

Beyond the classroom: Rural context experiences shaping the identity of a future English teacher.

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Abstract

The main objective of this research is to describe the daily experiences outside the classroom of a pre-service English teacher in a rural context, and how, based on these experiences, she configures her professional identity in relation to the circumstances around her workplace, academic pressures, and external stimuli from the context. This research was developed as a narrative study, and data collection was carried out through semi-structured interviews, narrative frameworks, and journals. This narrative was analyzed from the participant's own reflections and perceptions, identifying specific patterns in the data, and then categorizing them into three main themes, resulting in a different vision of how sensitivity and empathy are awakened from the daily experiences of the rural context, which have been the basis for the development of her identity as a teacher.

Keywords: Daily experiences; Narratives; Pre-service teacher; Rural context; Teacher identity.

Resumen

El objetivo principal de esta investigación es describir las experiencias de la cotidianidad fuera del aula de clases de una futura profesora de inglés en un contexto rural, y cómo, a partir de estas experiencias, configura su identidad profesional en relación con las circunstancias alrededor de su lugar de trabajo, presiones académicas y estímulos externos del contexto. Esta investigación se desarrolló como un estudio narrativo, y la recolección de datos se realizó a través de entrevistas semiestructuradas, marcos narrativos y diarios de campo. Esta narrativa fue analizada a partir de las propias reflexiones y percepciones de la participante, identificando patrones específicos en los datos, para luego categorizarlos en tres grandes temas, dando como resultado una visión diferente

de cómo se despierta la sensibilidad y la empatía desde la cotidianidad del contexto rural, las cuales han sido la base para el desarrollo de su identidad como docente.

Palabras clave: Experiencias de cotidianidad; Narrativa; Docente en formación; Contexto rural; Identidad del docente.

Contextualization

My research idea started when I was asked to video-record one of my classroom sessions. While watching the video and doing the exercise of reflecting upon my teaching, I realized that my work was normally developed without any particular or outstanding events, since the conditions and characteristics of the context to which I belong, such as working in an urban environment, without transportation or communication complications, with an academic community of a private school, and a common daily routine outside of school that did not represent significant events that influenced my training process, were enough factors to consider another perspective of my research idea. But when I heard that some of my partners and their experiences and lives were very different and peculiar in terms of their work as teachers (though they are not professionals yet), as well as their location, the difficulties in transportation, even how the weather affected their role as pre-service teachers, made me think how interesting it would be to understand and characterize such contexts and experiences. In this study, the participant is considered a pre-service teacher given the fact that she doesn't have a teaching diploma, yet.

This type of characterization is relevant because by having the opportunity to share with other pre-service teachers, I can reflect and interpret other positions and realities that also make part of EFL contexts in Colombia. Besides, I can expand my perspective and my own position about the different profiles and roles that other English pre-service teachers may have.

In terms of my learning process doing research, I have to mention my participation in the Research Mentorship Program (RMP). This space was directed by some teachers of the LLEI in order to improve research processes on particular topics related to the research fields of the degree, offered to students who shared these interests. This space guided and strengthened my first skills

in the research process. Also, I broke the gap in the conception of research as an exercise of just numbers and data, and led me to be more sensitive in analyzing and reflecting on research from a more human vision. That was how my research idea emerged from reflections and activities done there.

In the RMP space I understood that research is a process that never ends. It is dynamic and changes a lot, which provoked me into developing a new perspective on how research beyond an academic space can be a lifetime experience. This study allows us to understand how the training of a teacher goes beyond academic standards and to analyze the day-to-day realities that surround the role of a pre-service teacher in a rural context, and how these experiences contribute to the construction of the identity of an English teacher. With this, it can be stated that this study is connected to the LLEI's research field number 2: The study of the English language and its contexts, research macro project 2: Understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teacher's educational contexts, and research subproject 3: the voices of the LLEI realities: Understanding English teaching and learning contexts in EFL education.

Therefore, my purpose with this study is to reflect on the daily experiences outside the classroom of a pre-service teacher who is currently an in-service teacher in a rural school, who has a particular routine due to the geographical, educational, and social characteristics of this context, which has had an impact on her training and the construction of her teacher's identity. This teacher had previous studies in a teacher-training school, and decided to start her professional studies as a B.A. in English as a foreign language, because she completed her high school studies in a rural school, where the teaching of the foreign language was weak. Besides, in her first work experience

she had to teach English classes, and due to her lack of knowledge in the language, she was motivated to learn it.

On the other hand, belonging to a rural environment since childhood awakened in her the need to contribute to her community with her work as a teacher. I consider this point an important aspect of my study because while studying with her, I noticed she had completely different experiences from mine, specifically in her role as a rural teacher outside the classroom. Furthermore, it is important to mention that this study was done during the COVID-19 pandemic, which meant that the education process was undergoing changes in the teaching methodology that involved e-learning, and that was an even bigger challenge for a teacher in a rural context.

Research Statement

As a student of English as a foreign language of the Santo Tomas University and at the same time as a teacher in a private school in the municipality of Soacha, have made me question the advantages, disadvantages and experiences of my work, as well as to analyze in depth the context where I work. These questions became more interesting while participating in the Research Mentorship Program (RMP), where we analyzed different contexts and we had some examples of how being a teacher goes beyond the classroom.

In the RMP I discovered that the analysis of my experience as a pre-service teacher would not be enough to consolidate a research project, that's why I decided to add to this project the vision of a pre-service teacher with characteristics and experiences different from mine that could offer new and significant contributions about diverse life experiences among the LLEI community.

One of the aspects for which I consider this study important is to be able to develop a critical perspective of the research processes and thus contribute to my training as an English teacher. In addition, to document and analyze a rural pre-service teacher's experiences that impact her identity formation that goes beyond academic training, this implies, understanding that not only the school context is part of the experience of a future teacher, on the contrary, there are different factors such as their emotions, feelings, knowledge and cultural context which are part of the vision of themselves and of her development as a future professional.

As future teachers in training, it is very important to take into account all types of contexts to practice as a teacher. However, knowing the reality beyond the classroom and being able to reflect through the voice of another future teacher and the experiences that are part of the construction of her identity, make this research more significant and improve the practice of other students of the

LLEI program. According to Barkhuizen, Benson & Chik (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 contexts.

Considering the above, the research question that guides this research is:

Research Question

How does a pre-service English teacher shapes her identity as a future teacher based on her present daily experiences, realities and perceptions in a rural context?

Objective

To reflect on how a pre-service English teacher shapes her identity as a future teacher based on her present daily experiences, realities and perceptions in a rural context.

Literature Review

During my professional training process at the Santo Tomás University, I had the opportunity to share with many colleagues, future teachers who were already working as teachers. Knowing the work experiences and the context of many of them aroused my curiosity to know those factors outside the classroom, which affect the development of the identity of a teacher. This study is based on narrating the personal experiences and perceptions of a pre-service English teacher around a rural context, and how the realities of this environment contributed to the formation of her identity as a future teacher.

Taking into account the above, the constructs that guide this study are: (a) Pre-service English Teachers. (b) Teacher's identity. (c) Rural context. Which will be described and supported with similar studies that will serve as the basis for this research.

Pre-service English teachers

According to Chand, Alasa, Chitiyo, & Pietrantoni (2022), the term pre-service teachers describe student teachers enrolled in a teacher training program, who work in teaching experiences supervised by university teachers and tutors. These are students who have little or no teaching experience inside the classroom. Similarly, Gonzalez & Balderas (2016) indicate that "These pre-service teachers have been admitted to the teacher education program, but have yet to complete all requirements to become a fully certified teacher." (p.357).

As a pre-service teacher in my first years in the classroom, I had very basic beliefs about the realities of a group of students, and coincidentally, my reality was not too far from theirs. Over the years, cultural, regulatory and educational changes require future teachers to adapt to different educational settings, which for many pre-service teachers like me, are unknown environments.

Castellanos (2013) in her study “*The Role of English Pre-Service Teachers’ Beliefs About Teaching in Teacher Education Programs*” explores how the preconceptions of pre-service teachers are fed from their own experience as students, their significant interpersonal relationships with tutors and peers, and finally, from the reflection of their own teaching practice. (p.196). This study invites teacher education programs to consider the self-image that pre-service teachers have as teachers, their beliefs, relationships with others, and abilities to recognize aspects that motivate strengthening their training as future teachers.

Pre-service teachers who begin their teaching process constitute a reference for research about teaching in Colombia, and according to Castañeda & Aguirre (2018), these studies help us to deepen our understanding of what happens in the pre-service English teacher context. In their study, the authors show how the participants through their first experience in pedagogical practices developed a sense of awareness about the context in which they work, and how these reflections and personal narrations of each participant contribute to the development of the curriculum. This study is relevant to my research as it comes closer to the goal of giving voice to the experiences of future teachers. In the same way, the author highlights that not only the classroom environment influences this study, but also the family and social environment, the tutors, the students and personal preferences configure the narrative of this study.

Finally, the authors define the experiences of the pre-service English teachers as a source of information and direct contact with the contexts of each one, which allow understanding personal and professional aspects that contribute to their training as future teachers.

In the same way, Lucero and Roncancio-Castellanos (2019) describe in their publication, important components that pre-service teachers involve during their practice process, such as the connection between theory-practice and the context in which it is developed, which are determining factors in the construction of future teachers. Similarly, this study emphasizes the ELT realities faced by pre-service teachers, which must be developed from academic knowledge but which imply the strengthening of their personality, “The pedagogical practicum is quite a challenging stage in pre-service teachers’ lives” (Lucero and Roncancio-Castellanos, 2019, p.182).

In this way, it can be seen how the training process inside and outside the classroom of pre-service teachers is linked to the perception they have of themselves and how their academic and personal experiences take place in the construction of their identity. Thus giving way to the second construct of this study.

Teacher’s identity

The concept of identity can be interpreted from a social and personal dimension. Fajardo (2011) states, “*Talking about identity in personal terms implies psychological, affective, and cognitive notions. On the other hand, the sociological dimension includes labels such as gender, race, age, or nationality as well as social, historical and cultural factors*” (p.18). In his paper,

the author explores the construction of professional identity in a group of pre-service teachers during the practice period. During this period, the pre-service teachers face daily situations of teaching, but also show how their knowledge, beliefs and even their family environment take place in the construction of their identity as future teachers.

On the other hand, the identity of a teacher is also influenced by the community or the context where the teacher participates, in this case the school context. Barkhuizen (2016) provides a definition of the identity of teachers by stating that, “*Language teacher identities are multiple, and they change, short-term and over time discursively in social interaction with teacher educators, learners, other teachers, administrators, and the broader community, and in material interaction with spaces, places, and objects in classrooms and institutions*”. (p.659). In this article, the author develops a narrative study where he explores the development of the imagined identity of an English teacher in a migrant context, which showed how her identity was transformed over the years, the circumstances, and the personal and family events, allowing a reflection of her process as a teacher and as a professional.

Teacher identity is a construct within the field of teacher education. Salinas, D., & Ayala, M. (2018) in their study “*EFL Student-Teachers’ Identity Construction: A Case Study in Chile*” share the narratives of two pre-service teachers from a sociocultural theoretical perspective. The conclusions of this study reflect that the identity construction of each participant is unstable and dynamic, in addition to being highly influenced by personal and external factors related to the environment of learning and teaching. The objective of this study is the development of identity-based on personal experiences, life stories, and context observation. On the other hand, the study

also refers to how the academic environment (teachers, tutors, practice supervisors) of the academic program influence the sociocultural vision of the identity of the participants, where the pre-service teachers have to adapt and negotiate their identities through interaction and social experiences outside the practice environment.

Its relevance with my study is based on how social experiences inscribe in the professional development as teachers of EFL, and on the external factors that shape the identity configuration of pre-service teachers, and how these findings will help to prepare better teachers for their actual teaching activities in a specific context.

Finally, as we could see in the previous studies, there is no development of the teaching identity without factors that influence it. In this case, it is ideal to describe the last construct: Rural context, which is part of the context of the participating teacher in this study.

Rural context

To give a correct definition of rurality, Pérez and Merino (2014) mention that it is the bond that the community develops with a rural environment, which produces the development of a social sense. In this way, we can understand that in a rural context the community is emotionally and symbolically appropriated from its surroundings.

According to the results of the study carried out by Bonilla and Cruz-Arcila (2014), the teachers' sensitivity to being in a rural context, developed skills to creatively take advantage of the resources that the context offered them, in this way, the participants demonstrated their social and personal

commitment to this community and following the definition of Pérez and Merino (2014) by being part of a rural context, there is a state of consciousness that allows the environment to be transformed, to value its resources and the identity of those who inhabit it.

However, these rural contexts are, for the pre-service teachers, a sector with little choice when it comes to carrying out their practices. According to Cruz Arcila (2017)

“There seems to be a widespread belief that rural students and teachers are less capable than their urban counterparts. This is reflected in the reluctance to accept a job in rural schools and in the negative preconceived ideas that teachers had before going to school” (p.51), which refers to the little knowledge that the pre-service teachers have about the rural context.

Finally, another study carried out in Colombia by Cruz-Arcila (2018) reported how the socio-cultural problems of the rural context around teachers could shape the teaching practices and also their identities as professionals. One of the author's findings in his study is that teachers become active teachers and promote from their own experiences and the needs of their Rural context, contextualized creative policies, which are based on connecting their teaching practices with the realities of schools.

Research Design

The main objective of this research project is to reflect on the daily experiences of a pre-service English teacher in a rural context. The intention is to give a voice to the elements that are outside the classroom, the social context, the opportunities and challenges of the rural educational context, and how the pre-service teacher benefits from these experiences and the challenges that she must assume to adapt to the context in her daily life.

This research project is connected to the research field 2 at the LLEI: The study of the English language and its contexts. This research field focuses on the analysis of the social and cultural factors that are part of the learning and teaching of English. Therefore, the project is framed by the Research macro project 2: Understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teacher's educational contexts, and follows the parameters established by the research subproject 3: the voices of the LLEI realities: Understanding English teaching and learning context in EFL education. In this way, when observing and analyzing the daily life and life experiences outside the classroom of a pre-service teacher, it is possible to understand not only an educational context, but also the human perspective that is part of the process of language development in any setting.

This study is carried out with a student currently in the tenth semester of the Bachelor's degree in English as a foreign language at Santo Tomas University. She lives in the municipality of Corralejas in Anolaima - Cundinamarca. She works in a Rural school in Chiniata, which is a village located in the municipality of Guayabal de Siquima - Cundinamarca. The teacher has worked for six years in a multigrade classroom with third to fifth graders. The teacher participant is a pre-

service English teacher who is currently an in-service teacher in this rural school, who in addition to teaching English, also teaches basic areas to children of different ages.

Her interest in studying English as a foreign language, and being able to work as a teacher in a rural community comes from her experience as a rural student and understanding the shortcomings in teaching a foreign language. Besides, her desire to contribute to education in a rural context.

It is interesting to consider the teacher's profile for this research and discover her reality and life experiences outside the classroom that are unknown to other students in order to provide a new perspective on what the work and the daily routine of a pre-service teacher entails.

Narrative as a research methodology

The study is developed as a narrative study, according to the methodology proposed by Barkhuizen, Benson & Chik (2014) in which narrative inquiry is considered a tool to help us understand how language teachers and students organize their experiences and identities and represent them to themselves and others. This type of design complies with the characteristics of the subproject "The voices of the LLEI realities", which considers the collection of data with oral, written and multimodal data methods that refer to the realities of the participants, their voices, their life stories, and perceptions about their environment.

Narrative inquiry in this case is an appropriate tool since the participant's voice is considered as the first instrument, in this case, the pre-service teacher and the experiences of their context. Finally, in narrative research, the pre-service teacher is seen as an individual, and is understood as

such according to her teaching experiences and personal stories, without minimizing her role within a social context.

Regarding the nature of the research, this project is developed as descriptive research. This research paradigm "*emphasizes the need to understand the phenomena in their cultural and social contexts.*" (Ellis, R., & Ellis, R., 2012, p. 42). This paradigm of research allows us to focus on specific participants, in this case, the pre-service teacher, and her context without going further to involve her work in the classroom. It intends to show the opinions, reflections, and points of view of the participant. Ellis (2012) mentions that "It emphasizes the importance of obtaining multiple perspectives by collecting a variety of data (e.g. through participant observation, interviews, assembling relevant documents, and member-checking) and using these to describe and understand common patterns of behavior." (p. 43).

Data collection instruments

Narrative inquiry is human centered in that it captures and analyzes life stories. In doing this, it can document critical life events in illuminating detail, and yet also reveal holistic views, qualities that give stories value (Webster and Mertova, 2007). Regarding the narrative research approach, and the objectives of this study the data was collected through three types of narratives; oral narratives using semi-structured interviews, written narratives with narrative frames, and multimodal narratives using voice notes from WhatsApp.

Semi-structured interviews

Based on Barkhuizen, Benson & Chik. (2014), semi-structured interviews provide the participant with a series of guided questions which allow the researcher to direct the focus of the questions and obtain data in sequence, granting flexibility and personality to each answer.

This semi-structured interview (like the other data collection instruments) was developed in Spanish with the aim of capturing authenticity in the participant's voice. According to Barkhuizen, Benson & Chik (2014) “The interview questions should match the purpose of the interview.” (p.17) For this reason the semi-structured interview seeks data focused on the academic training of the teacher, her practice as a pre-service teacher, and her understanding of her context. The objective is to collect information on the aspects of the context of the pre-service teacher that have directly or indirectly influenced the development of her identity as an English teacher, as well as her perspective of teaching in a rural area, and how she has assumed the challenges in this process. The method of application of the semi-structured interview will be through video call, taking into account the place of residence of the teacher.

Narrative frames

Narrative frames in particular, invite the participants to tell their story guided by a series of incomplete sentences so that through their own experiences and reflections, they are completed in a narrated form. Barkhuizen and Wette (2008), define this type of stories as the center of a narrative, since they allow the experiences of the participants to be collected in a more precise

way, thus giving the research a coherent reflection and analysis that gives meaning to the teaching practice.

For the participants, this method can generate confusion or anxiety, taking into account that they have a limited space and must synthesize her/his reflections in a way that when reading them, they are clear and fulfill their function of providing relevant information to the study. However, the objective of the narrative frames is the compilation of information related to daily experiences within the context, emphasizing the feelings that these experiences generate in the teacher, for this reason, it can be easily developed by the participant.

The structure of the narrative frames corresponds to the one proposed by Barkhuizen and Wette (2008) where they state that each narrative frame must be structured as a story, with a beginning, a middle, and an end. In this way, the narrative frame seeks to capture the events, challenges, opportunities and feelings developed in a normal day of the participant.

For this instrument, a digital file "Google form" has been designed where the teacher will make entries with a reflective approach of her daily experiences as a pre-service teacher in a rural community. The main objective of the narrative frames is to discover the emotions, thoughts, and reactions that arise from the teacher's routine and how these can respond to the research question.

Multimodal narratives

Multimodal narratives are considered narratives that are supported by other modes such as drawings, photographs, multimedia texts, sounds, voice records, or hyperlinks. Barkhuizen, Benson & Chik (2014) state that "we have begun to see the use of multimodal narrative texts as alternatives or supplements to more traditional written and spoken narratives." (p.53). In this way, the use of multimodal narratives allows participants a less traditional opportunity to document their experiences and share them in a less technical and more contextually coherent way.

Porter (2002, in Barkhuizen, Benson & Chik, 2014) argues that composing with technology, in multimodal form, and then presenting the outcome through networked computers, places writing in relevant social, pedagogical, and rhetorical contexts.

Within this research, the multimodal narratives will be developed as audio journals, which will be collected from a voice notes tool of an application, in order to spontaneously obtain relevant data in the teacher's routine. About a teacher's journals, Barkhuizen et al. (2014) defines it as an instrument to gather written reflections on teachers' practices, teaching contexts, emotions, development, and language learning. The purpose is for teachers to reflect on their own experiences of teaching and learning to teach this as narrative data for use in research on language teaching, particularly aspects of teacher education and identity (p.40).

Data Analysis and Discussion

For this research, I have decided to apply the thematic approach to analyze the collected data proposed by Barkhuizen, Benson and Chik (2014). This analysis involves the repeated reading of the data, a detailed analysis for selecting extracts from the data collection with significant findings, giving categories, and thus generating different headings which are called main themes that describe and give meaning to all the data collected.

To develop this analysis, I created a document (see appendix A) where I grouped the data collected from the three instruments that were: semi-structured interviews (see appendix B), narrative frames (see appendix C), and audio journals narrated through voice notes by the participant. Initially, a detailed reading of the data in each instrument was carried out, and an open coding indicated by colors, taking into account the objective of this research. This process led me to identify three main categories by following the principles established by (Barkhuizen, Benson and Chik, 2014) which answers the research question: How does a pre-service English teacher shape her identity as a future teacher based on her present daily experiences, realities and perceptions in a rural context?

The three main themes preceding the analysis of this research were: 1. “Una experiencia profesional que termina convirtiéndose en personal”: Being a pre-service English teacher; this theme narrates the experiences of the participant in her role as a pre-service teacher and student. 2. “Ellos son parte de mi cotidianidad”: Living in a rural area; which refers to the aspects and realities of the context, as well as the anecdotes and perceptions of her daily experiences, and 3. “Cumplir y sentirme satisfecha por dar lo mejor de mí”: forging a teacher identity; this theme

represents the formation of personality and maturity acquired by being part of a context.

The names of these themes were defined directly from the teacher's narratives, and just as the data was collected in Spanish, the names of the themes also have their names in Spanish, giving coherence to capturing the essence and voice of the participant without changing its meaning when translating them. In the same way, the names of the topics include an English subtitle, with the intention of not interfering with the pace of the reading.

Based on the thematic approach mentioned before and proposed by Barkhuizen, Benson and Chik (2014). Themes and sub-themes were categorized in the following framework:

Theme	Emerging Sub-theme	Evidence
1. “Una experiencia profesional que termina convirtiéndose en personal”: Being a pre-service English teacher.	- Share and work as a team with coworkers. - Low educational level	<i>...La necesidad de socializar con mis compañeros, creo que esto se refleja en mi vida personal y charlar opiniones, experiencias e ideas con ellos siempre sube la buena energía.</i> <i>...yo casi no veo a los compañeros de las demás sedes y ciertamente también hace falta ese compartir con ellos. De hecho es algo que se siente mucho en las escuelas del campo porque estamos aislados y tenemos poco trabajo con pares, cada quien hace lo que puede y se defiende como puede en su sede. Así que es agradable conversar y compartir con los demás profes. (Teacher's narrative frame)</i>

	of parents influences the educational process of students. - Develop additional activities to serve the educational community. - Balance the teaching work with the commitments as a student. - Deficient academic processes that affect the teaching work.	<i>...Descubrir cada día más a fondo las necesidades que pueden llegar a tener las familias y que quizá con el trabajo en casa no eran tan visibles. Entender que los bajos niveles de formación de los padres afecta notoriamente los procesos de los estudiantes.(Teacher's narrative frame)</i> <i>...hoy tuvimos que hacer el aseo de baños y salones con mi compañera, ya que generalmente va a la escuela una señora de servicios generales, una vez a la semana, pero la señora se enfermó. Así que no hay tiempo de organizar a los padres de familia para que nos colaboren como lo hacían en años anteriores por lo que tuvimos que tomar tiempo de nuestra jornada de trabajo y hacer limpieza después de que los niños se fueron para sus casas.(Teacher's narrative frame)</i> <i>...Esta semana me ha costado lágrimas...Yo me siento decepcionada por no acabar a tiempo para graduarme este año. (Teacher's audio journal)</i> <i>...he tratado de manejar mis tiempos y sacarle espacio a la tesis pero por más que intento no puedo, y le he perdido la motivación a todo, después de</i>
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	- The main motivation is to provide a happy environment for students. - Children's behavior in rural areas is better than in the city.	<i>tantos años en esto y ya que me falta poquito parece que no voy a poder terminar. (Teacher's audio journal)</i> <i>...Es algo totalmente desgastante y "charro" en los colegios rurales esto no es nada serio, es simplemente actualizar documentos según lo que requiere la secretaría de educación. A la hora de la verdad cada una acomoda lo poco que hay a la realidad del aula. (Teacher's audio journal)</i> <i>...después de caminar mucho y ayudar en las labores de la finca los niños llegan felices a la escuela. (Teacher's narrative frame)</i> <i>...no me veo con chicos tan conflictivos como lo son los chicos de la ciudad, puede que el campo tenga otras problemáticas, pero el ambiente y la gente es "muy bien". (Teacher's audio journal)</i>
2. "Ellos son parte de mi cotidianidad": Living in a rural area.	- Understand the characteristics and needs of the school community. - Relations and affectional bonds with the	<i>...La lluvia, el barro, el uso de un uniforme, llegar tarde, son cosas que se dan día a día en la escuela y hay que aprender de eso y ayudar a la comunidad. la escuela es vista como el centro de la vereda. (Teacher's interview)</i>

	community. - Peace and quiet of living in a rural area. - Lack of mobility and challenges in transportation. - Contribute to a rural context.	<i>...Prima la amabilidad, todos se conocen con todos, todos te saludan, los adultos mayores le tienen mucho respeto a los profes, y los profes siempre ayudamos a cualquier persona de la comunidad. (Teacher's interview)</i> <i>...La gente e incluso el paisaje me llevan a encontrar la manera de olvidarme de mis problemas y ponerle frente al día a día, con una muy buena actitud frente a las personas que a mí se acercan (Teacher's narrative frame)</i> <i>...La movilidad es un quehacer más, no hay transporte, por eso me tocó aprender a manejar moto.(Teacher's interview)</i> <i>...Como siempre, llegar a mi trabajo es un reto, las condiciones de la vía me complican a veces la ruta, hoy estaban las máquinas de la alcaldía arreglando la carretera y mientras hacen esta actividad, la carretera se vuelve imposible. (teacher's narrative frame)</i> <i>..."Me parece muy enriquecedor para mí poder contribuir a la comunidad con eso que los chicos de zonas rurales no tienen, el campo me ha dado todo lo que yo soy, entonces por qué no seguir</i>
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		trabajando con este tipo de población, siento que pertenezco acá" (Teacher's audio journal)
3. "Cumplir y sentirme satisfecha por dar lo mejor de mí": Forging a teacher identity.	- Personal and professional growth. - Contribution to the community. - Perception of the teaching work. - Influence of rurality in the personality - Impact of teaching work on personal growth.	...Llevar a la práctica todo lo que he aprendido ha generado un efecto muy positivo con los chicos y me ha hecho crecer profesionalmente como profe y aún más como persona. (Teacher's interview) ...La profe que era yo antes del proceso de la licenciatura, no es la misma que está terminando la licenciatura. (Teacher's interview) ...La gratificación de mi trabajo, no es en dinero, no en reconocimiento, sino el saber que de una u otra manera yo aportó en la vida y la formación de los chicos. (teacher's narrative frame) ...A veces pierdo las esperanzas en mi profesión porque siento que es una labor que no agradece y tampoco es bien remunerada (teacher's narrative frame) ...Termina uno siendo "parte de", hablando como ellos, generando vínculos sociales y personales que se reflejan en mi personalidad. (Teacher's interview)

	- Contributions of the context to the personality.	<i>...Positiva, con muy buena actitud y muy buena perspectiva respecto al valor de mi trabajo, los retos que día a día trae, de lo mucho exige de mí, así como de lo mucho que me da para mi crecimiento personal. (Teacher's narrative frame)</i> <i>...Aprendizaje y necesidad de ver lo positivo en todas las situaciones. Las sonrisas de los niños y la amabilidad de la gente siempre me enseñan y me motivan a seguir a pesar del cansancio, y a pesar de todo lo que no funciona.</i>
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The analysis of these data began with theme one, where I discussed the experiences of being a rural teacher and student of the LLEI program.

Una experiencia profesional que termina convirtiéndose en personal: Being a pre-service English teacher.

The name of this theme came up in the interview with the teacher, when she described what rural education means to her, giving a vision that goes beyond the profession, more human and personal.

The teacher participating in this research has worked for 7 years in a rural school, while carrying out her role as a university student, and facing different situations, challenges and experiences related to her daily routine outside the classroom. At the time of this research, the educational

community of our country was returning to classrooms, due to the contingency of the Covid-19 pandemic, a process that was more demanding for the teacher, since the limitation of personnel in the school tripled her work: “...*hoy tuvimos que hacer el aseo de baños y salones con mi compañera, ...por lo que tuvimos que tomar tiempo de nuestra jornada de trabajo y hacer limpieza después de que los niños se fueron para sus casas.* (Teacher's excerpt from narrative frame). These experiences that are part of the rural school environment can be seen as formative points of attitudes and values that the teacher accepts with pleasure, knowing that they are of benefit to the educational community. “*Siento que los niños merecen de mi parte lo que sus familias y el estado les han negado, y que yo puedo hacer la diferencia con ellos. Eso me hace muy feliz.*” (Teacher 's excerpt from the narrative frame).

On the other hand, the need to socialize and reconnect with the educational community after being isolated for a long time was essential for the teacher to recharge her energy and raise her spirits: “*Yo casi no veo a los compañeros de las demás sedes y ciertamente también hace falta ese compartir con ellos. De hecho es algo que se siente mucho en las escuelas del campo porque estamos aislados y tenemos poco trabajo con pares*”. (Teacher's excerpt from the narrative frame). The teacher's narrative agrees with the definition of belonging to a community proposed by Fajardo (2011) “The acts of participating and interacting with other teachers, administrative staff, and local educational authorities for example, signify the nature of belonging to a teacher community and play a foundational role in the process of constructing professional identity.” (p. 37). However, the teacher expresses that she does not have enough interaction with her coworkers, in fact, she classifies it as a common factor in rural schools, the reason why the few moments they have to share are missed and meaningful.

Nevertheless, the teacher felt overwhelmed and disappointed because the pressure of her responsibilities is too great, and although her graduation is close, she feels tired and dissatisfied. This is evidenced when she says: *"Esta semana me ha costado lágrimas...Yo me siento decepcionada por no acabar a tiempo para graduarme este año"*. (teacher's excerpt from the narrative frame). These types of feelings are presented by Fajardo (2011) as an exploration of the nature of teachers' professional goals, which are directly related to the context, and where future teachers have a prosperous vision of their profession, which, due to its demands, generates frustration and disenchantment and is one of the causes for leaving the profession. In this way, the teacher understands that the academic responsibilities, together with the demands of the school, have limited her expectations and motivation in her personal achievement of being a professional, to the point of feeling disappointed in her own work. I consider that these types of feelings, (which are constant during the study period) mark a point of reference in the identity of a teacher, and for many pre-service teachers it can be a "trigger" that defines their future and the desire to continue or give up.

These kinds of perceptions and behaviors that the teacher developed in the face of each experience are classified as "The Human Dimension in Teacher Training" (Quintero, 2016, p. 10). Which are genuine human practices that show the true identity of the teacher. According to the definition by Quintero (2016) these experiences allow pre-service teachers to assess and reflect on their teaching work and their university training to consider themselves as autonomous and moral agents within a changing context.

The teacher's narrative expressed how the return to classes represented different challenges that she had to balance between her responsibilities as a teacher and a student, and how moments of

her daily life such as meeting with her peers or students contributed to her daily motivation and inspiration. The teacher also expressed her comfort in being part of a school community with rural characteristics when she said: *“no me veo con chicos tan conflictivos como lo son los chicos de la ciudad, puede que el campo tenga otras problemáticas, pero el ambiente y la gente es "muy bien"*. (Teacher’s audio journal). Finally, the teacher indicates that all the efforts within the school community and her work as a pre-service teacher forged her teaching work and were a complement to the university curriculum, which does not contemplate the teaching process in a context of these characteristics, she expressed: *“mi realidad laboral no es la misma de quienes trabajan en la ciudad; en la licenciatura no hay un componente que nos ayude a conocer un contexto rural”* (teacher’s voice) It is here, where one of the main reasons that led me to start this research is described by the participant. Sharing her *"realidad laboral"* in addition to her experiences around it, corresponds to an information and training gap that exists at LLEI.

For the teacher, the process of being a pre-service English teacher in a rural context represented not only a professional experience, but also: *"una oportunidad de aprender más"* (teacher's voice) that impacts her role as part of a community. In addition, acquired responsibility in the face of the academic challenges that her profession represents. However, to understand and complement the experiences as a pre-service teacher, the teacher exposed the aspects and realities of living in the rural context, which was addressed in theme two.

Ellos son parte de mi cotidianidad: Living in a rural area.

The name of this theme comes from the narrative frame 3 where the teacher expressed gratitude towards her community, and when trying to describe her routine she had a new perspective when

she discovered how accepted she felt by her community and how they were part of all the activities of her daily routine.

The teacher conceives rurality as: *"una posibilidad de aprender más"* (teacher's voice) and belonging to this environment was for her an experience of cultural awareness in which she had to learn and adapt to the realities of her context, the teacher says: *"La lluvia, el barro, el uso de un uniforme, llegar tarde, son cosas que se dan día a día en la escuela con los estudiantes y hay que aprender de eso y ayudar a la comunidad. La escuela es vista como el centro de la vereda."* (Teacher's interview) In this narrative, the teacher highlighted an empathic component derived from the most relevant and common events to which she is exposed in her daily life. According to Quintero (2016) this implies a transition from a technical dimension to a human dimension of teaching. The teacher considers that these experiences of the environment have impacted her routine and it is these aspects that shape her identity as a teacher, the fact of understanding the conditions of rurality, accepting them and understanding to be part of this context. Finally, according to the teacher's reflection on her perception of the context, and being consistent with the theory of Quintero (2016) she expressed that *"Estar en una zona rural nos humaniza más"* (Teacher's interview).

However, being immersed in this context not only allowed her to understand the realities of her students, the teacher also had to face challenges in terms of mobility and weather conditions that affected her daily routine:

"La movilidad es un quehacer más, no hay transporte, por eso me tocó aprender a manejar moto... Como siempre, llegar a mi trabajo es un reto, las condiciones de la vía me complican

a veces la ruta, hoy estaban las máquinas de la alcaldía arreglando la carretera y mientras hacen esta actividad, la carretera se vuelve imposible.” (Teacher’s narrative frame).

Nevertheless, faced with these mobility challenges, the teacher was not discouraged, on the contrary, she found a new perspective that reaffirmed her bond with the rural community when she expresses: *“De este contexto recibo aprendizaje y la necesidad de verle lo positivo a todas las situaciones. Las sonrisas de los niños y la amabilidad de la gente siempre me enseñan y me motivan a seguir a pesar del cansancio, y a pesar de todo lo que no funciona.* (Teacher 's narrative frame).

On the other hand, the landscape and the people of the rural context, gave the teacher a new perspective and love for her community, she expressed it in her narrative in this way: *“La gente e incluso el paisaje me llevan a encontrar la manera de olvidarme de mis problemas y ponerle frente al día a día, con una muy buena actitud frente a las personas que a mí se acercan”* (Teacher’s narrative frame). In a very similar way, Cruz Arcila (2017) defined in terms of the challenges of the rural environment "it is necessary to appreciate the possibilities that the rural sector may offer and broaden the understanding of it beyond the lines of difficulty, backwardness and social struggle and a misguided belief that its people are less capable” (p.10). This is how the teacher found a harmonious relationship between her daily routine and what her context offered her.

In addition to having received respect and support from her community, the teacher felt that her work contributed to the context, specifically with her work as a teacher, she expressed her contribution by saying: *"Me parece muy enriquecedor para mí poder contribuir a la comunidad con eso que los chicos de zonas rurales no tienen, el campo me ha dado todo lo que yo soy,*

entonces por qué no seguir trabajando con este tipo de población, siento que pertenezco acá". (Teacher's audio journal). These experiences that the teacher related, agree with what were expressed by Bonilla and Cruz (2014) "Teachers value being part of the particular community where they work. Therefore, they appreciate learning about that community as much as possible." (p. 31), In this way, the experience gained in a rural context allowed the teacher to appreciate each challenge, understand their cultural environment, and feel part of their social bonds, to the point of feeling "part of them" and rewarding them with her work as a teacher.

As a result of living in a rural environment and working with this type of population, the teacher demonstrated the sensitivity that develops from daily experiences in the community and that are significant in the formation of her personality, which was addressed in theme three.

Cumplir y sentirme satisfecha por dar lo mejor de mí: Forging a teacher identity.

This topic was given this name because in the narrative frame exercises, the teacher always showed satisfaction with her day-to-day experiences, which, in other words, showed her maturity and commitment, components that are part of her identity as a pre-service teacher.

Norton (2013) defines identity as "*how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future*" (p. 45). The teacher understands all the factors that had influenced her identity and aligned with the theory when she said: "*Termina uno siendo "parte de", hablando como ellos, generando vínculos sociales y personales que se reflejan en mi personalidad.*" (Teacher's interview). This excerpt demonstrates the development of empathy and the formation of affective bonds with the community that were the result of coexistence within the rural context

and the role as a teacher, and that directly impacted the identity of the teacher.

In the same way, the author establishes relevant arguments for his theory by indicating that identity is influenced by common practices that involve the home, the school, the workplace, and the material or symbolic resources offered by these institutions. when the teacher indicates: *“el campo me ha dado todo lo que yo soy, entonces por qué no seguir trabajando con este tipo de población, siento que pertenezco acá”* she is showing how the influence of her context has made her appropriate her practice as a teacher and she prefers to continue working with this type of community, in addition to recognizing how the context has impacted her life and has been part of making decisions related to her professional career.

The teacher recognizes the benefits and knowledge that her university education has revealed in the classroom during her process as a pre-service teacher. However, she expresses that her development on a personal level has been evident over the years:

“La profe que era yo antes del proceso de la licenciatura, no es la misma que está terminando la licenciatura. Llevar a la práctica todo lo que he aprendido ha generado un efecto muy positivo con los chicos y me ha hecho crecer profesionalmente como profe y aún más como persona.” (Teacher’s interview).

Like the teacher's perception, Fajardo (2011) explains that “Teacher education lays the foundations of professional identity. Teachers adopt a new identity as a result of their experience as students of teaching, especially at the end of the training period in the practicum.” (p. 31). This is how the teacher recognizes the findings and progress regarding her training process and teaching practice, highlighting the human value derived from the practice with her students.

Nevertheless, her attitude is disappointing when she analyzes her career from the labor reality of her community. She said "*A veces pierdo las esperanzas en mi profesión porque siento que es una labor que no agradece y tampoco es bien remunerada*" (narrative framework of the teacher) According to Cruz Arcila (2020), the decisions of those responsible for formulating policies and the market are factors that condition the interpretation of good teaching and can influence the formation of notions of professional teaching. The author also describes that these issues affect the configuration of the identity of teachers as professionals.

He indicates:

Professional success is more locally based in specific contexts and gives more weight to individual teachers' sense of how their work is perceived and appreciated and how appropriately they have adapted their professional actions in relation to the circumstances and social circumstances in which they are immersed. (p. 444)

Despite the perception that the teacher has of how her profession is less appreciated compared to others, she demonstrates a feeling of commitment and belonging to her community, leaving in the background the efforts and difficulties with which she faces day by day, and one aspect that the teacher's narrative always highlights is the gratification of her work in the rural environment, which for her gave added value to this experience, she said: "*La gratificación de mi trabajo, no es en dinero, no en reconocimiento, sino el saber que de una u otra manera yo apporto en la vida y la formación de los chicos.*" (teacher's narrative frame). This type of experience, which inspires the true self of the teacher, is named by Quintero (2016) as "The Human Dimension in the Formation of English Teachers." (p. 115) where the teacher participant perceives teaching as a human and

social practice, and that indisputably, has been relevant in forming values and attitudes in her life. In this narrative, the teacher demonstrates how it is more important to feel useful and helpful to her community, especially her students. She also highlights how the monetary factor is not one of her priorities in order to feel fulfilled in her work as a teacher.

Another example of the aspects that shape the human dimension was evidenced in the teacher's narrative when she described the impact that this work experience has had on her growth as a person: *“Me siento positiva, con muy buena actitud y muy buena perspectiva respecto al valor de mi trabajo, los retos que día a día trae, de lo mucho exige de mí, así como de lo mucho que me da para mi crecimiento personal.”* (Teacher's narrative frame). In this excerpt the teacher concludes with feelings of good attitude and positivism, and according to Cruz-Arcila (2020), these arguments are "self-identifications" that reinforce her identity and her self-image, in this case she recognizes herself as a persevering teacher who despite of the challenges highlights her achievements and those of her students as arguments that complement the positive image she has of her teaching work and of herself.

Conclusions

Currently, rurality is conceived from scarcity, inequality and abandonment, which represents a gap of misinformation and ignorance for a lot of pre-service teachers, and how the spaces for academic training of pre-service teachers do not contemplate many of the challenges that these contexts can represent in the construction of the identity of a future teacher.

Answering the research question: How does a pre-service English teacher shapes her identity as a future teacher based on her present daily experiences, realities and perceptions in a rural context? I can conclude that:

The experiences of the participating teacher, initially as a rural student and later as a rural pre-service teacher, allow us to identify significant aspects that have been decisive in the development of her identity as a future teacher. In the first main theme, the teacher shows how being a pre-service teacher in a rural context develops skills that were not considered until now in her university education. She shows how her teaching practice is based on an exercise of resistance and even with the challenges of the environment and the educational community, she responds positively.

The sensitivity that is awakened from life experiences in a rural environment allows the teacher to have a vision of empathy by prioritizing what is good for her community. By living in this context and assuming herself as a person who has a defined role in a community, the teacher bases her practice on empathy, allowing herself to reflect and understand a reality that is part of her daily life.

The teacher recognizes that her development as a future teacher is linked to her role in her

community, and how her future decisions regarding her profession correspond to the experiences lived within the rural context.

The experiences narrated by the participant gave a contribution to the macro project 2: Understanding and characterizing EFL in the LLEL: “Experiences and phenomena in the pre-service teacher’s educational contexts”, and follows the parameters established by the research subproject 3: “The voices of the LLEI realities: Understanding English teaching and learning context in EFL education” allowing us to understand how a teacher's identity can be shaped from the rural context, exploring and analyzing her experiences and perceptions within this community, and that the other pre-service teachers can understand that teacher training goes beyond cognitive skills learned at the university, because part of our identity is influenced by experiences and coexistence in a context.

It was an exercise in reflection where the main objective was to see how another LLEI student responded positively, resisted unfavorable conditions, and chiefly, kept faith in her profession as well as in her community. This is one of the most significant contributions of this research: allowing other students to awaken that sensitivity from the daily experiences of their work, allowing them to take all that is good from each context in which they are, even those experiences that can be perceived as negative, transform them into an experience or an opportunity, grow as professionals and develop that humanity that is so important for the teaching labor, something that contributes to the construction of an identity as teachers.

Implications for further research

This research contributed to my training process being a "plus" by expanding my vision of the teaching profile, creating a human conscience and a deeper look at the realities of each teacher. In addition, to understand how the educational system and its policies continue to be a leap into the void for many pre-service teachers, who must make "the system work" by adapting it to the needs of their community and seeking what is most favorable to them.

In this way, it is important that the contents of the LLEI program promote exploration around diverse contexts. When the teaching content of pre-service teachers is focused on reflection, future teachers will recognize their prior knowledge as well as their limitations or fears and will be able to shape their identity as future teachers.

The role of reflection in diverse contexts is fundamental in the formation of the identity of future teachers, and academic programs must allow future teachers to question their personal beliefs and configure their identities through the exploration of contexts not only within the classroom, but they must also reflect on those common characteristics that a pre-service teacher must face every day and that go beyond an established curriculum or an imitative practice.

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Appendixes

Appendix A: Data analysis. Thematic approach.

	A	B	C	D	E
1		THEME 1	THEME 2	THEME 3	THEME 4
2	NARRATIVE FRAME 1	Back to school: In this narrative, the teacher focuses on the return to face-to-face classes of her students, detecting the progress and lacks of her students during the pandemic time, which are relative to the level of schooling of their parents. "El descubrir cada día mas a fondo las necesidades que pueden llegar a tener las familias y que quizá con el trabajo en casa no eran tan visibles. Entender que los bajos niveles de formación de los padres afecta notoriamente los procesos de los estudiantes."	Educational community: The teacher states that the lack of cleaning staff at the school means that she must carry out tasks other than her role as a teacher		
3	NARRATIVE FRAME 2	Landscape: "la gente e incluso el paisaje me llevan a encontrar la manera de olvidarme de mis problemas y ponerle frente al día a día, con una muy buena actitud frente a las personas que a mi se acercan" The teacher reflects on the manner she gives and receives from her community, on how the landscape of her village makes her feel a little calmer and to forget about her problems and difficulties from day to day.	Work feelings: The teacher feels more encouraged to arrive at her school because the work has felt too monotonous in a virtual way or with few children in the classroom, she focuses the expectations of her day on being able to have more students and spend a pleasant day, "Parece mentira pero el ruido de todos los niños me hace mucha falta". The teacher reflects joy, positivism and good energy in this entry, she says that her teaching work requires her as a professional and enriches her "crecimiento personal."	Coworkers: The teacher expresses that socializing with her coworkers, sharing experiences and "charlar" are part of her personality and always raise her spirits.	
4	NARRATIVE FRAME 3	Transportation: The teacher focuses on the time it takes to travel to school and in her work she says she lives "muy atacada de tiempo." The roads to be uncovered represent many obstacles and the appearance of machinery making road arrangements worsens mobility to school. The teacher feels a bit of dissatisfaction at not having arrived at school on time due to the inconvenience on the road, but still reflects satisfaction and expectation.	Being a teacher: The teacher is very emotional when describing her profession as "poco agradecida y mal remunerada" but the feelings she has for her community, specifically for her students, influence more. "siento que los niños merecen de mi parte, lo que sus familias y el estado les han negado y que yo puedo hacer la diferencia con ellos. Eso me hace muy feliz."	Rural Community: The teacher shows gratitude for the collaboration of the people on the sidewalk, she says "ellos son parte de mi cotidianidad" she continually finds people who help her. she claims to be prepared for the possible challenges she may encounter. "verle lo positivo" argues the teacher in the face of day-to-day situations, she says she has a very helpful and elegant context where she feels	

Appendix B: Semi-structured interview format.

Semi-structured Interview

Objective

The interview aims to obtain meaningful information about the participant's cotidianity experiences and how these have influenced the construction of her identity as an English teacher.

1. **How do you describe your process as a pre-service teacher and as a rural teacher at the same time? What have been the challenges of this experience?**

¿Cómo describe su proceso como docente en formación y docente rural al mismo tiempo? ¿Cuáles han sido los retos de esta experiencia?
2. **What have you gained and what have been the challenges of being a teacher in a rural context under the multigrade methodology?**

¿Qué ha ganado y cuáles han sido los desafíos de ser docente en un contexto rural bajo la metodología multigrado?
3. **What tools do you think have been useful in your training at LLEI for your development as a rural teacher?**

¿Qué herramientas cree usted que le han sido útiles en su formación en la Licenciatura para su desarrollo como docente rural?
4. **What does the term 'rural education' mean to you?**

¿Qué representa para usted el término "educación rural"?
5. **How would you describe your relationship to day-to-day life in this context?**

¿Cómo describiría la relación que tiene usted con el día a día de este contexto?
6. **What is a normal day like living together in this context?**

¿Cómo es un día normal conviviendo en este contexto?
7. **Of the challenges brought by the pandemic, what remains for future practice in rural context?**

De los retos que trajo la pandemia, ¿Qué queda para su práctica a futuro en la ruralidad?

Appendix C: Narrative Frame format.

Narrative Frame pre-service English Teacher

El objetivo de esta investigación es conocer, analizar y describir las experiencias cotidianas de una profesora de inglés en formación en un contexto rural y cómo estas experiencias han influido en la construcción de su identidad. De esta manera, dar voz a las realidades y desafíos fuera del aula que son poco conocidas y que pueden contribuir a los procesos de enseñanza y aprendizaje de la Licenciatura.

Al inicio de mi jornada del día de hoy mis expectativas fueron: *

Tu respuesta

En mi labor docente de hoy aporté: *

y esto me hizo sentir: *

Tu respuesta

Durante el día de hoy, el trabajo en este contexto me representó los siguientes retos *

Tu respuesta

Mi reacción ante estos retos fue: *

Tu respuesta

Los aportes que recibí a nivel personal de este contexto fueron: *

Tu respuesta

El momento mas significativo del día de hoy fue: *

Tu respuesta

De acuerdo con mis expectativas al inicio de mi jornada, puedo decir que este día termina de forma: *

Tu respuesta

Appendix D: Consent form.

INFORMED CONSENT	
TÍTULO DEL ESTUDIO:	Beyond the classroom: Rural context experiences that shape the identity of a pre-service English teacher.
INVESTIGADOR:	SUAN STEFANIE TRIVIÑO DUQUE
PROPÓSITO:	Por medio de la presente se está requiriendo su participación en un estudio investigativo, que está siendo llevado a cabo como parte fundamental de la Licenciatura en Lengua Extranjera Inglés de la Universidad Santo Tomás. El propósito de este estudio es recolectar las impresiones que los estudiantes de la Práctica Pedagógica tienen sobre la misma, considerando que cuentan con una experiencia docente previa.
PROCEDIMIENTOS:	En este estudio se llevarán a cabo entrevistas, se recolectarán algunas entradas de sus diarios de campo, lesson plan y charlas con los participantes, las cuales serán espacios para que expresen su posición frente a esta nueva experiencia de PP (angustias, stress, contrariedad de experiencias, etc).
CONFIDENCIALIDAD:	Los nombres de los participantes serán confidenciales y no serán publicados a menos que ellos lo requiriesen. Por ende, la identidad de los participantes no será pública ni se hará mal uso de sus nombres. Recuerde que no está en la obligación de contestar ninguna pregunta que Ud decida omitir.
DIMISIÓN DE PARTICIPACIÓN:	Ud puede comunicar en cualquier momento su decisión de no continuar como participante del estudio y decisión que será aceptada sin ningún prejuicio o consecuencia.
COSTOS Y BENEFICIOS PARA EL PARTICIPANTE:	La participación en este estudio no tiene ningún costo, lo único que requiere es destinar un poco de su tiempo para la recolección de la información.
MAYOR INFORMACIÓN:	Si Ud requiere mayor información con respecto a este estudio, puede contactar en cualquier momento al investigador. Suan Stefanie Triviño Duque 3057115240 suantrivino@ustadistancia.edu.co suand27@gmail.com
FIRMA:	Confirme por favor, que el propósito del estudio, sus procedimientos, confidencialidad, riesgos y costos, así mismo como sus beneficios, han sido claramente explicados por el investigador. Todas sus inquietudes han sido contestadas y acepta participar en el estudio. <i>Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósitos.</i>
NOMBRE DEL PARTICIPANTE:	_____
FIRMA DEL PARTICIPANTE:	_____
FECHA:	_____