

Research Project

“Living ELT Experiences from 2017 to 2020: An EFL pre-service teacher story”

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ABSTRACT

Countless pre-service teachers live English Language Teaching (ELT) processes in different contexts, before acquiring the degree of their teaching professional programs, which require to be documented and interpreted, in order to provide contributions to the Bachelor in Teaching English as a Foreign Language (B.A TEFL) program at Universidad Santo Tomás, to the subproject 'The voices of the LLEI realities: life stories and experiences', and also to the growth and development as an English teacher. This, from the reflections emerged in terms of pedagogical actions, perceptions and feelings from the voice of a pre-service teacher.

This micro-project addresses through narrative inquiry as the main objective to interpret the English Language Teaching (ELT) experiences of a pre-service teacher within the timeline from 2017 to 2020 and the pedagogical reflections upon ELT that emerge from the voice of the participant. Regarding this objective, the research question of the study is: What are the English Language Teaching (ELT) experiences of a pre-service teacher within the timeline from 2017 to 2020 and what pedagogical reflections upon ELT do emerge from the voice of the participant? Well then, ELT processes as a pre-service teacher, as a practitioner of the B.A TEFL practicum, but also as an English teacher in other educational institutions.

The research question is answered by the data collected, analyzed and interpreted under the narrative inquiry, by mean narrative instruments; oral narrative as semi-structured interviews to the tutor of the pedagogical practices and some students of the pre-service teacher in diverse contexts, as written narrative a journal of the pedagogical practice exercise, and as multimodal narrative the recording and publishing in a YouTube channel of the different interviews and

some practicum sessions. As a result, in terms of narrative and interpretation, regarding to the three-dimensional space proposal, the temporality (ELT experiences from 2017 to 2020), sociality (interaction with diverse populations) and place (different contexts, cities, institutions), from the voice of the pre-service teacher, and the people interviewed was determined the relevance of carrying out this kind of studies to document, analyze, interpret and later to enrich the histories of language learners (LLHS), their learning processes, and of course, the ELT performance of the pre-service teachers, and histories into the English classroom.

Regarding the above, this study looks for to take advantage of the narrative inquiry to highlight the voice of the English classroom participants, from their different roles, experiences, actions, reflections, and feelings upon the teaching and learning processes, which should be taken into account to design the lessons and its subsequent implementation, based on the needs, expectations, and demands they have.

Keywords

Narrative inquiry; ELT pedagogical practices; pre-service teacher; LLHS- language
Learner histories

SECTION 1. CONTEXTUALIZATION

The contextualization of the study describes how the micro-project focuses on the timeline about my experiences as a pre-service teacher of the Bachelor in Teaching English as a Foreign Language (B.A TEFL) at Universidad Santo Tomas. Furthermore, it involves my experiences as a teacher in different institutions, among I mention, the teaching of English as a Foreign Language (EFL) with a group of technicians specialized in systems, but also with groups of eleventh grade students in their preparation for the state exam ICFES. Besides, groups of free courses of English in the Common European Framework of Reference for Languages (CEFR) levels, A1 – A2 – B1 – B2. This latter experience lasted two years, since February in 2017 to December in 2018, the place in which this experience was developed is “Centro de Informática Fenix ”, in Chiquinquirá, City in Boyacá Department.

Apart from the EFL teaching experiences aforementioned, I have had some more experiences in Bogotá; for example, as a teacher of primary learners in a school during 2017. This experience was with kindergarten students from first to fifth grades. Additionally, I also had an English teaching experience with homeless participants at the institution “Amparo Juvenil”.

In 2019, I worked in a secondary school located in Bogotá City, the name of this institution is Gimnasio el Lago. This English teaching experience was held with students of eight grade. Also, during 2020, I have been experiencing EFL teaching at an academy of languages called Versailles with students of different CEFR levels, A1 - A2 - B1 - B2 - B2+ - C1.

Likewise, I carried out my pedagogical practices of the B.A TEFL program that were developed in the first semester at Colegio Simon Bolivar with a group of beginners of the ASE Foundation. The pedagogical practices of the second semester were implemented at Universidad Santo Tomas with a group of learners registered in the fourth level of Inglés Transversal. At the

same time the development of the practicum and working with the academy of languages, I carried out the teaching of English language to some people from different places of the country, via online classes. This pedagogical mediation is a consequence of the overcrowding because of the quarantine caused by the pandemic “COVID-19”, in which people had to start to study and work from their houses.

These different experiences are framed in the subproject of the B.A TEFL program at Universidad Santo Tomás, 'The voices of the LLEI realities: life stories and experiences' and also under the Research Macro project 2: Understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teachers' educational contexts, and the Research field 2: The Study of the English Language and its contexts. The study was addressed from the perspective of narrative inquiry.

SECTION 2. RESEARCH STATEMENT

This micro-project was addressed through narrative inquiry regarding the purpose of documenting and interpreting EFL teaching experiences, perceptions and feelings from the voice of a pre-service teacher at Universidad Santo Tomas. Narrative constitutes the core of this study related to the subproject 'The voices of the LLEI realities: life stories and experiences', in which it is studied the process as a pre-service teacher as a pedagogical practitioner, but also the experiences of English Language Teaching (ELT) in different educational institutions, in primary, secondary schools, institutes for work, non-profit institutions within a timeline from 2017 to 2020.

As a pre-service teacher I also take the role of researcher, through my own narrative and descriptions of EFL experiences. It is important to talk about the learning and teaching processes at diverse educational institutions, where I position my ELT professional development, which can differ from the academic process at USTA. Also, the fact of involving the experiences of my ELT practices guided through the B.A program allows me to analyze my role as a practitioner. Interesting reflections emerged which can provide contributions to the program, the subproject voices of the LLEI, and also to the growth and development of as an English teacher.

The relevance of carrying out this research lies on the understanding of the happenings, anecdotes, perceptions, feelings, and reflections behind the experiences in different contexts and a timeline period from 2017 to 2020 that occurred in the cities of Chiquinquirá and Bogotá from the voice of a pre-service teacher. A key point to highlight is the fact that as living the experience of teaching English through the pedagogical practices, I have reflected upon pedagogical approaches, methodologies, techniques, strategies, resources and mediations. Consequently, the narrative implies the analysis of such experiences, which somehow may support pre-service

teachers of this university or other higher education institutions, as a starting point and a shared living story of a peer partner.

From the arguments above, narrative inquiry frames this research from a perspective that involves the analysis of living experiences through the story of a pre-service teacher, here the main participant of research. Hedge et al. (2006) take a base on Connelly and Clandinin (2006) who stress the relevance of interpreting teachers' stories within their three-dimensional space proposal: Temporality (the past, present, and future), sociality (interaction) and place (situations).

The implementation of this research and the analysis of the information gathered from my position as an EFL pre-service teacher plus the pedagogical reflections upon my experiences provides others further knowledge as a future professional teacher, regarding the types of educational in primary, secondary school, formal and non-formal institutions. Besides, carrying out the study is a basis to gain knowledge about research, which is relevant to get advances on my professional growth after finishing the B.A in TEFL and to improve my teaching performance.

The research question of the study is:

What are the English Language Teaching (ELT) experiences of a pre-service teacher within the timeline from 2017 to 2020 and what pedagogical reflections upon ELT do emerge from the voice of the participant?

OBJECTIVES

From the research question, the objectives are introduced below:

Main objective

- To interpret the English Language Teaching (ELT) experiences of a pre-service teacher within the timeline from 2017 to 2020 and the pedagogical reflections upon ELT that emerge from the voice of the participant.

Specific objectives

- To describe the English Language Teaching (ELT) experiences of a pre-service teacher within the timeline from 2017 to 2020 regarding the temporality (the past, present, and future), sociality (interaction) and place (situations).
- To establish what pedagogical reflections upon ELT emerge from the voice of the participant dealing with pre-service teachers' experiences and ELT communities.

SECTION 3. THEORETICAL FRAMEWORK

Narrative inquiry carries the educational knowledge embodied with daily teaching experience. This research perspective defined by Hedge et al. (2006) states that, “language education research provides a means to grasp the complexities of learning and teaching and paving the growth of ideas for improvements in teaching practice,” (p. 150). This with a flexible structure both as content and form that facilitate learning in the students, based on the pedagogical living experiences in any time, place and under specific interaction conditions. Bringing the main objective of this research, which aims to interpret the English Language Teaching (ELT) experiences of a pre-service teacher within the timeline of 2017-2020 and the pedagogical reflections upon ELT that emerge through the voice of the participant, the theoretical support focuses on conceptualizations and constructs that support the study.

One of the most representative authors of the perspective of narrative inquiry and some other scholars establish this type of research and its contribution from the fact that it “brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings,” (Barkhuizen et al., 2014, p. 6). In the same way, Mendieta (2011) asserts that, “narratives allow a contextualized and integrated understanding of teachers’ beliefs, knowledge and prior experiences,” (p. 91). As a matter of fact, narrative guides the researcher, in this context, the pre-service teacher, to understand from the voice of a participant, how living experiences shape knowledge and contribute to the formative process of the English teacher.

One of the complexities that deserve to be heard and analyzed, as part of the project is the implication of facing English Language Teaching (ELT) practices in the pandemic time, which implied from teacher educators and students to assume new reality conditions that also make part

of the study and that are somehow addressed by some authors in relation to EFL teaching and learning.

3.1. Narrative inquiry in relation to Language Teaching and Learning

The theoretical framework stated by Barkhuizen et al. (2014), describes the relationship between narrative inquiry and language teaching and learning. The authors cite Medgyes (1994), to set the principles that gather “features of narratives,” (p. 7):

- They are spoken or written texts
- They are produced by people who have something to tell
- They are situated in time and space
- They involve development over time
- They have structures that correspond to the developments they describe
- They encapsulate a point that the narrator wants to get across
- They have purpose and meaning within the context of their telling.

These characteristics are related with three main characteristics that should be kept in mind in the development of this research project which is framed in the narrative. These features, according to Barkhuizen et al. (2014), assert that: “Individuals mark out language teaching and learning as significant areas of their lives and develop and manage their identities as language teachers or learners,” (p. 7). The characteristics literally mentioned by the authors are:

- “Personal experience or autobiographical narratives.”
- “Experiences of language teaching and learning as experiences that are set in the context of the teller’s real or imagined everyday life.”
- “Aspects of the narrators’ identities.”

The narrative of this research should be gathered and analyzed through data collected by different instruments that respond to the information within the characteristics aforementioned.

3.2 Language Learning stories: Voices of Pre-service teachers

Another key concept to analyze in this research is the English teaching story from narrative, in order to carry out this, it's required to unveil and characterize from the participant observation within a narrative inquiry approach. What could be the knowledge that the pre-service teacher holds about English teaching and learning processes, and how this has been affected by issues such as curriculum, the implementation of practices in and outside the classroom, interrelationship of teachers' knowledge, life experiences and beliefs?

According to Richards (2003), who says that this "offers a means of developing an understanding of educational contexts" (p. 16), but also the main principles of coding proposed by Barbour (2014) which establish common patterns of three main a priori categories: Pre-service English language teachers' understanding of their own classroom, learning from their mentor teacher, and language teaching. In the same way, this theory helps me to connect my proposal research with the subproject of the B.A TEFL, 'The voices of the LLEI realities: life stories and experiences'.

In order to describe pedagogical experiences from narrative by me as the pre-service teacher object of this research, it's relevant to keep in mind aspects as the discourses related to the class anecdotes, how difficult is to put theory into practice, managing of emotions, the features of the context and the beginning of the teaching process at the primary and secondary school, but also in the other kind of institutions. Likewise, according to Lucero, (2018) it's important to give relevance to " the different mentor teachers who help the development of this

construction from their opinions, assessment, feedback, and co-constructed interaction with regard to pre-service teachers' performances to be more autonomous and capable professionals" (p. 175).

The article "Pre-Service English Teachers' Voices about the Teaching Practicum by Castañeda Trujillo et al. (2017), shows the pedagogical experience of a group of pre-service English teachers during their first semester of teaching practicum, in which these participants are exposed to the real world of teaching English, looking for being aware of the context in which they work on, in order to obtain gain knowledge about the complexity of current classroom practices and taking into account theories and personal experiences provided by their mentor.

The aspects that they kept in mind to do were how students responded to the classes prepared, how pre-service teachers felt about their classes, and how they felt their mentor had helped them to overcome problems or to solve questions, and how since their reflections they could contribute to curriculum development, in order to have a voice, which is important to take into account in the development of my research proposal, as this looks for analyze the voice of a pre-service teacher. These voices of the pre-service teachers are based on the principles of grounded theory that according to Richards (2003), "offers a means of developing an understanding of educational contexts" (p. 16), but also the main principles of coding proposed by Barbour (2014) which establish common patterns of three main a priori categories: Pre-service English language teachers' understanding of their own classroom (Composed by: Awareness about the need for reflection time - Social and human individuality - To become facilitator and model), Pre-service English language teachers' learning from their mentor teacher (Composed by: Appraising mentors' guidance - Learnings from other teachers' experiences), and

Pre-service English language teachers' language teaching (Composed by: Objectification and normalization of ELT through the reflection process - Teaching as an opportunity for learning).

3.3. Implications of the pandemic time: Facing ELT with COVID-19

By March of 2020, Colombia was affected by the world situation of pandemic COVID-19. Because of it, it was imposed a quarantine in the country, which started just for six weeks; however, it was renovated for another six weeks, and renovated gradually, with different restrictions until September in 2020. This led the people of several cities and towns to change their habits of working, studying, shopping, outdoor activities, leisure time, from usual places to home, and doing use of technological devices as computers and cellphones with a connection to the internet.

The purpose of the quarantine was the preservation of the health, preventing the contagious of the virus thanks to contact between the people. This, according to De Sousa Santos (2020), who says although humans represent only 0.01% of life on Earth. The defense of life on our planet as a whole is the condition for the continuation of life for humanity, (p.14).

The obligated quarantine in Colombia caused innumerable problems in the different sectors of economics because all the companies and business establishments were closed, even those which impart education. Nevertheless, thanks to this, as De Sousa Santos (2020) mentions it is possible to stay home and have time to read a book and spend more time with the children, consume less, dispense with the vice of spending time in shopping centers, (p. 21). Likewise, this led people to work and study in house comfort, what meant the educational institutions took the classes from the face-to-face rooms to the virtual rooms, as an alternative to continuing with the educational programs, and it's an example of how public universities were subjected to the logic of university capitalism, with international classifications, the productive proletarianization of

teachers, and the transformation of students into consumers of university services. (De Sousa Santos, 2020. p. 74)

De Sousa (2020) says the pandemic only aggravates a crisis situation to which the world population has been subjected, (p. 20). However, this and the quarantine reveal that there are possible alternatives, that societies adapt to new ways of life when necessary and that it is for the common good, (p. 79). Thus, the academy in which I worked in the course of 2020 and during the pandemic time, opted to impart the classes online, not just to students from Bogotá, but also from different cities of Colombia and other countries such as Canada, Mexico, Chile, Haiti, Peru and Spain. Also as a need, I had to start the exercise of entrepreneurship, creating an English course and selling it to people of different cities in Colombia.

Finally, I agree on De Sousa Santos, (2020) statement, as saying: It is possible to overcome the quarantine imposed by colonial and patriarchal capitalism, when we are able to imagine the planet as our common home and nature as our original mother, to whom we owe love and respect, (p. 15). From that, taking advantage of several resources as technological devices and the internet, and without using public or private transportation, without spending public services and without renting expensive buildings that could help to contaminate the world, as a pre-service teacher the integration of ICT and virtual environments turned out into a significant bridge to bring education and ELT process, which at the same time, benefit the environmental issues and social responsibility as caring our planet, something the author aforementioned highlights as a crucial necessity at this time.

SECTION 4. RESEARCH DESIGN

4.1. Narrative inquiry and its methodological implications

About the methodologies in narrative inquiry and how they can be applied in research on language teaching and learning, it's a fact that narrative inquiry can be implemented to any topic within this field, even in areas where other methodologies dominate, narrative inquiry can provide complementary perspectives.

Narrative studies of second and foreign language teachers' lives are one of the main sources for narrative inquiry and according to Barkhuizen et al. (2014) topics within the area of language learning include learning strategies, motivation, persistence, affect, age, individual difference, autonomy, and self-directed learning, and learning with technology, There have also been studies of second language literacy, bilingual parenting, experiences of emigration and transplantation, and language loss (p. 12).

To provide access to long-term experiences in multiple settings and contexts through retrospection and imagination is maybe the most distinctive quality of narrative inquiry. This is evident in the Language teaching and learning careers developed both inside and outside classrooms and schools, occupying much of teachers' and learners' lives.

Identity, context, and affect are characteristic themes of narrative inquiry in our field, through a prolonged contact in which individuals develop identities as “learners” or “teachers” of second or foreign languages. Barkhuizen et al. (2014), refers to Oxford, (1996, p. 582), who states that, “when language learners are asked to tell their histories, they inevitably address contextual, situational, cultural factors as part of the story of their learning,” (p. 13). As cited by the authors language learning histories imply to involve emotions, feelings, perceptions and

experiences that give an account on English language Teaching from the voice of both teacher and learner.

4.2. Participant(s)

The main participant of this study is a pre-service teacher whose life experiences and the story of several living episodes within the timeline 2017-2020 describes through oral and written narrative situations involved within English Language Teaching that become data to be documented and analyzed in order to make explicit reflections upon EFL, pedagogical processes, barriers, possibilities, limitations. In other words, the voice of the participant becomes the center of the study until the process of data analysis evidence what pedagogical reflections upon ELT emerge from the voice of the participant dealing with pre-service teachers' experiences and ELT communities.

Among the characteristics of the participant, it is highlighted the fact that the pre-service teacher comes from Chiquinquirá and then settled in Bogotá and who carries out a Bachelor program in Teaching English as a Foreign Language, (TEFL). Indeed, several experiences are gathered through the field work of this study, as different contexts and groups of students also make part of the participant's experiences.

4.3. Trustworthiness

The relationship between the findings of narrative inquiry studies and the underlying realities they purport to represent is understood as "trustworthiness". According to Barkhuizen et al. (2014) "Narratives impose structure and meaning upon the flow of experiences and they cannot, therefore, be interpreted as transparent windows on to the events and processes they represent" (p. 90). This is about the relationship between representations of reality and the realities they represent, about things that actually happened, and exactly how they happened.

Barkhuizen et al (2014) refer to Denzin, (1989) Pavlenko, (2007), and Nekvapil (2003) who have made useful observations in this regard in the context of research on “language biographies” (90). For example, for Nekvapil (2003) a language biography is “a biographical account in which the narrator makes a language, or languages—and their acquisition and use in particular—the topic of his or her narrative” (p. 64). Drawing on Denzin’s (1989, p. 30) cited by Barkhuizen et al. (2014) “distinction between life as lived, life as experienced, life as told imply to consider: “what things were like, how events occurred (findings from the sphere of the reality of life); how things and events were experienced by the respondents (findings from the sphere of the reality of the subject) and how things and events are narrated by the respondents (findings from the sphere of the reality of the text),” (p. 69).

In order to accomplish the principles of trustworthiness, the criteria below were applied to the study:

- The micro-project followed the research protocol established by the subproject, “Voices of the LLEI” as the set of guidelines to accomplish the research process.
- Authors and references were the basis to design, adapt and apply principles for data collection and analysis.
- Since the study focuses on the pre-service teacher’s experience, objectivity was kept by discussing and carrying out a process of co-construction with the research tutor.
- The life-experiences and narrative study were narrowed down as considering time, interaction and place, three dimensions that determine the analysis of life-stories and experiences.

4.4. Data collection instruments

To accomplish the research objectives and respond to the formulated question of the study, they were applied the following data collection instruments:

- **Oral narrative:** In order to keep trustworthiness and regarding that the main participant of the study is a pre-service teacher, there were applied semi-structured interviews with the participation of the pedagogical practice tutor and some students who have taken English lessons with the study's participant for gathering information related to the ELT process as his students. Semi-structured interviews will be applied by setting guided questions and looking to have a friendly and confident environment, as the methodology of narrative inquiry suggests.
- **Written narrative:** In order to document life episodes and experiences related to English Language Teaching based on the timeline established to define the research study, information was gathered through reflective teacher journals and narratives frames. These are defined from Barkhuizen et al. (2014), as a narrative frame, it is a "written story template consisting of a series of incomplete sentences and blank spaces of varying lengths...The aim is for respondents to produce a coherent story by filling in the spaces according to their own experiences and their reflections on these," (p. 45). Likewise, frames "provide guidance and support in terms of both the structure and content of what is to be written. From the researcher's perspective the frames ensure that the content will be more or less what is expected (and required to address the research aims) and that it will be delivered in narrative form" (Barkhuizen and Wette, 2008. p. 376). About a teacher's journals, Barkhuizen et al. (2014) define 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).

- **Multimodal narrative:** It makes reference to the use of additional text types, other than oral or written. This might be through the technology placing writing in relevant social, pedagogical, and rhetorical contexts. These multimodal texts can be used as subjects or as tools. Barkhuizen et al. (2014) mention "As a subject, the multimodal text is meant to be the end product and is the main set of data for narrative analysis," (p.53). Photographs or drawings or hyperlinks inserted, can be used. Likewise, Barkhuizen et al. (2014) say the multimodal text as a tool "is used as an artifact during interviews, in which the author discusses language learning with reference to the multimodal text," (p.53). Multimodal text is used as a prop, which may or may not be analyzed independently. For this research some English online sessions were recorded with a few English students of the academy where I have been working this year. Also, I included online recordings of sessions I address with learners that have taken private English classes since 2017. These recordings make part of the trustworthiness criteria to reduce subjectivity as it was aforementioned.

Below, it is presented a table that summarizes the data collection instruments in conjunction with the type of narrative and the purpose of gathering information.

Table 1: Data collection instruments

Type of narrative	Type of instrument	Purpose
Oral narrative	Semi-structured interviews	Semi-structured interviews based on a protocol of questions which should be open-ended to allow participants to elaborate their answers, and researchers to pursue developing themes

		since additional instructions to the interviewer or interviewees regarding Barkhuizen et al. (2014). Interviews are intended to gather the pre-service teacher's students' voices and view about the ELT and learning process.
Written narrative	Journal and narrative frames	Gathering reflections on life experiences into the ELT classroom from the role of pre-service teacher. Frames describe several details of teaching and learning experiences during the lifetime from 2017 to 2020. Journal describes reflections from the ELT practicum exercise in second semester in 2020.
Multimodal narrative	Recordings of the pedagogical practice sessions (2020-2) Recordings of interviews to practice tutor and students (2020-2)	Making recordings of some online English teaching sessions that involve the main participant and learners. They provide the researcher data about ELT processes and further aspects. Also, the recordings of the different interviews to the students of the academy where the researcher works and the teacher tutor of the practice, which are added to the YouTube platform where is possible to check the scripts of them, and later be analyzed.

Note: Auto edited.

SECTION 5. DATA ANALYSIS

In order to analyze the data collected in this research regarding different types of instruments in oral, written, and multimodal narrative, the approach of thematic analysis is implemented from the perspective of narrative inquiry. Firstly, it is important to mention that data from narrative inquiry tends to be analyzed under a qualitative research, whereby, the data analysis strategies are best applied with the words iterative, emergent, and interpretive in mind, it means to read, discuss, and write about the data repeatedly and with an open mind as a basic approach according to Barkhuizen et al (2014).

The authors aforementioned, establish to consider the form of the data, in which information becomes a story form “narrative”; “it consists, for example, of published language learning memoirs, elicited language learning histories (LLHs), or completed narrative frames,” (p. 74). A “narrative frame” is also designed to collect short narratives in relatively large quantities. It is implemented as a data collection instrument in this research for further thematic analysis, by coding and categorizing and interpreting patterns in themes.

Barkhuizen et al (2014) also say under the heading “analyzing narrative data”, that the approach is called “thematic analysis”, which looks for the analysis of the “content” of narratives or *what* and *how* they say about their subject matter. Based on the authors:

It involves repeated reading of the data, coding and categorization of data extracts, and their reorganization under thematic headings. In published narrative studies major themes are typically discussed in separate sections of the report, where they are broken down into sub-themes and illustrated by extracts from the narratives, (Barkhuizen et al., 2014. p. 75).

Furthermore, about thematic analysis Barkhuizen et al (2014) cite (Gao, 2010) who “advises her reader to ‘eat’ more books by ‘repeatedly reading, understanding and digesting them word by word, sentence by sentence’, which also illustrates how larger themes are interpretively built up from smaller themes” (p. 77). This is how researchers connect particular instances to more general concepts as they code and categorize their data. Likewise, thematic analysis “opens up the possibility of comparing the narratives in a data set, of establishing shared themes, as well as highlighting individual differences”, however, “in the case of LLH and narrative frame studies, the number of cases is usually so large as to preclude individual analysis and the tendency is to aggregate the data and search for themes that run across the data set as a whole”. (Barkhuizen et al., 2014. p. 77)

As a summary of thematic analysis we can say, it is essentially a qualitative approach to analyzing narrative data, to which Barkhuizen et al. (2014) referee “it is an effective way of linking data extracts to more abstract categories and concepts and of re-arranging them in support of theoretical arguments”. They also say the thematic analysis is “helpful in identifying points of similarity and difference across narratives and, if applied rigorously, it can ensure that the researcher pays attention to all of the data using the same analytical lens” (p. 80). This analysis of actions, events, and happenings under produced stories to explore relationships between experiences of learning and teaching practices, besides the themes under findings which are organized; competencies and limitations, beliefs and practices, and relationships between me as a pre-service teacher and my teaching performance.

For the interpretation of data, this study established a timeline from 2017 to 2020 for determining the English language teaching experiences and the emerging pedagogical reflections upon the participant’s story within a three-dimensional space proposal: Temporality (the past,

present, and future), sociality (interaction) and place (situations). Also it is considered the communities.

As a researcher I started the analysis with a process of open coding, regarding the research objectives; then, some major categories or main themes were established by following the principles established by (Barkhuizen, Benson and Chik, 2014). As doing it, emerging sub-themes were determined by considering situational, causal conditions and factors insight the narrative and the life-experiences that support coding the data through emerging categories and interpretation of information. (Creswell, 2006)

Table 2: Thematic Data Analysis

Main theme	Narrative excerpts	Emerging sub-themes	Sub-themes coding
<i>English Language Teaching (ELT) experiences within the timeline from 2017 to 2020:</i> From 2017 to 2018- English Language Teaching (ELT) experiences in Chiquinquirá.	From narrative frame (appendix A) written by the pre-service teacher: 1- “Addressing English Language Teaching with the purpose of guiding students through technical vocabulary components.” 2- “Necessities to hold a course aimed at the testing of the English component for the ICFES.” 3- “I didn’t have a good level of communicative skills in the speaking part and the students didn’t have a good English level, it implied getting out of the comfort zone to a learning and expansion zone.” 4- “When you have a purpose, a challenge and	1- ELT (English Language Teaching) demands to teach technical and specialized vocabulary to fulfill professional development. 2- It is not enough to know English as a language teacher; other skills and knowledge are necessary; for example, technical issues for professionals needs when they are learners; to know about English testing in Colombia for example, with the ICFES is also necessary. ICFES is a national test that should be contextualized in TELF education in conjunction with the CEFL to fulfill current teaching needs. 3-Spanish can be used as a teaching support resource for poor fluency level of	ELT demands to go beyond language (testing, technical and specialized knowledge is also required). Pre-service teachers’ awareness of challenges from the B.A program may contribute to overcoming professional difficulties. ELT implies to address students with educational inequalities.

	you're not trained, you can be responsible and push yourself to look for the way to complete your mission." 5- "It was enriching to me as a pre-service thanks to strengthening my abilities to teach what I have been acquiring since the beginning of the university program through the experience as a teacher in other institutions." 6 "Teaching to a group conformed by teenagers without family, who live in a non-profit institution that helped me understand them and their education needs."	learners, but also, as a pre-service teacher more advanced speaking skills are required. 4. To overcome difficulties helped me expand learning while facing activities that represent a difficulty or a challenge for a pre-service teacher. 5-It's important to pay attention to the necessities that the institutions and students have, and to put into practice the knowledge acquired in the B.A TEFL in order to be a better teacher in the different contexts. 6- Homeless children have different issues to acquire education, so teaching them different subjects at the institution Amparo Juvenil was an awesome labor in which it was interesting to participate: It is a great opportunity that these homeless children have.	
English Language Teaching (ELT) experiences within the timeline from 2017 to 2020. 2019-2020- English Language Teaching (ELT) experiences in Bogotá.	From narrative frame (appendix B) 1- "Carrying out English Language Teaching with the purpose of guiding students with intermediate level in eight grade implies to be stricter and vertical and also, teaching lessons completely in English was a challenge for me." 2- "I implemented how to	1- It was a challenge for me to hold English classes of Intermediate Level according to the CEFR B1 Intermediate Level, around 180 students at Colegio Gimnasio El Lago. - Regarding the behavioral component, it was relevant at the school to be very authoritarian with students, which was stressful because it implied being upset all the time: students used to be	Pedagogical knowledge and practices in the TEFL B.A program empowered my skills and didactic leadership as a teacher.

	<i>create and apply a syllabus for a specific course of a school, how to manage, control, and lead correctly an indiscipline group of students.</i>” 3- <i>“I had the opportunity not only to teach the English language, but also learn from these learners as some of them knew some things I did not,” I strengthened my knowledge about the English language when I was pushed to communicate completely in English during the class sessions.</i>” 4- <i>“Facing new challenges that carry me to be not only a better teacher but also a better human being.”</i>	accustomed to the school’s authority position. 2-It was fundamental to put into practice the knowledge acquired in the B.A TEFL program: Pedagogy, didactics and curriculum design for implementing a syllabus program adapted from my perspective (appendix D); besides to manage big and difficult groups with indiscipline. 3- I am always learning new things in every situation, as every experience is educational: The fact of teaching the classes in English in one hundred percent of the time is an amazing exercise to enhance your communication skills. 4- Solving hard situations help you to grow up and be a better person and a better professional.	
<i>English Language Teaching (ELT) experiences within the timeline from 2017 to 2020.</i> 2020- English Language Teaching (ELT) as a practitioner pre-service teacher in the pandemic time.	From narrative frame (appendix C) 1- <i>“Addressing English Language Teaching in order to guide students from Fundación ASE at a beginner's level.”</i> 2- <i>“We had to change our channel to take the sessions from the classroom to the internet; a terrible pandemic called COVID-19 attacked our planet.”</i>	1- Fundación ASE implements courses in different content subjects and English levels: my teaching practices were developed with Beginners. 2- COVID-19 pushed us to teach through online and internet mediation: I have learnt how to find alternatives for ELT and provide learners other resources. 3- Online classes are an amazing channel to share our	Distance and virtual education at USTA qualified and pushed me out to address ELT through the pandemic time. Online ELT shaped my entrepreneurship as an online teacher. Inglés Transversal practices were a door to integrate English with other majors; (Online) ELT practices implied to deal with lack of students’ presence.

	3- <i>"I saw this as an opportunity to enrich even more my experience and performance as a teacher, since the development of new abilities and using technological tools to share my knowledge with the students from home."</i> 4- <i>"I have started with an entrepreneurial project in which I offered English courses online to some people from different cities in Colombia."</i> 5- <i>"The practicum exercise was started to develop in the group of students of the university called Inglés Transversal IV."</i> 6- <i>"I had to record the classes and send them by e-mail to the students."</i> From the journal of the practice by the pre-service teacher (appendix E) 7- <i>"My positioning as an English teacher is that I am enhancing my performance, all the time, giving to my students more than they expect, by studying and taking into account the feedback received from my practicum tutor and the coordinator of the academy where I work, about the improving of the teaching exercise."</i>	knowledge with people, as we have the opportunity to have countless resources to enrich our teaching performance, although I miss the physical contact and interaction. I worked, and some material created by myself, I taught to beginners and intermediate students how to communicate in English language. 4. I disseminated my ELT entrepreneurship program by offering packages of online English lessons to fulfill diverse needs monthly and weekly on Facebook and Instagram. 5- Inglés transversal IV gave the opportunity to teach English to university students from different majors: engineering, journalism, among others careers. 6- New learning experiences from virtual education: Students were absent in online sessions through the practices, so I was pushed to record the classes and send them later to the learners in order to take advantage of the explanations at home, when they could and before the taking of the final exam. 7- The observation, feedback and comments by someone better than you are important to correct mistakes that you could be making, and improve your performance as a teacher.	The accompaniment by tutor of the ELT practices it is important to enhance the performance as a teacher.
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	8- "I teach my classes mixing different learning approaches, methods, methodologies, and resources. I like to mix traditional with communicative and cooperative learning approaches, added to the audiovisual and interactive component that the technology contributes. Likewise, I test the English level the students have, and depending on this, I explain as in English as in Spanish if necessary, in order for my learners to acquire the most knowledge as they can." From the voice of the pedagogical practice professor, (appendix H (table #4)): 9- "I saw the development of the capacity, and labor, and professional skills of teachers in training to face different challenges, comfortable and uncomfortable situations that any teacher has to do in their daily lives. For instance, in the experience of practice II, pre-service teachers had to give their classes virtually, due to the pandemic situation, and many of them do not get students to connect, so they feel like in some way frustrated because students are expected to receive their classes and they did not assist." 10- "Teaching practice is	8-Diagnosing the English level, needs, and expectations the students have is quite relevant if we want to be effective in the communication of the knowledge, as we can prepare our lessons with the learning approaches, methods, methodologies, and resources that fit the best to these specific needs. 9-"Sometimes we are pushed to live problematic situations and unfortunately, we react in a bad way, complaining because all bad happens to us, however, we always can improve our attitude and flip the situations in our favor. The horrible situation of the pandemic time shows us we can always see and do good things in the adverse moments, like looking for the channel to teach our classes online in order to help these students to get their goals, even if they don't participate in a synchronic way." 10-Finding strategies to deal with the training process by a dialogue between knowledge that allowed enriching that experience that pre-service teachers had according to pros and cons from what it means to teach English, and what is transmitted, by reflecting on everything that colleagues reflected, and what professor contributed to them; each one assuming their responsibility. So, all	
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	a constant dialogue between knowledge and non-knowledge, so I like that students were <i>designing their lesson plans in the best way, taking into account what was suggested in my comments and the colleagues'</i>, with which they reflected, interpreted, and improved. " 11- "Regarding planning, for the future, it is important to have a diagnosis of the population to which you are going to address and it must be aligned with the syllabus of the program, which should be built to meets the needs of that population, and which fortunately or unfortunately, we as teachers are framed in education policies that we have to comply with." 12- "The percentage of language should be set and used taking into account the level of students, agree to the syllabus, and in a meaningful way. You should review the different approaches to teaching English, and make the best of each of them to create good communication and interaction, that shows the students that English is easy and through those solutions and techniques, you can make students learn the same thing in	the time I wondered how to improve my performance as a teacher, also about how my classmates were facing the situation, how creative they were to create resources they were applying for teaching the classes, I was also open to help my colleagues if they required it. Likewise, <i>I took advantage of the tutoring sessions with them and the tutor to learn more about the teaching practice.</i> 11-Government has some policies regarding the standards the educational institutions need to accomplish in order to represent the ability to communicate in English the students should have regarding the educational level, this is addressed in the syllabus program, which determines the frame under which the lesson plans, materials, and evaluation processes must be designed and implemented. 12-The approaches depend a lot on the personalities that each person has, and the idea is to build a method that has a bit of each model, including technology, all this range of possibilities that can be used to be more effective in the communication of knowledge.	
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	<i>different ways."</i>		
<i>English Language Teaching (ELT) experiences within the timeline of 2017-2020.</i> 2020- <i>English Language Teaching (ELT) experiences in Bogotá, interviews to students of the academy Versailles and the tutor of the practicum.</i>	Interview to students Carlos Gómez, Elizabeth Cárdenas (appendix H (table #5)), and Nathalie Rodriguez (appendix H (table #6)) 1- <i>"In some courses, I do not adapt to the methodology, or the methodology does not adapt to me, I like the English according to the methodology, one which focuses on student learning, and not on how much you pay, how much we charge you, ways to get money from you as if it happened to me in other methodologies. The semi-personalized methodology has allowed me to internalize a little more the concepts and knowledge about English"</i> 2- <i>"Because of all the number of courses they had taken, they did not meet their expectations, however, when they took some personalized classes with a teacher, and with the academy, there their expectations were being met regarding what they have proposed"</i> 3- <i>"Being a teacher is very difficult, for example having patience with students, as a teacher, you adapt very well to the way of teaching and demands</i>	1-There are several frustrations suffered by the students, and the methodology is one of them, something is not pretty clear and effective in some of the institutions that impart English classes. Students like the academy in which I worked in 2020, because this imparts a program semi-personalized and dynamic that makes the students receive feedback, advance, reference and contextualize the English preparation, which carry the students to meet the expectations they have. In addition, private teachers who act as a mentor, teaching their knowledge to learners are an incredible source that someone can contract as they can teach what they know, shortening the time of training, saving money and avoiding wasting resources. 2-Regarding the methodology, this sometimes looks for use of memorization as an approach to learn, however, this is not as effective as the use of English in real contexts for example. In semi-personalize classes the students have the possibility to put into practice at the moment the knowledge by practicing with their classmates and with the teacher, which helps to internalize in a better way the knowledge acquired.	As face-to-face as online ELT practices, it is important to give learners confidence and careful attention to their needs.

	<i>as students and as clients we want and hope, this, because you are open to explain us well, as the methodology says, first in English, and if we do not understand in English, then obviously we have to turn to Spanish."</i> 4- <i>"I have to highlight the methodology you use because you make the environment feel more familiar, it feels more affable and comfortable. In your case, apart from the guide, you go deeper, there is always the bonus track. In addition, when we make mistakes, you do not make us feel bad, because of the tone and the way to treat us, as you have understood all the difficulties that we may present; we sometimes do not advance because of shyness, or because we think is torture to assist in the classes."</i> 5- <i>"My recommendation for teachers is to put the knowledge that is transmitted in a real context for students, in order they can appropriate it for their daily lives, and they understand it significantly. Also, as long as there is affability in the classes, we will always have a pleasant treatment, a good conversation, cordial treatment, that makes us open to the receptivity for the class,</i>	Also, it is important to have reachable goals, which by adding some discipline we can get. 3-Some students recognize the labor of a teacher and have considerations with their trainers, which encourage people to continue with the job and with the professionalization. From my view, it is important to analyze what are the necessities, skill levels, and also the rhythms of learning that the students have, to make a better rapport with them and get a better effectiveness with the teaching activity. That is why Spanish as a resource to explain the different English Language topics, is something which is important to take into account depending on the level that the students have, and finally, it is relevant to know the expectations and demands of the students, in order to solve them fully. 4-Being kind with learners it is important as if they feel comfortable they can learn in a better way, they are not afraid to make mistakes and they push themselves to try to communicate in English, no matter how good their performance is. 5-Being polite and contextualizing the knowledge results as the best way to address the English language to the students.	
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	<i>likewise, that charisma helps us to correct if we make a mistake”.</i> <i>6- "At the beginning they really did not like English at all, because of the methodology or only as a requirement to graduate from their careers, but now they like, thanks to the solving of the lack of foundations and continuing to learn day by day, as they think English opens many doors for being able to travel, go to other countries, learn about other cultures, and if another language is spoken in those places, it is good to have enough bases to be able to communicate with other people in that other language."</i>	6-Facing with working online, a more dynamic way of teaching classes should be sought, as many things are lost, but others are gained, and we must find a way to improve the student's experience in class, taking advantage of resources, and looking for how to recover what is lost from the presence. Measuring, testing, calibrating what percentage of English should learners use, doing total immersion in English, but with caring as if the immersion is very abrupt it suffers, the idea is try to make the student feel comfortable, putting a slightly higher bar, so that it is demanded and improved, but, not too abrupt so rejection will not be generated.	
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Note: Auto edited.

5.1. Narrative frames about English Language Teaching (ELT) experiences from 2017 to 2020

To accomplish the objectives of data collection and the methodological procedure of the project titled, “*Living ELT Experiences from 2017 to 2020: An EFL pre-service teacher story,*” these narrative frames aim to gather reflections on life experiences into the ELT classroom from the role of pre-service teacher.

5.1.1 2017-2018-English Language Teaching (ELT) experiences in Chiquinquirá

From 2017 to 2018, the experiences took place in the context of Chiquinquirá, where I had the opportunity of working as an English teacher for different institutions, even though I was still a fourth level student in the Bachelor program. As it is described in the appendix A, the narrative frame synthesizes the experience lived in this city developing the teaching exercise with different groups of students as Centro de Informática Fénix, Liceo Nacional José Joaquín Casas primary school, and Amparo Juvenil.

Taking into account the statement of Clandinin and Conelly (2006) memoirs within a story by the interpretation of the data under the dimensions of ‘temporality’ in the different tenses, interaction from ‘sociality’ and situations occurred in the different ‘places’, the meaning of a collection of stories and experiences about a person's life, which are described in detail in narratives writings, and which are developed through “a collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus,” (Clandinin & Connelly, 2000, p. 20).

Then, in the narrative frame is detailed the experience in terms of temporality being this during the course of 2017 and 2018, as places are the mentioned above, and the dimension of sociality with the interaction with groups of students of these institutions. The main findings are

analyzed in the table of thematic data analysis, which reveals the most important themes and subthemes of that experience.

5.1.2 2019-2020-English Language Teaching (ELT) experiences in Bogotá.

From 2019 to 2020, the teaching experiences took place in the context of Bogotá, a city in which I was working as an English teacher for two institutions, Colegio Gimnasio El Lago and Academia de Idiomas Versailles. By that time, I was an eighth-semester student in the B.A TEFL program. In appendix B is described in a narrative frame the synthesis of the teaching experience lived in these two institutions.

Taking into account Hedge et al (2016) who refer to D.J. Clandinin, J. Huber, (2010) to introduce narrative as an inquiry that "highlights ethical matters as well as shapes new theoretical understandings of people's experiences, and in which different kinds of field texts and different analyses can be used from the commonplaces of temporality, sociality, and place". (P. 150) Likewise, the statement of Connelly and Clandinin (2006), which stresses "the relevance of interpreting teachers' stories within their three-dimensional space proposal: Temporality, Sociality, and Place," (p. 20).

For this, In the narrative frame the experience is detailed in this three-dimensional space proposal, so in terms of temporality this was during the course of 2019 and 2020, institutions mentioned above are part of the places component, and about the dimension of sociality is detailed the interaction with groups of students of these academic places. In the table of thematic data analysis are analyzed the main findings, which reveals the most important themes and subthemes of that experience.

5.1.3 2020 - English Language Teaching (ELT) as a practitioner pre-service teacher in the pandemic time.

In 2020, my experience as a pre-service teacher facing the process of the pedagogical practices took place in two different contexts in the Bogotá city. The first one in Colegio Simon Bolivar with a group of students of the ASE foundation, and the other one was at Universidad Santo Tomas with a group of students that course different professional programs called Inglés Transversal IV. By this time, I was a tenth-semester student in the B.A TEFL program, with all subjects taken. In appendix C is described in a narrative frame the synthesis of the teaching experience lived in these two different contexts.

Quotating again to Connelly and Clandinin (2006), to introduce narrative as an inquiry that stresses "the relevance of interpreting teachers' stories within their three-dimensional space proposal: Temporality, Sociality, and Place," (p. 20).

This, describing in detail in the narrative frame the experience lived in the contexts mentioned above, which detail the three-dimensional space proposal, being year 2020 the temporality component, the school and the University part of the places component, and interaction with groups of students of these academic institutions the dimension of sociality. In order to reveal the most important themes and subthemes of that experience, in the table of thematic data analysis are analyzed the most important findings.

Conclusions and Implications

In the timeline between 2017 and 2020, Ferney Monroy Villamil as a pre-service teacher in the B.A. TEFL program at Universidad Santo Tomás, and as a researcher of this narrative inquiry, lived several experiences in different contexts. During 2017 and 2018, I (Ferney Monroy) was developing the teaching exercise in an elementary school, a non-profit institution, and an institute of technician careers. The populations of those academic places were different from children of kindergarten, and without a home, to adults with purposes of technical education for the job. Likewise, in the course of 2019 to 2020, the educational experiences took place in a secondary school with eighth grades and an academy of languages, in the English area.

In the same way, during 2020 I developed my pedagogical practice of the B.A. TEFL program, in two different sceneries, in the first semester I carried out the practicum with a group of students belonging to a foundation, however, for the second semester of the year, I lived my pedagogical practice experience at Universidad Santo Tomás with a group of pre-intermediate students from different professional programs. By this time the ELT process was developed by online, this because of the world pandemic time, which meant the facing of some challenges and limitations as the population (Inglés Transversal IV - USTA) did not use to take the classes by the internet and either by availability in its schedule or non-interest, they did not assist to the lessons programed to teach them, whereby it was necessary record the sessions and send to the students with the expectation they study them when they could or wanted, which was the impediment to determine the needs that students could present during the study of the contents and teaching strategies, which were designed prior to the teaching sessions. Well then, I suggest to implement the mandatory to assist the classes by the learners, in order to develop a more effective practicum by the pre-service teacher, likewise the students belong the group of Inglés

Transversal at Santo Tomás University can take advantage of the preparation in this important foreign Language that help them to develop a better professional performance.

From those experiences in the ELT classroom from the role of the pre-service teacher within the timeline from 2017 to 2020, and the dealing with pre-service teachers' experiences and ELT communities, I take out as pedagogical reflections the next:

- My experience as a pre-service teacher facing the process of English Language Teaching was developed taking the different theories behind the teaching languages, in terms of methodologies, strategies, resources, didactics, among others, to design, implement, receive feedback, reformulate, and implement again into the classroom, in order to practice and acquire the expertise to teach effectively to the students, as in the practicum as in the contexts like the schools, and the other institutions where I performed as English teacher.
- Because of Covid-19 pandemic time, digital platforms such as Zoom or Google Meet were used as a classroom, even though there are different disadvantages with respect to the face-to-face rooms, there are several advantages that are important to highlight, as the possibility of teaching by the asynchronous way, the use of countless digital, audiovisual, and interactive resources, and the optimization of time.
- In terms of (a) the learning and formative processes, (b) English Language Teaching actions, and (c) performance, I consider that thanks to the English teaching program at Universidad Santo Tomás, as a pre-service teacher and dealing with the ELT experiences lived by other colleagues, I have acquired knowledge to impart English classes in any contexts, such as schools, formal and informal institutions or even at universities.

However, I noticed that this knowledge is not enough for being effective in the

transmission of the contents to the students; it is needed to establish direct contact with the population and according to its necessities it has to consult, find out, or even make serious research, in order to solve these needs with approaches, methodologies, resources, didactics, among others items to teach that fit.

- I describe my position as an English teacher as a mentor who teaches since the results obtained, who has the ability to communicate in a foreign language and not just a person who knows the theory but with no practice, and who is enhancing its skills day by day. This is important in terms of looking for the carrying of the learners from place A to place B, it means, from ignorance to wisdom, doing an excellent use of the English language for their own purposes in life.
- My students perceive my role as an English teacher as a person who seeks to transmit contents of the language paying attention to each detail, in order to they acquire the knowledge with a specific order, good phonetics, and significant learning by implementing what the learner has learned into the language in context, keeping in mind the purposes that this apprentice has for learning the language.
- From the collection and analysis of these ELT experiences by the pre-service teacher object of this narrative inquiry during the timeline from 2017 to 2020, several contributions emerge to enrich the subproject by B.A. TEFL program 'The voices of the LLEI realities: life stories and experiences'. The findings reveal that it is relevant to document the different situations lived into the different academic context during the interaction with the participants, in terms of the feelings, behaviors, facing of challenges, and teaching and learning strategies implemented, in order to contribute to the other pre-service teachers and teachers in service of the Licenciatura at Santo Tomás university as

in the TEFL programs in other institutions, to improve their performance as educators to communicate effectively and in the best way the different English language contents to the learners.

Regarding the scope and implications, pros and cons of this research upon the experiences in ELT by the pre-service teacher within the timeline from 2017 to 2020, it is taken out:

- The scope of the research is gotten in the analysis of data in excerpts, themes and subthemes that emerge from the narrative frames about the experiences in the timeline from 2017 to 2020 in different contexts, a journal about the experience in the practicum carried out during 2020, and oral narratives from the interviews and sessions of classes recorded of the pedagogical practice.
- As research limitations, because of the pandemic time as a factor that made it impossible to carry out the implementation of more data collection instruments, I could not, for example, take pictures of the real contexts, or do more interviews with other student participants of my experiences, in order to collect data that provided more information to be analyzed to enrich the narrative inquiry and the subproject of the B.A. TEFL program, 'The voices of the LLEI realities: life stories and experiences'.
- As a favor, carrying out this research developed in me a curiosity for the observation, documentation, analysis, and production of data and results, of the different academic processes and situations, in order to enhance my own ELT practice, and enrich the performance of the readers that spend time studying this kind of narrative to improve their performance as English language teachers in diverse contexts.

- In contrast, as cons of developing this research, I think it is not enough to analyze the ELT experience of just one person in an inquiry, it's important to analyze the life experiences of other colleagues, in order to make a parallel between them, to analyze what similarities and differences are there, and triangulate the information to enrich even more the narrative, thus creating an academic approach that helps in a more effective way the performance as teachers. However, this is depending on the goals and scope that the research has, and also if this answers the research question.

As recommendations for the Licenciatura, I say that:

- Although the content provided by the University during the B.A. TEFL program in its general aspects, was suitable, according to my experience in the English component, I did not feel comfortable and satisfied during every semester and levels (9), with the material provided to study the English line, so in my opinion, the editorial company should provide material composed by content that helps the students online, with autonomous learning, to acquire and develop the English language communication skills in a more intuitive and effective way, which this is relevant for a pre-service English teacher in his or her professional performance.
- Regarding the subproject, 'The voices of the LLEI realities: life stories and experiences', I think this was designed in an intelligent and strategic way, as the students have the possibility to talk about their life experiences, which definitely contribute to the readers of this inquiry by a narrative framed in the ELT processes which in turn enrich the ELT practice experience by them as in pre-service as in service teaching. So it is important to attend the needs that these kind of researchers have around the implementing of data collection instruments, the analysis of the data collected, and the post research use, it

means, the pertinent accompanying required by them, in order to carry out a correct and interesting research that generates a real contribution to all participants; students, teachers, Licenciatura, sub-projects, projects, macro-projects, the university, and the other academic institutions and agents involved in the study.

Regarding this study and taking into account the above conclusions and implications, possible new studies can be based on this research. Personally, I project to develop some post graduate degrees as masters and PHD's programs about education, whereby this inquiry will be a source that provides important data to develop the new exercises of research, in order to obtain the degrees of those mentioned programs.

Finally, the research question "What are the English Language Teaching (ELT) experiences of a pre-service teacher within the timeline from 2017 to 2020 and what pedagogical reflections upon ELT do emerge from the voice of the participant?", is answered with the data in terms of coding sub-themes within categories or main themes which emerged from the Thematic Data Analysis chart, and the conclusions and implications of this study which were addressed above. It means, the ELT Experiences in different educational contexts in Bogotá and Chiquinquirá in the timeline between 2017 and 2020 by a pre-service teacher, besides the practicum of B.A TEFL program at USTA processes during 2020, and their pedagogical ELT reflections: Implementation of pedagogical theories and its implications of ELT in the pandemic time, the learning and formative processes, English Language Teaching actions, performance and position as an English teacher, and perception by students, besides the contributions to enrich the subproject by B.A. TEFL program 'The voices of the LLEI realities: life stories and experiences'.

Appendixes

A. Narrative frame #1-Recalling the English Language Teaching (ELT)

experiences in Chiquinquirá from 2017-2018

In 2017, I got my first job as an English teacher. At that time, I was a fourth- semester- pre-service teacher. The first institution where I worked was Centro de Informática Fénix. There I faced the challenge of addressing English Language Teaching with the purpose of guiding students through technical vocabulary components. Likewise, I was in charge of the preparation of a course aimed at the testing of the English component for the ICFES. Through these experiences I found it difficult to teach to this population in language English all the time taking into account I didn't have a good level of communicative skills in the speaking part, so I had to guide the classes using Spanish for almost 70 percent of their duration. Although I had good grammar knowledge, I had to constantly review books to be sure in the preparation of the classes, however, there was a certain facility with the addressing of the topics because these were just technical vocabulary regarding technology and computers. Regarding the preparation for the ICFES test, I had the advantage that the sessions were short and the students didn't have a good English level, so I could lead those classes in Spanish most of the time. About the courses of English from Beginners to Intermediate, this was interesting such as it was developed progressively during these two years, I started teaching in the A1 and A2 beginners levels in 2017 and I continued in B1 and B2 intermediate levels in 2018, so I had the possibility to improve my communicative skills, nevertheless, I kept a non-good level as in speaking as in listening part. I can say this part of my experience was a great challenge because of that issue, the lack of English preparation I had. The above is literally going out of the comfort zone to a learning and expansion zone.

Also, I learned from my students and the community that when you have a purpose, a challenge and you're not trained, you can be responsible and push yourself to look for the way to complete your mission, you just need to be confident in yourself, look for help by someone else or the books, make the people trust on you and help them to reach the goal they have, and this is the key, you just need to help the others to get their own purposes and they will love your work, no matter how you do it, and even what knowledge you have about the topic.

Another institution where I worked as a teacher was a primary school from kindergarten to primary courses. It was in 2018 and simultaneously, I also was a teacher at the institution El Amparo Juvenil. From the first experience and learners, I think it was enriching to me as a teacher thanks to I could strengthen my abilities to teach that I was acquiring since the beginning of the university program and the experience as a teacher in other institutions, and I also practiced my English skills, although I didn't have the pressure by the principal of the school to explain the topics directly in English, I tried to do it, and I had the advantage that my students didn't know anything of the language, so I felt freer to make mistakes and correct them by myself, without critics by someone who maybe knew something about grammar or speaking in English. This was a good place to train without pain, but now I think it's not quite good for you at all, as you need to receive feedback all the time in order to enhance your performance.

At El Amparo Juvenil, I had another interesting experience, teaching to a group which is formed by teenagers without family, who live in a non-profit institution that helps them to have a home. Teaching to this kind of population is nothing easy, as these boys don't have the same kind of education; some of them had not taken any class before, others were studying in public schools, but apparently, they hadn't learned much, as they had a rebel attitude maybe because of their difficult and hard to understand life. About my own attitude, it was difficult to be friendly

with them because they took advantage of any situation to bother and sabotage the class, but being so rude wasn't a good idea as they seemed dangerous and I didn't want to create enemies. Regarding the acquiring knowledge by them, I can say they had different difficulties with their memorization, however, after several sessions repeating some vocabulary, topics, expressions, and short conversations, they could get something of what I tried to share with them.

To sum up, teaching English in Chiquinquirá is an experience that helped me to enrich my performance, not just as a teacher, but also as a student of the TEFL program, as I looked for ways for improving my teaching and language skills.

B. Narrative frame #2-Recalling the English Language Teaching (ELT)

experiences in Bogotá from 2019-2020

In 2019, I moved from Chiquinquirá city to Bogotá D.C when I got new jobs and experiences as an English teacher. In the second semester of 2019, I was an eighth - semester-pre-service teacher. The first institution where I worked in Bogotá was Colegio Gimnasio El Lago. There I faced the challenge of carrying out English Language Teaching with the purpose of guiding students with the intermediate level that were studying eight grade of the secondary school. Through this experience I found it difficult to teach to these learners with an authority attitude required by the principal of the school which I didn't have developed, taking into account that in my previous experiences this was not necessary, as the students of the Centro de Informática Fénix were adults and well behaved, the students in a primary school they are more manageable, and in the non-profit institution the learners were few and there was all the time a person taking care of them. Likewise, although I had considerably improved my oral communication skills, the fact of teaching the classes completely in English was a challenge for me, added to be busy not just during my time at the school, but also in the house, because I had to prepare the classes for the next day, qualify exercises, tests, workshops, notebooks, upload the grades to the school online platform and some other assignments imposed by the boss of the English Language area. This experience was pretty tiring, however, also so enriching as I also learned from my students and the community that when you work under big pressure from people, place, and time, you can get big goals and purposes, so you have to take advantage of both bad and good moments. This because I think I developed, even more, my oral communicative skills, I implemented how to create and apply a syllabus for a specific course of a

school, how to manage, control, and lead correctly an indisciplined group of students, among other important learnings for enhancing my performance teaching that you only can learn in a real school context of secondary school.

By 2020, I was in charge of the preparation of English learners with different levels, from beginners to upper-intermediate, in an academy of languages called Versailles.

From this experience, the academy and the learners, I think it was enriching the fact of carrying out a process in which I had the opportunity not only to teach the English language, but also learn from these learners as some of them knew some things I did not, and from the coordinator giving me constant feedback about what I could improve in order to have a better performance, always with a great attitude.

At Academia de Idiomas Versailles, I strengthened my knowledge about the English language when I was pushed to communicate completely in English during the class sessions, likewise, I also enforced my abilities as a teacher, putting into practice the theory learned in the B.A TEFL program, and the training, feedback, and comments received from the academy.

To sum up, teaching English in Bogotá is an experience that helped me to grow up as a good English teacher, as I have been able to develop in a better way my communicative skills, enrich my work experience as a language teacher in different contexts and extend my comfort zone when facing new challenges that carry me to be not only a better teacher but also a better human being.

C. Narrative frame #3-Recalling the English Language Teaching (ELT) as a practitioner pre-service teacher in the pandemic time.

In 2020, I developed my practicum exercise as a pre-service teacher of the B.A TEFL program, being at that time a tenth- semester-student. The first institution where I carried out the practicum was Colegio Simón Bolívar, in the course of the first semester. There I started my exercise as a pre-service teacher, addressing English Language Teaching in order to guide students from Fundación ASE at a beginner's level. In this experience I faced the challenge of after only one face-to-face class, we had to change our channel to take the sessions from the classroom to the internet. This is because a terrible pandemic called “COVID-19” attacked our planet, which started in February, and at the moment is unknown the date of finishing the situation and coming back to normality.

I found it difficult to pass from teaching into the classroom, in which I had the possibility to have direct contact with the learners, doing a reading of their behaviors, responses, possible insecurities, among other things that you can only analyze at a physical room, to a virtual room in which it is possible just to listen to the students with some intermittent appearances by the webcam. Added to this issue I faced other troubles as the fact of starting the classes late, every student did not assist, sometimes the internet connection did not facilitate the fluency of the class because of the intermittence in the signal, the devices used by the students as PCs or cellphones did not have a camera or microphones or they did not work well. Although these kind of issues were obstacles in the process of carrying out this experience of practicum, I saw this as an opportunity to enrich even more my experience and performance as a teacher, since the developing of new abilities and using technological tools to share my knowledge with the students from home, avoiding the transportation to another place, wasting time because of this

transfer, and spending money for buying the tickets, which results in a benefit for everyone, and what led me to start with an entrepreneurial project in which I offered English courses online to some people from different cities in Colombia. Also, I learned from my students, my classmates of the BA TEFL, and the teacher who guides the practice process different strategies to carry out the teaching exercise in a better way, thanks to the sessions in which we talked about the different moments of the syllabus, guidelines, learning guides, lesson plans, material design, etc.

By the second semester of 2020, I carried out the practicum process in another context and with another population, as because of the pandemic time and the closing of the institutions' physical plants, Fundación ASE decided not to continue with the English training program to its students. At that time, the practicum exercise was started to develop in the group of students of the university called "Inglés Transversal IV", which seeks to prepare the students to carry out a test that positions them in a B1 intermediate English level, as a requirement to obtain the graduation in the program university they are studying. From this experience, as a challenge, I had to face that most of the ten online sessions I led, no one of the thirty-three students that supposedly should be in class, assisted, and I had to record the classes and send them by e-mail to the students, with the hope they review them later, in a moment in which they could. However, of this experience and learners that were in some of the sessions, I think it was enriching to me the fact of understanding that there are several opportunities to get whatever we want, but sometimes we do not see them, or we notice but we do not take advantage of them.

To sum up, the practicum exercise as a pre-service teacher of the B.A TEFL program is an experience that helped me to strengthen even more my performance as an English teacher, thanks to the fact of entering unknown lands as the online classes, due to a horrible situation of

the pandemic time, but which show us we can always see and do good things in the adverse moments.

D. Evidences of Syllabus designed for Colegio Gimnasio El Lago in 2019

Evidences of the syllabus designed for the academic year for eighth grade at Colegio Gimnasio El Lago for 2020, which is conformed by goals of the period, purposes of the sessions, evaluation criteria, pedagogical resources, teachings, didactic resources, and actions (motivation, rule framing, enunciation, modelation, simulation, exercise, demonstration, synthesis and conclusions).

Figure 1: Syllabus Design

		GIMNASIO EL LAGO PRE-ESCOLAR - PRIMARIA - BACHILLERATO Resolución 2057 del 20-04-2016 - Escuela Primaria 7208 del 20-11-2016 Bogotá D.C. 11001-000-0	
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RECURSOS	N	2. Encuentre. El propósito del encuentro es generar el ambiente propicio para el aprendizaje, a partir de la regulación disciplinaria y armonía del grupo. Esto se logra invitando (no asignando) los roles, los roles y los productos esperados, de manera directa (autoritaria o no autoritaria), a través de planeamientos individuales, que deben ser clasificados de un momento, comentados.		TIEMPO	1. Students' attitude. 2. Class rules and instructions. 3. Good behavior and organization.
		Rol educador directivo. Porque establece las condiciones necesarias para que el acto educativo fluya en términos de alcanzar el propósito.		38 minutes	
RECURSOS	N	2.1. Speaking in English. 2.2. Using constantly the English-Spanish dictionary 2.3. Working in groups in an organized way. 2.4. Raising the hand to participate in class. 2.5. Respecting classmates' opinions 2.7. Following teacher instructions 2.8. Participating continuously in the English class 2.9. Working by pairs, socializing the activity. 2.10. Paying attention to the instructions given by the teacher.			
RECURSOS	E7	A C C I O N E S		TIEMPO	RECURSOS
		1. El estudiante describe en español y en inglés la estructura de la gramática de la lengua inglesa y la estructura de la gramática de la lengua española. 2. El estudiante describe en español y en inglés la estructura de la gramática de la lengua inglesa y la estructura de la gramática de la lengua española. 3. El estudiante describe en español y en inglés la estructura de la gramática de la lengua inglesa y la estructura de la gramática de la lengua española.		135 minutes	1. Background information 2. Vocabulary meaning 3. English skills 4. Use of structure and examples in context 5. Mindmap
RECURSOS	E7	ETAPA DE COMPRENSIÓN QUE RESPALDA LA DESTREZA		TIEMPO	
		1. Modelación: consiste en lograr que los estudiantes comprendan y aprendan la forma de realizar la competencia, para ello, el docente debe representar, es decir, modelar a los estudiantes cómo piensa en voz alta cada uno de los pasos que componen el procedimiento y argumentar constantemente por qué está se desarrolla así y no de otra forma. Rol educador: actor metalingüístico. Porque muestra a sus estudiantes con sus acciones, palabras y en voz alta, cómo se debe realizar el procedimiento para aplicar la competencia. 2.1 Explaining key vocabulary through images. 3.2 Explaining the zero, first, second and third conditional using the mind map. 3.3 Explaining the use of indirect questions using the text.		90 minutes	1. Writing, listening, speaking and grammar skills 2. Background information 3. Sentences - words 4. Vocabulary meaning
RECURSOS	E7	A C C I O N E S		TIEMPO	RECURSOS
		4. CONSTRUCCIÓN: Consiste en que los estudiantes construyan su propia competencia, para ello, el docente debe representar, es decir, modelar a los estudiantes cómo piensa en voz alta cada uno de los pasos que componen el procedimiento y argumentar constantemente por qué está se desarrolla así y no de otra forma. Rol educador: actor metalingüístico. Porque muestra a sus estudiantes con sus acciones, palabras y en voz alta, cómo se debe realizar el procedimiento para aplicar la competencia. 5.1 Checking information about different economy affairs. 5.2 Reviewing the use of conditionals by comparing them using the reading materials. https://www.perfect-english-grammar.com/conditionals.html / https://www.perfect-english-grammar.com/image-files/conditionals-infographic.jpg 5.3 Developing exercise about zero conditional. https://www.perfect-english-grammar.com/zero-conditional-exercise-1.html 5.4 Filling in the gaps with the right form of the verb in first conditional. https://www.perfect-english-grammar.com/first-conditional-exercise-1.html 5.5 Reading about moral dilemmas "I'm honest, aren't I?" and doing the first point. (page 28) 5.6 Recognizing and practicing the second conditional (point 1-2, page 30) 5.7 Recognizing and practicing the third conditional (point 1-2, page 34) 5.8 Realizing direct and indirect questions about the real life.		125 minutes	R.5 1. English skills in context 2. Exercises from English book 3. Socialization of exercises and correcting mistakes 4. Participation of students. R.6 1. English skills in context 2. Exercises from English book 3. Socialization of exercises and correcting mistakes 4. Participation of students 5. Texts done by students
RECURSOS	E7	A C C I O N E S		TIEMPO	RECURSOS
		5. CONSTRUCCIÓN: Consiste en que los estudiantes construyan su propia competencia, para ello, el docente debe representar, es decir, modelar a los estudiantes cómo piensa en voz alta cada uno de los pasos que componen el procedimiento y argumentar constantemente por qué está se desarrolla así y no de otra forma. Rol educador: actor metalingüístico. Porque muestra a sus estudiantes con sus acciones, palabras y en voz alta, cómo se debe realizar el procedimiento para aplicar la competencia. 6.1 Working on statements about economy affairs, money and finance (points 7-8, page 29) 6.2 Discussing orally about economy affairs, money and finance (point 9, page 29) 6.3 Writing a short text employing zero conditional. 6.4 Speaking performance of a dialogue employing first conditional. https://www.aprendiendoinglesrapido.com/2016/07/09/dialogo-primar-condicional/ 6.5 Practicing second conditional by mean of grammar exercises. (Points 3-4, page 30) 6.6 Practicing second conditional by mean of grammar exercises. (Points 3-5, page 34) 6.7 Reading the blog "my top ethical dilemmas" and making comments, employing topics studied. 6.8 Making languages in use exercises using indirect questions. 6.9 Listening activities in page 31, points 1-2-3-4-5.		150 minutes	

D O C U M E N T O	7. SEMPRETEACCIÓN: <i>aprovechar los recursos comunicativos lingüísticos de forma adecuada para expresar y comprender los contenidos temáticos de la asignatura. Para ello se debe utilizar el lenguaje oral y escrito de forma adecuada. Para ello se debe utilizar el lenguaje oral y escrito de forma adecuada. Para ello se debe utilizar el lenguaje oral y escrito de forma adecuada.</i>	TIEMPO 150 minutos	8. CONTENIDO Y COMPRENSIÓN: <i>comprender los contenidos temáticos de la asignatura de forma adecuada. Para ello se debe utilizar el lenguaje oral y escrito de forma adecuada. Para ello se debe utilizar el lenguaje oral y escrito de forma adecuada. Para ello se debe utilizar el lenguaje oral y escrito de forma adecuada.</i>	TIEMPO 36 minutos	R.7 1. Communicative skills 2. Questions and answers 3. Quizzes and activities.
D O C U M E N T O	7.1 Quiz conditions 7.3 Oral Presentation 7.4 Developing worksheet.		8.1 Twisted Test 8.2. Session closure. Developing feedback about the Ss performance in class and giving a conclusion of the topics involving the real context		R.8 1. Communicative skills 2. Self-assessment 3. Questions and answers given by the students.
D O C U M E N T O	DIDÁCTICA: INDUCTIVA.DEDUCTIVA		RECURSOS (ARTEFACTUALES) Book, workbook, dictionary, speaker, posters, photocopies, notebook, videos, Tv, Cellphone, PC.		

E. Table #3: Journal of the Practicum: Practice II (2020-2)**Table 3: Journal**

PRE-SERVICE TEACHER'S NAME: Ferney Monroy JOURNAL: #1 Institution: Universidad Santo Tomás Grade / level / Group: Transversal 4
Lessons 1-10
<i>Writing about my teaching</i>
• What did I set out to teach? • Was I able to accomplish my goals? • Did I have any problems with the lessons? • What kind of teacher-student interaction occurred? • Was my philosophy of teaching reflected in the lesson?
I set out to teach the students of the practice to participate in simple conversations that allow you to use brief formal and informal expressions, in order to know people deeply after introducing themselves. Being able to interpret basic information related to life daily, work, and family. This, by recognizing grammatical structures in the past, present, and future, to give an account of personal, family, and work situations, asking about as bad as the good experiences they have had, and the plans they have for the future. The above, since learning about how to use different grammar rules, vocabulary, and doing use of good pronunciation. In sixty percent of the sessions taught, it was not possible to carry out the lesson plans to accomplish the different goals proposed, because students that should be participants in the classes didn't assist. However, in the other sessions, although only one learner was, this was enough to fully develop the goals. One of the problems I had to face was in a session in which I didn't have any students, and I did not notice the button of the audio interface that turns on the external microphone that I use for communicating by the video calls was off, and at the end of the class, nothing of the voice was recorded. Maybe, this problem would not have happened if I would have confirmed the listening by some participant student. Regarding the teacher-student interactions, in those sessions in which it was a participant, I as the teacher could put into practice different exercises in which we interacted, likewise, several doubts and questions by the student emerged, and later they were solved. In those sessions, every goal was reached, by reading and speaking aloud different texts and conversations, in order to interact between us and practice the grammar and vocabulary learned during the class. Regarding my philosophy of teaching, while learners assisted in the different sessions, this was reflected in the classes, because these were developed as they were planned. However, in the cases in which I didn't have students, my explanation was recorded with the hope the students to watch the video when they have the possibility, so my philosophy could not be implemented in full, as it was no possible to measure the scope of the lesson in terms of acquiring the knowledge by the learners.
<i>Writing about my students</i>

- **Did students contribute actively to the lessons?**
- **Were the students challenged by the lessons?**
- **What do you think students really learned from the lessons?**
- **What did the students like most about the lessons?**
- **What didn't the students respond well to?**

Regarding the student who participated in some of the taught lessons, she contributed from the carrying out of the different exercises and questioning when doubts emerged, which helped to create an environment of interaction that enriched the teaching-learning exercise.

That student was challenged as she didn't have good phonetics, pronunciation, and ignored the fundamentals of communication in English, like basic vocabulary and grammar rules. During the sessions in which she participated, she developed the exercises proposed, which pushed her to communicate in English by interacting with me, expanding significantly her knowledge about the English Language.

I think the student really learned from the lessons about how to use English in a real context, with common expressions, vocabulary, good phonetics and pronunciation, and using a good accuracy of grammar rules.

The student liked most from the lesson, the teaching of the phonetics of the different words of the vocabulary, and grammar rules addressed in class, and also the fact of communicating in English by basic expressions, and statements according to her real context.

Finally, the student who participated in the sessions responded well to the different exercises, being active with the interaction component, and asking questions when doubts emerged.

Writing about myself as a language teacher

- **What is the source of my ideas about language teaching?**
- **How am I developing as a language teacher?**
- **What are my limitations at present?**
- **How can I improve my language teaching?**
- **What is my positioning as an English language teacher?**

As a source of my ideas about language teaching, I can say, a big part of how do I teach my classes of English language is based on the experience that I have had during the last 2 years as a teacher in an academy of languages, in which I have received training about methodologies in English teaching and the use of resources. Added to all the information I received during the development of the B.A. TEFL program at the university, and also, testing myself all the time to find and solve my own needs about how I can learn and teach English in a better way.

I am developing myself as a language teacher, thanks to teaching the English language every day to private learners, and some students of an academy of languages, for this, I have to prepare my classes before teaching. Depending on the topics and lessons I have to teach, I look on the internet and some books, and study the information needed, and review my notes and resources that were provided by the different subjects taken in the B.A. TEFL program.

About my limitations at present, I think I need to acquire more vocabulary and complex structures such as chunks, idioms, common phrases, and also culture about the different Anglo contexts. Likewise, I need to have experience in an Anglo country, by traveling as a tourist and/or living there for some months, as I have not had this opportunity until now.

According to the above, I think I can improve my language teaching performance by being very curious, and looking for information that I think I need to learn more about the English language. Maybe, I can complement this thanks to the help of a personal mentor, acquiring more material about the English language as books, magazines, courses, certifications of the language level, and English teaching.

As an English teacher, I am a person who always likes to do my best, so I am enhancing my performance all the time, studying and giving my students more than they expect. My performance as a teacher is conformed by mixing different learning approaches, methods, methodologies, and resources, in order for my learners to acquire the most knowledge as they can. Firstly, I test the English level the students have with some basic questions, after, I start the lessons from the most fundamental content according to the level, next, I explain the topics as in English as in Spanish as a resource if the English level of the student is not good. I like

to mix traditional with communicative and cooperative learning approaches, added to the audiovisual and interactive component that the technology contributes.

F. Semi-structured interview #1: Protocol to interview Professor Mangely Gutiérrez

This semi-structured interview responds to the process of data collection of the research project titled, *“Living ELT Experiences from 2017 to 2020: An EFL pre-service teacher story.”*

The instrument is designed to hear and share your perceptions around English Language Teaching (ELT) practices carried out by the pre-service teacher Ferney Monroy. Gathered information will be transcribed and analyzed from the perspective of narrative inquiry by accomplishing ethical and transparent principles to manage data as it makes part of the research and methodological procedure of the study.

As a participant of the research, you are invited to read in advance the questions together with the consent format in order to get previously to the interview, your authorization to schedule the online interview. You may express with confidence your answers in Spanish or English, but if you disagree with any of the questions, feel free to include further adjustments as making the interview.

Questions:

1. How do you describe the experience of guiding the pedagogical practices of pre-service teachers?
2. How do you perceive the process that Ferney Monroy, one of the pre-service teachers and practitioners? You may consider aspects such as (a) the learning and formative processes, (b) English Language Teaching actions and © performance. You may include or mention further aspects.
3. What aspects or characteristics do you highlight regarding the English Teaching sessions guided by the pre-service teacher Ferney Monroy?

4. What recommendations and reflections on ELT and pedagogical aspects, would you transmit to pre-service teachers and particularly to Ferney Monroy?
5. What aspects that make part of the experience of Ferney, would you consider important to be included in the narrative research study, behind the story?

G. Semi-structured interview #2: Protocol to interview English learners

This semi-structured interview responds to the process of data collection of the research project titled, *“Living ELT Experiences from 2017 to 2020: An EFL pre-service teacher story.”* The instrument is designed to hear and share your perceptions around English Language Teaching (ELT) practices carried out by the pre-service teacher Ferney Monroy. Gathered information will be transcribed and analyzed from the perspective of narrative inquiry by accomplishing ethical and transparent principles to manage data as it makes part of the research and methodological procedure of the study.

As a participant of the research, you are invited to read in advance the questions together with the consent format in order to get previously to the interview, your authorization to schedule the online interview. You may express with confidence your answers in Spanish or English, but if you disagree with any of the questions, feel free to include further adjustments as making the interview.

Questions:

1. How do you describe the experience of English learning as a foreign language? What opportunities have you identified? Have you fulfilled your expectations?
2. What aspects or characteristics do you highlight about the English Teaching sessions guided by me as your English teacher?
3. What reflections and recommendations on English teaching and learning processes would you give to teachers and particularly to me, Ferney Monroy?
4. Tell me about something that you will always have present about our English classes.

H. Table #4-5-6-7: Multimodal narrative: Video recording evidences of interviews and online English classes

Table 4: Data sheet Interview # 1

Interview # 1: Link	Interviewer	Date, and time length	Purpose
Via Google Meet YouTube: https://youtu.be/h3eCuoNGq88	Professor Mangely Gutiérrez	17/10/2020 at 11:27 a.m. 40:14	The purpose of this interview was collecting data from the tutor of the practicum process carried out during the last part of the bachelor ELT program. Regarding her reflections about the process of tutoring the pre-service teachers and around my performance, as the participant of this research.

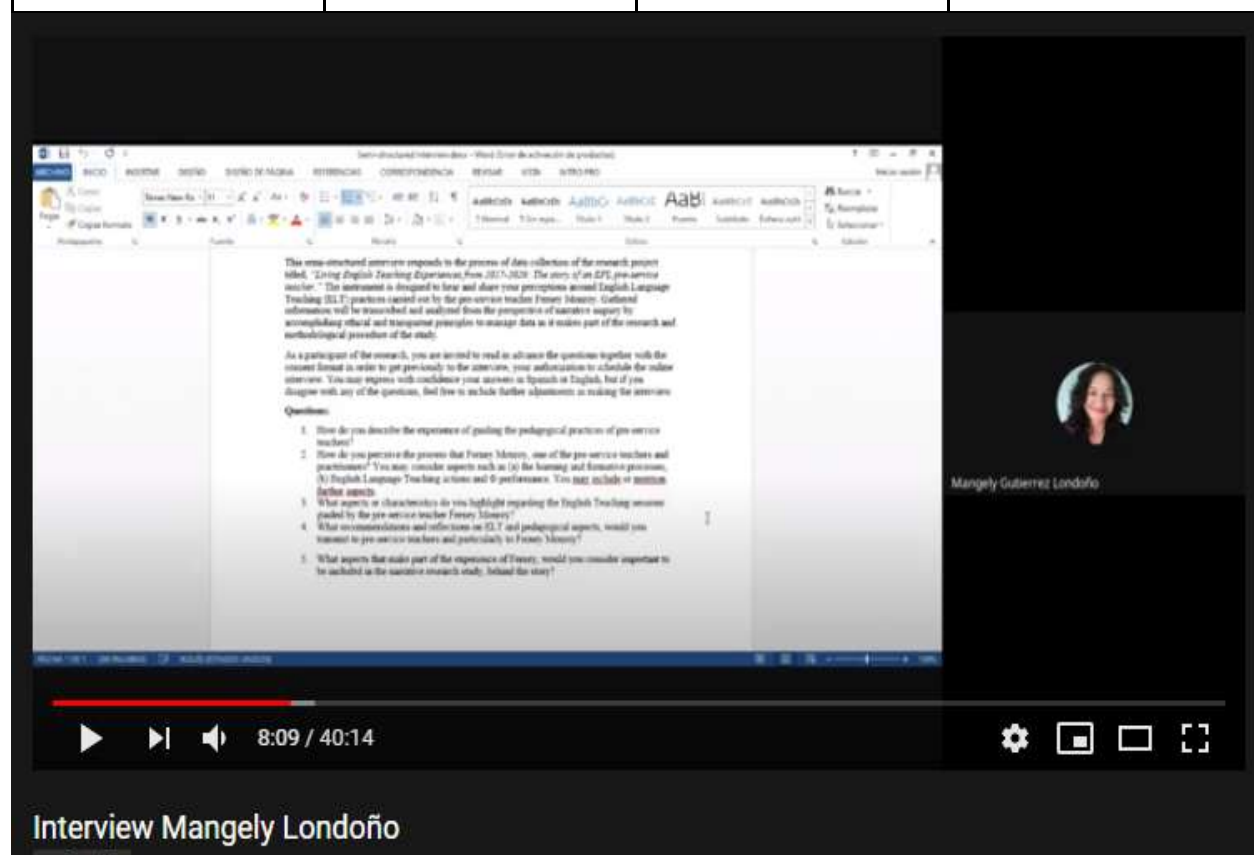


Table 5: Data sheet Interview # 2

Interview #1-Means	Interviewee	Date, and time length	Purpose
Via zoom YouTube: https://youtu.be/S61SVm3acMw	Carlos Gómez Elizabeth Cárdenas	30/10/2020 At 06:55 am 19:25	The purpose of this interview was collecting data from two students of the academy of languages Versaielles, in which was carried out during 2020 an exercise of teaching in different levels and groups of students from beginners to intermediate. Regarding their reflections about the process of learning English as a foreign language, and about my performance as one of their teachers, and as the participant of this research.

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ARCHIVO INICIO INSERTAR DISEÑO DISEÑO DE PÁGINA REFERENCIAS CORRESPONDENCIA REVISAR VISTA NITRO PRO

Portada *
Página en blanco
Salto de página
Páginas

Tabla *
Tablas

Imágenes Imágenes en línea *
Ilustraciones

Formas *
SmartArt
Gráfico
Captura *

Aplicaciones para Office *
Aplicaciones Multimedia

Videos en línea *
Marcador
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Comentarios

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Pie de página *
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Comentarios Encabezado y pie de página

Cuadro de texto *
Texto

Como participante de la investigación, se le invita a leer con anticipación las preguntas junto con el formato de consentimiento para poder acceder previamente a la entrevista, su autorización para programar la entrevista online. Puede expresar con confianza sus respuestas en español o en inglés, pero si no está de acuerdo con alguna de las preguntas, no dude en incluir más ajustes al realizar la entrevista.

Preguntas:

¿Cómo describe la experiencia del aprendizaje del inglés como lengua extranjera? ¿Qué oportunidades ha identificado? ¿Has cumplido tus expectativas?

¿Qué aspectos o características resalta de las sesiones de enseñanza de inglés guiadas por mí como tu profesor de inglés?

¿Qué reflexiones y recomendaciones sobre los procesos de enseñanza y aprendizaje del inglés le daría a los profesores y en particular a mí, Fernéy Morroy?

Cuéntame algo que siempre tendrás presente sobre nuestras clases de inglés.

8:04 / 19:13

Interview Carlos and Elizabeth

Table 6: Data sheet Interview # 3

Interview #1-Means	Interviewer	Date, and time length	Purpose
Via zoom YouTube: https://www.youtube.com/watch?v=7WVop4iBObE	Nathalie Rodríguez	10/11/2020 At 11:00 am 34:09	The purpose of this interview was collecting data from two students of the academy of languages Versailles, in which was carried out during 2020 an exercise of teaching in different levels and groups of students from beginners to intermediate. Regarding their reflections about the process of learning English as a foreign language, and about my performance as one of their teachers, and as the participant of this research.

YouTube

UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

Licenciatura en Lenguas Extranjeras Inglés
Subproject Voices of the LLEI: Life Stories and Experiences
Docente en formación: Ferner Monroy Villamil

En el marco del proyecto investigativo que será presentado como trabajo de grado del docente en formación Ferner Monroy Villamil, el cual se titula, "Living English Teaching Experiences from 2017-2020: The story of an EFL pre-service teacher", se presenta el formato de consentimiento informado, mediante el cual se pide explícitamente su autorización para participar en la realización y recolección de información mediante una entrevista via Google Meet, la cual tiene por objetivo tener una conversación alrededor de unas preguntas que serán compartidas via email, previamente al momento de la reunión virtual. Dichos interrogantes y los temas de la entrevista se enfocan en los procesos de enseñanza y aprendizaje de la lengua extranjera inglés y su percepción sobre la experiencia pedagógica con el participante y autor de la investigación, Ferner Monroy Villamil.

A través de este consentimiento informado, Usted:

- Expresa su acuerdo para participar en la entrevista virtual y autorizar la grabación y transcripción de la misma.
- Confirma su participación y como padre de familia (en el caso que así sea) autoriza la realización de la entrevista, recolección y manejo de datos obtenidos para fines investigativos en el contexto de este proyecto, de la Licenciatura en Inglés Extranjero, Santo Tomás.

training fernando monroy villamil ok now let's move on to part d

4:24 / 34:09

Interview Leidy Nathalie Rodríguez

Table 7: Data sheet Practicum sessions

Practice sessions	Pre-service teacher / Group	Date, and time length	Purpose
Via Google Meet: https://drive.google.com/file/d/1LS1nu6yuChUk562n0-c2tTsZ_IOzs9QW/view https://drive.google.com/open?id=11XOQCscZMTZz0SQgvUF8m1RX6_cDf-p https://drive.google.com/open?id=1AFZ58M8y9R9mrtMwKHW7oR-IbMxvB7qo	Ferney Monroy Group: Inglés Transversal IV Universidad Santo Tomás	27/09/2020 9:00 am. 01:21:00 07/11/2020 8:00 am. 46:01 14/11/2020 8:00 am. 01:41:11	The purpose of these sessions of classes was to develop the practicum component of the B.A. TEFL program, in order to put into practice, the theory acquired during the program at the university. This exercise helped me to collect data from the different sessions, reflect on the process of teaching English as a foreign language, and about my performance as a pre-service teacher, which was carried out during the second semester in 2020, an exercise of teaching in the group Inglés Transversal IV at Universidad Santo Tomás, conformed by students with level between beginner and intermediate.

VOCABULARY

More occupations Read and listen. Then listen again and repeat.

5 He's a doctor.

6 She's an engineer.

7 He's a photographer.

8 He's a pilot.

Ferney Dario Monroy Williams

I. Informed Consents for carrying out semi-structured interviews with tutor of the practicum and students of academy of languages Versailles and student of private classes.

Figure 2: Informed Consent #1

UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
VIGILADA POR EDUCACIÓN - 51945 - 1794

ACREDITACIÓN INSTITUCIONAL DE ALTA CALIDAD MULTICAMPUS

Licenciatura en Lenguas Extranjeras Inglés
Subproject Voices of the LLEI: Life Stories and Experiences
Docente en formación: Ferney Monroy Villamil

En el marco del proyecto investigativo que será presentado como trabajo de grado del docente en formación Ferney Monroy Villamil, el cual se titula, "*Living English Teaching Experiences from 2017-2020: The story of an EFL pre-service teacher*", se presenta el formato de consentimiento informado, mediante el cual se pide explícitamente su autorización para participar en la realización y recolección de información mediante una entrevista vía Google Meet, la cual tiene por objetivo tener una conversación alrededor de unas preguntas que serán compartidas vía email, previamente al momento de la reunión virtual. Dichos interrogantes y los temas de la entrevista se enfocan en los procesos de enseñanza y aprendizaje de la lengua extranjera inglés y su percepción sobre la experiencia pedagógica con el participante y autor de la investigación, Ferney Monroy Villamil.

A través de este consentimiento informado, Usted:

- Expresa su acuerdo para participar en la entrevista virtual y autorizar la grabación y transcripción de la misma.
- Autoriza que sus respuestas sean interpretadas por el docente Ferney Monroy Villamil e incluidas como parte del análisis y resultados del proyecto titulado: "*Living English Teaching Experiences from 2017-2020: The story of an EFL pre-service teacher*."
- Confirma su participación y como padre de familia (en el caso que así sea) autoriza la realización de la entrevista, recolección y manejo de datos obtenidos para fines investigativos en el contexto de este proyecto, de la Licenciatura en Lenguas Extranjeras Inglés y propósitos académicos del docente Ferney Monroy, entre ellos, desarrollo de proyecto de grado, sustentación del mismo, ponencias y divulgación académica en el Centro de Recursos para el Aprendizaje y la Investigación CRAI, y otros medios de divulgación científica, académica, pedagógica, investigativa.
- Finalmente, autoriza su acuerdo con los términos establecidos y presentados en este formato.

Nombre(s): **Leidy Nathalie Rodriguez** Firma(s):  Fecha: 10/11/2020

Docente en formación: **Ferney Monroy Villamil** Firma:  Fecha: 10/11/2020

Accreditation Institucional Internacional **STARS**             

Figure 3: Informed Consent #2


UNIVERSIDAD SANTO TOMÁS
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VIGILADA MINEDUCACIÓN - 50015-1204



Licenciatura en Lenguas Extranjeras Inglés
Subproject Voices of the LLEI: Life Stories and Experiences
Docente en formación: Ferney Monroy Villamil

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A través de este consentimiento informado, Usted:

- Expresa su acuerdo para participar en la entrevista virtual y autorizar la grabación y transcripción de la misma.
- Autoriza que sus respuestas sean interpretadas por el docente Ferney Monroy Villamil e incluidas como parte del análisis y resultados del proyecto titulado: "*Living English Teaching Experiences from 2017-2020: The story of an EFL pre-service teacher*."
- Confirma su participación y como padre de familia (en el caso que así sea) autoriza la realización de la entrevista, recolección y manejo de datos obtenidos para fines investigativos en el contexto de este proyecto, de la Licenciatura en Lenguas Extranjeras Inglés y propósitos académicos del docente Ferney Monroy, entre ellos, desarrollo de proyecto de grado, sustentación del mismo, ponencias y divulgación académica en el Centro de Recursos para el Aprendizaje y la Investigación CRAI, y otros medios de divulgación científica, académica, pedagógica, investigativa.
- Finalmente, autoriza su acuerdo con los términos establecidos y presentados en este formato.

Nombre(s): **Carlos Alberto Gómez Rodríguez**

Docente en formación: **Ferney Monroy Villamil**

Firma(s): 

Firma: 

1098606068 Fecha: 30/10/2020

Fecha: 30/10/2020






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Figure 4: Informed Consent #3


UNIVERSIDAD SANTO TOMÁS
 PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
VIGILADA MINEDUCACIÓN - CUCES 1704


Licenciatura en Lenguas Extranjeras Inglés
Subproject Voices of the LLEI: Life Stories and Experiences
Docente en formación: Ferney Monroy Villamil

En el marco del proyecto investigativo que será presentado como trabajo de grado del docente en formación Ferney Monroy Villamil, el cual se titula, “*Living English Teaching Experiences from 2017-2020: The story of an EFL pre-service teacher*”, se presenta el formato de consentimiento informado, mediante el cual se pide explícitamente su autorización para participar en la realización y recolección de información mediante una entrevista vía Google Meet, la cual tiene por objetivo tener una conversación alrededor de unas preguntas que serán compartidas vía email, previamente al momento de la reunión virtual. Dichos interrogantes y los temas de la entrevista se enfocan en los procesos de enseñanza y aprendizaje de la lengua extranjera inglés y su percepción sobre la experiencia pedagógica con el participante y autor de la investigación, Ferney Monroy Villamil.

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- Confirma su participación y como padre de familia (en el caso que así sea) autoriza la realización de la entrevista, recolección y manejo de datos obtenidos para fines investigativos en el contexto de este proyecto, de la Licenciatura en Lenguas Extranjeras Inglés y propósitos académicos del docente Ferney Monroy, entre ellos, desarrollo de proyecto de grado, sustentación del mismo, ponencias y divulgación académica en el Centro de Recursos para el Aprendizaje y la Investigación CRAI, y otros medios de divulgación científica, académica, pedagógica, investigativa.
- Finalmente, autoriza su acuerdo con los términos establecidos y presentados en este formato.

Nombre(s): **Elizabeth Cárdenas** Firma(s): 

Docente en formación: **Ferney Monroy Villamil** Firma: 

Fecha: 30/10/2020

Fecha: 30/10/2020

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