projects are: The Superheroes project with fifth graders The project started reading and analyzing the Beatitudes, after that, they interpreted with their own words, then in small groups, students had to create a super-hero focusing RHSM principles, this is the founder community of the school, the Marymount way, and SHEER, these are guidelines and pillars from the school to teach values I use as teaching method Project Based learning. This offers the opportunity to my students to reflect on real-world issues and situations, to contextualize technology. I use the Blended Learning methodology recently implemented in the school, I think this is a great tool for teacher and students for our current days where technology is moving along and gives the possibility to Example of some of the projects:

<table>
<thead>
<tr>
<th>Technology</th>
<th>Beatitudes of Jesus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online platforms</td>
<td></td>
</tr>
<tr>
<td>Google Program</td>
<td>Sophia</td>
</tr>
<tr>
<td>Project Based Learning topic: Beatitudes of Jesus</td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td></td>
</tr>
<tr>
<td>Justice, Honesty</td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td></td>
</tr>
</tbody>
</table>

Values, justice, Honesty, integrity, respect
on the beatitudes or teaching of Jesus. They had to design the outfit and the super powers to teach others about how to behave like Jesus taught us to behave. As a result, they created super heroes that are examples of Justice, honesty, integrity, respect, caring, and love for God and nature. The following pictures are examples of four groups of students. There are also some pictures about the fifth-grade students visiting the preschoolers (authentic audience), to teach them about values, this was also a contribution for the program SHERR held by the school which incentive values to contribute to the character formation. In religion classes, all the religion teachers should apply the standards established by the Conferencia Episcopal Colombiana ERE Educacion Religiosa Escolar in the syllabi. This is our first year working with the standards which are orientated by the Conferencia Episcopal Colombiana. We should follow them and fixed them explore, learn, communicate and create

The three projects, I use as examples follow the same process, first reading and analyzing the theory and then creating something that leads them to real-world activities that practice the beatitudes, at the same time reinforces values and virtues.

Policies
the top ten project had as a baseline the commandments; they watch movies about it, read in the Bible, understood them, discuss them throughout different activities to finally develop behavioral rules, these rules are synchronized with

values and virtues

In third grade project they had to think about celebrations and compare their own life with Jesus life, to conclude that we celebrate the same way Jesus did with His family and friends and all

Beatitudes of Jesus
to our context and principles, the RSHM, the Marymount way, SHERR, and the methodologies implemented to develop the classes like Blended learning and Project Based Learning. Third graders are developing as the main concept celebration, fourth graders, and vocation and for fifth grade, testimony. For our classes in the school we work under the principles of projects and I am starting to implement PBL. Project-based learning in my classes, Project Based Learning “is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge”. Buck Institute. The other methodology used to teach in my classes is Blended learning, a method of learning that combines online and classroom learning. With the methods used in class, I am implementing 21st-century skills, creativity, communication, critical values, technological tools, online platforms, Google.

While I analyze this narrative I notice I use blooms taxonomy too, implementing and developing in my students' high-level cognitive skills.

In religion class students have the opportunity to share what they learn with a real audience as is the example of the superheroes project that presented to preschool the top tens that were exhibited around the school and the liturgical time project that is shown during our weekly mass at the beginning of each liturgical time.
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

To work with the methodology of blended learning the school uses an online platform, google classroom. Examples of some of the projects are:
The Superheroes project with fifth graders
The project started reading and analyzing the Beatitudes, after that, they interpreted with their own words, then in small groups, students had to create a superhero focusing on the beatitudes or teaching of Jesus. They had to design the outfit and the superpowers to teach others about how to behave as Jesus taught us to behave. As a result, they created superheroes that are examples of Justice, honesty, integrity, respect, caring, and love for God and nature. The following pictures are examples of four groups of students. There are also some pictures about the fifth-grade students visiting the preschoolers (authentic audience), to teach them about values, this was also a contribution for the program SHERR held by the school

Beatitudes of Jesus
I also notice teaching in English is a great way to reinforce a second language; students learn new vocabulary, they practice communication English skills when they write, read the texts I give them, listen to me, videos or other audio tools used for the class, and orally participate in a class or oral presentations

Topic: The ten commanders
Rules to behave in the society
Methodology realia
canva application
Catholic
values
social service
which incentive values to contribute to the character formation.

1. the top ten, developed by fourth graders

Based on the Ten Commandments the students designed rules to behave in different scenarios they frequently visit or are. To begging the project, we watch a video about the ten commandments, then I gave hand them in the commandments, we discuss about the meaning of each of them, they analyze them and interpreted, then they conclude that are rules to behave toward God and society. I asked them to create ten rules that were going to be called the top tens. In small groups, they have the option to choose which place they were going to work on. Some of the places chose by students were, the school, a friend’s house, the restaurant, the movie theater, the church, the cafeteria at school, etc. After they created the rules they had to choose a way to present it, as a result, they presented in cardboards.

In this picture of one of my students that visit the ancianato evidence the great love they put into their actions that day, is was a great activity where all the kids participated with the same interest, love and devotion.
different shapes, and using the computer. These following pictures are the result of the work created by students in the computer using the Canva application, for the chapel and for the cafeteria. These works are going to be posted in some places in the school for the students to follow the rules.

Last year we visited the ancianato, the students had a great experience visiting and serving the elder.
This year I participated in the Learning Service project for 5th and 3rd grade, these are the documents I wrote that refers to the guidelines to implement the projects.

Picnic at the park
Learning service project 3rd grade

CONTENIDO El presente proyecto de Learning service consiste en una actividad de lectura en el parque entre los niños de tercero elemental del colegio Marymount y las niñas de tercero elemental de...
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

la Fundación educativa Madre Butler

En el desarrollo del proyecto está vinculado al currículo de religión, de español, de inglés, de la siguiente manera, incluyendo los siguientes estándares:

Religión: Explica la responsabilidad social que con llevan los sacramentos en especial celebrar la Eucaristía.

Español

Inglés

los cuales aportan cada uno de sus áreas para alimentar las actividades que conforman la totalidad del proyecto.

PROPÓSITO Teniendo en cuenta el objetivo de Desarrollo Sostenible No.4 establecido por la Unesco, “Educación de calidad”, el proyecto de learning service, Picnic at the park, se
encuentra encaminado a aprovechar los espacios de recreación que se encuentran en la ciudad, con actividades que fomenten el conocimiento de forma lúdica y al mismo tiempo la socialización con estudiantes de otras comunidades de menores ingresos económicos en medio de un ambiente de respeto y colaboración mutua

DESCRIPCIÓN DE LA ACTIVIDAD: La actividad se desarrollará de la siguiente manera
Los niños tendrán una etapa de sensibilización para fomentar el respeto hacia el otro, la ayuda a los demás y la colaboración mutua.

Se llevará a cabo una campaña de recolecta de libros en el área de elemental para donar a la fundación Educativa Madre Butler (Fundemabu)
La entrega de los libros se realizará en el parque de las instalaciones de Fundemabu teniendo como actividad central un picnic para compartir y una actividad de lectura con la participación de las dos instituciones.

<table>
<thead>
<tr>
<th>CRONOGRAMA DE ACTIVIDADES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fecha</strong></td>
</tr>
<tr>
<td>Abril 26</td>
</tr>
<tr>
<td>Marzo 25-31</td>
</tr>
</tbody>
</table>
**FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY**

<table>
<thead>
<tr>
<th>Fundemabu</th>
<th>Abril 1-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anuncio, durante asamblea (lunes, abril 1)</td>
<td></td>
</tr>
<tr>
<td>Grabar video porque?</td>
<td></td>
</tr>
<tr>
<td>Facilitar este recurso a una comunidad que tiene identificada esta necesidad para fortalecer sus procesos de aprendizaje</td>
<td></td>
</tr>
<tr>
<td>Cuando Donde se llevan Hasta cuando</td>
<td></td>
</tr>
<tr>
<td>Recolección de la donación de libros de todo elemental</td>
<td></td>
</tr>
</tbody>
</table>

In my philosophy of teaching developed for the teacher portfolio of the school I work, I talk about Christian and Catholics values as the based on my teachings,

I believe that values are important to practice in our religion, it is not only to have religious practices, is to apply what we learn in our real life

- I very student is an individual, that has their own way to learn, in the same way, I try to know my students to guide them and teach the best possible way using different activities,

- **Global competence**

- **Methodology**

- **Technology**

- **Self-reflection**

- **Social service**

- **Religious values**

- **Social service skills**

- **Values**
| Abril 1 | Envío de invitaciones a Fundemabu departe de los alumnos de 3o de MM (Cartas, videos) |
| Abril 12 | Entrega de libros Picnic Entrega de donación (entrepaños) |
|         | Organizar a mamás colaboradoras |
|         | Organizar grupos de Fundemabu y Marymount |

**REFLEXION**

Los estudiantes manifestaron:

1. I use blended learning for my classes implementing technology to the different projects and I develop with the students.

   This is very important for me and for their academic and personal formation.

2. During my religion classes I promote social service, I am always looking for ways to show them the reality and to work toward them knowing that it is the best way to learn.

**21-century methodologies**

**global competence**
Fue una actividad divertida
Lo pasamos muy bien
Podríamos hacer otra actividad
Leimos con las niñas
Hicimos felices a los demás
Las niñas estaban contentas
Me sentí muy bien

MY PHILOSOPHY OF TEACHING

My philosophy of teaching is based on Christian and ethical principles and values, oriented by our Catholic church. As a teacher, my desire is to encourage values learning for students life living and the interaction with their surrounding also to promote social service in order to help them develop sensibility and awareness for people in need in our city and country.
My teaching philosophy is also based on the understanding that all students are unique and they learn in their own particular way. In my interaction, I orientate my students in ways that they apply their knowledge and strengthen their abilities to explore and create solutions implementing new ideas that are beneficial toward the wellness of the community and the world around them.

During my religion classes, my goal is to integrate technology applying blended learning philosophy to engage students and facilitate their knowledge in a nice and fun way. One of my objectives is to encourage students to have experiences that address them toward self-reflection about their society and the way they can help. In my philosophy of
teaching, I want to foster a good relationship within student-teacher, student-student, and student-neighbor to build skills for the future not only in the academic area but for their interaction with others.

I want to promote my students in different ways as:

Compromise for God and society

Love and respect for everybody

Critical and creative thinking

Problem-solving to real-world necessities

In conclusion, my philosophy of teaching is to promote Jesus’ teachings to students in order to be applied in real-world situations.
**Multimodal data**

**PROJECT ONE: In the religion class**

In this analysis I explain how my student applied their knowledge, creating a character to foment values and virtues, supporting the Marymount way, SHERR (Spirituality, Honesty, Excellence, Responsibility, Respect) program that is starting to be implemented in the school.

This was a PBL called the superheroes and they did some work on the computer and other work using technology, implementing blended learning methodology.

They work in groups of three, their work was collaborative, in total there were twenty-eight superheroes from the three 5th grade classes. It was a great work here in the excerpt, I show four examples.

The students create their own character, after studying and reflecting on the Beatitudes, they name each superhero, the superpowers, the outfit, and the values that characterize them. The names for the superheroes where...
To incentize values the school have the Marymount way and the program SHERR (Spirituality, Honesty, Excellence, Responsibility and Respect), this is part of our strategic plan Mission 2023.

<table>
<thead>
<tr>
<th><strong>KAMZEM-SEI</strong> (in Japanese and means Integrity), <strong>NATURE SAVER, BEAT BOY and SKY LOVE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of the “superpowers” (sentences and words from the students) they highlighted were: words to forgive Patient Friendly Respectful for nature Set a good example for other Bring joy to people throughout the music Every Sunday, he goes to a center where kids with cancer are and he sings to them and brings them joy Helping people to make good decisions helps to improve stops fights helps us to live in a happy environment</td>
</tr>
<tr>
<td><strong>Reading what the students wrote I identify that they are applying their knowledge and they express clearly values like caring, respect, patience, forgiving, excellence, responsibility</strong></td>
</tr>
<tr>
<td><strong>The texts are written in English, that means that I have to suggest when they are creating and correct</strong></td>
</tr>
</tbody>
</table>

**ENGLISH IN RELIGION CLASS**
if necessary, which means that they are using English in Religion class, learning new vocabulary, applying grammar

After they finish their work they had the chance to teach to preschoolers about their superheroes, this is called in PBL real audience

Annex I
Multimodal data

<table>
<thead>
<tr>
<th>Project two-Religion class</th>
<th>Analysis</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>In will analyze the project developed by four graders</td>
<td>In the beginning, the students learned about the commandments, as behavioral rules to life, to communicate with God and others and most of all I tell them to be Happy, God wants us to be Happy, and throughout the commandments, He tells us how to behave to reach that joy. They did different activities, reading, writing, analyzing. Their final project consisted in to create rules for different environments</td>
<td>Gospel, High-level cognitive skills</td>
</tr>
</tbody>
</table>
they usually visit. During the class we created a list of places, the class was divided into small groups and they had to choose in their groups what place they wanted to make the ten rules.

Some of them did it coloring, using different materials and others chose to do it in the computer.

Observing my students work I noticed they understood the activity and could be applied to different environments.

These two examples are rules to behave in the cafeteria and in the chapel of the school, they were printed out and posted in each place. That means, the rules had a real audience, characteristics of PBL.

The rules were designed in English, and all the project was done in English, reading, writing, listening and orally presented, which reinforce the skills in the second language.
The survey was answered by 120 students from grade 4th and 5th, the age of students is from 10 to 12 years old. The survey was given during the religion class in a google form, with the connotation that was anonymous, for them to have the freedom to express themselves.

In the survey there were three qualitative questions and three quantitative question. The questions were:

Is religion class important for you?
Explain your answer
I learn new concepts during Religion class
Mention one thing you have learn during Religion class
The Religion class helps me to improve in my life
Write how the Religion class helps you to improve in your life
Your teacher uses activities that facilitate your understanding of the topics
Your teacher uses fun and engaging activities during religion classes
Write one of the activities you remember
Your teacher motivates you to live a life close to Jesus
Describe your Religion teacher
If you would have the option to change or addition something new to the class, what would it be?

Comments from students

The religion class is important because...
The religion class is the class in which all students can express them self and learn more of Jesus

I agree because it teaches us about God and about better ways of living and how to be better people every day.
I think Religion class is important for me because it makes me closer to God, by teaching the good attitudes of a good person, and to follow them, just as John, Mary or Elizabeth.

I think that the religion class is really important for me because is talking about someone I really love, that I trust, that me, and probably all the class love and feel a lot of things the same I do, also because is a positive energy that give love to everyone around us, and more! In the school religion class is one of my favorite classes, because I need and because i want to show respect, love, and obedience to our god...

Religion class gives me a lot of advices, one of them is to include God and Jesus in my decisions

Describe your religion teacher

She is calm and have a lot of respect to students. She cares about our relation with Jesus more than any other thing in class.

Mrs. Mile is super nice she is always smiling she is always caring about other people she has a very good attitude.

My religion teacher is very dedicated to god and that makes me want to be more with god too.

Miss Mile is: nice, funny, kind, helpful, always thinks in others, good person, cheerful, pretty and last but not least a life example

Mrs. Milena is a very nice teacher, she doesn´t shout at us like other teachers do, she explains to us when we are doing something wrong and then we reflect, she is very sweet, and every day before we start religion class we pray. She´s the best.

My religion teacher is a very kind person. She always motivates us to get closer to God and I think that the school made a very good decision to put her like our religion teacher because the religion teacher needs to be a person that motivates children to get closer to God, a Faithful teacher and a very kind teacher. Mrs. Mile is an amazing person also is a beautiful woman that helps us a lot in what we need to know from God. She is an incredible teacher that always motivate us to be a better person to always get closer to God.
She is really funny, she helps you understanding, loving each time more god, being more close to him and also she helps us doing our work better, she also motivate us a lot when we are bored at something, she not a simple teacher, she uses our heart to show us her passion to help kids, i think she is awesome, she is very close to god, and that is something i will like to do a lot! And in this case, she is helping me, and also the entire school, to be better people, to be closer to god, and show us the respect and a lot more!

I feel that Mrs. Mile give us hope and make us closer to God by the way she talks about him.

**Write how the Religion class helps you to improve in your life**

- Religion class teaches us how important God is in our lives, it teaches us that if we believe in God everything is possible.
- Helps me improve my life because we get closer to God.
- It improves my life because it teaches me how to respect other religions and what I should do and not do.

This class helps me to improve in my daily life because it reminds me how to respect others to obey god’s rules.

It improves to help part of my life, because it also helps me to be a better person and live with the community and people around me. Also from the beautiful things that in the religious past had happened, I can think about that beautiful stories and start to reflect, what i can do, what i will do, what is better for me or better not to do it.

**Reflection**

Reading the answers of my student’s survey, I evidence that the class is important for them and helps them to build their spiritual values and character I also evidence I transmit values with the way I teach. They recognize values in my identity as a religion teacher, the values I learn from my family are the ones my students see in me.
### Students survey

The survey was answered by 120 students from grade 4th and 5th, the age of students is from 10 to 12 years old.

The survey was given during the religion class in a google form, with the connotation that was anonymous, for them to have the freedom to express themselves.

In the survey, there were three qualitative questions and three quantitative questions.

The questions were:

- Is religion class is important for you?
- Explain your answer
- I learn new concepts during Religion class
- Mention one thing you have learned during Religion class
- The Religion class helps me to improve in my life
- Write how the Religion class helps you to improve in your life

### Analysis

The survey was during the religion class and it was anonymous, I think this was important, because the students could freely express themselves.

Why anonymous?
- Why 120 students?
- Why did you not take a sample?

These questions were formulated to discover how the students feel in the class and if the class is relevant for their lives.

### category

Religion class
spiritual life
Values
Your teacher uses activities that facilitate your understanding of the topics.
Your teacher uses fun and engaging activities during religion classes.
Write one of the activities you remember.
Your teacher motivates you to live a life close to Jesus.
Describe your Religion teacher.
If you would have the option to change or add something new to the class, what would it be?

In these comments, I observe that students are reaching the general goal of the class that is to learn more about God but also to learn values and imitate good attitudes.
The students believe the class is important for them and relevant to learn about God.

Comments from students

**The religion class is important because...**
The religion class is the class in which all students can express themselves and learn more of Jesus.

I agree because it teaches us about God and about better ways of living and how to be better people every day.

I think Religion class is important for me because it makes me closer to God, by teaching the good attitudes of a good person, and to

In the answer of this student I notice that religion class is more than just knowledge, it also inspired he/she and taught values.
follow them, just as John, Mary or Elizabeth.

I think that the religion class is really important for me because is talking about someone I really love, that I trust, that me, and probably all the class love and feel a lot of things the same I do, also because is a positive energy that give love to everyone around us, and more! In the school religion class is one of my favorite classes, because I need and because i want to show respect, love, and obedience to our god...

Religion class gives me a lot of advice, one of them is to include God and Jesus in my decisions

**Describe your religion teacher**

She is calm and has a lot of respect for students. She cares about our relation with Jesus more than any other thing in class.

Mrs. Mile is super nice she is always smiling she is

It is also guidance for their life

Reading the answer of the students, I observe they perceive a person that shows values, caring, nice, always smiling, good attitude, dedicated, funny, kind, cheerful, a good example

I am transmitting what I want to teach, love for God and values. they also perceive me as a person who wants them to get closer to God, to reflect on their actions and to become better people

Reading the answers of my student’s survey, I evidence that the class is important for them and helps them to build their spiritual life,
always caring about other people she has a very good attitude.

My religion teacher is very dedicated to god and that makes me want to be more with god too.

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God, a Faithful teacher and a very kind teacher. Mrs. Mile is an amazing person also is a beautiful woman that helps us a lot in what we need to know from God. She is an incredible teacher that always motivate us to be a better person to always get closer to God.

She is really funny, she helps you understanding, loving each time more god, being more close to him and also she helps us doing our work better, she also motivate us a lot when we are bored at something, s not a simple teacher, she uses our heart to show us her passion to help kids, i think she is awesome, she is very close to god, and that is something i will like to do a lot! And in this case, she is helping me, and also the entire school, to be better people, to be closer to god, and show us the respect and a lot more!

I feel that Mrs. Mile give us hope and make us closer to
God, by the way she talks about him.

Write how the Religion class helps you to improve in your life

- Religion class teaches us how important God is in our lives, it teaches us that if we believe in God everything is possible.
- Helps me improve my life because we get closer to God.
- It improves my life because it teaches me how to respect other religions and what I should do and not do.

This class helps me to improve in my daily life because it reminds me how to respect others to obey god's rules.

It improves to help part of my life, because it also helps me to be a better person and live with the community and people around me. Also from the beautiful things that in the
religious past had happened, I can think about that beautiful stories and start to reflect, what i can do, what i will do, what is better for me or better not to do it.

Annex K
Survey

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<tr>
<th>Frame</th>
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<td>My autobiography</td>
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<td>Jewish Origins</td>
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<td>FIRST ENTRY: Long Journey – Part 1 Instrument: frames (G. Barkhuizen, 2014) Fill the spaces (Please Use your good English)</td>
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Long Journey
Once upon a time, there was a teacher and still she is…
In the past

I am from Barranquilla, a very special and exciting city, located on the northern coast of the Colombian Caribbean sea and close to the Magdalena river. Barranquilla has a metropolitan area with around 2 million people, it is one of the largest cities in our country with a main sea and river port. The city has been the place for many different cultures around the world which makes it multicultural. With the longest port in Latin America in the second half of the 19th century, Barranquilla received immigrants from Europe, and the Middle East creating a diverse and unique culture and people, an interesting mix from native and foreign ones.

My own family is a result of this diversity, my great grandfather, my mother’s grandfather, arrived in the 1880’s from Italy, starting a family here with a Colombian woman, then

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years later, around 1935 my grandfather, my mother’s father, was running away from the nazi persecution that started in Europe, he was german, a jewish german and by that time the situation against Jewish people was getting harder, he decided to cross the ocean arriving to the port of Puerto Colombia, with the desired to continue his journey to Argentina, but at the end and for the lucky of all my family he established himself in Barranquilla. By the time was a golden period for Barranquilla, Puerta de Oro de Colombia, with factories, first air industry, navigation by the river, commerce, so it was a good place to stay, giving him the chance to create a family. My grandparents meat in the most beautiful Hotel in Latin America, Hotel El Prado, first hotel with telephone and bathrooms inside each room, as the newspapers announced by the time and also with the first semi olympic swimming pool in south america; constructed with a neo classical republican style by the

The special city where I live makes me open minded, happy, spontaneous, a city person, and easygoing
architect Burdett Higgins with Parrish and Obregón’s family idea, it hosted many important and famous people. My grandmother was catholic and as I said my grandfather was jewesh, they decided to get married, they had an ecumenical marriage which means that the catholic church accepts the marriage between a couple with different believes following some guidelines the church requires the Catholic party to be faithful to his or her faith and to “make a sincere promise to do all in his or her power” to have their children baptized and raised in the Catholic faith. This provision of the 1983 Code of Canon Law is a change from the 1917 version, which required an absolute promise to have the children raised Catholic.

That union by that time was unusual, “a Catholic marrying outside the faith was practically unheard of, if not taboo”, but had as a result two children, my mother and my uncle. Off course my mother was different, she had the special component of a European and Colombian blood, happy, outgoing, spontaneous, kind, sensible.
but at the same time very discipline, correct and treating everybody as equal.

She got married with my father and had three children, I was the second one in the family, we lived with my father, my mother, my grandmother and two siblings, an older sister and a younger brother. My grandfather died before we were born, we didn't have the chance to meet him. We were a middle class family, not a lot and not a few. That was good, because we were used to nice things but not in excess, we had what we need and sometimes more than that. We lived in a nice neighborhood, one of the best when I was a child. We lived in my grandmother's house, it was big, we had a front yard and a back yard full of fruit trees and plants, where we used to play and spend time in contact with nature. It was a typical house from the Viejo Prado, a traditional neighborhood in Barranquilla.

Probably my grandfather accepted to marry in an ecumenical marriage because he was not very religious or maybe because he was afraid of raising his kids under the Jewish believes.
Since I was very young my mother showed us the sensible and the beauty for nature and different arts as music, dance, theater and visual arts, I remember going with her to concerts, theater plays, classical ballet presentations, art expositions, etc. I also took ballet classes at a studio, and music and art at school, also two of my aunts were very artistic. My mother planted in my siblings and me consciousness for all the beautiful things around us, the flowers, the sunrise, the ocean, she built in ourselves love and caring for the special and simple things in life, a sensibility only transmitted by a mother, a sensibility that you learnt through little things but with very powerful meaning. We had a wonderful childhood, always guided for this great woman. I think my love for art began since those early years and also my love and interest for the human being. Actually on mothers day I wrote to her:
En el dia de la madre…

I can imagine the family with european traditions, open minded, compare with the conventional thoughts of the barranquilla people

My family was traditional, a mother, a father and children.

I like to be in the middle economic class, having too much would have made me a brat, not having enough would have been hard.
Gracias por ser como eres, por tu alegría, entusiasmo, perseverancia y constancia, por la fe clara, concreta y humana con la que nos educaste; gracias por cada momentico compartido, por tus palabras que tienen fuerza y son capaces de animar, convencer y transformar. Gracias por tu vida sencilla pero llena de sentido, por tu ejemplo de vida coherente, gracias por tu amor inmenso que permea toda la familia y la llena de gozo, por tu entrega total y desinteresada cada instante y hacia cualquiera que te necesita. Gracias mamá por ser única y especial, eres mi más preciado regalo. Te amo!!

I went to kinder in Colegio Nuestra Señora de

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I was exposed to art and sensibility of nature when I was young, that probably influence in my decision

I think my mother wanted us to learn the language and about the culture, because she was a german’s daughter. My grandfather knew how to talk four languages.
Lourdes, and all my elementary and secondary studies were there. This was a traditional and catholic school, not bilingual, with a couple English classes during the week, the bases of my English were from the school and also my spiritual formation came from the nuns and from my family, specially my mother. When my sister and I were ready for school and my mother was deciding about our education she asked to the german vice-consul in Barranquilla about the German school, her first option for our education was the Deutsche schule but the feedback given by the vice consul was not positive, he said that at that time the school had decreased, had no help from germany and was not sending foreign teachers to Colombia, then, she took the decision to send us to Lourdes school that was close to our house, we could walk to school everyday, it was one of the best in Barranquilla, but there were not a lot of options. This was traditional and good.

Schools were not standarized, bilingual schools were not as common as they are today and also English or other languages were not as important to learn for future undergraduate studies or work. Globalization was starting there was an influence in me with that kind of education, made me responsible of my work, to work on my own path, to learn to work with other in collaborative work.

Enseñanza personalizada, was advanced for that time, where most of the schools used traditional approaches.

Now in education we talk about one to one education, individualized and differentiation.

the school had a big spiritual influence in my life.
Education in school was under personalized learning approach. This approach created in Europe influenced by the Jesuit Pierre Fraure consisted in the use of study guides to learn and do our researches, these were divided in different sections: small group work activity, whole group work activity, individualize work activity, traditional classes were held by the teachers to explain and deep in each knowledge. Some of the principles of this approach are responsibility, freedom, creativity, socialization, collaborative work, self control.

I liked to study, I was discipline and learned to distribute my time between school and extracurricular activities.

As a catholic school we used to celebrate the church holidays, went to mass every fifteen days, prayed the rosary during special celebrations as september 8th, the celebration of the Virgin Mary´s birthday, may 13th, holy week, etc. Contests about the bible and creating songs with the psalms were
some of the activities the school created to motivate our faith. I liked school, the methodology was easy for me and I really enjoyed learning, my grades and results at school were good every year. During the school years I was very active, during the morning I attended school, in the afternoon I had choir practices and the ballet classes, from Monday through Thursday, I used to finish and return home around 7:00 pm, just time to have dinner and do my homework or study for tests.

When I was in my last year of high school finishing school, I was deciding what to study, my preferences were between interior design and psychology, the negative influence of the counselor in the school made me regret from psychology, she said something like: why are you going to study this career, to become a teacher, to become like me?, she made me regret of my decision, with her comment teachers were not valued their job was low profile,

Maybe the environment, the teacher’s love for what she did, were an influence for the decisions I had to take for my future studies.
made me feel that psychology was not good enough, that was not a good thing to study and I was not going to have a good future if I decided to study it, and also because at that age, when I was a teenager I didn’t want to become a teacher, I wanted a more successful career. Opposite to the psychologist, the art teacher always made good comments, she loved what she did, always motivating me and telling how good I was for arts, the art class was in a special place at school, it was not inside wall class, it was surrounded by trees and plants, it was very nice. adding together my mother’s influence for art and sensibility and the teacher from school I decided to study design.

But before I started my university studies, my mother organized for me an exchange program in the United States, as a daughter of a German father and an italo-colombian mother, she knew how important languages were and...
English as the most important for our future jobs. This program consisted in spending a year with a north american family, living immerse with the culture, customs, food, music, school system, etc. I graduated from the school in Colombia, got my high school diploma and know with this exchange program I was going to get the diploma from an american school; that's how I learnt my English, living as any other american.

I lived in two different families, so I attended two different schools. The first academic semester I lived in Mount Clemens, Michigan, my school called Chippewa Valley was a big High school with thirty five hundred students, no spanish speakers everybody spoke English, which was excellent for learning a new language because I was forced to communicate in a second language, it is amazing how a person learns another language, sometimes it seems that you are not learning but when the
necessity of communication appears, you start producing without noticing how much you have advanced in your knowledge. I had a friend from Spain, we were good friends, the language brought us closer, she was for a year in United States too, I felt happy I could have someone whom I could communicate in my own language. During that year it was commanded for me to take English, U.S government, and U.S history, the other classes were optional, I took Spanish, cooking class and some other subject that doesn’t come to my mind now. I was not use to a huge school, thirty five hundred students was a lot only for high school, even though I didn’t feel uncomfortable, I felt fine, just fine, not happy and not sad.

The family where I was staying consisted in a young couple thirty-eight years old both and a daughter already married. Living with another family was a great experience but at the same time was hard,
because sometimes I felt homesick, missing my family, my friends, my food, my music, the parties, the warmth of the people in Barranquilla, the Barranquillero kind of people, outgoing and happy. I was used to have rules when I was going out, but Barranquilla was very secure when I was a teenager, there was no danger, my mother allowed me to stay until late in parties with my friends, she trusted me all the time. I followed her advices, never wanted to let her down so I behaved well with my friends and everywhere, I could decide always for the right thing. When I was in united states my host parents were very strict, they let me out until early, they had to know my friends before I went out, I was experiencing another kind of "parents" with different rules and I was 17 years old a teen ager that felt that was big enough, that was a problem for me, I also didn’t have young people in the family, I felt I could not do as many things I used to do when I was in my city, barranquilla.

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<th>Having an experience out of my country, learning a new language in the native environment was a great experience and a great way to learn</th>
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<td>negative and positives influences</td>
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The weather didn’t help either from the burning sun of the caribbean to the freezing white snow below zero of the north hemisphere. I had to learn to turn on the fireplace, to shovel the snow from the sidewalk, cut the grass, walk in the freezing cold to get the bus for school walking three blocks. It was christmas time and I felt very sad, during this special time. Communication was so different from now, I used to write letters and wait for a response from Colombia for a month in the mailbox, that was the time the mail spends to take letters from Colombia to Michigan; speaking by the phone was really expensive, I could do a phone call every other fifteen days, that made me feel more lonely.

Different situations made me feel uncomfortable, the Trask family and I had a tough relation, things were getting worse, our communication was bad and everyday I felt more lonely and sad; I talked to the counselors in

I understand now why they were strict, I was their responsibility, they were in charge of me.

now I see they were not mean, or bad, it was just the different cultures that separate us and do not allow us to get closer
the schools and they suggested me to change families, they talk to the representative of the area for the exchange program and I moved to another town.

the second semester I had a different experience, I moved to the countryside, a lot of farming, the family I was assigned was a family with four children, "the Gunns" two of them already independent living out of home, the two youngest were girls, Nancy one year younger that me and Nathalie she was seven years old. they live in the countryside in small town called Ida in Michigan too. I loved this family, we got along very well, It was fun to live there, the community was small and made me feel very welcome. We used to go together to church on sunday, they were methodist eventhough I shared with them sunday school, the service and singing in the choir at church. I felt happy, I got a foreign experiences learning a new language spirituality difficulties
lot of friends that I still talk to, almost thirty years after. I met during that time a very special friend, we have kept in touch during all these years, I have gone back for a visit. I also have visited the family whom I stayed with.

The family I stayed with, the Guns were very spiritual and respectful with my believes. They always ask me for my religious practices, for example if I wanted to attend the catholic service or join them to their Sunday service, of course I wanted to joined them in church, but on saturdays afternoon I used to go to the catholic church and sunday mornings went to the Methodist service with my host family, I attended the youth Sunday school and join the choir. They also asked me if I fast or do abstinence during lent season.

One of the most beautiful easter experiences I lived, was with the methodist community, I remember different families from the
church riding their bicycles around four in the morning, to the house of one of the members of the community, a beautiful farm; there we prayed, sang and praised God at a lake shore with the sunrise. I could have the experience of a real Christian community, they shared and helped each other in their necessities. I remember there was a young couple in the community with a special son, who has suffered an accident during winter time and this couple was still studying, the members of the community took turns to take care of the kid, while they attended some classes at university. The warmth, kindness, sharing and willing of help each other was very obvious.

The school was very small compared to the one I was attending before, Ida High School had two hundred fifty students. It was mandatory too, to take U.S History, U.S government and English as an obligatory condition to receive my High School diploma, and I could choose
any other subject to complete my schedule. The experience of learning a language immerse in the culture was incredible, it was a great step for my future as a professional and also made me growth in my personal and spiritual life. I never thought to stay for my undergraduate university degree in United states. We didn't have the amount of money in my family to pay a carrier and scholarships were not common at the time for foreign people or no one mentioned as an option for my studies.

When I came back to Colombia in the year 1990, I started my undergraduate interior design studies, right after the year I spent in United States participating in the exchange program, I was an outstanding student at university, my grades were over 4.4, I got an scholarship the second semester for the highest average in the interior design program, the rest of my studies were paid by my mother and at the end I didn't have to present the changes.
thesis project because of my average, it was a political held by the university at that time. If student had an average over 4.5 didn’t have to present thesis, so I got to be under that statement. It was a beautiful experience, discover the combination of colors, shapes, spaces, etc. was incredibly nice, I learned a lot of world history, cultural and a lot of things related with art. That sensibility my mother had showed me since I was very young.

I started to work immediately, as soon as I got my interior design degree, in an exclusive interior design store in Barranquilla. it was gorgeous, beautiful, I worked there for three years, I was in charge to design furniture and worked as a design consultant. My schedule was everyday from 8:00-12:00 and from 2:00-6:00 I also had to work on saturdays half day. I felt as a prisoner, I could not do some experiences that a person live last forever, and shape their life.
a lot of things I wanted to do as a member of the church, because during my university years my life changed, it changed in the spiritual path, my faith became stronger, my practices were more often and my willing to serve God and the community have awaked.

I considered myself a very spiritual person, studying in a catholic school and being born in a traditional and catholic family religion was very important for my life, I remember going to the beautiful chapel of my school every morning to offer my studies and to ask to the Holy Spirit for guidance in my life and in my future, at that time I was only fourteen years old and it was clear for me that I wanted to serve God any how. Then teenager years arrived and my spiritual life became apart from I was used to be, I was a normal teenager, parties, carnival, friends, far from religious practices at church, as not celebrating the Eucharist or reconciliation and not

| school changes | god touches my heart everywhere I went |
| changes are sometimes good | spirituality special community experiences |
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

belonging in church as an institution.

It was around 1991 when I was already attending to classes at university when a friend invited me to participate in a youth group, that moment really changed my life, I became closer to God. I mean, I started to practice more in my religious practices, to discover the precious gift of the Eucharist, which I attended everyday, I looked often for reconciliation, meditating the Rosary was my special prayer everyday, and also discovered that serving and helping others in the neediest communities and circumstances made me happy and was so important, I started to study the bible and to learn more about our catholic church.

When I started to work in the Interior Design store the focus of my life had changed, my interests were different to some years ago, the simple life, the people in need was around, I lived surrounded for a precious, expensive, chic and fashionable world,

Good student probably because I knew about all the efforts that my mother had to do to pay my studies and my brother and sister’s.

Maybe because I like to study, to learn, discover new things.
where people complained for superficial things, I felt I didn’t fit in that world. I can not lie, it was beautiful, it was gorgeous, exciting and I enjoyed art and design, but I felt out of place, because I compared the contrasts I was living at that moment, while some people had nothing to eat, or a place to stay, people I saw everyday was complaining because the color of the furniture was not the chosen one, or because we were delay in the deadline of delivering the products. I wanted to look for something else that fill my life with significant things, according to the reality I was living and not superficial and material stuffs, I thought it was an empty world with no sense at all. I wanted to focus in the human being, in the heart of the person, in its essence more than the outside, in the inside.

I think my mother was also a big influence in this area, for this sensibility toward others. She always cared for others, her aunt, her cousin, her mother, her children, her life was an
example of serving others and giving the best everyday and every person she was with, attending and supporting the necessities of the people around. She served always with happiness, and still she does. She is very active and very devoted mother.

During the two years of work, I shared my time between my work and my desire of helping others and collaborating with some activities in church; I hoped to have more time in the afternoons and saturdays, and also I started to think that I wanted to have a family, a nice family, that I could raise with quality and time to share good moments, teaching values and moral principles. In 1995, after two years working in the company an opportunity came up to me, a friend from my church group told me that in a bilingual school, The British American School, were needing a religion teacher for preschool. I presented my resume, had three interviews, and also had the experience for a day, working with the children, I

It was unusual for a teenager traditional family spiritual life
had no experience at all but I liked it. That day, when I step forward the school a beautiful image of the virgin Mary was in the entrance, I felt it was my place to be. The archbishop’s vicar Monseñor Iriarte, recommended me, Knowing English, simple knowledges about catholic religion, but having a strong faith was enough for getting the job at that time.

Then I found what I like, teaching kids about God and teaching religion became my passion, I felt that I was doing what I really like and also had time for activities to collaborate with the group at church. From 1995 to 1997 I did a Diplomado en familia with Universidad de la Sabana with agreement with Universidad de Navarra, and I did my try studying education on 1997, a profesionalización that would give me a degree in education, how this worked? a person working in education, with other professional degree, studying for two or three years, could get the

Probably I needed to communicate what I was living,

The requirements to teach in the school were not strict

Probably I needed to communicate my spiritual experience, all I was feeling and living related to God

Started studying about human being

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FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

diploma, but conditions from Ministerio of education changed, extending the time and I started focusing in a trip I wanted to do out of the country specifically to Italy.

why Italy? the truth is that I wanted to keep on studying and I wanted to travel to different places, I search for studies in Mexico, France and Italy, and found in the option of Italy the program adjusted for me. It was the summer of 1998, I had my savings from my Job and also I sold some of my paintings, and placemats painted by me. I enrolled in Istituto Palazzo Spinelli during the morning I took interior design and in the afternoon Italian classes. Then in july I enrolled in art history and also italian classes in the afternoon. Another fact that pushed me to go to Italy was my traditions and the fact that I was part of an Italian family. Of course I went to germany too, before taking my interior design classes in Italy, I went to Germany and tour as much as I could. I went to my grandfather town.

The stories told by my grandmother and mother

I didn't want to leave all I have learned about design, I liked it and wanted to keep learning, I could’s efforted a whole carrier outside the country, but I could make it happen taking some courses

foreign influence
Breisach, located in the south, in the Black Forest. What a experience!!! I remember the bitting of my heart when I was in the train, arriving to the small train station of my grandfather’s town, the place where he was born and where the story started for our family. it was amazing, full of emotion. In the other hand was a little difficult, because I was not able to communicate; I did it by signs, maps and pictures. There was not an English or Spanish speaker and I only knew how to say Guten morgen in dutch. Finally, I met somebody in town who dominated English and Spanish, then it was easier for me to communicate. I stayed there for three days. Casually there were in town people from my grandfather’s time, when he was a kid; it was a couple from town who now lived in New york, but each five years used to traveled to Breisach. Mr. showed where was my grandfathers house, and how was my family when he was a kid.

motivated me to travel and visit the countries of my ancestors

tradition is important, shape your personality, makes you what you are.

Mother’s influence

hard Communication
The experience this time living in another culture, learning another language was different than the experienced I had when I lived in United States. In this case I was older, more independent I rented an apartment, met people from different places and cultures like Israel, Brazil, Phillipines, Germany, Australia. I found in Germany and Italy another style of living, more relaxed than in United States, for example, they had a day off in the middle of the week and finished working at 5:00 p.m.

This was a wonderful experience on my own. When I came back to Colombia I continued working at the British American School still as a Religion Teacher in preschool. I learn with my daily practice classroom management, read stories, get feedback from the children, organize a class, communicate with parents, I learnt about gross and fine motor skills, how to strengthen them in the students, phonology, psychology and everything

Every culture is so different, and enriches you somehow

continue Teaching

Teaching religion became the most important thing in my life
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

related with education. Those five years period were full of knowledge transmitted by the other teachers, and the coordinator of Preschool, Ms. Villy, she helped me a lot, she was my teacher during all those years. My classes were held in Spanish, I enjoyed every single day, teaching to the students.

On September 1999 I met my husband, He was from Bogotá, he was a consultant and went to school for teachers and students conferences. I was announced that I had to go with the group: fundacion Ruah everyday to the convivencia with the students, I didn’t like the idea, because I had to leave my other classes but When I saw him talking that first day I met everything changed, I wanted to go to work with him, I liked his thoughts, he was deep, he had a powerful sight and he was very spiritual, he was part of a Foundation called RUAAH, that means soplo de Dios. We were connected that same day, everybody stills remembers I met a person with my same believes, this was very important for my life.

started studies related with humanities and education

study

Family

started studies related with humanities and education
that we did, because when I met people from that time they still remember the way we talked and looked. I liked the way he expressed himself, his thoughts, I wanted a person like him in my life to build a family. We had to work together and had the opportunity to talk and share. Then he invited me out and started a relationship that last ten months. After these ten months we got married. On July 29th of 2000 we sealed our love in a nice, simple but very significant catholic ceremony.

We Established in Bogotá. I got a job in a school called Cumbres, as a preschool teacher, teaching Pre-kinder, children who were four years old. I was their head teacher, I was three years in a roll desempeñando the same position, after those three years the school moved from Bogotá to Chia and also opened a new maternal in Bogotá called Bambolino where I worked too as a maternal teacher with two year old kids. I was so thankful I could find
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

a job immediately. This was a good professional experience because I was a teacher for all the subjects, I had to teach in English all the time. Cumbres was a catholic school belonged to a community called Legionarios de Cristo, very traditional, very religious.

Living in Bogotá was different from what I was used to, Colombia has a great cultural diversity and I could experienced that, the way people is depending on the weather, and the topography makes a great difference in each region. Usually people from the coast is more open, outgoing, expressive, warmth, i could perceive from people in Bogotá, that are more close, introverted, reserved, and as a Big city, the traffic is heaver, and make the city an insecure place, the weather is way different, while in Barranquilla the sun is out almost all the time in Bogotá is cloudy and rainy, influencing in people’s way of living, the way people
express and communicate, even the way of working. I could feel how all those changes, influenced my mud, sometimes I felt sad, anxious, upset, homesick.

During the years I lived in Bogotá and work with the kids I could see the differences in the way kids were too. While in Barranquilla they were very loud, noisy, super active and expressive in Bogota kids were more quiet, less active but anyways they were fascinating, smart and great to work with.

Even though during those years different and exciting things happened in my life like starting my studies and the more important thing having my two daughters. I started the Licenciatura in Lengua castellana in 2002, I was deciding between two universities choosing Universidad Santo Tomas because my husband and I had a closed friend who was dominican and started to learn about the Community spirituality which we liked. The licenciatura de lengua extranjera still was not Studying seems important for me
available, I wanted something related with English taking in advanced that I already knew the language. I knew I have to start studying.

During the year I started my studies I got pregnant, first five month were hard, I felt nauseous all the time, I threw up three or four times a day, I knew I was not sick, but I felt liked it, during those month I lost five Kilos, I was working at the school, going to University, and taking care of my house, it was too much, it was a hard time for me, also because Bogotá was a new and different city to live in and my husband used to travel for long periods of time out of bogota for his work, all these things made me feel even worst, I decided to quit the University. I decided only to work, being on task with my home and dealing with my pregnancy, was enough.

My first daughter was born, in 2003, I wanted to dedicate all the time to be with her, stimulate her,
teach her. I was used to see a lot of unhappy kids sad and lonely, because their parents were not around, I didn't want that for my daughter. The school I was working was building a new campus out side Bogotá, that means that I had to spend hours to get back home and at the same time they were founding a maternal for children The maternal, allowed me to take her to school, I have a Nani that took care of her while I teach my little ones. Maria Josè could attend the classes in the maternal with the company of the nani. She spent the entire day with me, I did a lot of activities to develope her motor skills. When she was a year old, I made a diplomado en Universidad Javeriana about teaching English to children using arts. It was a nice experience and I learned tools to work with my students English skills.

Family was very important for me, I wanted to be around and raise my children

My second daughter

After two years my second daughter arrived, now I have to divide my time and take care of each one in the age each one

another culture

studying

Different cultures in Colombia
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

was, dedicate the time equally for both, they were two babies at home, I didn’t have the help of my family, I needed somebody to trust to stay with my girls, I got the company of a nani, she was very special, she was the same nana when I was 3 month old. Now I have two children to dedicate my time, sharing my daily routine between my work at school, and the education of my two little ones. I felt so happy, being a mother is one of the most amazing gifts I could received. Ana Maria received the same stimulation that Maria Jose has, music, textures, sounds, tastes, and mother’s time.

Bogotá was not an easy city to raise a family, long distances, heavy traffic, no family, I observe how kids were in a bus for hours to get the school and then after the school day to get back home. I knew there was a better place to raise a family. After six years living in Bogotá we had the chance to move to Barranquilla, my husband had a job opportunity so we decided to move. I always

Probably a person who always have been in a city cannot compare between were to raise a family but I did, and had the option

cultures moving to barranquilla

Family
thought that living in Barranquilla was better to raise a family, more secure, family was closer, and family ties are stronger, just thinking about the time kids have to ride a bus to go to school (around two hours everyday) and all the danger in Bogota.

My girls were 2 years and 8 month old when we moved to Barranquilla. I was a big change. I felt that life was less complicated I found help at home, help with my daughters, I felt accompanied and supported by my family members, we used to live with my mother and brother. My mother’s apartment was very big, there was enough room for everybody. I got a job in a bilingual school, it was a non-confessional, american school, what it meant that all religions were respected equally, and there was free religious beliefs, nevertheless in the handbook it points out that the religion class was under the Catholic standards, I

This is because most of the people in the school were catholics

Family
got to teach again. Religion and I was very happy.

At that time I was dedicated to my family, I loved to spend time with my husband and daughters and also with my mother. We used to spend time together, going to the beach, the park, ride our bicycles, roller skate. I was sure I was not wasting my time, sharing with my girls and family was the most precious treasure for me and for them. I took them everywhere, to ballet classes, art, roller skating classes. It is very usual in our city to have a nani to take care of the kids, they are in charge of taking the kids everywhere and also a driver is their company but I refuse to do that, I had help at home, but I went with them to all their classes, to the parties, to the doctor, shopping, they were with me all the time. That this was a great time to give to my children, some psychology studies show the influence in children's life the first 7 years. Unicef in the document mention Strong roots.
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that “Se ha comprobado que la autoconfianza, la autoestima, la seguridad, la capacidad de compartir y amar, e incluso las habilidades intelectuales y sociales, tienen sus raíces en las experiencias vividas durante la primera infancia en el seno familiar” I was completely sure about that.

I was dedicated also to my work, very responsible, I loved what I was doing, I felt with autonomy and free to do many activities, following the guidelines given by the school and the principal’s approval. I shaped the curriculum at school, innovate different activities, during these nine years I was sent from school to participate in some courses and conferences out of the country. I was asked to design a new program which was called Leadership, this program had to involved community service and values. I started the program, there was no curriculum, or any guidelines about it nevertheless, the principal
from the area assigned me the new responsibility and I built it very successful it was extended lately to high school. I was always looking for better ways for my students to strengthen their faith, More than a work, or a vocation it was a mission of touching my students life and souls.

Girls started to grow and with the support I have around my family, being more solid I decided to continue my undergraduate studies again. The Licenciatura en Lengua Extranjera was a new program in universidad Santo Tomas, I had the idea of taking advantage of the second language I already knew so I decided to change my study program from Lengua Castellana to lengua extranjera so I did my homologación for Lengua extranjera. I used to take three subjects each semester, I did not want to be overloaded. As a requirement for the university I had to travel to Bogotá each semester to take exams and do presentations. I had good
grades and I was engaged with the subjects and everything related to university. The school where I was working was helping me with the payment, when I needed to travel to Bogotá they sponsor me with the tickets. I divided my time between my work, studying and the most important thing my family. It was very clear for me that I had to give to my family quality and quantity of time, for them to grow healthy emotionally and with a great character, also my marriage needed time to continue building a strong relation.

My two daughters were also studying in the same school I was working, but was not always like that, when they were in preschool, they used to go to another school, the logistics to take them to school, pick them up, parent conferences, special days at their school were very busy, I had to ask for permissions because in my mind their growing process
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

at school was very important it was not in my mind to enlighten other children and let my children without our support as parents. There was another important aspect that made my husband and I take the decision of changing our daughters to the school I was working in, the way I saw children having fun while they learnt, there was a lot of creativity, and freedom in this school but also rules and values.

In 2013 I decided to take four subjects at university, I wanted to finish my studies soon and get my degree for the licenciatura, but sometimes life shows you a different path to follow. In August 15th I was diagnosed with breast cancer, with a metastasis in a lymph node, this meant a lot of things, my life and my family’s life was going to change and had to get adjusted in different ways, I was going to start a process that was going to
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

last around a year or even more. It was going to be a hard time for everybody with the concern of positives or negatives results related to the treatment. So it was not time for me to study, I needed time for me, to dedicated to my body and my emotional health I quit again my studies, I was not able to think in something else than my health, with a 8 and 10 years old kids the only wish that came to my mind was being able to live to see my children grow, to see their success, to see them become little women, and be with them to guide them. Never a why, always a what for… Now it was a time to fight for my life, this process is the complement of many pieces, medicine, attitude, family, friends and spirituality, I needed to dedicate every single minute to be strong to tolerate the chemicals from chemotherapy, it was a

In CAU Barranquilla I said I needed to stop for a while, when I found out about my diagnose it was the time the university could
refund the 75% of the money I already have paid it was a huge body and emotional impact, I just knew I had to get well, I was in the doctor's hands but most of all in God's Hands it was time to stay by His side and abandoned myself in His will and I did. My prayer and meditation time increased, my faith grew stronger, I used to go to mass before each chemo treatment, watch the Eucharist by TV and pray the Rosary every day. the Eucharist was and still is my medicine. I thought If Jesus could heal a person just touching it at His time, His body that is now in the Holy communion would do it too in my body and soul. I could feel at night how God lifted me in His arms, when I prayed at night, when I felt lonely in the middle of the night, in the darkness, feeling very sick, I could feel Him right next to me, closer than ever, I felt release. I look back at the day when I picked up the pathology results, my daughters were in their ballet classes and I was getting a capuccino, I opened the envelope and
read carcinoma ductal infiltrante, but I close the envelope thinking that everything was ok, I didn't understand the terminology or I could unconsciously block myself. At night the doctor from the school and very close friend asked me for my results, I read them and she said: “I think this is not good, you need to talk to your doctor right away” She got an appointment next day with the specialist. I remember I went to school like every other day and told my boss about the results I have gotten, she holded my hands and said, you are going to be fine, God is going to take care of you because you are part of His staff. When I arrived home after school to get ready for my doctor’s appointment, going up the stairs the psalm 23 was in my mind, “The Lord is my shepherd, I lack nothing”, an hour later when I was driving to the hospital I turned on the radio and started to listen to a catholic dial, the person who was directing the prayer
said, let’s pray with today’s psalm:

The Lord is my shepherd, I lack nothing. I felt everythig was going to be fine.

At that time my daughters were ten and eight years old, 4th and 2nd grade, they did well academically, the teachers, psychology and staff were shocked with the news, they were very supportive in all this process, for the girls and for me. The directors were very understanding. I kept on working. The protocol I had to follow was chemotherapy every twenty one days, getting the treatment in Barranquilla. the medicine made me feel really bad, knocked me out, I slept day and night, ten days after each treatment, I returned to school and taught, organized, planned and left things ready for the next days that I was not going to be there again. I did the same for every cycle of chemo. The school allowed me to arrive to school later than any other staff member and let me go earlier. During this time I
could learnt a lot of things in different aspects, since how to eat well to really take advantage of each opportunity life brings. I always thought how fortunate I was to know God from before and have a spiritual life that made me strong, otherwise would it be harder to pass through all this difficult time.

it wouldn't be possible without my family support, my husband, daughters, mother, brother and sister they were there for me. Also my friends, my coworkers and even the family of my students, I could feel the power of love and prayer. Sometimes when I felt I was not strong, I could felt the power of other people praying for me, I don't know how to explain it, but it feels like people all together lifted you up.

It is great to see how weakness can bring so much love around and empower the weakness.

On may 2014 I got a radical mastectomy and axillary dissection, the
results of the treatment were excellent, the pathology showed 0% cancer cells and from the 16 lymph nodes doctors didn’t find any affected. It was a real miracle that medicine had worked in tremendous way, I asked to God for those results and I got them. A month after the surgery I had radiotherapy finishing in August 1st, after these process I had to continue with other kind of chemotherapy until February 2015, this was not as strong as the first ones, but still I had to go to the hospital for intravenous treatment.

A new school year was about to start, so I did start working on August 5th 2015, it was a good year for me, it felt like a new life, restored, with so many dreams and projects to approach. By this time I had been in the school for nine years, I really liked my work, what I did, teaching about God and helping others serving the community. I didn’t think about going back to study, this time I needed to enjoy, celebrate life, be with my
family, my friends, do things that I really like and recuperate. I was exhausted from the whole process, I wanted to rest, I needed time to heal and make my body strong again and even my emotional feelings, then I started to think in asking for a leave of absence in the school, I talked to the principal of my area, she communicated to the director of the school, at the beginning they said yes, I got the confirmation thru the principal. I also trained the person who was going to take my place during that year according to the instructions the principal gave me, I didn't get anything written from the administration, it was a talk, after few months later when I talked to the principal she said that leave of absences was not a politic from the school, she said that if I wanted to go back after that year I had to do the whole process, so I was sure that when I return the next school year, I was going to get hired again, I thought about my background in the school in all the good things I have built. starting with the
religion program, I implemented the mass, confession, novena, first communion conferences to the parents, in the other hand I built the community service program at school, and also there were some other cases in school from teachers that had have been away for a year for family issues, studies or any other reason and they were hired again, but I was wrong, when I got back to the director and told her about my desire to go back to school and teach again she reply that leave of absences were not permitted, then I said, I asked her for the steps to follow with human resources or bringing a curriculum vitae, but she said, we have your curriculum vitae here. I felt so sad, I really wanted to continue working there. The methodology, the staff, the organization of the school, the autonomy to work, the way I develop the religion and leadership program, the classes, the style of the school, everything liked me. It was time for a change, not
because I wanted, because I was bounded to.

It was April 2016 when I got the final no, from the school, my next step was look for other jobs because I needed to work to help with the family economy. I was lucky and blessed because I got a job, I sent my resume to four different places and I was called out from three of them, getting involved in a catholic school and also teaching religion in elementary. When I was looking for a job I felt somehow scare, at this moment I noticed how important it was to have a degree, I realized that I had the experience, more than 20 years of experience but I didn't have a degree that supports my knowledge. I decided to then continue the university again taking two subjects every semester, working, studying and taking care of my family it's been harder, because although I am doing well, my body have had a strong process, I also take a pill to prevent a health setback that makes my body to feel more tired
than usual, anyway I keep very active, I feel strong, and with many projects to come, I want to finish my degree, I like to study, learn new things, sometimes I want to give up, but I think that is short what I am missing, I have only six subjects pending, I am trying hard and doing the best I can. Sometimes I wake up at 4:00 in the morning because I don’t have time to study during the day and lately I spend hours sitting in my computer studying over the weekend.

Now on the school I am working is catholic, boy and girls bilingual. The school is starting to work with the blended philosophy. This is my second year teaching religion in elementary, last year I was assigned for 3rd, 4th and 5th grade, this year 2017-2018 I was assigned to 1st, 2nd and 5th grade and also responsible for the first communion process. The classes have to be taught in English and the second language must be spoken all the time. The lesson plans are developed
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

with GANAG guidance; we follow the Conferencia Episcopal standards. I feel I am learning new things, that are building my character even more. Reading, learning, teaching makes me feel so updated with technology and pedagogy. Nowadays I started my studies again, I HOPE I can finally finish this stage of my life and start another one.

I am so thankful for life, for the opportunity to be alive, for the woman I am, for the way I have directed my life, giving the best I can to each step of my life. God, family and knowledge, are the three important pillars in my life. That's why each time I can I celebrate, some days ago I wrote something that I will copy in the following lines

Hoy que celebro!!!!!

Gracias por un año
mas
gracias porque
puedo despertarme y
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<th>FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY</th>
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<td>apreciar lo maravillosa que es la vida</td>
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<td>gracias por los instantes, por las cosas sencillas que me rodean y hacen feliz</td>
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<td>gracias por el sacramento del matrimonio que bendice mi vida</td>
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<td>gracias por mi madre que me traigo al mundo</td>
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<td>gracias por mi familia, por el amor que desbordan cada día hacia mi</td>
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<td>gracias por mis amigos que son un tesoro invaluale en mi historia</td>
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<td>por los que están cercanos, los que están lejos, por los que alguna vez estuvieron allí</td>
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<td>gracias por las nuevas oportunidades que se me presentan</td>
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<td>gracias por la posibilidad de servir a los demás</td>
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<td>gracias por los que me sirven a mí</td>
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<td>gracias por la capacidad de enseñar sobre todo a los niños</td>
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<td>gracias por el regalo de aprender de los que me</td>
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I FOUND A DIFFERENT CULTURE
CHARACTERIZED BY
more quiet and reserved
kids, however kind,
affectionate and friendly as
kids are used to be.

WHAT I LIKE ABOUT THE
CULTURE WAS the
concern for learning and
studying, the
professionalism to treat
people (servicio al cliente)
the big cities make you a
Little bit more independent
and not everybody has the
eyes on you

My teaching story Part 3

NOW

NOW I AM TEACHING in
another bilingual school in
Barranquilla it has the
characteristic that. I teach
my subject, religión in
English. I feel that Reading,
learning, teaching makes
me feel so updated with
technology and pedagogy.
Nowadays I started my
studies again, I HOPE I can
finally finish this stage of
my life and start another
one.
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https://studiesabroad.com/programs/country/colombia/city/barranquilla/cultureComer/culturalHighlights

http://www.foryourmarriage.org/catholic-marriage/church-teachings/interfaith-marriages/


attachments

This are some tools webpages, and apps I use with my students
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY
FACTORS THAT SHAPE AN EFL PRE-SERVICE TEACHER’S IDENTITY

http://www.catholic.org/prayers/popular.php

https://youtu.be/x-5_2fZLilQ

https://www.youtube.com/watch?v=x-5_2fZLilQ&authuser=0