

NARRATIVES OF: The life-story of a Pre-service English Teacher on his professional
development

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NARRATIVES OF: The life-story of a Pre-service English Teacher on his professional
development

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The voices of the LLEI realities: life stories and experiences

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ABSTRACT

The job of a teacher can be quite daunting for inexperienced pre-service teachers as it involves many challenges. Everyone assimilates and reacts to experiences differently. Some of these experiences result in a reshape of identities that constitute the building blocks for professional or personal development.

This narrative inquiry was conducted to analyze in what ways a life-story mirrors the professional development of an EFL pre-service teacher and the transition from English Language Learning to English Language Teaching. This question was answered by comparing the data collected from three different sources: the pre-service teacher's voice, one peer from the B.A. Teaching English as a Foreign Language program from the University and a former director of a well-known Language Center in Colombia. The instruments used for this purpose were a semi-structured interview, four narrative frames and pre-service teacher diary. The results showed that there were different experiences that allowed the teaching language mind to evolve through different identity changes. However, results also revealed that such growth was mainly focused on improving practical skills. From a perspective, this study invites pre-service teachers and professors to reflect on ways to help pre-service teachers move forward in their professional growth by overcoming the overwhelmingness of their practice.

Key words: Narrative inquiry, life-story, EFL pre-service teacher, professional development

TABLE OF CONTENTS

1-CONTEXTUALIZATION	6
2-RESEARCH STATEMENT.....	9
Research Question.....	11
Main Objective	12
Specific Objectives	12
3-THEORETICAL BACKGROUND.....	13
3.1 Language learning through a life story	13
3.1.1. The growing process of an EFL pre-service teacher	14
3.2. The relationship between professional development, experiences and narrative.....	16
3.2.1. Pre-service teacher's feelings, emotions and identity implications	18
4-RESEARCH DESIGN.....	20
4.1 Narrative as a methodological procedure.....	20
4.2 Types of data.....	20
Diaries: Episodes and experiences through a life story	21
Pre-service teacher's experiences through a life story	21
4.2.1 Written narrative data.....	23
4.2.2. Oral narrative data.....	23
4.3 Data collection instruments and trustworthiness	24
4.3.1 Trustworthiness principles for narrative inquiry	26
5. DATA ANALYSIS	27

5.1. Data analysis procedure	27
5.2. Triangulation description for data analysis	29
5.2.1 Data analysis chart: from main themes to final categorization	31
5.2.2 Data analysis interpretation	47
5.2.3 (2004 - 2006) Initial English Language Learning Experiences.....	49
5.2.4. ELT English Language Teaching English Experiences before starting the B.A in Teaching English as a Foreign Language (TEFL).....	52
5.2.5 2009 - 2021 Experiences consolidating the pre-service teacher's professional development.	57
6. CONCLUSIONS	67
7. APPENDIXES	71
Appendix A: Pre-service teacher's diary (Life story through episodes)	71
• Appendix A1: 2004-2006: Initial Learning English Experiences - English Learning	71
• Appendix A2: 2006-2009: English Language Teaching English Experiences before starting the B.A in Teaching English as a Foreign Language (TEFL)	72
• Appendix A3: 2009 - 2021 Experiences consolidating the pre- service teacher's professional development.	78
Appendix B: Narrative frames	86
• First Narrative frame: Initial English Learning Experiences	86

• Second Narrative frame: English Language Teaching English Experiences before starting the B.A in Teaching English as a Foreign Language (TEFL) • Third Narrative frame: Consolidating of B.A in TEFL program and Teaching English as a pre-service teacher • Fourth Narrative frame: The professional development of an English teacher	88
Appendix C: Consent forms	95
English academic coordinator (Narrative frame)	95
Pre-service teacher: Susan (Semi-structured interview)	96
Appendix D: Semi-structured interview questions	97
Appendix D1: Semi-structured interview transcription	97
8. LIST OF CHARTS AND ILLUSTRATIONS	101
9. REFERENCES	102

CONTEXTUALIZATION

I am a pre-service teacher of the B.A program in Teaching English as a Foreign Language (TEFL). I am a native Spanish speaker and English is my second language. I live in Canada with my wife, Hillary and my son, Marcos. We are committed to raising a bilingual child, so we communicate in English and Spanish in our daily lives, and we find it interesting. Recalling my life-story, I was introduced to the English language when I was in third grade. The school had an emphasis in English as a second Language and so I was acquainted with the language from an early age.

When I finished high school, I was not sure about what I wanted to study. After a few months, I made up my mind and decided I wanted to study System Engineering as I had heard it was the “career of the future”. I had finished one semester in an in-person program after I decided to switch to a “distance program” with the hope of getting job experience and some sort of financial independence. I Did not get the job and I ended up spending lots of time in between procrastinating and my university assignments.

My formal experience with English as a foreign language started at Centro Colombo Americano in 2004. I signed up for classes in my second year of University. I had no idea how much I was going to enjoy learning English. I was more passionate about English and going to the language center 5 days a week to practice and study English than going to system Engineering classes on Saturdays.

I felt like I was going nowhere with my studies. I was passing the semesters, but I did not feel right. I could not envision myself being a great system engineer in the future. I saw how two childhood friends studying system engineering in a well-known university in town, in an in-person program, struggled and talked about how demanding their

teachers were, and how much hard work they had to put up to succeed in their subjects. I could only partially agree with them on that. My program was a new agreement between the city public University and an online Colombian university.

Having made up my mind about studying English, I devoted myself to learning English by spending hours studying by myself. I did not exactly know what I wanted to do with the English language, but I knew my need to get better. I knew what being in those classes implied. I can say, these experiences guided me to learn about the implications of being an English Language Teacher, though I was not totally aware of it. I finished my English language studies at the CCA in 2006.

My first undocumented experience in a classroom as an English teacher was with a language center of a low-cost university in 2006. There was a good atmosphere in the classes; I did everything I could with the resources I was provided with. Students in general had very little knowledge of English, which helped me build confidence. When I became an English teacher, I thought everyone would learn the same way and I pursued the same strategies on my students, but little by little, I started realizing about the implications of being an English teacher.

In 2009, I joined the program of B.A in Teaching English as a Foreign Language (TEFL), I noticed how little I knew about being a teacher. I was completely blindfolded when I thought that knowing how to speak English and having some command of the language would be enough to become a teacher. Identifying needs of students, finding out about student's types of intelligence, analyzing students' context, methods, approaches and other theories. Learning about motivating people to learn English. In

addition to that, something must be taught through the language to make learning meaningful.

While doing my B.A program, I went through different experiences as an English teacher, especially with adults and university students. I oversaw English skills testing and I had the opportunity to guide students in places such as Cartagena, the University of Sinú, through an agreement with Universidad de Antioquia. In addition, I worked at Berlitz and a private school. These experiences took place from 2009-2021.

When the pandemic started, I traveled to Canada to settle with my wife and son, but I still worked as an online English teacher with Berlitz. Since all these experiences have shaped my profile as an English teacher and as a pre-service teacher, the purpose of this project is to go in depth through my experiences from the perspective of narrative inquiry within the subproject voices of the LLEI of the B.A program at USTA. The timeline will be drawn from 2004-2021.

The life events that I include in this study reflect on the influence of the university program in the development of my professional and personal life through continuous learning and broadening of my perspective of the world I am living in and my role in it.

The description and analysis of the situations I faced can help other pre-service teachers and learners of EFL mirror themselves in the unfolding of a life-story written to grow interest in narratives which constitute a very important source of knowledge and wisdom to encourage professional advancement in teachers that can result in a positive impact for our country and society.

2. RESEARCH STATEMENT

This study contains a narrative of my relevant life-stories that shaped my path in my process of teaching-learning EFL and the arousal of interests for seeking professional advancement after graduating from university. Most of my life experiences are related to teaching in my hometown Cartagena in private institutions, which imply different things. Being Cartagena, a city directly connected with tourism, it is easy for learners and teachers to relate to the importance of learning the language in contrast to rural areas in which having any kind of contact with the English language is unfeasible.

This autobiographical-narrative research is important because it mirrors the stages a pre-service teacher experiences in the continuous growth in the field. This type of research is important to be carried out because pre-teachers and learners from different backgrounds and institutions can benefit from the analysis of the life experiences discussed in this study.

This research proposal sheds light to future pre-service teachers and the university on the life-awakening events that make a student strengthen ethical-driven growth in their professional career. It is based on my experience as a pre-service teacher and how the knowledge and formation acquired through the University along with my life experiences triggered the interest in the commitment for my role as a teacher.

The life events referred to took place between 2004 and 2021 and they go from the moment I had my first formal contact with the English Language following many others in my transition of teaching EFL with no qualifications to becoming a graduate from the B.A Program of the University. The relevance of my study lies in the self-analysis made on my practice as a teacher and its growth since joining the B.A program

and during it. It also helps me reflect on what has been my life teaching EFL and how far I want to get with this. My life is a testimony for other ELT experiences.

Ever since my interest in learning the English language arose, I enjoyed learning from those who knew more than me. I always liked to listen to other stories and learn from what others had to say. Even before I started the program in the University. However, thanks to this program I have experienced a substantial change in my life that has helped me find my better self. I highlight how my conception of teaching-learning EFL has changed since I joined the program at the university and besides that, how this process has helped me realize that I need to continue moving on in my professional career for the wellbeing of my family and my country.

My family has been positively impacted by my choice of becoming a teacher. The B.A. program has allowed me to grow and learn more skills which I have shared with my family. I must say that at a point I thought the English I knew was all I needed in my life to be a teacher. However, as I continued learning more, I realized I knew less and less. This grew an interest to study more and more and to stay humble all the time when it comes to teaching and learning EFL because there is still a long road to run.

Many things need to be done in order to change the reality of our country and it is certain that education is one key factor. Narratives can help teachers and learners become more acquainted with the field we are in. Barkhuizen, Benson, and Chik (2014) cited this argument as a contributing factor published by other authors: "In the field of education, narrative inquiry has proved especially fruitful in the study of teachers' professional lives and careers (Bathmaker and Harnett, 2010; Clandinin and Connelly,

2000; Goodson and Sikes, 2001; Loughran and Russell, 2002; Webster and Mertova, 2007).”

The professional career of a teacher has a direct effect on society. Therefore, it is important to raise awareness with these types of narratives among pre-service teachers to learn from the experiences of others and help them move along in their career path. Being a teacher demands staying updated to the latest findings in the literature. Learning from our peers’ experiences is a meaningful way to reflect on teaching practices. Being aware of the direct impact that our duties as teachers can have in the development of our country. Understanding that our responsibility goes beyond teaching a language. Encouraging pre-service teachers to move forward to postgraduate studies.

The reasons give relevance to this research, as it is a reference for teachers and pre-service teachers in Colombia seeking for understanding and moving forward in teaching-learning EFL. As a foreign language teacher in another country, to disseminate this research outcome I will contact people and institutions in Canada willing to connect with pre-service teachers in Colombia to promote alliances that can be beneficial for strengthening Education in Colombia. The interchange or narratives among teachers from different cultures and backgrounds can be a lead to the beginning of future projects.

The research question that arises based on my life’s story and experiences asks for:

- How does the life story of an EFL pre-service teacher mirror professional development through English language learning and teaching experiences?

Main objective

- To interpret how the life story of an EFL pre-service teacher mirrors professional development.

Specific objectives

- To describe how the professional development of an EFL pre-service teacher is shaped by a life story.
- To portray the EFL pre-service teacher's professional growth through teaching experiences, feelings and emotions.

3. THEORETICAL BACKGROUND

3.1 Language learning through a life story

The difference between life story and life history lies in the engagement the latter has to a wider social perspective. Goodson and Sikes (2001), Bathmaker, A.M. & Harnett, P. (2010, p 2) quote that “life stories may be a starting point, the initial exploration of a life as lived, but life history grounds these stories of personal experience in their three wider social and historical context and pays attention to social relations of power”. This is related to the reasons why humans end up trying to persuade others positively in the continuous development of themselves. This because of a personal desire raised from within the individual based on conceptions, moral and wellbeing of human beings.

Bathmaker, A.M. & Harnett, P. (2010) also bring up Biesta et al (2005, p. 4); “Although the collection of such stories is a crucial first step in life-history research, and although such research is fundamentally interested in the ways in which people story” or narrate their own lives, life-history research aims to understand those stories against the background of wider socio-political and historical context and processes.”

Barkhuizen, Benson, and Chik (2014) also state that a life story is an approach that takes from a person’s history episodes and life experiences that can be used by researchers to study deeply aspects related to language learning and teaching experiences. In fact, this is the approach that sustains the project carried out here from a narrative perspective. A selection of life episodes constitutes a story that allowed me as a researcher to inquire about a research question and accomplish the micro project's objectives.

Barkhuizen, Benson, and Chik (2014) mentioned the view of Kvale and Brinkmann (2009) in which they state that a life story is used in qualitative research. To deepen into one's viewpoint on language learning, interviews are the best way to do it. With regards of life story interviews, (Barkhuizen, Benson, and Chik, 2014) quote Atkinson "the less structure a life story interview has, the more effective it will be in achieving the goal of getting the person's own story in the way, form, and style that the individual wants to tell it in," (Atkinson, 1998, p.41).

The narration of my experiences in the path of becoming an EFL teacher. Telling stories about events that have taken place in the past is something inherent to humans (Riessman, 1993) and the most important way to make life experiences meaningful (Polkinghorne, 1988).

(Barkhuizen, Benson and Chik 2014, p3), state that narrative leads teachers to get a better grasp of education by the analysis of their experiences. This type of investigation allowed me to dig into my life story in the path of becoming a professional teacher by reflecting and understanding in depth the teaching context I work in and seeking for continuous professional growth.

3.1.1. The growing process of an EFL pre-service teacher

The development of teacher's practices may be stalled due to the challenges they face once they start teaching. Farrel quotes in relationship to this start-up time period: "those who are sometimes called newly qualified teachers, who have completed their language teacher education program (including teaching practice [TP]) and have

commenced teaching English in an educational institution (usually within 3 years completing their teacher education program).” (Farrel, 2012, p. 437).

The preparation of a teacher continues when they start teaching, adding two more things to get better at; “teaching effectively and learning to teach” (Wildman, Niles, Magliaro, & McLaughlin, 1989, p. 471). This can be overwhelming if in addition to that, they need to cope with the culture of the institution they work for which can cause stress trying to make sense of all by themselves with no guidance (Kuzmic, 1993). This period can be daunting for many teachers and according to Crookes (1997) and Peacock (2009). This leads to dropouts, and it is because they are trying to embrace their new phases by themselves in isolation with lack of companionship from experienced professors.

That the knowledge novice teachers acquire during their years studying their program can be completely erased from their minds once they start their first years in education. It is then when the importance of keeping up with the development of the literature plays a major role. Teachers themselves need to think and figure out the best way to weight content and delivery of classes and this is partly based on what they have read because what research studies state serves as a guide as teaching contexts are always different. They are the ones who need to make the analysis and determine whether something is suitable for the class or not. Richards (1998) states that knowledge is not equivalent to practice and it needs to be built and rebuilt when teachers face the particularity of their contexts.

The continuous reassessment of their knowledge and practices is a rich source to foster teacher development. Sharing their findings through stories in the form of

narrative can lead to the teachers' identity and professional development. Doing research fosters the awakening and empowerment of teachers' identities.

A case study published by Edwards, E., & Burns, A. (2016), shows that the exposure to research can be beneficial for teachers' identities as it changed positively the way they perceived themselves as they became more aware of the value of research. Confidence in mentoring other teachers and contributing by giving presentations are some of the highlights that help teachers feel more connected to their field. According to Leung (2009), the development of a research identity contributes to seeking professional independence that can lead teachers to continue looking for more opportunities to conduct research.

3.2. The relationship between professional development, experiences and narrative

Narratives have an impact on teachers' professional development of their identities, as they are more human and less technical. This type of research is better welcomed by pre-service teachers as it can connect them with similar situations, they experience throughout their careers whereas other types of research might appear for them as “out of touch” with their realities in the classroom (Montgomery and Smith 2015, p 100). Marsden, E., & Kasproicz, R. (2017) cited some authors when stated that on some occasions, these types of research are sometimes inaccessible to pre-service teachers (Bevan, 2004; Borg, 2013; Byrnes, 2000; Ellis, 2010; Lantolf, 2000; Macaro, 2003; McNamara, 2002). Regardless of the type of research, being involved in research has a relationship in the development of the professional identity of teachers

(Winch, Oancea, & Orchard, 2015) as it connects knowledge related to techniques, practice, and theories concerned to pedagogy as explained by Furlong (2014).

The development of teachers' identities is also shaped by the engagement they have with research related to their fields. It is important to do all types of research, but the use of narratives can help cross the bridge to disseminate the knowledge to the teachers community. If they see research as something unreachable then they will take longer to get in touch with research and see the meaningfulness of their duties. Indeed, (Kiely 2014, p 567) highlights that "if teachers feel researchers do not understand their task in classroom teaching, they are unlikely to be persuaded to innovate or experiment."

The contact with research articles provides pre-service teachers the chance to emit judgement toward them related to their own realities where they serve as teachers (Chappelle, 2007; cf. Han, 2007) and this analysis sheds light on teachers on different or innovative alternatives of observing, understanding, and taking actions toward teaching (Borg, 2010).

There are two main reasons why I considered narrative inquiry. One of them was to reflect on the years I have been teaching English. My first experiences teaching English was before starting the B.A. program at Santo Tomás; I had the chance to work in different places, which meant there was lots to dig into. The other reason was to envision myself as a better teacher. This method allowed me to inspect my English learning and teaching stories; reflect on them and find more meaningfulness in my practice. Narrative inquiry is conceived to learn from experiences by finding meaningfulness in life events.

3.2.1 Pre-service teacher's feelings, emotions and identity implications

Barkhuizen, Benson and Chik (2014, p3) state that narrative inquiry is “a profoundly human way of carrying out research; it gets you out of the house or office and into the real world of teachers, learners, and the stories they have to tell”. For this same reason, I am more bound to this kind of research because I can have a better conception of the social aspects that shape teaching or learning patterns.

According to authors such as Bathmaker and Harnett (2010), Goodson and Sikes (2001) and Loughran and Russell (2002), narrative inquiry has demonstrated to be beneficial in the analysis of educators' careers. One explanation related to the importance of narratives according to Casey (1995 p216) is that it involves a “cultural vertigo” in teachers as narratives cast reflections on post-modern issues related to self-identity in the knowledge of their context reality.

Through narrative it is possible to obtain information about feelings and emotion that mirror somehow identity implications. The concept of identity acquires specific relevance when life experiences and stories are addressed. Since the study intends to investigate through the pre-service teacher's voice a professional growth, it is worthy to mention some authors that establish how the development of the teacher identity is a self-process shaped by their knowledge, practice and institutional environments, as cited by Barkhuizen, Benson and Chik (2014) when discussing (1997) and Tsui (2007).

Duff (2012) states that aspects related to teacher identity are linked to capability to make decisions, manage self-regulation and are important in the development of teachers as individuals, which can lead to the transformation of one's persona and even social transformation.

However, to build on identity it is necessary to invest. Barkhuizen (2016) cited the authors that will be mentioned here to explain the relationship between identity and the role of the educator and the language teacher. For instance, Darvin & Norton (2015) state that to foster an identity as an educator, there are things that need to be invested in- fin, but when one is ethically engaged to foster her own professional identity, that desire is converted into investment. In addition, the argument described by (Norton and Early, 2011) showed how beneficial the investment of learning about new digital tools has led to the connection of distant communities.

As part of the teacher identity, this investment has a foundation in the present but has a projection in the future. It demands that teachers visualize the world in a certain period. Darvin and Norton's (2015) support this in this sense of thoughts, it is important to encourage teachers to visualize themselves making significant changes in their fields adjusted to the 21st century.

4. RESEARCH DESIGN

4.1 Narrative as a methodological procedure

The main objective of this study aims to interpret the professional development of an EFL pre-service teacher through a life story and the transition from English Language Learning to English Language Teaching. Therefore, the design is sustained under the methodological characteristics of narrative research which has been used in the fields of psychology and sociology prior to the field of language learning and teaching. By the end of the 21st century, it started being used as a methodological procedure to do research in the field of language teaching and language learning. According to Barkhuizen, Benson, and Chik, (2014) narrative has had a recent retake in the field of language teaching and language learning researchers as it has always been evolving slowly.

All the episodes and experiences described in this research took place in Cartagena de Indias working for private language centers and schools. There are three participants in the research. One of them is Edwin, the academic coordinator of a Language center who was my boss in the past for four years; Susan, graduate student from the B.A Program of the University with whom I shared classes at the University; and me as the main participant.

Data was collected through a diary with experiences from early days in my teaching career; one semi-structured interview; and four narrative frames.

4.2.3 Types of data

- **Diaries: Episodes and experiences through a life story**

Barkhuizen, Benson, and Chik, (2014) explain learner diaries are mostly introspective daily autobiographical written pieces based on the in-process experience of the learner related to the learning viewpoint which focus is related to learning strategies and styles, learner emotions, or cross-cultural encounters.

Barkhuizen, Benson, and Chik, (2014) also bring up Benson (2004) to explain that the usefulness of this studies for research lies on the particularity of offering research the opportunity to dig into issues such as affective factors, learning strategies and the learner's viewpoint on their own language learning processes. The episodes and experiences that constitute my life-story were gathered through the diary. (See appendix A)

Data collection is also supported from Barkhuizen, Benson, and Chik, (2014) since the authors explain that retrospective stories may mirror past language learning experiences and the ones related to language teaching.

- **Pre-service teacher's experiences through a life story**

The life story described in this study includes episodes and experiences drawn from 2004 to 2021. They are documented through a diary, and it will be divided into three main episodes that embrace significant experiences:

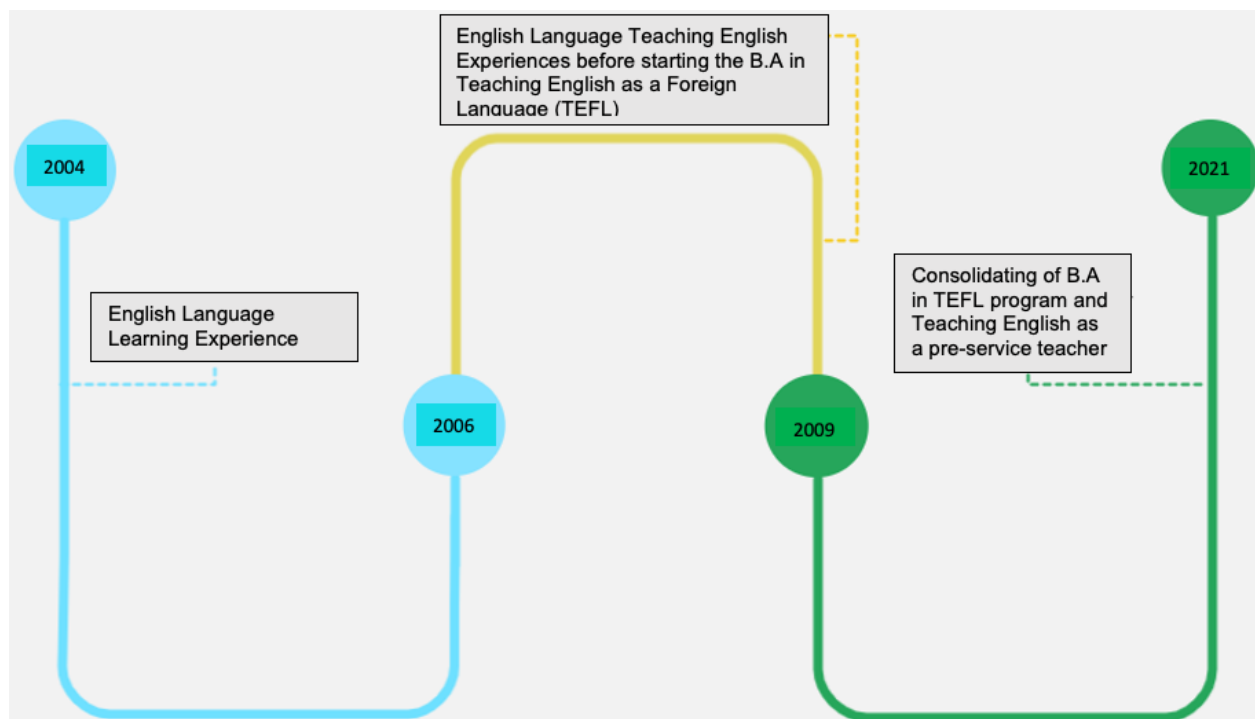
- 1) 2004 - 2006 Initial English Language Learning Experiences:
- 2) 2006 - 2009 English Language Teaching English Experiences before starting the B.A in Teaching English as a Foreign Language (TEFL)

3) 2009 - 2021 Consolidating of B.A in TEFL program and Teaching English as a pre-service teacher.

The criteria related to the story's frame and the transition from English Language Learning to English teaching make part of the trustworthiness I followed from the perspective of narrative inquiry and the guidelines to carry out the microproject's protocol according to the subproject life-stories and experiences of pre-service teachers in the B.A in TEFL at USTA.

Each episode is analyzed considering teacher development, the language-teaching mind and ethical self-formation. The figure below illustrates the life-episodes organized within a timeline.

Illustration 1. Consolidating a professional life story as a pre-service teacher.



4.2.1 Written narrative data

For this study, I applied narrative frames to gather specific written data related to EFL teaching and learning experiences from the voice of a participant and mine as the main character of the story and my professional development as an EFL pre-service teacher. One narrative frame was completed by the academic director of a language center and the others were completed from my voice as the main research participant.

Furthermore, my language learning story was written through a diary that describes the life episodes selected to carry out this research that are aimed to mirror my professional development and the transition from learning to teaching. (See types of data and instruments).

Barkhuizen, Benson, and Chik, (2014, p. 4) quote in “narrative analysis” researchers use narrative writing as a method of turning non-narrative data into stories in order to convey their understanding of the meaning of the data.” There are different types of written narrative data made by language teachers and learners such as journals and diaries, language-learning histories, among others. Barkhuizen, Benson, and Chik, (2014) explain six different contexts in which this type of narrative is used; narrative frames are used to collect information from the life episodes or experiences.

4.2.2. Oral narrative data

For data collection, as a researcher I carried out one semi-structured interview with another graduated teacher from the B.A program at USTA. (See appendix C, D). This type of narrative is described as an oral account that are gathered through interviews. Barkhuizen, Benson, and Chik, (2014, p14) mentioned Kvale and Brinkmann

(2009) on seven stages in which interviews can be broken down into. Barkhuizen, Benson, and Chik, (2014) mentioned Kvale and Brinkmann, 2009; Mishler, 1986) as they explain the different kinds of interviews. These interviews can be open and semi-structured. As the authors explain, I used a set of questions to guide the interview.

4.3 Data collection instruments and trustworthiness

Information for data collection will be organized regarding the principles of trustworthiness since this is a biographical study addressed from the perspective of narrative inquiry. The information below describes the type of narrative, instruments, and their purpose and the way data collection were coherently carried out with the research question and objectives.

Furthermore, the following table describes in detail the methodological relationship between the type of narrative, instruments for data collection and the purposes:

Table 1. Type of narrative and instruments

Type of narrative	Instrument and techniques	Purpose
Written narrative	Pre-service teacher diaries: From the student's position or role, they are introspective daily autobiographical written pieces. Barkhuizen, Benson, and Chik, (2014) One diary was written accounting for different experiences from the main participant of the research. The diary is divided into	They aim to collect information about the in-process experience of the learner related to the learning viewpoint which focus is related to learning strategies and styles, learner emotions, or cross-cultural encounters. Frames allow researchers to include participants that somehow will provide

	different experience stages in life. Written frames are defined as structures that describe reflective information based on the story of one's experiences. Barkhuizen, Benson, and Chik, (2014). There are four narrative frames. One from the academic coordinator of a language center who was the main participant's boss for years. The other frames voice the main participant's experiences in three different life stages.	information about specific components behind a life episode or a story regarding biographical information.
Oral narrative	Semi-structured interviews: core-based questions aligned to the main purpose of the study. Barkhuizen, Benson, and Chik, (2014). One semi-structured interview was applied to a former student of the B.A. Program with whom the main participant shared experiences as a classmate.	The interview will allow the pre-service teacher to reduce subjectivity and involve a second voice from a participant who has a testimony on some aspects of the main participant's life.

Note: Adapted from Barkhuizen, Benson, and Chik, (2014)

4.3.1 Trustworthiness principles for narrative inquiry

Trustworthiness is the set of validity criteria that guides the researcher to reduce subjectivity as doing narrative research. To maintain objectivity, I followed the principles below to accomplish the objectives of the study and respond to the research question:

- The first principle is the narrative inquiry protocol established in the B.A program that guides research for pre-service English teachers.
- The involvement of another voice in the study who will describe experiences and information based on the main participant's story.
- The three levels of focus must be included in the analysis: how events occurred, how they were experienced and how the events are narrated.
- The inclusion of two participants whose voices contribute significantly to the emerging reflections as contrasting their narratives and my ones.
- The development of a methodological procedure and criteria to design and gather data by considering authors and references.

5. DATA ANALYSIS

5.1. Data analysis procedure

This research has a thematic analysis, and the data analysis is reviewed in a pragmatic way to be categorized into different dimensions as themes. "Thematic analysis is essentially a qualitative approach to analyzing narrative data. It is an effective way of linking data extracts' ' according to Barkhuizen, Benson and Chik (2014) p. 80. Regarding the main objective of the study that intends to analyze the dimensions of growth of a pre-service teacher's view on language teaching by interpreting the consolidation of life and professional experiences in a life story, the procedure to analyze data in this study implied:

- a. Define the main themes by following the timeline of the pre-service teacher's history.
 - 2004 - 2006 Initial English Language Learning Experiences:
 - 2006 - 2009 English Language Teaching English Experiences before starting the B.A in Teaching English as a Foreign Language (TEFL)
 - 2009 - 2021 Consolidating of B.A in TEFL program and Teaching English as a pre-service teacher.
- b. The life story gathered through episodes through the language learner diary (see appendix A)
- c. Since the analysis implied to go in-depth through the narrative, the following step was to categorize the information, from the main themes to revisit data and interpret it for establishing a relationship between the memoirs, the voice of the

participant(s) and the episodes that mirrored emerging sub-themes focused on the interpretation of the narrative.

According to Polkinghorne (1995) cited by means an approach to the analysis Barkhuizen, Benson and Chik (2014), “Categorization and the construction of theoretical relationships among abstract categories are the main analytical tools. In narrative analysis, narrative itself becomes an analytical tool that is brought to bear through “narrative writing, writing.” The outcomes of narrative writing in narrative inquiry include historical accounts, case studies, or storied episodes of people’s lives, the narrative that is produced “gives meaning to the data as contributors to a goal or purpose” and the key narrative device is “a plot that displays the linkage among the data elements, (p. 99).

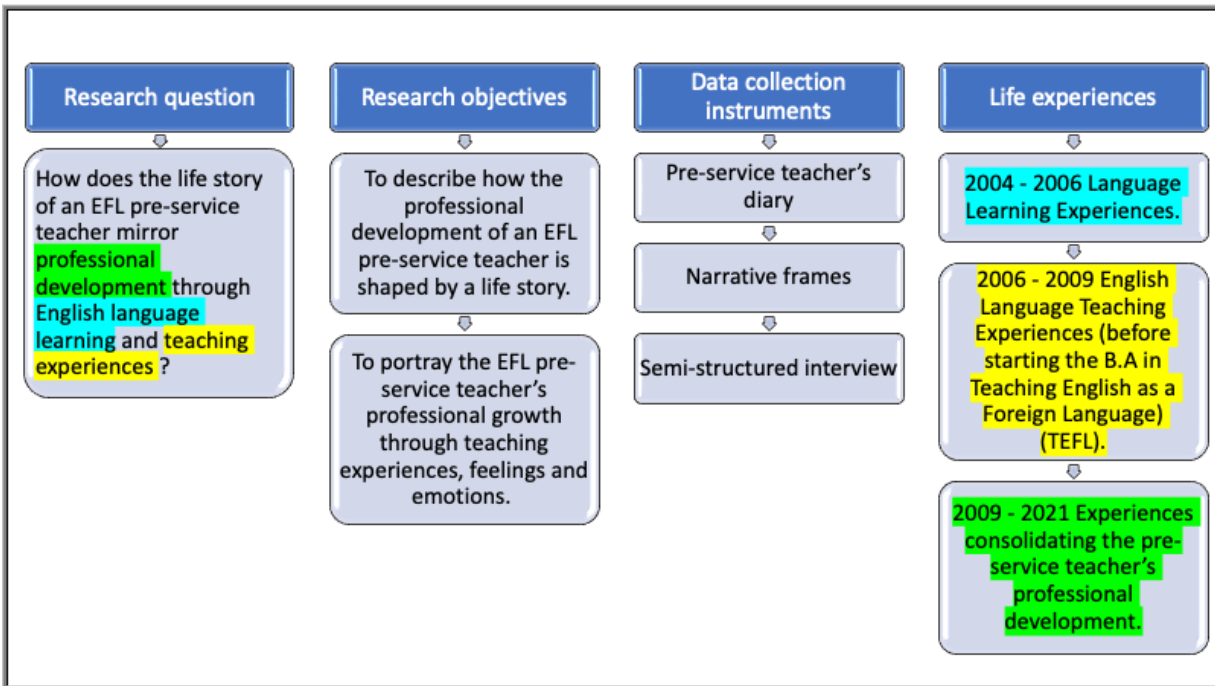
- d. Data was also gathered through narrative frames by including a second participant who had a role and a relationship with the main participant. This participant is identified as an English academic coordinator (see appendix B). Furthermore, a third participant was invited through a semi-structured interview. Susan is another pre-service teacher who graduated from the same B.A program. Excerpts were taken from the instruments (a) Language Learner’s diary; (b) the narrative frames and (c) the semi-structured interview.
- (e) Triangulation of data: Information was coded thematically based on the participant(s) and their narrative gathered through the memoirs, episodes and life experiences; coding was carried out by revising data, selecting excerpts through the classes of narrative and the timeline criteria to establish emerging sub-themes.

5.2. Triangulation description for data analysis

As mentioned above triangulation of data is based on the narrative research approach already defined through which it is presented below the relationship between the research question, objectives and sources or instruments of data collection, (a. the pre-service teacher's experiences written in a diary; b. narrative frames and c. participant's interview). To clarify, the participants' voices correspond to a former partner of the researcher and narrator here and an ELT academic coordinator who was the pre-service teacher's former boss.

In conjunction with the research question, objectives and the main concepts insight these components, data instruments were designed to respond to the question and once, information was collected, the main themes obtained through oral and written narrative were explicitly addressed and identified with colors to highlight the participants' voices and articulate the objectives with the question, instruments and main themes.

The main themes correspond to the life experiences and information was coded to be interpreted and obtain the final categories described in the chart.



- To describe how the professional development of an EFL pre-service teacher is shaped by a life story.
- To portray the EFL pre-service teacher's professional growth through teaching experiences, feelings and emotions.

Main themes Language Learner's story Experiences	Participants' voices (Excerpts from the learner's diary, narrative frames and the semi-structured interview)	Emerging sub- themes	Final categorization
2004 - 2006 Language Learning Experiences	-Pre-service teacher's voice from the diary. See appendix A <i>I was self-motivated, I would get to the language center Library at least one hour before my 50-minute class to grab any piece of reading to study the language and to learn about the culture of English-Speaking countries. I was very committed to learning how to communicate in English.</i>	Self-motivation Personal interests in English speaking countries culture	Reflecting identity as an EFL learner
	-Pre-service teacher's voice from the diary. appendix A <i>My teachers motivated me, and I would seek them for advice.</i> -Pre-service teacher's voice from the diary. appendix A <i>When I started my focus was to manage to communicate by speaking rather than writing. When I was speaking, I paid very little attention to the grammar part, however I was aware of the importance of it and never stopped studying it.</i>	Intrinsic motivation Initial language learning interests.	
	-Pre-service teacher's voice from the diary. Appendix A <i>I realized that I was not going to be as good at the language as my teachers were. I would require more talk time to reach that level of proficiency.</i>	EFL experiences imply time and dedication.	EFL proficiency implications

	-Pre-service teacher's voice from the diary. Appendix A My most important learning experience that led me to become a teacher was the combination of my devotion to learning the English language and that I have been sympathetic all the time. -Pre-service teacher's voice from the diary. Appendix A I was convinced as I had experienced the process of learning English, I already knew the way to get there and so, I could lead people through the same path. As I was getting close to finishing the program, I started contemplating the idea of merging what I was passionate about and my ability to talk to people in the job of a teacher. -Pre-service teacher's voice from first narrative frame. See appendix B Firstly, being bilingual gives me an advantage as I can make myself more marketable. I believed a good set of skills and qualities along with the command of fluent English language could open great opportunities for anyone in Colombia. In addition to that, I liked the idea that it was possible to talk to anyone from anywhere in the world by means of this language. I wanted to know more about the culture of the places where my favorite movies had been filmed or where my favorite artist had lived, for instance. -Pre-service teacher's voice from first narrative frame. See appendix B I realized as a language learner about a few things. One was that I had a burning desire to learn how to speak the language. My concern	Devotion to learning the English language Willingness to help others through EFL Passion and ability Projections and Reasons to study English	Projecting identity as an EFL pre-service teacher Imagining identity as a Learner
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	<u>about learning how to communicate was more important than the structure. I would speak even if my grammar was wrong because I always liked the oral communicative part of the language. I found it easier for me to learn something from the language when somebody was telling me rather than reading it. I would pay close attention to the sounds of words which led me to become better and better than that.</u> <i>-Pre-service teacher's voice from first narrative frame. See appendix B</i> <u>After studying English, I decided to give teaching a try as I noticed I had a good command of the language. I liked the idea because it would also keep me learning more English. I decided to sharpen my grammar skills because I thought teaching the language would demand me to know those rules very well. I was confident I could help others struggling with the language to overcome their language barrier.</u>	Oral communication over grammar Learning style realization Helping others to learn English in order to help myself	Reflecting identity Projecting identity as a Teacher
2006 - 2009 English Language Teaching Experiences (before starting the B.A in Teaching English as a Foreign Language) (TEFL)	<i>-Pre-service teacher's voice from the diary. Appendix A2</i> I was confident of the command of the language that I had that I thought of trying it. That, and the fact that my language teaching mind at the time was just backed up by what I had seen in my English classes as a student. I thought that by replicating the activities and strategies I had seen my teachers applied during classes would work well. <i>-Pre-service teacher's voice from the diary. Appendix A2</i>	Confidence in what I had learned as an EFL student	Early English Language Teaching mind

We would visit each other's classrooms and give each other feedback. For this reason, even though I had no experience as a teacher I thought I was doing a good job as I felt more and more confident about my practice.	Commitment to improve my teaching practices	
<i>-Pre-service teacher's voice from the diary. Appendix A2</i> I learned very quickly that I needed to show my students from the beginning that I knew how to speak English well. Right after that, I needed them to know that I was humble, sincere and committed to that job I was doing and after that, students would do anything I asked them to.	Classroom tips	
<i>-Pre-service teacher's voice from the diary. Appendix A2</i> I cared about bringing my students to a psychological safety zone where they would not close their minds to the language but instead would engage in the activities.	Gain students' confidence to boost their learning	Discovering through practice
<i>-Pre-service teacher's voice from the diary. Appendix A2</i> My peers were all in the same situation as me so we would spend lots of time-sharing classroom experiences and planning of the program. We would visit each other's classes to learn and provide feedback. They acknowledged my skill to get in the classroom and perform my class because they thought I had been doing that for longer.	Team support to improve practices	
<i>-Pre-service teacher's voice from the diary. Appendix A2</i> I really wanted to have a book because my	Book dependability	

experience as a student was pleasant and part of that was because we were following the material unit by unit point by point. <i>-Pre-service teacher's voice from the diary.</i> Appendix A2 I started applying the same things that worked for me as a student but then I realized that it would make sense for some people but not for others. My peers and I would gather to discuss it and it was puzzling trying to understand why some people really struggle with the language. It was hard for me to believe that some people had really bad pronunciation even after listening to the pronunciation several times. <i>-Pre-service teacher's voice from the diary.</i> Appendix A2 I learned how to turn that environment into one in which they could feel freer to try. My concern was to make the students feel at ease so we can have a good environment to help them learn English. <i>-Pre-service teacher's voice from the diary.</i> Appendix A2 I thought I had everything under control because I already had "experience" which gave me some sort of confidence. One of the things that shocked me the most was that these students had a different motivation for learning the language. Because of that, I had to adapt my classes. I had to learn how to make my classes more of a fun dynamic time in which learning takes place because I had started with something totally opposite.	Reflections on my teaching practice Learning styles awareness Teaching reflections Motivation from learners	Disruption of reflexing identity
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<i>-Pre-service teacher's voice from the diary.</i> Appendix A2 The company would provide teachers workshops on Teaching English from national and international professionals in the field at different times of the year. For this reason, I had the chance to pick up many other techniques and tips even though I was not studying English.	Openness to inquire with more knowledgeable people	Reflecting identity concern
<i>-Pre-service teacher's voice from the diary.</i> Appendix A2 I was eager to ask questions to those experienced teachers that had been there for longer.		
<i>-Pre-service teacher's voice from the diary.</i> Appendix A2 I was very enthusiastic about the experience at first but as time passed by, I became discouraged. The method did not quite appeal to me and at a point I thought I was getting stuck in there and that my learning was not going anywhere. The method was very standard, and it didn't demand any creativity from me, and I was always very concerned about improving my English and picking up skills to teach.	Discouragement with the teaching method of a company	Constraints of cultivating a reflecting identity
<i>-Pre-service teacher's voice from the diary.</i> Appendix A2 I felt good to be the one bringing the chance to those students to take advantage of a program that might be unaffordable for them. It was really rewarding.	Finding deep meaningfulness in teaching	
<i>-Pre-service teacher's voice from the diary.</i> Appendix A2		Projecting identity

	I liked the experience because I could use my creativity to engage the students with different types of activities. I didn't have to follow the method used with adults. <i>-Pre-service teacher's voice from the diary. Appendix A2</i> He was there and he told me he had not been coming to classes because he had been taking care of his younger brother. This moment made me reflect on how hard the realities of some people are and that even when the opportunity to have better education is there to be used, they simply need to let it pass because their circumstances are not favorable. <i>-Pre-service teacher's voice from second narrative frame. Appendix B</i> When I started to teach English, my view on the language was <u>that all you needed to know to be a teacher was to have a good command of the English language and attitude to approach people and I thought I had most of it.</u> <i>-Pre-service teacher's voice from second narrative frame. Appendix B</i> I considered that what my students required through teaching was <u>the same techniques that had worked for me.</u>	Happiness of freedom Painful realities Early view on teaching English. Lack of teaching awareness	concern Teaching mind moral awareness Early English Language Teaching mind
2009 - 2021 Experiences consolidating	<i>Edwin's voice from the fourth narrative frame. Appendix B</i> <u>"The fact that he was studying to become a</u>	Professional commitment awareness.	

the pre-service teacher's professional development.	professional teacher was also noticeable with the kids' program. On Saturdays, he was assigned kids' classes and parents and peers could witness improvements in the kids' progress." <i>Edwin's voice from the fourth narrative frame. Appendix B</i> "Many students would like the classes with him because he also helped them with pieces of advice on how to overcome struggle in the path of learning the language" <i>Edwin's voice from the fourth narrative frame. Appendix B</i> "I recommended him for a coaching position in the company and he started the process. A coach is responsible for observing instructors' classes and helping them with feedback in the Latin American area; Venezuela, Colombia, Ecuador and Perú." <i>-Pre-service teacher's voice from teacher' diary. Appendix A3</i> I had already started the B. A. program at the university so that meant I had more confidence in myself. What I found very meaningful was that I had the chance to design the plan based on needs analysis. <i>-Pre-service teacher's voice from teacher' diary. Appendix A3</i> I had to mind the right tone of my voice, words and resort to my charisma to calm students down.	Backed up by the B.A Teaching program knowledge Dealing with difficult situations in the classroom.	L2 cultural background Advantages of having teaching educational background Recognizing identity as a EFL teacher Becoming an EFL professional teacher Recognizing identity efficiency
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-Pre-service teacher's voice from teacher' diary. Appendix A3 We had no material, however, the coordinator and I worked together and held meetings to work on an initiative to engage the entire community in learning the English language. I liked this kind of job because it helped me improve my teaching skills looking for ways to adapt to the context of the students.	English planning teamwork	professional advancement interest
-Pre-service teacher's voice from teacher' diary. Appendix A3 There was very little interaction between students and teachers. I started the job motivated but as time passed by, I realized that I was not learning anything new there.	Disappointment	Opportunities for growth
-Pre-service teacher's voice from teacher' diary. Appendix A3 the greatest thing I realized was to know the things that can be done when everybody is engaged and there is a friendly environment for learning.	Good learning atmosphere and leadership.	
-Pre-service teacher's voice from teacher' diary. Appendix A3 I had a lot of support from the coordination and the freedom to try different activities which allowed me to feel more confident preparing my classes to suit the students' needs.	Importance of supporting teachers	
-Pre-service teacher's voice from teacher' diary.		Impact of recognizing Identity

Appendix A3 Teaching at this place made me evolve my practice as this freedom made me able to provide confidence and a better teaching experience. As these students had very long and tight schedules, my classes needed to be engaging and relevant. I managed to find a routine with the students separating the class into different stages.	More confidence in my management of the class and contents	
-Pre-service teacher's voice from teacher' diary. Appendix A3 As a teacher, I didn't know how much I could influence a person's life and that as a teacher I could drive my students to do many things for the benefit of themselves. You can reach the cooperation of people and their willingness by leading them wisely and being friendly.	Further realization of the effect of my practice on others	
-Pre-service teacher's voice from teacher' diary. Appendix A3 I was very intrigued in knowing more about this method as I was a pre-service teacher. I could see how some theories and approaches that I had studied during the classes were used in that method that had been systematically organized.	Eager to learn more about a teaching method.	EFL teaching learning concern
-Pre-service teacher's voice from teacher' diary. Appendix A3 I learned how to maximize students' talk time, how to provide a better comprehensible input to lead the students to a successful understanding, how to correct students according to the situation and how to provide better feedback. -Pre-service teacher's voice from teacher' diary.		Reflecting identity positive change perception

Appendix A3 <i>My peers could speak English well, but they had not studied teaching. They usually preferred classes with adults rather than with young learners. Some of my peers had a hard time teaching lower levels but I was good at it. I know from experience and by studying in the program that it is better to use transparent words, short sentences, changing pronunciation and tone, gestures and body language.</i> -Susan's voice from the semi-structured interview. Appendix D1 <i>You learn English (when referring to living abroad) but you don't know certain things and that is why you have to study the language; to be able to understand and also to be able to explain to students not only grammar rules but for example, to use body language when you are reading a story. All these things are important when you are trying to communicate with someone.</i> Pre-service teacher's voice from teacher' diary. Appendix A3 <i>I became rookie of the year; I got the highest coaching score on many occasions and won the senior instructor of the year award.</i> -Pre-service teacher's voice from teacher' diary. Appendix A3 <i>I thought Berlitz had consolidated me as a teacher.</i> -Pre-service teacher's voice from teacher' diary. Appendix A3	Improvement in the practice Shared feelings of improvement Achievement Realization of teaching practice flaws	L2 formal teaching knowledge background advantage Teaching mind identity disruption
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<i>I went from having all the resources and the information needed for the class to a sea of uncertainty that shocked me.</i> <i>-Pre-service teacher's voice from teacher' diary. Appendix A3</i> <i>I was used to the structured method of Berlitz and I was asking my coordinator questions constantly.</i> <i>-Pre-service teacher's voice from teacher' diary. Appendix A3</i> <i>Teachers were responsible for uploading content weekly with the activities that were to be done. I realized there was much more to learn about teaching. This job helped me in my professional growth because I started seeing English more like the means used to educate human beings.</i> <i>-Pre-service teacher's voice from teacher' diary. Appendix A3</i> <i>Handling 25 kids was not easy. On top of that I thought that what I had learned at Berlitz would fit these kids, but I was mistaken. My content was there on the platform, but I was not really connected with the kids' world. I tried to come up with things that interest them, and it was hard.</i> <i>-Susan's voice from the semi-structured interview. Appendix D1</i> <i>I think that the capacity to be able to plan. Because you plan your lesson but taking that into action sometimes can be challenging. Sometimes things that happen during the class make you change the planning. Having the capacity to plan and lead the students through the process is challenging.</i>	Out of comfort zone Seeking for constant approval and guidance Education for humans Challenges of teaching More than just the language.	Awareness of meaning of education Strengthening EFL
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-Pre-service teacher's voice from teacher' diary. Appendix A3 I realized that the job of a teacher was really hard and demanded lots of creativity and commitment to conduct a productive class at a school. Also, that English is not the only thing I had to teach these students. All that time I had just been looking at the tip of the iceberg thinking that that was my job. -Pre-service teacher's voice from teacher' diary. Appendix A3 But I really was committed to improving my pedagogical practice, that's why I stayed up late trying to look for the proper material or preparing the class in detail. -Pre-service teacher's voice from teacher' diary. Appendix A3 Finally, I could not continue working at the school, so I kept my job at Berlitz. There was a difference in the improvement of my practice. Now I was bringing all that knowledge I learned from my experience at the school, and I was implementing it at Berlitz. It was noticeable, especially with the kids and youngsters' program. -Pre-service teacher's voice from teacher' diary. Appendix A3 At this place was when I started feeling more comfortable teaching at schools. -Pre-service teacher's voice from teacher' diary. Appendix A3 It was a rewarding experience, and I became	Commitment to become better Teaching reflections and improvement Consolidation of teaching practice New leadership role New challenges	practice.
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better at showing English to the community. This means that I had to be more engaged in events, contests or any other activity that would involve students, parents, teachers. I became more connected with the PEI of the institution and tried to project it more with the activities. It was hard work but fun to do. What I learned from this experience the most was to deal with people as a leader. It was very challenging to lead the department.		
-Pre-service teacher's voice from teacher' diary. Appendix A3 However, I could not help thinking about those other students who are so far from having such a type of education. It made me think of the reasons why other students in other schools do not behave well. Or in rural areas where students are not provided with basic things that can help them reach better education. I started thinking more about education and the importance of spreading knowledge, to engage more our communities in an intellectual culture that multiplies that thought. I started thinking about my footprint in the world as a professional and as a human being and ideas that I can turn into facts.	Reflection on disparity of access to education Reaching maturity in my practice Strengthening the social commitment of my practice.	
-Pre-service teacher's voice from teacher' diary. Appendix A3 I was contacted by the company again and this time they offered me teaching online classes as freelance. It meant a lot to me the fact that they contacted me because that talks about the professionalism I had with my duties.	Assurance of a professional job done.	
-Pre-service teacher's voice from teacher' diary.		

Appendix A3 Learning about research has become an experience I consider rewarding because it is a process that teaches you patience as it can go back and forth before the completion. It encourages me to continue pursuing further postgraduate studies and applying this knowledge to the benefit of my country.	Meaningfulness of teaching	
-Pre-service teacher's voice from teacher' diary. Appendix B. Third Narrative Frame My view on the language started to change when I actually started reading about teaching the language through the information and tests that the professors shared with us and assignments I completed throughout the courses.	Importance of the program in the teaching mindset change	
-Pre-service teacher's voice from teacher' diary. Appendix B. Third Narrative Frame I have transformed my teaching practice and perspective in terms of seeking what is best for the students' lives. I am more aware about social contexts and about what the labor of the teacher is, and I try to go beyond the language to instill in my students' attitudes toward approaching real life situations of today's world	teaching practice mindset change	
-Pre-service teacher's voice from teacher' diary. Appendix B. Third Narrative Frame I started this program mostly thinking of myself and my own professional growth unbeknownst of the commitment that teachers have with societies as they are in the front-line fostering skills with strategies for the purpose of leading paths for better Educated human beings.	evolution of teaching awareness	

	-Pre-service teacher's voice from teacher' diary. Appendix B. Third Narrative Frame <i>Even though now I am in a foreign country I still think I should do something to help my country. That is an internal desire that has been burning slowly inside me and that is related to my own personal growth as a person and as a professional.</i> -Pre-service teacher's voice from teacher' diary. Appendix B. Third Narrative Frame <i>I think the B.A program transformed my view as a language teacher because it broadened my vision and perspective of what being an English teacher really means. It helped me deepen into the matter of education, understanding the complexity of the duty of a teacher, especially in my country.</i>	Commitment with my homeland from my formation as a teacher importance of the B.A. program in my life.	
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5.2.1 Data analysis interpretation

My life story was organized within a timeline that gathers three main episodes throughout the experiences of English as a Foreign Language (EFL) Learning Experiences, ELT English Language Teaching English Experiences before starting the B.A in Teaching English as a Foreign Language (TEFL) and Consolidating the B.A in TEFL -Teaching English as a pre-service teacher.

In relation to investing in language learning, Barkhuizen (2021) p 56 states that “Investing, in other words, means imagining the future and imaging one’s identity in relation to that future world”. This analysis is organized in order to see how my interest for learning the language grew and the changes I experienced in my identity. There are highlights of those important factors that triggered my interest in learning the language and episodes that made me experience different dimensions of identities during my teaching experiences.

Our identities are shaped according to our environment as Barkhuizen states (2021) bringing up the concept restated by Bonny Norton (2013, p 45) “I use term identity to reference how a person understands his or her relationship with the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future”

The experiences addressed through the EFL learning processes are also part of my identity, in this life-chapter as a learning experience, but later as a pre-service teacher concerning my interests in speaking English, to develop my abilities which grew an inner feeling of becoming an English teacher to help and guide others. It has been a personal commitment and part of my identity through the continuous process of being

firstly a learner and then, a teacher. When referring to identities, Barkhuizen (2021) (page, 3) states that there are “multiple identities” that are part of a person and cites the author Gee’s (2000) to say that identity is “being recognized as a kind of person in a specific context.

Barkhuizen and Strauss (2020) identify four different types of identities: reflexing identities, projecting identities, recognizing, imagining identities. The authors describe the reflexing identity as the way you perceive yourself while the projecting identity refers to how you want to be perceived by others. The recognizing identity is the result of the projecting identity as it is understood as how others perceive us based on how we are. The authors add that sometimes one might want to project something that is perceived by others differently. Imagining identities are related to how an individual can anticipate a situation in a certain place and time. Religion, culture, music etcetera, related to identity are seen as subdivisions of the main four.

Data was collected through instruments such as narrative frames, an interview and the pre-service teacher diary. Feelings, experiences and reflections on this experience were gathered through the combination of these. The design of the study consisted of four narrative frames, an interview with a former classmate, and diaries from the main participant of the research.

About data analysis, the interpretation of data from the pre-service teacher’s voice, showed how EFL learning experiences brought interest in teaching EFL and the growth of the practice over the years.

Since the study followed the design and procedure of narrative analysis, the excerpts depicted in the chart mirror as Barkhuizen (2021) states by citing (Gkonou &

Miller, 2020), “my feelings of guilt, uncertainty, uneasiness, legitimacy, and accomplishment” were part of my “narrative signals” (p. 18). One example, when I mentioned: *“Handling 25 kids was not easy. On top of that I thought that what I had learned at Berlitz would fit these kids, but I was mistaken. My content was there on the platform, but I was not really connected with the kids' world. I tried to come up with things that interest them, and it was hard. I realized that the job of a teacher was really hard and demanded lots of creativity and commitment to conduct a productive class at a school. Also, that English is not the only thing I had to teach these students. All that time I had just been looking at the tip of the iceberg thinking that that was my job”*. (Pre-service teacher’s voice from teacher’ diary. Appendix A3). And also, feelings of accomplishment as for example when I was awarded Berlitz teacher of the year. Here I mentioned: *“I became rookie of the year; I got the highest coaching score on many occasions and won the senior instructor of the year award”*. (Pre-service teacher’s voice from teacher’ diary. Appendix A3)

5.2.2 (2004 - 2006) Initial English Language Learning Experiences

In the narrative of this learning phase, there are different dimensions of identity that I went through. Before starting investing in language learning, my imagined identity portrayed me being proficient in language speaking to achieve financial benefits and cultural experiences. This can be seen in *“Firstly, being bilingual gives me an advantage as I can make myself more marketable. I believed a good set of skills and qualities along with the command of fluent English language could open great opportunities for anyone in Colombia. In addition to that, I liked the idea that it was possible to talk to*

anyone from anywhere in the world by means of this language. I wanted to know more about the culture of the places where my favorite movies had been filmed or where my favorite artist had lived, for instance” (Pre-service teacher’s voice from first narrative frame. See appendix B).

Another dimension in my identity was the intrinsic motivation to learn the language. It is evident when I mention that *“I would get to the language center Library at least one hour before my 50-minute class to grab any piece of reading to study the language’*. Also, when I mention *“I was very committed to learning how to communicate in English’* (Pre-service teacher’s voice from the diary. See appendix A). Also, I was eager to ask for recommendations *“My teachers motivated me, and I would seek them for advice”*. (Pre-service teacher’s voice from the diary. Appendix A)

During this period, I was concerned about the oral communicative part. This shows a trade about personality as a social person. *“When I started my focus was to manage to communicate by speaking rather than writing. When I was speaking, I paid very little attention to the grammar part, however I was aware of the importance of it and never stopped studying it.”* (Pre-service teacher’s voice from the diary. Appendix A) The oral communicative preference in my learning process was a feature of a verbal linguistic trait that is connected to a reflecting identity as I mentioned *“I realized as a language learner about a few things. One was that I had a burning desire to learn how to speak the language. My concern about learning how to communicate was more important than the structure. I would speak even if my grammar was wrong because I always liked the oral communicative part of the language. I found it easier for me to learn something from the language when somebody was telling me rather than reading*

it. I would pay close attention to the sounds of words which led me to become better and better than that” (Pre-service teacher’s voice from the diary. Appendix A)

The fact that I was concerned about the level of proficiency that I could reach studying the language shows a dimension of imagining identity when I picture myself finishing all my English program. I stated *“I realized that I was not going to be as good at the language as my teachers were. I would require more talk time to reach that level of proficiency.* (Pre-service teacher’s voice from the diary. Appendix A). *On one side, the language learning investment yielded a good command of the language and on the other side, the social trait of my personality. Spending extra time at the language center made me see how I could put these two together. As I mentioned, “My most important learning experience that led me to become a teacher was the combination of my devotion to learning the English language and that I have been sympathetic all the time”* (Pre-service teacher’s voice from the diary. Appendix A).

Perhaps also as I sensed that I was not going to be as good as my teachers, helping others could also help myself by refreshing my English and not to drop it. It is evident a dimension in my personality of willingness to help others learn the language as part of a projecting identity. I stated *“I was convinced as I had experienced the process of learning English, I already knew the way to get there and so, I could lead people through the same path. As I was getting close to finishing the program, I started contemplating the idea of merging what I was passionate about and my ability to talk to people in the job of a teacher”* (Pre-service teacher’s voice from the diary. Appendix A).

When the English program was to come to an end, my reflexing identity as a learner, was satisfactory enough for myself to consider teaching. However, there were

still areas of improvement in my language learning process. In addition to that, it is also connected to a projecting identity. I mentioned: *“After studying English, I decided to give teaching a try as I noticed I had a good command of the language. I liked the idea because it would also keep me learning more English. I decided to sharpen my grammar skills because I thought teaching the language would demand me to know those rules very well. I was confident I could help others struggling with the language to overcome their language barrier”* (Pre-service teacher’s voice from first narrative frame. See appendix B).

5.2.3. ELT English Language Teaching English Experiences before starting the B.A in Teaching English as a Foreign Language (TEFL)

At the beginning of this stage, I only thought of teaching as teaching adults. We can notice a reflexing identity that serves as the strength to start teaching. The same one that had been growing since my English language program was to be finished. In addition to that, in my mind there is certain confidence that any situations that might come up in the classroom could be managed by applying the same techniques that my teachers used during the classes. This is also a shade of an imagining identity anticipating my exposure to the role of a teacher. All this can be demonstrated here *“When I started to teach English, my view on the language was that all you needed to know to be a teacher was to have a good command of the English language and attitude to approach people and I thought I had most of it. I considered that what my students required through teaching was the same techniques that had worked for me”* (Pre-service teacher’s voice from second narrative frame. Appendix B). As well as in

this other part, *“I was confident of the command of the language that I had that I thought of trying it. That, and the fact that my language teaching mind at the time was just backed up by what I had seen in my English classes as a student. I thought that by replicating the activities and strategies I had seen my teachers applied during classes would work well”* (Pre-service teacher’s voice from the diary. Appendix A2).

The disposition to improve from the very beginning shows that commitment to keep learning and the working environment facilitated coming up with new findings to sharpen the practice as stated *“We would visit each other’s classrooms and give each other feedback. For this reason, even though I had no experience as a teacher I thought I was doing a good job as I felt more and more confident about my practice”* (Pre-service teacher’s voice from the diary. Appendix A2)

The working environment was appropriate for exploring in the teaching practice. This support boosted my confidence even more and my practice improved.

This is shown as follows: *“My peers were all in the same situation as me so we would spend lots of time-sharing classroom experiences and planning of the program. We would visit each other’s classes to learn and provide feedback. They acknowledged my skill to get in the classroom and perform my class because they thought I had been doing that for longer”* (-Pre-service teacher’s voice from the diary. Appendix A2).

However, I acknowledge that I met the point in which I realized about different learning styles of my students, noticing that some of my techniques were not effective. This is shown as follows: *“I started applying the same things that worked for me as a student but then I realized that it would make sense for some people but not for others. My peers and I would gather to discuss it and it was puzzling trying to understand why*

some people really struggle with the language. It was hard for me to believe that some people had really bad pronunciation even after listening to the pronunciation several times" (Pre-service teacher's voice from the diary. Appendix A2).

The lack of a textbook made me think that my job was harder. I stated: *"I really wanted to have a book because my experience as a student was pleasant and part of that was because we were following the material unit by unit point by point"* (Pre-service teacher's voice from the diary. Appendix A2). Even though I had no background education in teaching, it is reflected that my language teaching mind at the time was connected to one of the teachers' responsibilities which is to analyze the context of the students, to find out how much they knew and to make use of whatever I could get my hands on to do my best job. There was concern about presenting the students meaningful classes. I made use of my social skills to connect with the students as shown: *"I learned very quickly that I needed to show my students from the beginning that I knew how to speak English well. Right after that, I needed them to know that I was humble, sincere and committed to that job I was doing and after that, students would do anything I asked them to"* (-Pre-service teacher's voice from the diary. Appendix A2).

Finding out that generating a friendly learning environment was key to me, as it facilitated the management of activities and the response to them by the students. This is shown as follows: *"I cared about bringing my students to a psychological safety zone where they would not close their minds to the language but instead would engage in the activities."* Pre-service teacher's voice from the diary. Appendix A2). Here also I mentioned: *"I learned how to turn that environment into one in which they could feel freer to try. My concern was to make the students feel at ease so we can have a good*

environment to help them learn English” (Pre-service teacher’s voice from the diary. Appendix A2).

Another aspect in my growth was the realization that young learners had extrinsic motivation to be in classes. This experience demanded me to reconsider what I thought of myself as a teacher, making me readjust my practice and to learn new things. When referring to young learners I stated: *“I thought I had everything under control because I already had “experience” which gave me some sort of confidence. One of the things that shocked me the most was that these students had a different motivation for learning the language. Because of that, I had to adapt my classes. I had to learn how to make my classes more of a fun dynamic time in which learning takes place because I had started with something totally opposite”* (-Pre-service teacher’s voice from the diary. Appendix A2)

I was eager to learn more about teaching English, evidently moved by the desire of keeping that reflecting identity fulfilled. I mentioned: *“I was eager to ask questions to those experienced teachers that had been there for longer.”* Pre-service teacher’s voice from the diary. Appendix A.2 Besides that, the new company provided training which boosted growth in my practice. Here I mentioned: *“The company would provide teachers workshops on Teaching English from national and international professionals in the field at different times of the year. For this reason, I had the chance to pick up many other techniques and tips even though I was not studying English”.* Pre-service teacher’s voice from the diary. Appendix A2.

There was always a concern for improving my Language skills as well. My reflexing identity would not let me keep jobs only for the money. I reflected on what I

could learn as a teacher and the English language. Here I said: *“I was very enthusiastic about the experience at first but as time passed by, I became discouraged. The method did not quite appeal to me and at a point I thought I was getting stuck in there and that my learning was not going anywhere. The method was very standard, and it didn’t demand any creativity from me, and I was always very concerned about improving my English and picking up skills to teach.”* (Pre-service teacher’s voice from the diary. Appendix A2).

But later with this same job in a different year, my identity is shaped by the experience of teaching children of low-income families. This showed me a new feeling of reward besides learning to speak better and improving my teaching practice. Here I mentioned: *“I felt good to be the one bringing the chance to those students to take advantage of a program that might be unaffordable for them. It was really rewarding”*. (Pre-service teacher’s voice from the diary. Appendix A2). Regarding the teaching practice, I was given freedom to adjust the method as needed as I mentioned: *“I liked the experience because I could use my creativity to engage the students with different types of activities. I didn’t have to follow the method used with adults”*. (Pre-service teacher’s voice from the diary. Appendix A2). This experience connected me more with reflections on education and access to it. A moral and ethical dimension in my personality had made me more concerned about that specific job I was doing. Here I mentioned an experience when I went to a student’s house to find out why he was missing classes: *“He was there, and he told me he had not been coming to classes because he had been taking care of his younger brother. This moment made me reflect on how hard the realities of some people are and that even when the opportunity to*

have better education is there to be used, they simply need to let it pass because their circumstances are not favorable” Pre-service teacher’s voice from the diary. Appendix A2

5.2.4 2009 - 2021 Experiences consolidating the pre-service teacher’s professional development.

When I analyze my language teaching mind at the time, we can see that it was very narrow-minded. This is shown here: *“I started this program mostly thinking of myself and my own professional growth unbeknownst of the commitment that teachers have with societies as they are in the front-line fostering skills with strategies for the purpose of leading paths for better Educated human beings”*. (-Pre-service teacher’s voice from teacher’ diary. Appendix B. Third Narrative Frame).

The reflexing identity appears to experience more growth due to the relationship with the B.A program of the university. I had learned how to apply techniques more effectively. This can be shown in: *“I had already started the B. A. program at the university so that meant I had more confidence in myself. What I found very meaningful was that I had the chance to design the plan based on needs analysis”* (Pre-service teacher’s voice from teacher’ diary. Appendix A3). I also expressed that in the following part: *“My view on the language started to change when I actually started reading about teaching the language through the information and tests that the professors shared with us and assignments I completed throughout the courses”* (Pre-service teacher’s voice from teacher’ diary. Appendix B. Third Narrative Frame).

My commitment to my job was perceived and respected by students and I made use of that as a tool on any occasion. My social skills were of great use when applying for conflict resolution in class. This is shown when referring to avoiding physical conflict within the classroom: *“I had to mind the right tone of my voice, words and resort to my charisma to calm students down”* (Pre-service teacher’s voice from teacher’ diary. Appendix A3).

We can evidence in my identity a steady interest for growth in my practice: *“We had no material, however, the coordinator and I worked together and held meetings to work on an initiative to engage the entire community in learning the English language. I liked this kind of job because it helped me improve my teaching skills by looking for ways to adapt to the context of the students”* (Pre-service teacher’s voice from teacher’ diary. Appendix A3). This interest was highly important, and I experienced uneasiness when I could not meet that expectation with my employer. This can be evidenced when referring to my feelings about my job at a company: *“There was very little interaction between students and teachers. I started the job motivated but as time passed by, I realized that I was not learning anything new there”* (Pre-service teacher’s voice from teacher’ diary. Appendix A3). The interaction with the student was very important for me because I enjoyed making the students feel in an appropriate comfortable environment. I became better at that and I experienced a realization of the extent of what I could accomplish with my students. The fact that I was being perceived by administrators and students as I was portraying myself, allowed me to handle students better. Here I mention: *“the greatest thing I realized was to know the things that can be done when everybody is engaged and there is a friendly environment for learning”* (Pre-service

teacher's voice from teacher' diary. Appendix A3). Also in this other part: *"As a teacher, I didn't know how much I could influence a person's life and that as a teacher I could drive my students to do many things for the benefit of themselves. You can reach the cooperation of people and their willingness by leading them wisely and being friendly"* (Pre-service teacher's voice from teacher' diary. Appendix A3).

The support of my employer helped me boost my confidence even more: *"I had a lot of support from the coordination and the freedom to try different activities which allowed me to feel more confident preparing my classes to suit the students' needs"* (Pre-service teacher's voice from teacher's diary. Appendix A3).

The knowledge I was learning at the university helped me to sharpen my teaching practice as expressed: *"Teaching at this place made me evolve my practice as this freedom made me able to provide confidence and a better teaching experience. As these students had very long and tight schedules, my classes needed to be engaging and relevant. I managed to find a routine with the students separating the class into different stages"* ((Pre-service teacher's voice from teacher's diary. Appendix A3).

The interest in improving my teaching practice and my English as part of my professional growth was also manifested when working for a multinational language center with the aim of learning more. This is shown as follows: *"I was very intrigued in knowing more about this method as I was a pre-service teacher. I could see how some theories and approaches that I had studied during the classes were used in that method that had been systematically organized"* (Pre-service teacher's voice from teacher's diary. Appendix A3). Things that I had read from University books and assignments were strengthened with this experience. I mention some of them here: *"I learned how to*

maximize students' talk time, how to provide a better comprehensible input to lead the students to a successful understanding, how to correct students according to the situation and how to provide better feedback" (Pre-service teacher's voice from teacher's diary. Appendix A3).

My teaching English mind evolved as a result of that investment for sharpening my skills and the knowledge that I had acquired studying with the university. In my reflexing identity, I saw myself as a very competent teacher and I was satisfied with the improvement I had experienced in my practice. I mentioned: *"My peers could speak English well, but they had not studied teaching. They usually preferred classes with adults rather than with young learners. Some of my peers had a hard time teaching lower levels but I was good at it. I know from experience and by studying in the program that it is better to use transparent words, short sentences, changing pronunciation and tone, gestures and body language"* (Pre-service teacher's voice from teacher's diary. Appendix A3). The influence of the university in the teaching practice development was also acknowledged by Susan when she stated: "You learn English (when referring to living abroad) but you don't know certain things and that is why you have to study the language; to be able to understand and also to be able to explain to students not only grammar rules but for example, to use body language when you are reading a story. All these things are important when you are trying to communicate with someone" (Susan's voice from the semi-structured interview. Appendix D1)

At one point I thought I had learned a lot and my confidence was boosted. This can be shown in: *"I thought Berlitz had consolidated me as a teacher"* (Pre-service teacher's voice from teacher' diary. Appendix A3).

What I was projecting in my identity was perceived the same way by my peers and leaders. Here we can see: “I recommended him for a coaching position in the company and he started the process. A coach is responsible for observing instructors’ classes and helping them with feedback in the Latin American area; Venezuela, Colombia, Ecuador and Perú” (Edwin’s voice from the fourth narrative frame. Appendix B).

It is evident that all the investment put into developing as a teacher and improving the command of the English language had paid off. I was projecting myself as I understood who I was; a competent English teacher, and that was being recognized by students and leaders. Here we can see that: “*The fact that he was studying to become a professional teacher was also noticeable with the kids’ program. On Saturdays, he was assigned kids’ classes and parents and peers could witness improvements in the kids’ progress.*” (From a narrative frame, see appendix B). Also, in: “*Many students would like the classes with him because he also helped them with pieces of advice on how to overcome struggle in the path of learning the language*” (From a narrative frame, see appendix B).

But later, there was a big disruption in my reflecting identity as a teacher and my confidence plummeted. I had been in a comfort zone teaching both adults and young learners in a language center but then teaching at a school exposed me more to the education part over teaching English. Here is an extract depicting feelings of uneasiness related to that experience: “*I went from having all the resources and the information needed for the class to a sea of uncertainty that shocked me*” “*I was used to the structured method of Berlitz and I was asking my coordinator questions constantly*”.

(Pre-service teacher's voice from teacher' diary. Appendix A3). Also in this other part: *"I realized that the job of a teacher was really hard and demanded lots of creativity and commitment to conduct a productive class at a school. Also, that English is not the only thing I had to teach these students. All that time I had just been looking at the tip of the iceberg thinking that that was my job"*. (Pre-service teacher's voice from teacher' diary. Appendix A3).

The different duties that I had as a teacher at that school, led me to an expansion of my identity. I mentioned: *"Teachers were responsible for uploading content weekly with the activities that were to be done. I realized there was much more to learn about teaching. This job helped me in my professional growth because I started seeing English more like the means used to educate human beings"* (Pre-service teacher's voice from teacher' diary. Appendix A3). Also, in: *"Handling 25 kids was not easy. On top of that I thought that what I had learned at Berlitz would fit these kids, but I was mistaken. My content was there on the platform, but I was not really connected with the kids' world. I tried to come up with things that interest them, and it was hard"* (Pre-service teacher's voice from teacher' diary. Appendix A3). The same struggle is acknowledged by Susan when she mentioned: "I think that the capacity to be able to plan. Because you plan your lesson but taking that into action sometimes can be challenging. Sometimes things that happen during the class make you change the planning. Having the capacity to plan and lead the students through the process is challenging" (Susan's voice from the semi-structured interview. Appendix D1).

There was a concern for continuing perfecting my practice, but it was not enough to continue with that school. Here I mentioned: *"But I really was committed to improving*

my pedagogical practice, that's why I stayed up late trying to look for the proper material or preparing the class in detail" (Pre-service teacher's voice from teacher' diary. Appendix A3). However, what I picked up from that experience was brought up to enrich my practice. This is expressed in: *"Finally, I could not continue working at the school, so I kept my job at Berlitz. There was a difference in the improvement of my practice. Now I was bringing all that knowledge I learned from my experience at the school, and I was implementing it at Berlitz. It was noticeable, especially with the kids and youngsters' program"* (Pre-service teacher's voice from teacher' diary. Appendix A3). In this experience we can evidence that even though there was some growth in my practice, there was a feeling of accomplishment.

Following this stage of learning the hard way what educating at school was more about, I made the arrangements in my language teaching mind and gave teaching at schools a try one more time. This time the experience was more favorable. This is expressed in: *"At this place was when I started feeling more comfortable teaching at schools"* (Pre-service teacher's voice from teacher' diary. Appendix A3). Here I also commented: *"It was a rewarding experience, and I became better at showing English to the community. This means that I had to be more engaged in events, contests or any other activity that would involve students, parents, teachers. I became more connected with the PEI of the institution and tried to project it more with the activities. It was hard work but fun to do. What I learned from this experience the most was to deal with people as a leader. It was very challenging to lead the department"* (Pre-service teacher's voice from teacher' diary. Appendix A3).

After that experience my confidence in teaching boosted again as I felt more valuable. My previous employer called me, and I felt flattered. This is expressed here: *“I was contacted by the company again and this time they offered me teaching online classes as freelance. It meant a lot to me the fact that they contacted me because that talks about the professionalism I had with my duties”* (Pre-service teacher’s voice from teacher’ diary. Appendix A3).

One last experience teaching at a school just before moving abroad exposed me to the disparity of realities of people in Colombia far from having access to good education. This is a dimension of my moral identity because I think of the commitment of my profession for the benefit of others. Here I mentioned my realization of experiencing teaching at one of the most recognized private international bilingual schools in my hometown. *“However, I could not help thinking about those other students who are so far from having such a type of education. It made me think of the reasons why other students in other schools do not behave well. Or in rural areas where students are not provided with basic things that can help them reach better education. I started thinking more about education and the importance of spreading knowledge, to engage more our communities in an intellectual culture that multiplies that thought. I started thinking about my footprint in the world as a professional and as a human being and ideas that I can turn into facts”* (Pre-service teacher’s voice from teacher’ diary. Appendix A3).

Along with the practical experiences, the exposure to readings about teaching from the Program at the university opened my eyes to the reality of teaching. This can be evidenced here: *“I have transformed my teaching practice and perspective in terms*

of seeking what is best for the students' lives. I am more aware about social contexts and about what the labor of the teacher is, and I try to go beyond the language to instill in my students' attitudes toward approaching real life situations of today's world" (Pre-service teacher's voice from teacher' diary. Appendix B. Third Narrative Frame).

It is also mentioned in here: "I think the B.A program transformed my view as a language teacher because it broadened my vision and perspective of what being an English teacher really means. It helped me deepen into the matter of education, understanding the complexity of the duty of a teacher, especially in my country" (Pre-service teacher's voice from teacher' diary. Appendix B. Third Narrative Frame).

During this last part of my program, working on the narrative research about my own process and identity changes over the years has made me reflect even more, leading to restating my imagining identity in the future. This can be seen here: *"Learning about research has become an experience I consider rewarding because it is a process that teaches you patience as it can go back and forth before the completion. It encourages me to continue pursuing further postgraduate studies and applying this knowledge to the benefit of my country"* (Pre-service teacher's voice from teacher' diary. Appendix A3). This idea is also expressed in another line showing a future dimension: *"Even though now I am in a foreign country I still think I should do something to help my country. That is an internal desire that has been burning slowly inside me and that is related to my own personal growth as a person and as a professional"* Pre-service teacher's voice from teacher' diary. Appendix B. Third Narrative Frame). This concern shows a dimension of ethics in my identity. The fact that my residence has changed, this is not seen as an impediment to do beneficial things for my country. According to

Darvin and Norton (2015), this visualization of making important contributions in the field is a trait English teacher should have and be encouraged to pursue.

The teacher's development is an ongoing process and embracing it requires commitment of the self. This ethic kept me motivated to improve in aspects such as my fluency and teaching techniques. Teaching ethically is the type of work done when teachers are considering all the limitations in their contexts to fit suitable pedagogical practices. This analysis of limitations and possibilities fostered my ethical formation as stated by Clarke and Phelan (2015) and according to Infinito (2003), it is the praxis that helps with its development.

6. CONCLUSIONS

My narrative mirrored my professional development as an EFL pre-service teacher and the transition from English Language Learning to English Language Teaching when analyzing the life experiences in three main stages in my narrative and how the experiences lived on each one influenced me as an EFL student and teacher.

It was pleasant to remember all these experiences and evidence how much I have evolved in my practice over the years, but besides that, it constrained me to make further analysis which resulted in additional growth. I did not know that working on this narrative research was going to be so rewarding. There were different benefits to working on this narrative. One of them was that the expression of feelings is a quality of this type of research so in the process of collecting data and sources, I had the opportunity to read about some of the narrative of an author I look up to and find out that I could relate with those feelings described.

After analyzing all these personal experiences, we can interpret how they resulted in a growth in my view on the language through the impact they made discovering and enhancing different dimensions of my identity in my life story. The pre-service English teacher view is shaped by life experiences in which his or her identity faces a determined context. The application of knowledge and practice invested in handling a context brings with it lots of reflections over the teacher's duty.

Completing this project has made me feel more consolidated as a teacher. The analysis of my experiences through this narrative benefited myself as it led me to have a better understanding of education. This is in accordance with what Barkhuizen,

Benson and Chik (2014, p3) state about doing narratives. The readings that I had to do in order to complete my research helped me change the way I project myself as a teacher and certainly find more of the value that research has. This exposure to research resulted in something beneficial in my identity as Edwards, E., & Burns, A. (2016) published about its advantages, also restated by Winch, Oancea, & Orchard (2015). It sparked an interest for learning how to become more skillful at doing research which I should continue fostering. Developing a research identity can impact myself positively, driving me to pursue professional independence on finding more research opportunities as expressed by Leung (2009).

At first, my intention was to become bilingual not to just understand and be able to express myself in English. I wanted to reach a level in my language development that allowed me to become fully bilingual. I always wanted to expand my knowledge doing whatever I consider was productive and effective for me. But then, the feeling of helping others arose when I sympathized for those who wanted to learn English but then that feeling grew into a more serious commitment as I became more aware of the teacher's responsibility.

I noticed that in my narrative, I had my first contact with a class as a teacher when I was not studying the program and it was with adult students. By the time I started my program at the University, I had been teaching English and during those first years studying and teaching adults, I felt that all the knowledge I was getting from the University had been so valuable for my classes. However, teaching at schools made me realize how challenging educating a person can be.

My language teaching mind experienced different changes. I started focusing on

practical skills that I could use in the classroom and my eagerness to improve was more towards teaching training over teaching knowledge. This means activities that are related to goals that are to be reached in an immediate or near future as Barkhuizen (2021) mentions referring to Richard and Farrell (2005) However, in my later stage, we evidence signs of growth that go beyond that.

My growing process as a teacher accounts for feelings of frustration and overwhelmingness to feelings of happiness and achievement. Interestingly, I have to say that I lived the most daunting period according to Crookes (1997) and Peacock (2009), when I started teaching at schools. At that moment, it felt unpleasant but in the long run, I noticed that those experiences at schools were a rich opportunity to foster my development.

I learned from all my experiences but my exposure to teaching at schools played an important role in my development as a teacher. I started feeling more responsible for the lives of the students and it made me feel that I was not prepared enough, and I began to be more concerned about “teaching effectively and learning to teach” (Wildman, Niles, Magliaro, & McLaughlin, 1989, p. 471).

I am satisfied and convinced that I made the right choice when I decided to do narrative inquiry. I have changed the way I see myself in the future and how I want to be perceived. It has made me change the way I see research and boost that feeling of helping others. I feel more capable of giving better classes.

In the reassessment of my identity, the vision of the future was always present in every stage discussed in the research. The evidence of my professional growth in the field can be traced and a new future imagining identity is to be fed with more knowledge

and practice. It has always been to help others but as I advance in this path, I think of ways to make my help more meaningful with the awareness of the times we live in and eager to respond to social needs according to Hansen (2001).

Doing this research was a time-consuming job that required my sacrifice and that of my family. There were many times I thought I was almost getting there with its completion, but my professor kept pushing me to read more and more. I felt the commitment and support of my professor from day one and she always made me feel accompanied and not left alone but working shoulder to shoulder with me.

It is a fact that the B.A. Teaching English as Foreign Language of the university played a major role in the development of myself personally and professionally. I believe that all the knowledge that I acquired during the program is consolidated with the making of this research. It served as a reflection and a point to set new goal professionally. I have become more knowledgeable than I was. The effectiveness of the program is unquestionable. I hope that this research can serve as a tool for pre-service teachers and the university to be considered for future ideas or projects. My voice can represent the voice of those students of the program. Maybe to understand patterns in what motivate students, or to understand better the needs of pre-service teachers. This information can be taken into account in the program or in the faculty.

7. APPENDIXES

Appendix A: Pre-service teacher's diary (Life story through episodes)

1. 2004 - 2006 Initial English Language Learning Experiences
2. 2006 - 2009 English Language Teaching English Experiences before starting the B.A in Teaching English as a Foreign Language (TEFL)
3. 2009 - 2021 Experiences consolidating the pre-service teacher's professional development.

Appendix A1: 2004-2006: Initial Learning English Experiences - English Learning

Studying at CCA (Centro Colombo Americano)

As a learner, I had to engage myself in the target language to make my learning more meaningful. I was self-motivated, I would get to the language center Library at least one hour before my 50-minute class to grab any piece of reading to study the language and to learn about the culture of English-Speaking countries. I was very committed to learning how to communicate in English.

When I started my focus was to manage to communicate by speaking rather than writing. When I was speaking, I paid very little attention to the grammar part, however I was aware of the importance of it and never stopped studying it. My teachers motivated me, and I would seek them for advice. I looked up to them because many had learned

the language the way I was doing it. I followed all their recommendations such as practicing with my classmates in and out of the classroom and taking advantage of any chance to speak with a native speaker.

The process of learning English involved me in knowing more about other cultures. This constrained me to the point that I developed certain confidence for what I had learned about and through the English language. When I was close to finishing my English program, I realized that I was not going to be as good at the language as my teachers were. I would require more talk time to reach that level of proficiency.

My most important learning experience that led me to become a teacher was the combination of my devotion to learning the English language and that I have been sympathetic all the time. As I got to the more advanced levels, others would look for me to speak and practice or for advice. I was so glad to share what had worked for me. I was convinced as I had experienced the process of learning English, I already knew the way to get there and so, I could lead people through the same path. As I was getting close to finishing the program, I started contemplating the idea of merging what I was passionate about and my ability to talk to people in the job of a teacher.

Appendix A2: 2006-2009: English Language Teaching English Experiences before starting the B.A in Teaching English as a Foreign Language (TEFL)

Working at IAFIC

My first, undocumented experience teaching English was with adults at a language center, PRAXIS. It was part of a university in the city of Cartagena. Students

from different programs ranged in level A1-A2 according to the common European Framework. I was confident of the command of the language that I had that I thought of trying it. That, and the fact that my language teaching mind at the time was just backed up by what I had seen in my English classes as a student. I thought that by replicating the activities and strategies I had seen my teachers applied during classes would work well. What could go wrong with that? I thought.

There was no book or material during the semester I worked there so we devoted some time together as a team to set a paceline for what material to cover, types of activities and so on and so forth. We had a rough list of topics to follow. None of us had ever taught English before and we received the approval from the coordinator. We would visit each other's classrooms and give each other feedback. For this reason, even though I had no experience as a teacher I thought I was doing a good job as I felt more and more confident about my practice.

There was a lot of lack of resources in that place which is why it only lasted a couple of months. I learned very quickly that I needed to show my students from the beginning that I knew how to speak English well. Right after that, I needed them to know that I was humble, sincere and committed to that job I was doing and after that, students would do anything I asked them to. Without even realizing, I cared about bringing my students to a psychological safety zone where they would not close their minds to the language but instead would engage in the activities. I had very fond memories with the students. One of the things that I remember learning at that job was that I could not let down my students.

My peers were all in the same situation as me so we would spend lots of time-sharing classroom experiences and planning of the program. We would visit each other's classes to learn and provide feedback. They acknowledged my skill to get in the classroom and perform my class because they thought I had been doing that for longer. I believed I had the potential to be a teacher, but I was coming to the realization that it was not easy. I was far from the reality of what being a teacher really meant. My reflection on teaching was that a book was a must to have. I really wanted to have a book because my experience as a student was pleasant and part of that was because we were following the material unit by unit point by point. I thought having no material was making the process harder for all of the students and teachers but still it was a good chance to learn how to deal with those situations and become more confident.

I started applying the same things that worked for me as a student but then I realized that it would make sense for some people but not for others. My peers and I would gather to discuss it and it was puzzling trying to understand why some people really struggle with the language. It was hard for me to believe that some people had really bad pronunciation even after listening to the pronunciation several times.

I learned not to laugh at other people's accents. I did not use to do that as a student, and I would always try to have a friendly environment even for those who had less abilities to manage the language.

Being in a class full of people who find English pronunciation funny was part of the everyday thing. With time, I managed to make the students feel comfortable speaking in English in front of the class. It was hard for me because at the beginning I had a hard time trying not to laugh when someone had a terrible pronunciation and

some other students in the class noticed it and started laughing. I learned how to turn that environment into one in which they could feel freer to try. My concern was to make the students feel at ease so we can have a good environment to help them learn English. I really thought I was doing a great job. Students would appreciate the way I'd organize things to make it less stressful for them and I always tried to be encouraging.

Even though this language center did not continue, I loved the job. It provided me with the perfect platform to have an idea of what teaching was like. I enjoyed teaching adults. My language teaching mind was very narrow when I started but this experience helped me move a little further on what I thought teaching English involved.

Working at CCA

My first experience with this language center was with 10-student classes of young learners. In spite of the recommendations that I had received before starting with the group, I thought I had everything under control because I already had "experience" which gave me some sort of confidence. One of the things that shocked me the most was that these students had a different motivation for learning the language. Because of that, I had to adapt my classes. I had to learn how to make my classes more of a fun dynamic time in which learning takes place because I had started with something totally opposite. I learned how to manage my time better. As kids have shorter attention spans, the activities in the classes had to flow smoothly and the material had to be ready to be used to minimize the disparity of the class in the transition of activities and breaks in between classes. The company would provide teachers workshops on Teaching English from national and international professionals in the field at different times of the year.

For this reason, I had the chance to pick up many other techniques and tips even though I was not studying English.

One thing I learned was that the motivation of the students towards learning the language was totally different. This was a new thing to me. I was responsible for making the students love the language and choosing activities appealing to them. I realized that now I had to be paying more attention to other things besides the English language itself. It demanded that I search for activities for kids. I did not remember such activities when I was studying English as I was an adult when this happened. However, I was eager to ask questions to those experienced teachers that had been there for longer. When I first started, I was very book-based as I thought I had to follow the script and I would be great in class. I was happy to have a book to follow.

Working at Koe

I worked for this company on two different occasions. Both with positive learning experiences. Before I started the first time, I was working for a well-known language center in my hometown and that gave me more confidence to look for another part-time job. I already considered myself a teacher and it gave me some pride to say that.

I was very enthusiastic about the experience at first but as time passed by, I became discouraged. The method did not quite appeal to me and at a point I thought I was getting stuck in there and that my learning was not going anywhere. The method was very standard, and it didn't demand any creativity from me, and I was always very concerned about improving my English and picking up skills to teach. Once I had

learned the board games they had, everything was so repetitive and tedious. The idea of not learning anything constrained me to think that I had to look for something else.

The second time I worked for this company was a few years later. I already had some background experience in teaching, and they contacted me for a special assignment. The company was offering scholarships to students from a school located in an area of the city where low-income families have resided for years. Nobody from the staff wanted to do that job in spite of being offered transportation costs and special pay rate because the classes were taught out of the language center.

I felt good to be the one bringing the chance to those students to take advantage of a program that might be unaffordable for them. It was really rewarding.

I liked the experience because I could use my creativity to engage the students with different types of activities. I didn't have to follow the method used with adults.

At first, I had all the students attending the classes but as time went on, less and less students were attending the classes. I asked one of the students who was solid in the classes if she could take me to where these other students lived, and she agreed. We walked through unpaved roads until we got to a kid's house. He was there and he told me he had not been coming to classes because he had been taking care of his younger brother. This moment made me reflect on how hard the realities of some people are and that even when the opportunity to have better education is there to be used, they simply need to let it pass because their circumstances are not favorable. This close contact with these realities made me reflect on my commitment as a human being and as a professional.

Appendix A3: 2009 - 2021 Experiences consolidating the pre-service teacher's professional development.

Working at UDC

I was pleased to have the chance to teach adults. My job was to prepare a test-taking preparation course for students close to completing postgraduate courses. I had already started the B. A. program at the university so that meant I had more confidence in myself. What I found very meaningful was that I had the chance to design the plan based on needs analysis. They had to pass a written and oral proficiency test as a requirement to graduate. We studied the parts of the test and worked on techniques to tackle questions. The majority of the students passed the test. They felt very satisfied and gained knowledge and skills to succeed in the test.

Working at Fundación Tecnológica Antonio de Arévalo (TECNAR)

Students were always engaged with the classes. Working at this company, I learned how to handle situations in the classroom where violence might spark. In the morning, students attending classes were mostly sponsored young adults from violence and poverty-stricken neighborhoods. I had to mind the right tone of my voice, words and resort to my charisma to calm students down.

We had no material, however, the coordinator and I worked together and held meetings to work on an initiative to engage the entire community in learning the English language. I liked this kind of job because it helped me improve my teaching skills looking for ways to adapt to the context of the students.

Working at Rafael Nuñez

Most of the students at this particular place were from rural areas where English is usually not as strong as compared to those students who are from private schools from main cities. The university had a software and students had to comply with a particular number of hours throughout a period of time. Everything was stored in a database. Students had to listen and repeat. There was very little interaction between students and teachers. I started the job motivated but as time passed by, I realized that I was not learning anything new there. I always thought I could get better and better and get better jobs teaching building my experience background.

Working at University of Sinù

These students were mostly medicine students in their very last few semesters of their career. In this experience, the greatest thing I realized was to know the things that can be done when everybody is engaged and there is a friendly environment for learning. I became even better at managing material; students' needs and the needs of the language center. I had a lot of support from the coordination and the freedom to try different activities which allowed me to feel more confident preparing my classes to suit the students' needs. My coordinator observed my classes to provide feedback. Technological resources were always available.

I have one particular memory from this experience with my very first group. I was pulled into an office just a few minutes before my very first class at this place started. This group of students had led a protest in front of the facility of the university because they alleged no one ever told them they needed to comply with a proficient level of

English as a requirement to graduate. In spite of the unfavorable picture, it turned out to be one of the greatest experiences in my career. I still have many fond memories of that group of students.

Teaching at this place made me evolve my practice as this freedom made me able to provide confidence and a better teaching experience. As these students had very long and tight schedules, my classes needed to be engaging and relevant. I managed to find a routine with the students separating the class into different stages.

Classes were very long. I tried to come up with different ways to keep them surprised, engaged and learning meaningful things. The book was just a guide and most of the activities were group work.

As a teacher, I didn't know how much I could influence a person's life and that as a teacher I could drive my students to do many things for the benefit of themselves. You can reach the cooperation of people and their willingness by leading them wisely and being friendly. As part of the learning cycle of the program, we worked on presentation projects by the end of every module. It became so competitive among all the other groups and everyone wanted to have the best performance that it called the attention of the board. The university was so happy about the engagement the students developed for the English language and the classes. On my last project with the students, the university was so pleased that they gave the go ahead to promote the event on a local radio station by the students themselves speaking in English. The university let us use their brand-new sound equipment, we had a local artist, and a different contest. Everything promoting English in the university. That was amazing. I learned how forming a good atmosphere with your group can help make big things happen.

Working at Berlitz (in-person classes)

I worked here on two occasions. When I first did, I was very intrigued in knowing more about this method as I was a pre-service teacher. I could see how some theories and approaches that I had studied during the classes were used in that method that had been systematically organized. I saw it like a recipe made with ingredients that are out there. There were many things I had read about teaching because I was a student and working at Berlitz helped me apply many things I had heard and read in a systematic way. It became sort of a Technical knowledge. I learned how to maximize students' talk time, how to provide a better comprehensible input to lead the students to a successful understanding, how to correct students according to the situation and how to provide better feedback. I thought I could get a job in a private bilingual school if I could learn the method by heart. I was convinced that I was going to learn a lot and that kept me motivated.

I started working with the kids and teens program and I became one of the main teachers. I noticed my concern, commitment and my improvement to what I do when one day I saw a teacher preparing a bunch of sheets to make the kids cut and color. I asked him about the kind of activity, and he pretty much let me know that he wanted to have some quiet easy time. He could not handle kids. Of course, he had never studied English before, let alone dealt with kids. My peers could speak English well, but they had not studied teaching. They usually preferred classes with adults rather than with young learners. Some of my peers had a hard time teaching lower levels but I was good at it. I know from experience and by studying in the program that it is better to use transparent words, short sentences, changing pronunciation and tone, gestures and

body language. I became rookie of the year; I got the highest coaching score on many occasions and won the senior instructor of the year award. My boss at the time suggested that I become a coach to monitor classes of teachers in Colombia and other countries.

Working at Cartagena International School:

When I was offered this opportunity, I could not hide my excitement. I wanted to work in a bilingual school, and I felt ready for it. I thought Berlitz had consolidated me as a teacher. It was a difficult decision to take the job because by then, I was already in the process of becoming a coach and method trainer at Berlitz, but I also wanted to experience teaching at a bilingual school.

I thought I had everything that was needed to do that job, but I was wrong. It was a rewarding experience because I learned from it, but I learned the hard way.

I went from having all the resources and the information needed for the class to a sea of uncertainty that shocked me. I had already been working for Berlitz for 2 years being a good instructor and role model for others. Known for my abilities to deal with kids and youngsters in groups of 8 to 10 students. Now at this school I was responsible for 3 groups of 25 students each. 3rd, 4th and 6th grade. I felt totally out of place. there was not a clear guideline to follow. I was used to the structured method of Berlitz and I was asking my coordinator questions constantly. The book was for teaching English in native countries and the students were not leveled up to that kind of material. Teachers were responsible for uploading content weekly with the activities that were to be done. I realized there was much more to learn about teaching. This job helped me in my

professional growth because I started seeing English more like the means used to educate human beings.

A very rewarding anecdote working at this place was when one parent approached me. He said: so, you are my daughter's English teacher! Let me shake your hand and say thanks! My daughter has had a turn for English. It is her first year at school and she was not really happy about the English part but now, all she wants to do is speak in English. I felt really good about it because I had been trying to work my head around all the things I had, and this news had told me that I was bringing something positive. Handling 25 kids was not easy. On top of that I thought that what I had learned at Berlitz would fit these kids, but I was mistaken. My content was there on the platform, but I was not really connected with the kids' world. I tried to come up with things that interest them, and it was hard.

I realized that the job of a teacher was really hard and demanded lots of creativity and commitment to conduct a productive class at a school. Also, that English is not the only thing I had to teach these students. All that time I had just been looking at the tip of the iceberg thinking that that was my job. I learned techniques to break down steps for a class. The school also categorized students into left, middle and right brain. I had to learn that too. It was a lot to get down pat. But I really was committed to improving my pedagogical practice, that's why I stayed up late trying to look for the proper material or preparing the class in detail.

I learned that I had to manage my time really well. These classes didn't allow me a second of waste. Everything had to be right there because If I lost the attention of 25 kids, it was chaotic then.

I kept my job at Berlitz, so I was doing the school job until 3:30 and then the Berlitz job from 5:00pm to 9:00pm and Saturdays either training with the school or Berlitz until 4:00pm. I felt like burning the candles at both ends with those jobs. Finally, I could not continue working at the school, so I kept my job at Berlitz. There was a difference in the improvement of my practice. Now I was bringing all that knowledge I learned from my experience at the school, and I was implementing it at Berlitz. It was noticeable, especially with the kids and youngsters' program. The school shook me out of my comfort zone, but the experience eventually helped me brush up my teaching skills and boosted my confidence. I learned how to teach content instead of teaching a book to find a good balance.

Working at Gimnasio Bilingüe Altamar de Cartagena

At this place was when I started feeling more comfortable teaching at schools. I was the coordinator of the English program and I was also in charge of teaching the seniors. It was a rewarding experience, and I became better at showing English to the community. This means that I had to be more engaged in events, contests or any other activity that would involve students, parents, teachers. I became more connected with the PEI of the institution and tried to project it more with the activities. It was hard work but fun to do. What I learned from this experience the most was to deal with people as a leader. It was very challenging to lead the department. I had never had the role of a coordinator before. I learned to be more patient and deal with people's opinions on how to learn English even though they cannot speak English or either study the language.

I became more aware of the indicators of the school and other things that as a teacher I was completely unaware. As the head of the Bilingual department, I had to account for the bilingual Indicator when we had audits. Working with the team there, I became better at conducting test-taking preparation training. We trained a group of students to take the PET Cambridge test and the results were satisfactory.

Working at Británico School

Even though this experience was brief, I felt very comfortable teaching at this school. I had already learned many things from my previous job teaching at schools. I was only in this place for 2 months teaching English to 11 and 12 grade students. The teacher had an emergency and had to go back to her home country. The process of replacing the teacher had started but it was a slow one. This school is a bilingual school with an international curriculum and finding candidates was not easy. When they finally got it, the visa process took too long.

I received some information about the groups from the coordinator but the input that really helped me the most was the former teacher's. Students here were much better at the language that allowed me to try more interesting conversational activities in class. I must say that the behavior and respect of these students were better than any other place I had worked at. It was a nice atmosphere. All the students were very respectful. I felt very comfortable teaching there. However, I could not help thinking about those other students who are so far from having such a type of education. It made me think of the reasons why other students in other schools do not behave well. Or in rural areas where students are not provided with basic things that can help them reach

better education. I started thinking more about education and the importance of spreading knowledge, to engage more our communities in an intellectual culture that multiplies that thought. I started thinking about my footprint in the world as a professional and as a human being and ideas that I can turn into facts.

Working at Berlitz Colombia (Online classes)

I was contacted by the company again and this time they offered me teaching online classes as freelance. It meant a lot to me the fact that they contacted me because that talks about the professionalism I had with my duties. It was perfect for me because I didn't have to commute. However, it was missing the interaction with the students. These classes have a fast pace, and it took me a while to get used to the online classes. At first, I was following the Berlitz method with all the groups I was managing. This implies that I did not have much room for trying different activities as I might jeopardize the paceline of the groups trying to be innovative. But in my last few months with the company, I was assigned advanced groups that did not follow the method. With these groups, I had to look for further material and read about scientific information related to every topic we discussed. I enjoyed working with this kind of group because it demanded lots of preparation, but the preparation was interesting. When the classes were private, I needed to keep the interaction with the student, minding my talk time and making it interesting, meaningful and productive.

Appendix B: Narrative frames

First Narrative frame: Initial English Learning Experiences

Narrative frame title	Participant	Date
<i>Initial English Learning Experiences</i>	Pre-service teacher: Luis Fonseca	September-October 2021

When I started to learn English, the main reasons were related to two things in particular. The first one is professional development and the second one is cultural interest.

Firstly, being bilingual gives me an advantage as I can make myself more marketable. I believed a good set of skills and qualities along with the command of fluent English language could open great opportunities for anyone in Colombia. In addition to that, I liked the idea that it was possible to talk to anyone from anywhere in the world by means of this language. I wanted to know more about the culture of the places where my favorite movies had been filmed or where my favorite artist had lived, for instance.

I realized as a language learner about a few things. One was that I had a burning desire to learn how to speak the language. My concern about learning how to communicate was more important than the structure. I would speak even if my grammar was wrong because I always liked the oral communicative part of the language. I found it easier for me to learn something from the language when somebody was telling me rather than reading it. I would pay close attention to the sounds of words which led me to become better and better than that.

From my teachers I learnt that I had to do more than just going to classes and complying with the activities. They encouraged me to talk even outside the classroom and find out more about the things that I liked but in English. They taught me that if I were consistent, I would be on the right path to communicate better. Communicating fluently was my main goal.

In relation to other language learners, I noticed that others were better than me and I would pay close attention to what they were saying. Also, I realized that most people who showed a certain skill in the language, usually liked to listen to music in English. That I tried to enforce in my first experiences as a teacher.

After studying English, I decided to give teaching a try as I noticed I had a good command of the language. I liked the idea because it would also keep me learning more English. I decided to sharpen my grammar skills because I thought teaching the language would demand me to know those rules very well. I was confident I could help others struggling with the language to overcome their language barrier.

Second Narrative frame: English Language Teaching English Experiences before starting the B.A in Teaching English as a Foreign Language (TEFL)

Narrative frame title	Participant	Date
<i>Initial Teaching English Experiences before the B. A</i>	Pre-service teacher: Luis Fonseca	October - November 2021

When I started to teach English, my view on the language was that all you needed to know to be a teacher was to have a good command of the English language

and attitude to approach people and I thought I had most of it. I was very confident in my skills. I thought that applying what had worked for me was enough for making people speak and learn how to use the language. That I had the holy grail to learn English and that anyone could learn English with me as a teacher.

I had met English teachers from schools, and I could tell some of them that their pronunciation was not the greatest and maybe there were a few grammar mistakes I could spot when they were speaking, and I just judged them as teachers by the way they spoke the language. What a very superficial judgment for my own shame.

I considered that what my students required through teaching was the same techniques that had worked for me. As I had attended classes for years to learn the language at a well-known language center, I thought I had accumulated necessary knowledge to give teaching a try. Then, I realized how mistaken I was and as I went deeper and deeper in my studies as a pre-service teacher, I was becoming more aware that the job of the teacher goes beyond just the language. This experience taught me that there was much more about education I needed to know and become acquainted with.

Third Narrative frame: Consolidating of B.A in TEFL program and Teaching English as a pre-service teacher

Narrative frame title	Participant	Date
Consolidating of B.A in TEFL program and	Pre-service teacher: Luis Fonseca	November 2021

Narrative frame title	Participant	Date
Teaching English as a pre-service teacher.		

When I started the B.A program to become a professional English teacher, I expected to finish faster than others as I had a good command of the language both spoken and written. As a student, I realized that there was a sea of information I was just getting immersed in but as a practitioner and a Pre-service teacher, I went through some experiences that shaped the way I view the practice of a teacher.

Learning about research has become an experience I consider rewarding because it is a process that teaches you patience as it can go back and forth before the completion. It encourages me to continue pursuing further postgraduate studies and applying this knowledge to the benefit of my country.

My view on the language started to change when I actually started reading about teaching the language through the information and tests that the professors shared with us and assignments I completed throughout the courses.

As I had already been exposed to teaching English to both adults and young learners when I started the B.A Program at the university, I was able to easily see some theories in classes I had taught.

I have transformed my teaching practice and perspective in terms of seeking what is best for the students' lives. I am more aware about social contexts and about what the labor of the teacher is, and I try to go beyond the language to instill in my students attitudes toward approaching real life situations of today's world, the use of

their imagination and any other technique or approach that can help me develop in them values and skills for today's world. This positive impact on their lives can be reflected in their families and communities.

Doing narrative research through my language learning experience and story allows me to reflect, recast those moments in my life in which I was learning through this path. I can think of things I could have done differently and think of the things ahead in my life and how I can avoid making those mistakes. It makes me think of how much I have grown as a person and as a professional. I started this program mostly thinking of myself and my own professional growth unbeknownst of the commitment that teachers have with societies as they are in the front-line fostering skills with strategies for the purpose of leading paths for better Educated human beings.

I started this program mostly thinking of myself and my own professional growth unbeknownst of the commitment that teachers have with societies as they are in the front-line fostering skills with strategies for the purpose of leading paths for better Educated human beings.

Since I am about to become a professional language teacher, I think that the commitment that being a teacher implies in the vocation has taken me over and encourages me to continue forward in this path.

Even though now I am in a foreign country I still think I should do something to help my country. That is an internal desire that has been burning slowly inside me and that is related to my own personal growth as a person and as a professional. The main dimensions of a language teacher from my perspective are moral and ethical.

If the teacher is constrained by these two, they urge to come up with ideas that can help students grow ready to embrace the world and not be overwhelmed by obstacles. Students need to build confidence in themselves to believe in their own ideas and we as teachers must support them so they can develop the necessary discipline and persistence to carry out their plans. I think the B.A program transformed my view as a language teacher because it broadened my vision and perspective of what being an English teacher really means. It helped me deepen into the matter of education, understanding the complexity of the duty of a teacher, especially in my country. It encouraged me to continue growing in this beautiful path of education so I can say the philosophy of the university was instilled in me. That's the same philosophy of the university and that led me to discover myself professionally and led me to pursue further advancement and make contributions for my country. I must say that It was easily blended with the intention of my heart which is doing the right thing and helping others. I can sense that I am going to do something rewarding for the education in my country from Canada, the same way I could sense that I was going to learn how to speak English very well when I had very little knowledge of it.

Fourth Narrative frame: The professional development of an English teacher

Narrative frame title	Participant	Date
<i>The professional development of an English teacher</i>	Pre-service teacher: Edwin Thomas-English academic coordinator of Cincinnati Lingua	September-October 2021

- **Instrument frame:**

As an English language coordinator, I consider Luis _____

His professional development as a teacher is _____

His students recognize him as a teacher that _____

As a coordinator and educator, when reflecting on the professional development of a teacher, ethics is _____

can describe Luis' potential in terms of his work as _____

Data collection

Fourth Narrative frame: The professional development of an English teacher

As an English language coordinator, I consider Luis very talented when it comes to teaching a second Language. We had our own method and I trained him myself. I saw a lot of potential in him as he adapted really well to our method.

His professional development as a teacher is noticeable as he was always prepared complying with assignments and tasks within deadlines and always showing concern about it. The fact that he was studying to become a professional teacher was also

noticeable with the kids' program. On Saturdays, he was assigned kids' classes and parents and peers could witness improvements in the kids' progress.

His students recognize him as a teacher that goes the extra mile as he was studying to become a professional English teacher, he would try to make the students use their multiple intelligences to make the class more meaningful. He was one of the most popular teachers. Many students would like the classes with him because he

also helped them with pieces of advice on how to overcome struggle in the path of learning the language.

Many of the instructors had learned the language living abroad or they were native speakers so students could also relate to Luis as he had learned the language in Colombia and was on the path to becoming a professional English Teacher.

As a coordinator and educator, when reflecting on the professional development of a teacher, ethic is a very important key in the role of a teacher. Even though, we had continuous class observation, to ensure the quality of the program, teachers do not have to inspire students to continue pursuing their dreams. That is a plus. An ethical individual sympathizes with the trouble and frustration of the students and can find ways to accompany and encourage them to keep on. When a person has this quality, it is easier to teach them new things because they are more open to learning them.

I can describe Luis' potential in terms of his work as going above and beyond.

Always with a smile and willingness to go as far as needed to accomplish his goals.

recommended him for a coaching position in the company and he started the process. A coach is responsible for observing instructors' classes and helping them with feedback in the Latin American area; Venezuela, Colombia, Ecuador and Perú.

Appendix C: Consent forms

- English academic coordinator (Narrative frame)

**UNIVERSIDAD SANTO TOMÁS**
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
VIGILADA MINEDUCACIÓN - SNIES: 1704

**ACREDITACIÓN
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DE ALTA CALIDAD
MULTICAMPUS**
Res. MRE No. 02658 del 25 de mayo de 2016
Vigente por este oficio

Licenciatura en Lenguas Extranjeras Inglés
Research project title: the perceptions of the Latinos as English learners.
Docente en formación: Luis Alfredo Fonseca Ricaurte

En el marco del proyecto investigativo que será presentado como trabajo de grado del docente en formación Luis Alfredo Fonseca Ricaurte el cual se titula, *the life-story of a pre-service teacher on his professional development*, se presenta el formato de consentimiento informado, mediante el cual se solicita explícitamente su autorización como participante del proyecto, a través de la recolección de información. Los datos serán obtenidos a través de la realización de: Narrative Frame. La recolección de información tiene por objetivo completar un Narrative Frame que se compartirá mediante e-mail. Dicho Narrative Frame está enfocado en los procesos de enseñanza y aprendizaje de la lengua extranjera Inglés y su percepción sobre la experiencia pedagógica.

A través de este consentimiento informado, Usted:

- Expresa su aceptación para participar en completar el Narrative Frame.
- Autoriza que sus respuestas sean interpretadas por el docente en formación Luis Alfredo Fonseca Ricaurte e incluidas como parte del análisis y resultados del proyecto titulado: *the life-story of a pre-service teacher on his professional development*.
- Confirma su participación y aceptación de la 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 en formación Luis Alfredo Fonseca Ricaurte entre ellos, desarrollo de proyecto de grado, la sustentación del mismo; asimismo, presentaciones del proyecto investigativo y actividades de divulgación académica, presentación del proyecto según requisitos de la Universidad Santo Tomás 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) participantes: Edwin David Torres Fecha: /10/2021

Docente en formación: Luis Alfredo Fonseca
Fecha: /10/2021

Firma:

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- Pre-service teacher: Susan (Semi-structured interview)


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



Licenciatura en Lenguas Extranjeras Inglés

Research project title: the life-story of a pre-service teacher on his professional development

Docente en formación: Luis Alfredo Fonseca Ricaurte

En el marco del proyecto investigativo que será presentado como trabajo de grado del docente en formación Luis Alfredo Fonseca Ricaurte el cual se titula, *the life-story of a pre-service teacher on his professional development*, se presenta el formato de consentimiento informado, mediante el cual se solicita explícitamente su autorización como participante del proyecto, a través de la recolección de información. Los datos serán obtenidos a través de la realización de: Narrative Frame.

La recolección de información tiene por objetivo completar un Narrative Frame que se compartirá mediante e-mail. Dicho Narrative Frame está enfocado en los procesos de enseñanza y aprendizaje de la lengua extranjera Inglés y su percepción sobre la experiencia pedagógica.

A través de este consentimiento informado, Usted:

- Expresa su aceptación para participar en entrevista virtual.
- Autoriza que sus respuestas sean interpretadas por el docente en formación Luis Alfredo Fonseca Ricaurte e incluidas como parte del análisis y resultados del proyecto titulado: *the life-story of a pre-service teacher on his professional development*.
- Confirma su participación y aceptación de la 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 en formación Luis Alfredo Fonseca Ricaurte entre ellos, desarrollo de proyecto de grado, la sustentación del mismo; asimismo, presentaciones del proyecto investigativo y actividades de divulgación académica, presentación del proyecto según requisitos de la Universidad Santo Tomás 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) participantes: Susan de la Hoz

Docente en formación: Luis Alfredo Fonseca

Fecha: /10/2021

Fecha: /10/2021

Firma:


Acreditación Institucional Internacional






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- **Appendix D: Semi-structured interview questions**

1. Regarding your experience, how do you depict the professional profile of an EFL pre-service teacher?
2. After completing a B. A program in TEFL (Teaching English as a Foreign Language), what kind of factors about learning awareness do you consider the B.A program impact on your professional growth?
3. To what extent the components below should make part of the explicit professional development of an EFL pre-service teacher: a. Research skills, b. Pedagogical skills, c. Ethics
4. Is there any other you consider that was not mentioned before?
5. Regarding your experience and the one of your pre-service teacher Luis, how does Luis mirror the profile of an EFL pre-service teacher?

Date: October 3rd, 2021
minutes and 05 seconds

Time length: 16

Audio-file available at: <https://drive.google.com/file/d/1nsRGFzcq-9YQDsXFeva10HrhzkTcjVxt/view?usp=sharing>

Appendix D1: Semi-structured interview transcription

1. I believe that an EFL teacher is capable of expanding knowledge and expanding another language to students that are not native speakers of the language.
2. Our role as a professional is to guide them through the process of learning and having comprehension of the new language. We would be the bridge to guide them through the process.

3. I would say that the biggest impact is being a leader or a role model for students to learn a language and also to make the impact to take that culture of that second language to the students learning so they can learn not only the language but the background of the language.
4. When I was a student and I was learning, I remember the teacher would expand the knowledge by talking to us about the culture and certain things that would increase the knowledge of that background that we were learning.
5. So basically, being a leader is being capable of taking your students through what your goal is for them.
6. Research skills are a very important component because without research we'd not be able to get anything. Having the pedagogical skills forms us not only to stand and teach but also on the techniques and the way we can manage to get students through the process.
7. And ethics, well, if you don't have ethics, you are not capable of going anywhere in your career.
8. It (ethics) makes a huge impact. It is a very important component that makes the teaching process smoother.
9. Sometimes it can be hard when you're learning from another part of the world, for example. Sometimes when you don't have the resources and you have to do research it can be complicated. But when you have the support of the teacher that can help you to guide you through the right resources.
10. It depends on having the right tools and knowing where to go (search for information).

11. I think that the capacity to be able to plan. Because you plan your lesson but taking that into action sometimes can be challenging. Sometimes things that happen during the class make you change the planning. Having the capacity to plan and lead the students through the process is challenging.
12. I learned English living abroad, but the career helped me to acquire more knowledge.
13. If I hadn't studied this career, I would not know as much (English) as I know now.
14. You learn English (when referring to living abroad) but you don't know certain things and that is why you have to study the language; to be able to understand and also to be able to explain to students not only grammar rules but for example, to use body language when you are reading a story. All these things are important when you are trying to communicate with someone.
15. There were some hard moments (referring to becoming more confident in her practice) when I had gaps and I had to go back and overview them. I had all the support from the teachers and the program that offered me good guidance.
16. I would not say I have adapted (to the Covid teaching situation). I have found ways that have challenged me to improve.
17. What I basically do is work on strategies that can help me feel more comfortable dealing with the situation.
18. It's really hard to try to teach through a computer. It's not the same as when you are standing in front of them in a classroom and you create the environment for them.

19. It's a little bit challenging but you find the strategies. It is extra work because you need to spend more time planning trying to get everything set up for the students to make them feel that you are right next to them.
20. I did my bachelor's degree and recently a specialization {she gives more explanations about her degree} on teaching higher Education.
21. It represented a challenge (with research) because it is different from what I had experienced with the university before. But when you have the right teachers, they put you on the right track and it makes your process smooth.
22. In the future I would like to be in a class with older people and teach English but also organize a curriculum or maybe supporting a program based on English Learning.
- You'd (Luis) be an excellent role model. You are capable, your English is fluent. I also had the chance to work with you in different opportunities and I know you are very down to earth. You know how to get your ideas right. I could see you as a leader, as a role model as a professional and definitely you could be the reflection for someone to look up to.

8. LIST OF CHARTS AND ILLUSTRATIONS.

Illustration 1. Triangulation description for data analysis.

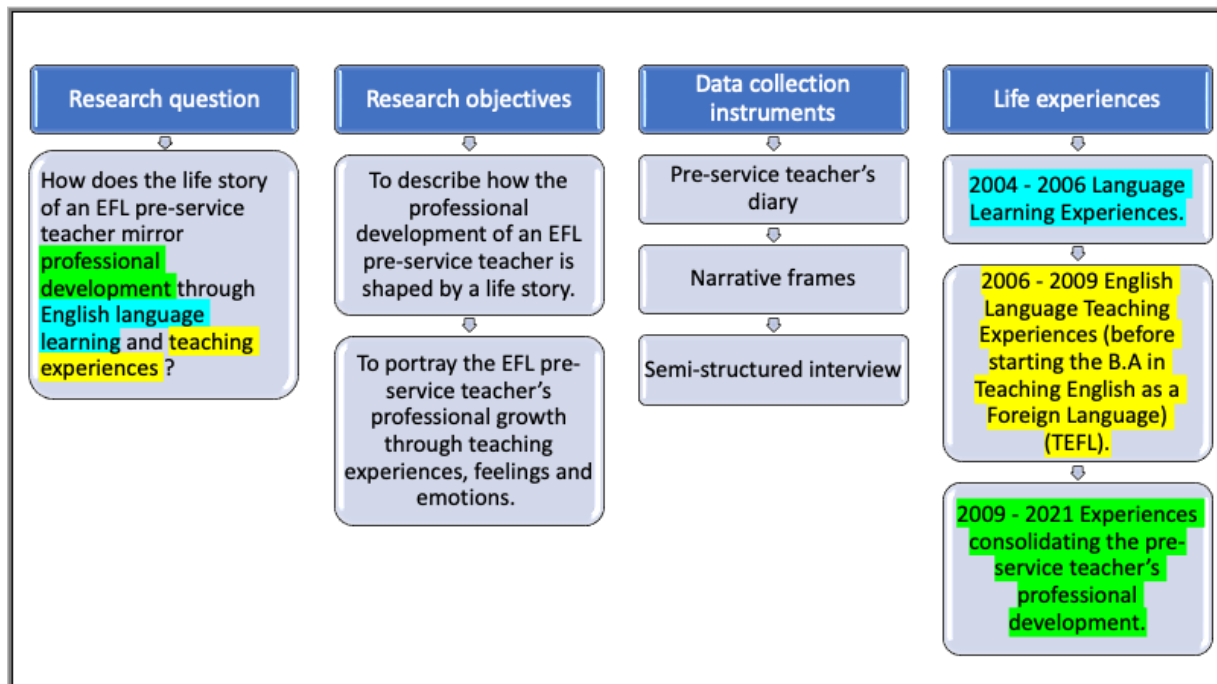
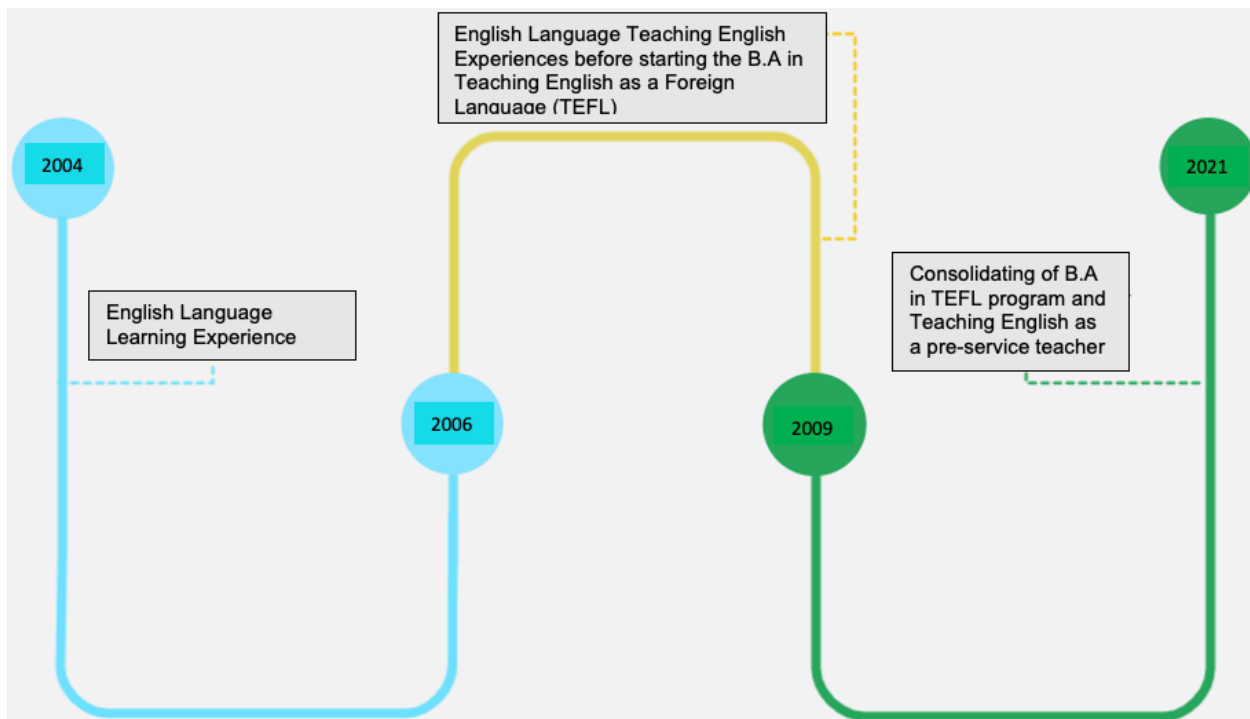


Illustration 2. Consolidating a professional life story as a pre-service teacher.



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