

University of Southampton Research Repository

Copyright © and Moral Rights for this thesis and, where applicable, any accompanying data are retained by the author and/or other copyright owners. A copy can be downloaded for personal non-commercial research or study, without prior permission or charge. This thesis and the accompanying data cannot be reproduced or quoted extensively from without first obtaining permission in writing from the copyright holder/s. The content of the thesis and accompanying research data (where applicable) must not be changed in any way or sold commercially in any format or medium without the formal permission of the copyright holder/s.

When referring to this thesis and any accompanying data, full bibliographic details must be given, e.g.

Thesis: Author (Year of Submission) "Full thesis title", University of Southampton, name of the University Faculty or School or Department, PhD Thesis, pagination.

UNIVERSITY OF SOUTHAMPTON

FACULTY OF HUMANITIES

School of Modern Languages

**THE EMERGING IDENTITY OF PRESERVICE TEACHERS
DURING THE PRACTICUM COMPONENT OF SECOND
LANGUAGE TEACHER EDUCATION**

by

Ana María Elisa Díaz de la Garza

Thesis for the degree of Doctor of Philosophy

May, 2017

UNIVERSITY OF SOUTHAMPTON

ABSTRACT

FACULTY OF HUMANITIES

SCHOOL OF MODERN LANGUAGES

DOCTOR OF PHILOSOPHY

THE EMERGING IDENTITY OF PRESERVICE TEACHERS THROUGHOUT THE PRACTICUM COMPONENT OF SECOND LANGUAGE TEACHER EDUCATION

By Ana Maria Elisa Diaz de la Garza

This investigation joins the increasing body of research on initial teacher education arguing that preservice teacher (PST) learning and identity construction are intertwined and are crucial to professional development. Guided by Beijaard, Meijer, & Verloop's (2004) theoretical framework for investigating teacher professional identities, the focus of this study is to examine from a socio-constructivist perspective 1) how experiences in the practicum influence early professional identity construction; 2) how personal factors influence early identity construction; and 3) how reflective practice in the practicum influences PST professional identity development. To this end, I ask preservice teacher participants to reflect upon the challenges which they face during the practicum component of their second language teacher education (SLTE) programme and how their experiences have shaped their notions of professional identity, while paying particular attention to agency within resource poor environments. Specifically, this study examines the various problems confronting PSTs which include the impact of social, institutional and personal obstacles on the construction of participants' professional identity.

A group of ten Mexican PSTs in the eighth semester of their nine semester SLTE programme were research participants. This qualitative interpretative case study employed written reflections, asynchronous discussion forum transcripts, critical incidents, individual face to face interviews and a focus group session as methods of data collection. Data is analysed through sociocultural theory, positioning theory and interpretive discourse analysis employing Fairclough's (2003) discourse analysis model.

Results revealed that multiple factors affected PSTs' identity. These include participants' past world experiences, practicum experiences and connections with colleagues and learners within communities of practice, knowledge of subject matter, teaching pedagogy, classroom management, and dealing with challenges in resource poor environments.

The findings of this study contribute to the formulation of global knowledge and theory about language teachers' learning which may benefit policy, theory and practice in the field of initial teacher education.

Table of Contents

ABSTRACT	i
Table of Contents	ii
List of Figures	v
List of Tables	v
DECLARATION OF AUTHORSHIP	vi
Acknowledgements	vii
List of Abbreviations	viii
Chapter One: Overview	1
Introduction	1
1.1 Rationale.....	1
1.1.1 Researcher’s Motivation	16
1.1.2 Researcher’s Role: Reflexivity	17
1.1.3 Aims	19
1.1.4 Research Questions	20
1.1.5 Significance of the Study	20
1.1.6 Study Limitations	23
1.2 Overview of the Research Methodology.....	23
1.3 Thesis Outline	25
Chapter Two: The Research Setting: The Mexican Context	27
Introduction	27
2.1 A Socio-political View of Mexican Education	28
2.2 Mexican Educational Concerns	33
2.3 Mexican Teacher Education	36
2.4 The Status of Teaching English to Speakers of Other Languages in Mexico	37
2.5 The State of Chiapas	42
2.6 The English as a Second Language Teacher Education Programme, at a University in South-Eastern Mexico	45
2.7 Preservice Teachers’ Troubled Transition into the Practicum.....	46
Summary	50
Chapter Three: Theoretical Framework and Literature Review	51
Introduction	51
3.1 Theoretical Framework.....	51
3.2 Teacher Learning	61
3.3 Professional Development	66
3.4 Teacher Identity	67
3.5 Emotions	77
3.6 Transformative Learning Theory	80

3.7 Agency	82
3.8 Reflection	90
3.8.1 Reflective Narrative	94
3.8.2 Exploratory Practice and Critical Learning Incidents	96
3.9 Blended Learning Environments	97
3.10 Communities of Practise (CoP)	98
3.11 Context: Economically Disadvantaged Schools	101
Summary	105
Chapter Four: Research Design and Methodology	106
Introduction	106
4.1 Qualitative Research	108
4.2 Research Design	116
4.3 Theoretical Framework	119
4.3.1 Interpretive Research	119
4.3.2 Socio-Constructive Research	121
4.3.3 Case Study Approach	125
4.4 Narrative Inquiry	129
4.5 The Practicum	135
4.6 Data Collection Methods and Instruments	140
4.6.1 Rationale for the Choice of Research Method	141
4.6.2 The Setting	143
4.6.3 Participants	143
4.6.4 Researcher's Role	148
4.7 Research Methods	149
4.8 Data Collection Methods	150
4.8.1 EDMODO Discussion Forum Tasks	161
4.8.2 Reflective Tasks	163
4.8.3 Practicum Information Gathering Instruments	166
4.8.4 Written Reflections	166
4.8.5 Critical Incident Data Collection Instrument	169
4.8.6 Semi-Structured Face to Face Interviews	170
4.8.7 Focus Group Interviews	173
4.9 Ethical Issues	175
4.10 Data Volume	177
4.11 Data Analysis	178
4.12 Validity in Interpretative Research	183
4.13 Limitations	186
Summary	189
Chapter Five: Data Analysis, Findings and Discussion	191

Introduction	191
5.1 Data Analysis	191
5.2 How PSTs' Experience in Schools on the Practicum Influences Early Professional Identity Construction	197
5.3 Personal Factors Affecting Professional Identity Construction	200
5.3.1 PSTs' Personal Life History	200
5.3.2 Reasons for Entering SLTE, Expectations and Prior Learning Experiences...	208
5.4 School Related Factors Shaping PSTs' Identity	212
5.4.1 Conflict between Expectations and Reality	214
5.4.2 Influence of Socio-Contextual Factors in Emerging Identity Construction...	215
5.4.3 Readiness for Work as EFL Teachers	222
5.4.4 Personal Perceptions of PSTs' Roles in TESOL	227
5.4.5 Agency	231
5.4.6 Issues with Classroom Management	237
5.4.7 Issues with Limited Didactic Resources	241
5.5 How these Factors Shaped PST Identity	243
5.6 Identity	244
5.7 How Reflective Practices Shaped PST Identity	249
Summary	258
Chapter Six: Conclusions and Implications for Future Research	261
Introduction	261
6.1 Empirical Findings	261
6.2 Theoretical Implication	274
6.3 Limitations	277
6.3.1 Potential Bias	278
6.3.2 Generalizability of Findings	279
6.4 Implications and Recommendations for the Future	280
6.5 Reflective Epilogue	283
APPENDICES	285
Appendix 1: PARTICIPATION IN RESEARCH STUDY CONSENT FORM.	285
Appendix 2: PSTS' EXPECTATIONS FOR THE PRACTICUM	287
Appendix 3: LEARNING BIOGRAPHY	289
Appendix 4: ONLINE INFORMATION GATHERING INSTRUMENTS (PRACTICUM TASKS).	293
Appendix 5: PSTS' WRITTEN REFLECTION METAPHOR TASKS	295
Appendix 6: ONLINE DISCUSSION FORUM TASKS (Via Edmodo)	323
Appendix 7: CRITICAL INCIDENTS (After Farrell, 2008).	328
Appendix 8: FACE TO FACE INTERVIEW CONSENT FORM.	343
Appendix 9: SEMI-STRUCTURED FACE TO FACE INTERVIEW PROMPT.	345

Appendix 10: FACE TO FACE INTERVIEW TRANSCRIPTS.....	346
Appendix 11: FOCUS GROUP E-MAIL INVITATION MESSAGE.....	399
Appendix 12: FOCUS GROUP CONSENT FORM.....	400
Appendix 13: FOCUS GROUP INTERVIEW PROMPT (Spanish Version)	402
Appendix 14: FOCUS GROUP INTERVIEW PROMPT (English Version)	404
Appendix 15: FOCUS GROUP TRANSCRIPT 10 PSTs (Spanish Version)	406
Appendix 16: FOCUS GROUP TRANSCRIPT 10 PSTs (English Version)	434
Appendix 17: SAMPLE ANALYSIS GRID	456
REFERENCES.....	458

List of Figures

Figure 1.1: Onion Model of Teaching (Korthagen, 2004:80).	13
Figure 1.2: Identity Development.....	24
Figure 2.1: Geographical location of Chiapas, Mexico	42
Figure 3.1: Practicum Reflective Learning Cycle (After Moon, 2001).	94
Figure 4.1: Research Design.	132
Figure 4.2: Model for Examining PST Identity.....	139
Figure 4.3: Research Data Collection Procedures.	149
Figure 4.4: Spring 2014 EDMODO Site.	163
Figure 4.5: Audit Trail.	186

List of Tables

Table 4.1: Summary of PST Practicum Placement.....	147
Table 4.2: Summary of Data Collection Methods.....	156
Table 4.3: Data Volume.	177
Table 4.4: Layered Data Analysis.	183
Table 5.1: Comparison of Themes to Beijaard et al's. (2004) Essential Characteristics of Teacher Identity.....	195
Table 5.2: Data Analysis.	196
Table 5.3: Expectations and Significant Prior Learning/Teaching Experiences.	210
Table 5.4: PST Practicum Placement and Significant Contextual Information.....	215

DECLARATION OF AUTHORSHIP

I, Ana Maria Elisa Diaz de la Garza declare that this thesis and the work presented in it are my own and have been generated by me as the result of my own original research.

THE EMERGING IDENTITY OF PRESERVICE TEACHERS DURING THE PRACTICUM COMPONENT OF SECOND LANGUAGE TEACHER EDUCATION

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission.

Signed:.....

Date:.....

Acknowledgements

I am most grateful to PRODEP, the Autonomous University of Chiapas, Mexico, the Tuxtla Language Faculty and the British Council, Mexico for the doctoral scholarship I received. I recognize that without such generous assistance, this thesis would not have been possible.

The thesis journey is a long one which cannot be completed without support and guidance. I would like to thank a number of individuals who accompanied me on my journey. To Dr. Karin Zotzmann, my supervisor, I thank you for your guidance, feedback, questions, and encouragement. To Dr. Patrick Stevenson, Dr. John Gray and Dr. Richard Kiely, my advisors, my sincerest thanks for your support and for challenging my thinking.

To my parents, Carlos and Ana Maria, thank you for teaching me the value of learning and for teaching me to dream. Thank you to my children, Eduardo, Ana Maria and Alberto, and my son and daughter-in-law, Daniel and Lorena, who supported and helped me during this challenging period in my life. I would not have completed this journey without your help, understanding and continuous love and support.

To my many friends and colleagues who listened while I processed my learning and encouraged me throughout, thank you.

I also owe a deep debt of gratitude to Ana Geissert, for proofreading and helping me to edit and format this thesis.

Finally, thank you to the PSTs who so generously gave of their time and shared their stories for my research. Your desire to learn is inspiring.

List of Abbreviations

CDA	Critical Discourse Analysis
CEFR	European Framework of Reference for Languages: Learning, Teaching, Assessment
CLE	Critical Learning Episode
CLI	Critical Learning Incident
CoI	Communities of Inquiry
CoP	Communities of Practice
CPD	Continuous Professional Development
EFL	English as a Foreign Language
ELT	English Language Teaching
EP	Exploratory Practice
ESOL	English for Speakers of Other Languages
EZLN	<i>Ejército Zapatista de Liberación Nacional</i> (Zapatista National Liberation Army)
IBE	Intercultural Bilingual Education
INEGI	<i>Instituto Nacional de Estadística y Geografía</i> (National Institute of Statistics and Geography: Mexico)
INSET	In-Service Teacher
LI	First Language
L2	Second Language
NQT	Newly Qualified Teacher
OECD	Organisation for Economic Cooperation and Development
PFCEB	<i>Programa de Fortalecimiento de la Calidad de la Educación Básica</i> (Programme for Strengthening the Quality of Basic Education)
PNIEB	<i>Programa Nacional de Inglés en Educación Básica</i> (National English Programme in Basic Education)
PST	Preservice Teacher
RP	Reflective Practice
SCT	Sociocultural Theory
SEP	<i>Secretaría de Educación Pública</i> (Mexican Secretariat of Public Education)
SES	Socio-economic Status
SLA	Second Language Acquisition
SLTE	Second Language Teacher Education
TESOL	Teaching English to Speakers of Other Languages
TL	Transformative Learning
TLC	Teacher Learning Community
ZPD	Zone of Proximal Development

Chapter One: Overview

Introduction

This overview provides information regarding the examination of preservice teacher (PST) learning throughout the practicum component of second language teacher education (SLTE). Firstly, the rationale for this study is explained in terms of its aims, research questions, contribution to knowledge, and the limitations of previous research. Secondly, an overview of the methodology employed in this study is discussed. Finally, the overview concludes with the organisation of the thesis, and describes each of the chapters.

1.1 Rationale

In the field of SLTE there have been great research efforts to understand how PSTs learn. Novice teacher learning involves the acquisition and development of knowledge and skills as well as the shaping of identity. Professional identity provides a framework to understand how teachers articulate their view of teaching and how these articulations may impact upon their practice (Ruohotie-Lyhty, 2013; Weiner & Torres, 2016).

This thesis examines the ways individuals think about and discuss their teacher identities. Teacher identity encompasses a variety of voices and perspectives and is shaped by social interaction. However, investigations regarding teacher development have identified a research related gap in current understandings of teaching/learning theory between theoretical and practical knowledge once PSTs are placed in schools for their practicum, especially in resource poor environments. Given that the possibilities and constraints of a teacher's identity are first faced once PSTs are placed in classrooms, this is a crucial moment in teacher development which highlights the complexity and the contextual nature of teaching.

Defining identity is controversial since the term has multiple meanings for different authors. In the case of this study identity refers to 'our understanding of who we are and who we think other people are' (Danielewicz, 2001:10). Identity construction is regarded in this investigation as discursive and practical given that, as Varghese, Morgan, Johnston, & Johnson (2005) note, the examination of identity may be achieved by exploring 'identity-in-discourse' and 'identity-in-practice'. 'Identity in discourse' refers to the fact that identity is constructed, maintained and negotiated through language and discourse. 'Identity-in-practice' posits that identity formation is a sociocultural matter through practice in specific sites. Furthermore, I understand identity as dependent upon socio-cultural and socio-political factors within each specific school culture. In addition, PST's agency, which is the capacity to influence social relationships, plays a crucial role.

For Britzman (2003) teacher identity is constructed as part of the process of teacher learning and initiates from the moment in which an individual decides to choose teaching as a career. Identity is informed by PSTs' prior 'school experiences, the ideas and approaches promoted by their teacher education programs, and an ideal of the teachers they hope to become' (Beauchamp & Thomas, 2011: 6) as they gradually construct their professional identities. During the practicum individuals learn how to negotiate forms of interaction and participation as they take on new professional roles which shape their identity.

The contexts where teachers are placed influence and shape teachers' practice. Johnson & Freeman (2001) posit that 'most language teacher education programs operate under the assumption that it is necessary to provide teachers with discrete amounts of disciplinary knowledge, usually in the form of general theories and methods that are assumed to be applicable to any teaching context' (p. 55). As a result, in many institutions, learning to teach may be viewed as learning about teaching

in a teacher education programme, observing and practicing teaching in the practicum, followed by eventually developing effective teaching behaviours in the induction period. However, as Johnson & Freeman (2001) recognize, 'learning to teach is shaped by teachers' experiences, knowledge about self as a teacher, about the content to be taught, about students, about classroom life, and about the contexts' (p. 55) where they work, making it 'socially negotiated', long term and complex. As a result, although traditional views of teacher learning see it as the application of theory to practice; current understandings see it as more as theorization of practice through dialogical and collaborative inquiry (Richards, 2008) shaped by 'practical theories' (Johnson & Freeman, 2001). Second Language PSTs construct their knowledge of teaching through engagement in the classroom (Wright, 2010) as 'reflective practitioners' who theorize practice (Farrell, 2007) based on their personal experiences as students, teachers, and language learners combined with their knowledge of abstract theories obtained from SLTE. PSTs' values, attitudes and beliefs (VABs) are influenced by the sociocultural contexts where they are placed in practicum (Johnson & Freeman, 2001).

It is not possible to simply transmit relevant pedagogical knowledge to PSTs and hope that by applying this knowledge into their practices, they will become successful teachers. As Korthagen (2011) reminds us, student teachers' prior knowledge plays an important role and their values, attitudes and beliefs demonstrate a notable resistance to change in teacher learning. Thus, research is needed to examine the complexities of who PSTs are, 'what they know and believe, how they learn to teach, and how they carry out their work in diverse contexts' (Johnson, 2006:236).

As novice teachers the aim of the practicum is to enable PSTs to 'construct new knowledge and theory through participating in new social contexts and engaging in certain types of activities and processes

of practitioner knowledge' (Richards, 2008: 164) as they develop autonomous judgement and practical theory through reflective practice (Wright, 2010).

Recent research has pointed to the influence of school context on the often fragile identity of beginning teachers (Beauchamp & Thomas, 2011) in the destabilising period of initial teaching practice (Akkerman & Bakker, 2011). As PSTs experience a changing sense of who they perceive themselves to be as professionals, identity is shaped through discourse and is related to notions of self and agency. Individuals may feel challenged or threatened when faced with situations which may affect their perceived self-identity. PSTs' emerging identities reflect how they see themselves as well as their social position in relation to others as they question who they are as teachers and how this shapes their teaching practices. Developing teacher identities which allow for the integration of personal and professional selves without losing sight of their individuality enables PSTs to work in challenging institutional environments (Alsup, 2006).

There has been relatively little analysis of school contexts in Mexican educational settings, especially taking into consideration social, political and economic influences. As future second language teachers in resource poor environments it is necessary for PSTs to develop an awareness regarding how to foster more equitable educational outcomes for marginalized students from underprivileged backgrounds (Mills & Ballantyne, 2016).

As individuals negotiate their identity within social, institutional, and political environments their PSTs' identity determines the path which they will follow for their professional development and shapes their values, attitudes and beliefs towards education. From a professional perspective, this investigation is motivated by my need to understand how second language teaching is shaped by contextual forces,

specifically that of resource poor schools and the impact which this has on PSTs.

Theoretically, I explore how the 'self' is constructed and how PSTs develop specific identities depending on the institution where they are placed for their practicum. The embodied nature of the concept of making sense of their experiences involves participants applying their teacher learning to their own contextual circumstances. I am interested in examining the ways in which professional identity formation is shaped by individuals' perceptions of themselves and peers.

This research addresses the specific case of one of the poorest states in Mexico, that of Chiapas which has a multi-ethnic and multicultural student population. Mexico, as other developing countries, suffers from a great divide between social classes. It is common for the wealthy to attend private schools whilst learners from middle or lower class socio-economic backgrounds usually attend public schools (Zotzmann, 2011). The low quality of public schooling is characteristic of education in the developing world. A great majority of public schools in Mexico cater to underprivileged students. However, most teacher education programmes are not designed to address vulnerable students. They operate on a one-size fits all principle. It is important to investigate how PSTs learn from the practicum in an effort to improve understanding of contexts of practice to better prepare future teachers.

Educational policies which take into account school context are a prerequisite for greater social justice in education (Poesen-Vandeputte & Nicaise, 2015). In an increasingly unequal world the disadvantaged 'strive to obtain the best education possible in hopes of attaining employment, higher earnings, and upward social mobility' (Santibañez & Fagioli, 2016:1). Improving the quality of education across diverse contexts in Mexico implies enhancing learning opportunities for children by addressing instruction, curricular design, resource

allocation, and cultural variation (Jensen, Pérez Martínez, & Aguilar Escobar, 2015).

There has been a great shift in Mexican educational policy from a strong social justice focus on schooling in the 1950s towards a neoliberal focus geared towards ideas of efficiency and standardization. These neoliberal ideologies view education as a mechanism for producing ‘human capital’ so as to ‘service’ and ‘compete’ in the global economy, in an effort to allow Mexico to compete in the global marketplace (Puryear, Santibañez & Solano, 2012; Sayer, 2015).

A theme in social justice is taking schools’ highly distinctive contexts seriously (Thrupp & Lupton, 2006) taking into consideration pupil characteristics, area characteristics and school characteristics given that ‘L2 teachers’ knowledge is experiential and constructed by teachers themselves as they respond to the contexts of their classrooms’ (Golombek, 1998:447). From a contextualised policy and practice perspective it is important to consider a fairer distribution of resources for disadvantaged schools in an effort to address the needs of marginalized school populations.

One size fits all educational policies which consider ‘all schools as being the same and thus capable of achieving the same, render irrelevant the social and economic inequalities that prevent some learners from doing as well as others and perpetuate unequal schooling and unequal outcomes’ (Thrupp & Lupton, 2006:312). Constraints imposed by poverty, social class, learning difficulties, home circumstances and background present barriers to learners’ educational progress which widen the achievement gap between rich and poor students (Santibañez & Fagioli, 2016:2).

This study focuses on teacher learning and the identity construction of ten EFL PSTs throughout the course of their 8th semester teaching

practicum in Mexican schools. The research goal is to examine the challenges which PSTs confront and understand the complexities of participants' lived experience given that each individual school's economic, social, cultural and academic context shapes pedagogical theory. In doing so, this study seeks to contribute to an understanding of a fundamental yet under-researched area of school life, that of disadvantaged schools.

While developing the theoretical framework employed in this study, I have taken into consideration several theories, such as sociocultural theory, which examines the socially constructed worlds of teachers in schools. A sociocultural research perspective allows researchers to examine teacher learning (Mercer, 2004) recognizing that learning is the result of a relationship between individuals and their social environment (Heineke & Davin, 2014). It 'recognizes that learning is not the straightforward appropriation of skills or knowledge from the outside in, but the progressive movement from external, socially mediated activity to internal mediational control by individual learners which results in the transformation of both the self and the activity' (Johnson, 2009:2). People position themselves discursively, psychologically, socially, and culturally within specific social, historical and cultural contexts as they make their way through social worlds (Block, 2013a, 2007b) taking into consideration how social constraints shape practices as PSTs strive to be considered members of a CoP. PSTs experience social stratification through relations of unequal power, status and economic resources influencing teaching decisions.

This is especially true in the case of teachers building learning relationships and identities working in challenging contexts (Kiely, 2014a) as is the case of the present study.

Teaching contexts shape PSTs' knowledge base and consist of the ecology of each classroom and school cultures with specific

conceptions, norms, power relations, and ideologies (Beijaard, Verloop, & Vermunt, 2000; Hargreaves, 1998; Rodgers & Scott, 2008).

Johnson (2009) acknowledges that teacher cognition is research regarding 'how teachers learn to teach and how they carry out their work' (p. 9) allowing investigators 'to trace the inherent complexities that make up the sum of L2 teachers' learning and teaching experiences' (p. x) and how they are related to cultural, institutional, and historical contexts. In addition, employing a discourse framework allows me as a researcher to examine the specific ways in which PSTs express their understanding of the world given that learning to teach is the process of forming an identity as a teacher (Clarke, 2008). Thus, by employing discourse analysis it is possible to examine 'identities, social relationships and systems of knowledge and beliefs' (Clarke, 2008:73). Furthermore, critical discourse analysis may inform action to shape social life through increased consciousness raising of the relationships between discourse and power through transformative action (Fairclough, 2003).

There is a need for research frameworks informed by PSTs' knowledge about how practice is shaped by teacher identity (Cochran-Smith & Zeichner, 2009). Furthermore, there is a need for more research on preparing teachers for work with diverse populations particularly with learners in resource poor areas (Martínez, 2014; Peña-Sandoval, 2015) since mastering subject matter, developing pedagogical knowledge, understanding the sociocultural environment and dealing with the lack of resources have been identified as areas of concern.

The interpretative theoretical framework employed in this study is based on Wenger's (1998) and Clarke's (2008) work. These authors suggest that the integration of principles of discourse, identity and communities of practice allows researchers to examine teacher development through 'linguistically embodied systems of meaning, knowledge and belief' (p.

15). In addition, Clarke (2008) emphasizes the notion of 'belonging' in identity development given that by deciding on becoming a second language teacher; individuals have a desire to become members of a specific CoP.

The results of this study add to the existing body of research regarding second language teacher identities and initiates enquiry into English as foreign language teacher identities in Mexico. Many PSTs often feel they are not prepared for the problematic situations which they face in the practicum and consider it to be an emotional and disturbing period (Korthagen, 2001) as individuals struggle to reconcile their multiple selves with dealing with incompatibilities, dissonance and threats to their values and beliefs once they enter the classroom (Orland-Barak, 2014). Given that identity is related to the development of an awareness and understanding of self as a teacher it is important to understand these concepts. 'Self' is generally regarded as a feature of personality and involves mental concepts or ideas regarding who one is, was, and will become, whilst identity is considered as developmental.

This investigation explores a dimension that has received little attention in Mexican educational research - that of PSTs placed in economically disadvantaged schools. This study illustrates ways in which the practicum interacts with local realities and the possible effects that this may have on the professional identities of PSTs. To this end limited research has been conducted in Mexico within resource poor environments. Sandoval Flores (2009), Zotzmann (2011) and Flores Pacheco (2009) cite issues with poor infrastructure, lack of resources, dealing with large groups, semi or under professionalized teaching staff, loss of status, low salaries, and the great number of students at risk for academic failure as areas of concern in most Mexican schools.

Martínez (2014) has conducted action research in the state of Nuevo Leon, Mexico into the role of disadvantaged contexts and how they

shape novice teachers' experiences in schools. The lack of resources, mismatch between idealistic expectations and classroom reality, geographic and professional isolation, and development of coping strategies in specific school cultures shape how beginning teachers make sense and (re)interpret their values, attitudes and beliefs (Flores & Day, 2006).

The first prolonged exposure to teaching is a critical juncture in continuous professional development. Studies by Farrell (2008, 2012), Swenson Ticknor (2010), Dobson (2013) and O'Sullivan (2014) indicate that a great number of PSTs find the practicum disconcerting and do not feel as prepared as they should to be to become effective beginning teachers, especially as they deal with the complexities of addressing the challenges they face in real world contexts. Thus, agency is elemental in allowing beginning teachers to position themselves and make teaching decisions.

It is necessary to differentiate between 'inhabited identity' and 'ascribed identity' (Blommaert, 2005). 'Inhabited identity' is the identity which an individual claims and 'ascribed identity' is the identity which is assigned to an individual by someone else such as the state or educational systems (ibidem: 245). Individuals position themselves in multiple ways as they enact their teacher roles which are ascribed by the culture, school context or SLTE programme and tend to measure their success by external standards rather than by their internal standards (Rodgers & Scott, 2008: 74). It is necessary for individuals to 'negotiate their position and identity in different contexts as they accept, reinforce, downplay or challenge the categories which are available or ascribed to them' (Pennington & Richards, 2016:3).

In this study PST agency is understood as the positioning of PSTs as responsible for their actions. Professional agency is practiced when individuals 'exert influence, make choices, and take stances in ways that

affect their work and/or their professional identities’ (Eteläpelto, Vähäsantanen, & Hökkä, 2015:662) and is exercised within specific sociocultural and material circumstances. Agency only exists when ‘teachers feel in control of the choices they make within their work, and when these choices are based on their own professional goals and interests’ (Eteläpelto et al., 2015).

Agency is a crucial element of teacher identity since educators must be actively involved in their professional development depending on their goals and available resources (Beijaard et al., 2004). Beauchamp & Thomas (2011) found that novice teachers may lack agency in specific contexts and at particular stages of their career. This is especially true in the practicum where PSTs are beginning their professional practice and are still making sense of how to behave in the classroom. Given that ‘a sense of agency enables individuals to imagine, take up, and perform new roles or identities and to take concrete actions in pursuit of their goals’ (Duff, 2012:15) it is important to examine how agency and identity are shaped by participation in CoP as PSTs develop their knowledge, awareness and skills. This personal transformation between being students of teaching to becoming teachers of students is fundamental in understanding teacher identity (Korthagen, 2004).

In this thesis I argue for an approach to examine PST identity construction drawing from the work of Kiely (2014) which fosters a greater understanding of the complex dynamics of work based contexts as well as a view of teacher learning as becoming. As Kiely (2014) contends, second language teacher identity is ‘shaped primarily by the language as the subject taught, by the pedagogic stance and classroom performance as teacher, and by the dynamic process of extending skills and career development’ (p. 5). As a result, PSTs construct new identities during practicum as a result of the experiential knowledge which they develop in the process of learning to teach.

Identity work is considered as an experiential, participative and discursive struggle whereby individuals may resist or refuse the subject positions which they are assigned once they are placed in schools for their practicum. The concept of teacher identity focuses on participants' self-perceived roles as EFL teachers from a CoP framework and enables them to adopt a critical stance regarding institutional forces which shape PST identity from a developmental perspective. This will enable researchers to explore schools as sites of workplace learning and social interaction. As a result, the development of preservice teachers' professional identity in the practicum is a critical aspect of SLTE which influences student teachers' developing practice, sense of agency, the appropriation of new knowledge and professional relationships.

Wenger (1998) defines identity as 'who we are, where we have been and where we are going' (p. 149). It also has to do with what people try to do to you. By examining teacher identity researchers may examine how individuals construct their idea of 'how to act, how to be and how to understand their work and place in society given that it is negotiated through experience and the sense that is made of that experience' (Sachs, 2005:15). While a variety of definitions for professional identity have been suggested, this thesis will use the definition suggested by Norton (2000:5) 'how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future'. I have chosen this definition because it implies the significance of an individual's past, present and future in professional development.

As PSTs progress through their teacher education programmes and enter teaching practice they experience periods of exploration, uncertainty, and conflict (Friesen & Besley, 2013: 24). Korthagen (2004) points out that what makes a good teacher is influenced by the context and highlights the fact that in many countries policy makers are focusing on lists of competencies to determine what qualities good

teachers should have. However, these competency-based models are too rigid since teacher education needs to focus more on teacher learning. Thus, Korthagen's onion model (2004 : 80) (Figure 1.1), provides a valuable perspective to illuminate this study:

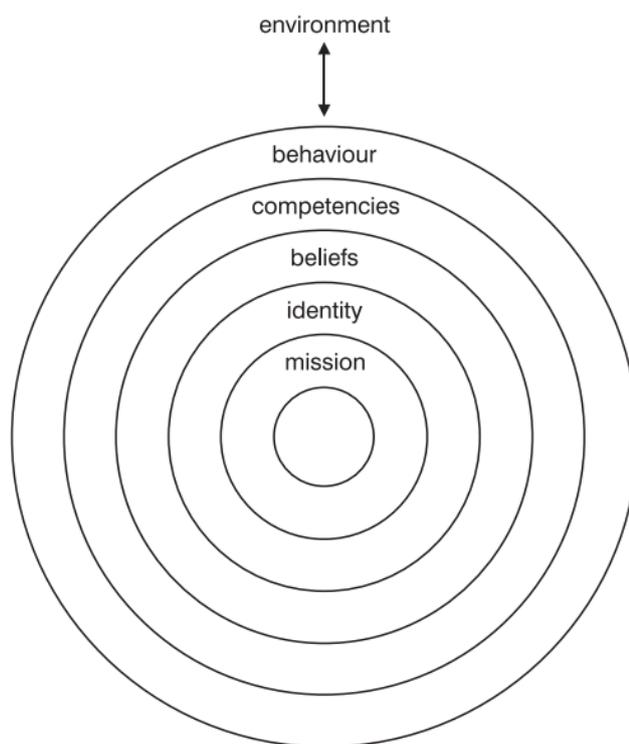


Figure 1.1: Onion Model of Teaching (Korthagen, 2004:80).

This perspective is valuable since it takes into consideration the impact of environmental factors on teacher behaviour, learning and identity. This allows researchers to see and understand the different levels of reflection and how the personal influences the professional. Teachers continuously engage in negotiation between their personal teaching philosophies and the contexts where they are placed and must work and adapt to each teaching culture. By examining who PSTs are, what kind of teachers they want to become and how they see their roles as teachers in each context it will be possible to learn a great deal about teacher development which is central to this study.

Schön (1983) suggests that professional learning involves the development of theories of action through 'reflection in and on action'. However, teacher learning needs to be viewed as situated in practice as well as being a complex system rooted in the 'structures, histories, and cultures of schools' (Battey & Franke, 2008: 127). As a result, teacher identity is 'multi-dimensional, idiosyncratic and has a context-specific nature' (McCann & Johannessen, 2004: 219). It is influenced by prior constructs of self and social positioning (Olsen, 2008a).

PSTs' personal background, prior experiences as pupils in schools (the apprenticeship of observation) (Lortie, 1975), initial teacher education, teaching practice and the different contexts where teachers are placed all influence the construction of professional identities. In addition, teachers are influenced by colleagues, as well as by the physical and social environment of schools which includes social, cultural, economic, political, and educational policies. School contexts influence teachers by imposing inequalities that exist within society. In schools such as those where PSTs were placed in this study, low expectations, weak curriculums and an emphasis on basic skills achievement is often the norm (Fenwick & Cooper, 2013).

The theoretical framework employed in this study draws on sociocultural theories of learning (Freeman & Johnson, 1998; Johnson, 2009b), more specifically those of identity formation (Beijaard et al., 2004), positioning theory (Harré, Tracey, Pilkerton-Cairnie, Rothbart, & Sabat, 2009) and situated learning theory (Lave & Wenger, 1991) within communities of practice (CoP) (Wenger, 1998). PSTs continuously transform their identities as they reflect upon the roles they must play and examine the wants and needs of the learners whom they cater to. How these processes occur as PSTs reflect and undergo a transformation in their teacher learning is important in my research framework given that developing an individual sense of 'self' based on group membership in CoP is shaped by external forces within institutional

contexts as PSTs become acculturated into the field of SLTE through socialization which shapes how individuals feel, behave and think.

Given that learning is situated in the practices and activities in which PSTs participate, teacher learning in this study is linked to the way in which participants move from peripheral participation to greater participation in CoP which shapes teacher identities as they develop new professional and practical understandings throughout their practicum (Morton & Gray, 2008; Wenger, 1998).

Wenger (1998) defines learning communities as 'groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis'. Mercer (2000) highlights the fact that communities of practice share a history, a collective identity, mutual obligations, common discourse and repertoire. By sharing past and present experiences and creating joint understanding, members may be able to share and develop new knowledge and expertise.

In this investigation I draw from the work of Farrell (2008; 2011) and Kiely & Askham (2012), and propose that by examining student teachers' reflections and perceptions regarding how they cope with the complexities they face in their first field placements within CoP (Wenger, 1998) will provide a useful lens to examine and add to understanding about how PSTs construct their professional identity in economically disadvantaged areas. My intention in this research is to provide a qualitative picture of PST's professional learning and identity construction by examining how novice EFL teachers learn to manage the complexity of practice as they envision, represent, interpret and conceptualize (Fairclough, 2012) their development of self through their interactions in a CoP.

The themes which were identified in this study included conflict between expectations and reality; readiness for work as EFL teachers, personal perceptions of roles as EFL teachers, agency (i.e. having to finish the textbook, abide by institutional policies); issues with classroom management, issues with didactic resource design; and the influence of socio-contextual factors in emerging identity construction.

It is acknowledged that the findings of this thesis cannot be generalized but will help to generate new understandings in second language teacher education, especially in resource poor areas.

The motivation for conducting this study arose from my experiences coordinating practicum field placements during the eighth semester of the SLTE programme at a public university in south-eastern Mexico for the past ten years. During this period, I constantly conducted follow up studies of eighth semester students placed in educational institutions throughout the state of Chiapas, Mexico. I came to realize that many PSTs found their practicum period challenging which had a great impact on their self-image. This was a valuable opportunity to explore emerging teacher identity during practicum.

1.1.1 Researcher's Motivation

Firstly, I would like to situate myself within this study. This research study was influenced by my interest in examining the impact of teacher learning in PST education as coordinator of practicum placements at a public university located in South-eastern Mexico from 2005 - 2014. I have had the opportunity to interact extensively with eighth semester student teachers in the English as a foreign language (EFL) teacher education programme who conduct a 480-hour practicum within public institutions located throughout the state of Chiapas, Mexico.

I became interested in constructing knowledge regarding how PSTs in economically disadvantaged areas reflect on their teaching and learning philosophies in field placements, as well as how they learn to adapt to unique school cultures and the impact that these have on their professional identity. Furthermore, the experience of conducting research in an increasingly resource-constrained environment renders the research findings potentially useful to other environments facing similar challenges.

I concur with the view of a 'social reality which highlights the importance of the subjective experiences of individuals in the creation of the social world' (Cohen, Manion & Morrison 2004: 7). As a result, this vision combined with the research aims led to my interpretive position in this study examining PSTs' perceptions regarding the practicum taking into consideration their motivations, concerns and constraints as I sought to better understand the contextual complexities which my participants encountered.

Findings will enable practitioners to inform practice and deepen the understanding of novice teacher learning in Latin-American contexts.

1.1.2 Researcher's Role: Reflexivity

Cohen, Manion & Morrison (2011:19) define reflexivity as 'the way in which all accounts of social settings – descriptions, analyses, criticisms, etc. – and the social settings occasioning them are mutually interdependent.' Thus, reflexivity is an opportunity to reflect upon practice. It is necessary for me to be reflexive about my assumptions and biases as a researcher since it is difficult for a researcher to separate herself from the researched (Starfield, 2013). As a researcher I am aware that I influenced every aspect of research as I actively constructed the collection, selection and interpretation of data. I recognize that my presence influenced my findings as I could not be

totally impersonal given that my personal background, social position, experiences, values, attitudes and beliefs shaped my research.

My personal journey from teacher educator to researcher originates from the need to complement my teaching activities with research for my academic career for academic survival and promotion. Given that I have had limited experience with research since I have a background in TESOL and my main research experience has been with my master's dissertation, I have found this a bit challenging since becoming a researcher is essentially a hands-on learning process.

I have been fortunate since in Mexico political priorities have provided funding for a great number of research and development projects in an effort to improve Mexican education. My professional development as a researcher has been an ongoing process shaped by my evolving identity, self-examination and interrogation.

A socio-constructivist approach to research utilizing qualitative information gathering instruments implies the use of a personal dimension to data collection. I was in continuous contact with participants during the fall term of 2014, collecting data through virtual portfolios via EDMODO, face to face interviews and a focus group session. I did not know any of the participants prior to this study and only had face to face contact with them on eight occasions. The relationship which transpired between me as a researcher and participants was cordial.

I purposefully challenged how I managed my roles as teacher educator and researcher in an attempt to raise my awareness of any possible preconceptions, bias, interests and agenda (Cohen, et. al, 2011) when analysing and interpreting data in an attempt to better align my actions and remain as objective as possible as I sought to establish non-exploitative relationships and heighten my awareness of how my role in

the investigation might distort the research. By acknowledging, disclosing and focusing on my own values, attitudes and beliefs I am aware that ethical dilemmas were present and that it is my ethical responsibility to report findings as completely and fairly as possible. It is necessary to be selective but not prejudicial to avoid the selective use of data which suits specific purposes and reflects researcher's pre-existing prejudices and expectations (O'Sullivan, 2014). As a researcher, I paid close attention to adopting a disciplined self-reflective approach to my research behaviour.

1.1.3 Aims

The overall aim of this qualitative exploratory research study is to examine the construction of PST identity through a sociocultural framework in terms of: prior learning history, professional expectations; membership in a CoP for eighth semester PSTs, classroom practice; resource poor school environments; agency and reflective practices.

This thesis examines the complex process of how PSTs reconcile competing images of themselves in practicum whilst they combine their personal histories, knowledge attained in their SLTE programme, practicum experiences and expectations for the future. To this end, I invited volunteer PST participants to reflect upon the challenges which they had faced during the practicum component of their SLTE programme within resource poor environments and how their experiences had shaped their notions of professional identity. In sum, this investigation aimed to enhance understanding of the various problems confronting PSTs during their Practicum activities, such as the impact of social, institutional and personal obstacles on the construction of participants' professional identity.

1.1.4 Research Questions

This qualitative research study was guided by three research questions:

RQ1. How does PSTs' experience in schools during the practicum influence early professional identity construction?

RQ2. How do personal factors influence early identity construction?

RQ3. How does reflective practice in the practicum influence PST professional identity development?

1.1.5 Significance of the Study

Research on novice teachers' experiences and difficulties has generated a great number of studies, particularly in the United States, Canada and Europe (Farrell, 2015a; Hobbs, 2007; Martínez, 2014; Wright, 2010). Beijaard et al. (2004) suggest that knowledge of teachers' perceptions of their professional identity may help them to more effectively cope with changes in education, collaborate with peers and foster innovation. Furthermore, identity work enables practitioners to improve their understanding of their own practices which has the potential to empower future teachers to deal with the challenges which they confront in the workplace which will ultimately shape their continuous professional development (CPD). PSTs experience an identity crisis as their idealized 'models of 'teacherhood' disintegrate under social and economic pressure' (MacLure, 1993: 311). In studies employing narrative and biographical analysis of teachers' talk about teaching (MacLure, 1993; Barkhuizen, 2016), teachers' identities are central to the beliefs, values, and practices that guide their engagement and commitment. Reflective activities allow PSTs to explore and to understand their ongoing identity (re)construction to explain, justify and make sense of themselves which shapes their professional practice and

their understanding of the power relationships that exist among themselves, their learners and members of the wider community. Education should ideally be about reducing inequality in increasingly stratified societies. However, it currently appears to embrace neoliberalism in Mexico.

PSTs often struggle to develop their professional identity because they are simultaneously trying to position themselves among a variety of discourses about teaching (Britzman, 2003; Alsup, 2006; Johnston, 2015) drawn from prior experiences and expectations which contradict what they actually encounter in their practicum. Thus, they are occupying a transitional identity, consisting of two positions, that of students of teaching as well as teachers of students who wish to become accepted in specific CoP. PSTs must negotiate their 'pre-teaching identity', their 'fictive identity' (quixotically based on ideal lessons, students, and cultural myths gleaned from idealized literary fiction); their identity developed in second language teacher education programmes and their 'lived identity' which is developed during their interactions in the teaching practicum (Sumara & Luce-Kapler, 1996). They do not automatically adopt the existing school culture but must find ways to fit in which accord with their personal values, attitudes and beliefs. As a result, beginning teachers are continuously struggling to accommodate visions of their past, present, and future selves into their teacher identity (Britzman, 2003).

Research in language teacher identity has grown in the past decades in language teacher education, especially in the area of professional development (Clarke, 2008; Jackson, 2015; Varghese et al., 2005) enabling researchers to examine pedagogy, content, teacher thinking and learning (Varghese et al., 2005). Much of the research which exists is geared at looking at student achievement or at specific areas of in-service teacher education and continuous professional development (CPD) and not at PSTs' perceptions of their teacher education, teacher

identity construction, reflective inquiry or contextual aspects of their teacher learning. I believe that this study could be a significant contribution to better understand the socio-cultural consequences of working in disadvantaged contexts given that it may be valuable for designing new educational policies. An improved understanding of how teacher identities develop once PSTs enter the classroom may enable PSTs to develop their awareness of the forces which shape their identity and better actively participate in their identity construction.

The Organisation for Economic Cooperation and Development (OECD) reports on the lack of existing research regarding PST education and states that ‘in many countries there are extensive research gaps concerning teachers, their preparation, work and careers’ (2005:15). The report asserts that research of this nature is highly important to improve and refine teacher education and will contribute to the formulation of theory about language teachers’ learning-to-teach (Wright, 2010). By investigating the shaping of novice teacher identity, it is possible to develop theory regarding initial professional learning of Mexican EFL teachers thus making a context specific contribution to the field of novice teaching and development.

Existing research does not adequately represent the variety of challenges which PSTs face in the practicum, especially in Latin American contexts. Questions which need to be addressed include what factors intervene in how PSTs negotiate their identity in disadvantaged schools and if they interpret their problems as emerging from and influenced by the underprivileged socioeconomic and academic conditions of the schools’ context (Martínez, 2014) where they are placed for their practicum.

1.1.6 Study Limitations

As with all interpretative research studies limitations are intrinsically a part of all aspects of my research undertaking. Firstly, concerns surround the analytic process of data analysis given that this study employs identity theory, positioning theory, narrative analysis and critical discourse analysis. Secondly, the chosen case design possesses inherent limitations, principally in relation to the size of the study sample, which has implications regarding the generalizability of my research claims. Thirdly, there are limitations inherent to the chosen methods of data collection which included written reflections, on-line EDMODO discussion forum transcripts, semi-structured individual face to face interviews and a focus group session. Fourthly, there may have been a 'power dynamic' between me, as a researcher, and PST participants given that I was the coordinator of practicum placements and that I employed my office at the university as the setting for all individual face to face semi-structured interviews.

1.2 Overview of the Research Methodology

Qualitative research procedures were employed in the collection and data analysis of this research. Due to the fact that few studies have been conducted in Mexico regarding PST identity, this study is exploratory, descriptive and interpretative. I draw on data to better understand how teacher identity is shaped by collaborative discussion with others (Kiely & Davis, 2010) and how PSTs confront social, institutional and personal challenges (Hang Khong & Saito, 2014).

Cohen, Manion, & Morrison (2011) note that case studies 'are employed to portray, analyse and interpret the uniqueness of real situations and individuals through accessible accounts which allow researchers to explore the complexity and situatedness of behaviour' (p. 129). Using a case study design, as a researcher I examined the experiences of 10

PSTs enrolled in the eighth semester of the SLTE programme at a public university in Chiapas, Mexico to examine how identities are negotiated within a variety of contexts through narrative and critical discourse analysis.

Data, collected through document analysis of written reflections, critical incident narratives (Farrell, 2008b), written transcripts from EDMODO online asynchronous discussion forum threads, transcripts of semi-structured face to face interviews and the transcript from an eighty minute focus group session were employed to answer all research questions. Finally, I consider the influence of resource poor contexts on the professional identities of the participants and their various coping strategies to deal with the challenges which they experience in the practicum.

Figure 1.2 illustrates how identity development is conceived in this study and how the different concepts I have discussed relate to each other.

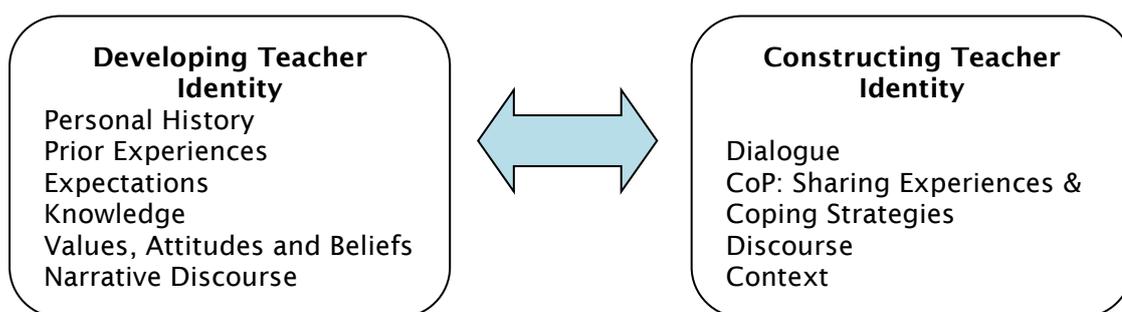


Figure 1.2: Identity Development.

Thus, identity development is a dynamic process which evolves depending on situations and context.

Data were compared to ensure credibility. Findings were thematically analysed through an interpretative lens employing narrative analysis

(Schatz-Oppenheimer & Dvir, 2014) and critical discourse analysis (Clarke, 2008; Fairclough, 2003) and yielded the categories which constitute the results of this study.

1.3 Thesis Outline

The overall structure of the study takes the form of six chapters.

Chapter One is the overview and provides a description of the project, outlines the research questions employed in this study and identifies the rationale for and originality of the current study.

Chapter Two sets the context of this study and focuses on the state of Chiapas, Mexico.

Chapter Three begins by laying out the theoretical dimensions of the research and looks at how teacher identity is constructed followed by a discussion regarding preservice teacher learning, agency, reflective practices, communities of practice, emotions and disadvantaged schools.

Chapter Four is concerned with the methodology employed for this study.

Chapter Five presents the findings of the research, focusing on the key themes that have been identified in data analysis and discusses the results analysis of the written reflections, online discussion forum transcripts, critical incidents, semi-directed face to face interviews and the focus group session undertaken during the course of this research.

Finally, **Chapter Six** draws upon the entire thesis, tying up the various topics discussed in this study. It also provides a brief summary and critique of the findings and includes a discussion of the limitations and

implications of the findings geared towards future research in the area of PST identity construction in practicum in preservice SLTE.

Accompanying appendices and references follow Chapter Six.

Chapter Two: The Research Setting: The Mexican Context

Introduction

To identify the impetus for this study it is necessary to discuss current Mexican educational perspectives since teacher learning and identity formation are informed by cultural context, educational policies, the learners, and the different school contexts where participants are conducting their practicum (Kumaravadivelu, 2012).

This study is concerned with the professional identities of a group of 10 PSTs educators working in TESOL in the state of Chiapas, Mexico. The main purpose of this chapter is to explore the social, political, and professional environments in which PSTs are placed for the practicum. Understanding the context where the research was conducted will also be valuable to interpret research data and allow readers to better understand contextual themes.

Chapter Two begins with the importance and significance of this study for Mexican education, a discussion of the socio-political view of Mexican educational policy, the status of teachers and English language teaching (ELT) in Mexico, followed by an overview of the state of Chiapas, Mexico where this study takes place. Finally, a description of the SLTE programme in place at the university where this study takes place is presented. All of these aspects will establish a context of the research setting to better understand the experiences of the participants in this investigation.

2.1 A Socio-political View of Mexican Education

My research addresses the specific case of Mexico which confronts the challenge of educating a diverse student population which involves educational inequalities associated to historical socio-economic segmentation. Mexico is characterized by disturbing disparities, resulting in a segregated school system (Sandoval Flores, 2009; Saraví, 2015).

There is a link between poverty and education because socioeconomic disadvantages generate educational disadvantages (Pedroza Flores, Villalobos Monroy, & Reyes Fabela, 2015). Only 19.36% of the Mexican population is not considered poor or vulnerable (CONEVAL, 2011). Mexican schools are known for their hierarchical organisation and authoritarian teaching style (Blasco, 2004: 380). Teaching practices frequently highlight memorization and rote learning with a great emphasis on discipline and obedience (Zotzmann, 2011). Recently there has been great public concern regarding the quality of education, as well as the quality of teacher education programmes. At the top of the priority list for Mexican policy makers are neoliberal human capital development through education at all levels, teacher assessment, professional development mechanisms, institutional assessment and accreditation reforms as well as standardized entrance and exit examinations at all levels of education.

One of the fundamental aims of Mexico's 2013-2018 Educational Plan (Peña Nieto, 2012) is to provide learners with opportunities to obtain workplace experience and employability skills which will increase future job opportunities (Confederation of British Industry & National Union of Students, 2011).

To better understand the educational situation, it is necessary to understand more about how the Mexican educational system functions.

Attending school is compulsory for students aged six to seventeen. Education is mandatory in Mexico for students from primary school to high school. However, enrolment is usually highest in primary school and decreases the higher the educational level, with only approximately 8% of students ages eighteen or older obtaining a bachelor's degree (Burnett, 2011).

Mexico's educational system has grown in the past fifty years. According to Rolwing (2006), 'total student enrolments in the formal education system — primary school through graduate studies — increased more than eightfold from 3.25 million students in 1950 to 28.22 million students in 2000' (p. 1). However, this increase in student population has placed a great burden on the Mexican educational system which has had to address issues regarding the management of increased educational opportunities as well as attempting to improve the quality of education offered throughout the country in accordance with international standards (Loser & Kohli, 2012). Much needs to be done since the literacy rate in Mexico is 93.1%, with the highest rate in the Federal District (97.9%) and the lowest in the state of Chiapas (82.2%), (INEGI, 2010), where this study takes place.

Mexican education is divided into four levels:

- a) Preschool (*Preescolar*): ages 3 – 6.
- b) Primary school (*Educación Primaria*): grades 1 – 6.
- c) Secondary education (*Educación Media*)
 - Lower-secondary education (*Educación Media Básica*): grades 7 – 9.
 - Upper-secondary education (*Educación Media Superior*): grades 10 – 12.
- d) Higher education (*Educación Superior*). Students attend the university for two to five years and may receive a range of

certifications. Postgraduate studies may result in specializations, master's degrees and doctorate degrees.

Currently most children in Mexico enrol in (99%) and finish (95%) primary school (Jensen et al., 2015). A great number of students in public schools in Mexico often study under difficult circumstances given that there is a great divide between the social classes (Zotzmann, 2011). The educational system is considered inequitable since rural and indigenous communities are usually under-resourced and considered to operate in disadvantaged circumstances with 'overcrowded classrooms and semi or under-professionalized teaching staff' (Zotzmann, 2011:80). It is a common occurrence that educators may not have the appropriate profile or level for what they are attempting to teach, may not understand the content they are expected to teach and may be unfamiliar with didactic approaches (Flores Pacheco, 2009). Furthermore, there is a great amount of nepotism which has an influence upon who is hired to teach students.

English as a foreign language has been taught in Mexican public schools since the 1960s. Basic education including English teaching was decentralized in May 1992 with the signing of the National Agreement for the Modernization of Basic Education which transferred the responsibility of basic education from the federal government to the 31 states and federal district. The central state enforces general, nationwide norms for the overall system including the development of the national curriculum and the approval of regional curricula, the evaluation of the system, and the channelling of compensatory and extraordinary resources to poorer states (British Council, 2015). Each state assumes responsibility for labour relations, school management and the administration of other reforms decided by the SEP in an effort to increase efficiency.

Article three of the Mexican constitution, the 2007-2012 National Development Plan (*Plan Nacional de Desarrollo*) and Sectoral Education Programme (*Programa Sectorial de Educación: PROSEDU*) provide the national guidelines regarding public education policies in Mexico. The main objective of PROSEDU as established by the SEP is to improve the quality of education to have access to an improved well-being and thus be able to contribute to national development.

The Sub-Secretariat of Basic Education acknowledges the need to incorporate English as a subject to facilitate the instruction of this foreign language in basic education in an effort to successfully handle the communicative challenges of the globalized world.

Mexican educational policies have been influenced by globalization and international competitiveness (Gleeson, Sugrue, & O’Flaherty, 2017) placing pressure upon teacher education programmes to improve national positioning. As a result, many politicians and policy-makers have borrowed policies from other countries without paying enough attention to existing resources and contexts. These policies are characterised by regulation and accountability where decisions about how and what to teach and assess are largely made beyond the classroom rather than by teachers themselves (Zeichner, 2010). As in many other countries around the world, it is common in Mexico to have managerialist state monitoring (Gray & Block: 2012). This ‘McDonaldization’ of education is concerned with speed, standardisation, predictability, control and efficiency but is highly impersonal and limits the ability of practitioners to reflect upon their personal values, attitudes, beliefs and practices which are essential for personal and professional development and converts educators into passive agents (Gray & Block:2012).

For Gray & Block (2012) technocratic-reductionist conceptions of teacher education apply marketing principles to education which ‘frame

teaching as product oriented and value the acquisition of instrumental skills and knowledge' (p. 24). These approaches focus on accountability systems with maximum surveillance and increased workloads which tend to bureaucratise education. Furthermore, introducing wide-ranging structural and programme reforms during a period of austerity and the failure to effectively plan for their implementation has brought educational reforms in the country into disrepute and caused a great deal of friction between policy makers and in-service teachers. Criticism regarding neoliberalism, whose reform efforts focus narrowly on high-stakes testing, traditional texts and memorization drills de-essentialise education, turning students into 'clients' and imposes institutional constraints upon teachers (Gray & Block, 2012).

According to the OECD (Santiago, Mcgregor, Nusche, Ravela, & Toledo, 2012), student results are highly influenced by sociocultural factors. The wealthiest students in the biggest cities usually have access to the best educational opportunities. In contrast, the poorest students in the most economically disadvantaged areas usually have the worst educational opportunities. Social inequality is a widespread problem in Mexico with 48.5% of the population living in poverty (Saraví, 2015). As Saraví (2015) argues, there is a segmentation in education, primarily by class and ethnicity, which results in educational inequality and social injustice. It is common to find that there is a difference between the pedagogical strategies, resources, educational infrastructure and educational achievement between learners who study at public and private institutions. 'Social fragmentation' contributes to the distancing and socio-cultural isolation of social classes within a context of constraints and limitations (Saraví, 2015).

This section has been important to understand how Mexican education is structured. The following section of this study will be useful to help readers understand the issues which Mexico needs to address to improve the quality of education in the country.

2.2 Mexican Educational Concerns

Approximately 87% of students in Mexico attend public schools (Burnett, 2011). Due to the fact that Mexico is a class-based society, the wealthy usually attend private schools whilst the less prosperous attend public schools. Nearly every child attends primary and lower secondary school in Mexico. However, there is a high drop-out rate at high school level (grades 10 - 12), where approximately half of all students fail to graduate (Loser & Kohli, 2012). In addition, most public schools in Mexico are considered to be low quality institutions. The poorest children are usually taught by the most inexperienced teachers (Loser & Kohli, 2012). Overcrowding is an issue with normal group sizes ranging from between 40 to 60 learners. As a result, students usually have limited interaction with their teachers.

There is a strong class divide where those who can afford it often opt for sending their children to private schools where tuition rates are often high but quality is usually greater, and group size is lower, commonly 25 - 30 students per group. Furthermore, it is a common practice in Mexico for educators to be providing classes in subjects which they may not be proficient in (Santibañez, 2007) which has adverse effects on teaching outcomes. Zotzmann & Scott (2010a:7) refer to the tendency in Mexico regarding 'the allocation of positions to people who do not have the required pedagogic or professional background' in schools and recommend that 'teachers have the profile and competencies for the position they hold'. These authors suggest that teachers without the correct teacher profile should undergo additional specific general and content specific pedagogic training to address the gaps in their professional development.

Santibañez (2007) and de Ibarrola Nicolás (2012) draw attention to the general consensus that current Mexican educational policies lack systematic planning regarding preservice and in-service professional

development. The Mexican Secretariat of Public Education (*Secretaría de Educación Pública*: SEP, for its acronym in Spanish) imposes 'one size fits all' educational models across the country, without taking into consideration learners' prior knowledge, context (i.e. rural communities, indigenous ethnic groups whose first language is not Spanish), wants and needs, nor different learning styles. Thus, the socioeconomic status of learners and educators as well as the location of schools influence the quality of education throughout the entire country (Negroponte, 2013).

Issues generally encountered by student teachers in the settings of their practicum in Chiapas include adjusting to specific school cultures, learning to navigate the terrain and handling relations with students, colleagues, principals, and school staff. Most Mexican schools work within complex, isolationist, competitive institutional cultures where there is a great 'resistance to change' as well as a culture of 'simulation' (Flores Pacheco, 2009) whereby individuals simulate that learning is taking place when in reality many individuals are just going through the motions. In addition, it is a common occurrence for beginning teachers to be assigned to work in disadvantaged schools. This implies mixed ability groups, underprivileged, low achieving students, and disadvantaged economic environments, where there is a lack of resources and motivation from students to learn a foreign language. Furthermore, it may be necessary to develop classroom management and teaching strategies for teaching large groups (45 – 55 students per group) or special needs students. This is challenging for a beginning teacher who must often address feelings of isolation and incompetence (Martínez, 2014; Santibañez, 2007).

School cultures include the internal dynamics and organization of schools. Dealing with teaching cultures involves dealing with students, colleagues, school administrators, educational authorities and parents. As Hargreaves (1994:165) states, 'cultures of teaching comprise beliefs, values, habits and assumed ways of doing things among communities of

teachers who have to deal with similar demands and constraints over many years’.

Hargreaves (1994) argues that there are four broad forms of teaching culture:

- **Individualism**

The teacher is on her own, feels isolated and has no opportunities to share ideas or discuss issues with others.

- **Contrived Collegiality**

Principals force their teachers to work together through top down enforcement but since teachers are required to work together results are not optimum. Since collaboration is administratively imposed, compulsory, time and space bound, and implementation oriented, there is usually a great deal of resistance from the parties involved.

- **Balkanization¹**

In this type of culture some teachers work together, however there is a fragmentation or division where groups may be hostile or non-cooperative with one another leading to teachers becoming divided into separate isolated groups within the school community as is the case of PSTs, mathematics teachers, EFL teachers, physical education teachers, etc.

- **Collaboration**

This is the optimal teacher culture and is spontaneous, voluntary, development oriented, and ideally takes teacher development to the point where teachers can learn from each other, sharing and developing their expertise and repertoire together (Hargreaves, 1994). With input from each other teachers will be much more likely to experiment with alternatives to their usual practices.

¹ It is interesting to note that this concept originated from a geopolitical term, referring to the disintegration of the Balkan Peninsula and is employed when a region or body is divided into smaller mutually hostile states or groups (Oxford dictionary 2013).

Thus, school cultures become what Flores Pacheco refers to 'as what is done in a school, what is accepted by groups of actors or whatever is imposed from those in positions of power within the institution' (Flores Pacheco 2009:27). However, it is necessary to take into consideration teachers' opinions, and how to deal with isolationist competitive institutional cultures (Zotzmann & Scott, 2010) in order to improve educational outcomes.

This section described issues related to Mexican school cultures. In the following section I shall discuss Mexican teacher education.

2.3 Mexican Teacher Education

For the purposes of this investigation, it is helpful to understand initial teacher education in Mexico. Mexican initial teacher education is offered by three types of institutions:

- a) Teacher colleges (*Escuelas Normales*).
- b) National Teaching University (*Universidad Pedagógica Nacional*).
- c) Universities which offer teaching degrees in preschool, primary school, secondary school, physical education, special education or in SLTE.

A variety of factors determine who can become an educator in Mexico and how. Higher teacher training schools (*Escuelas Normales Superiores*) in Mexico offer licentiate degree programmes for preschool, primary school, secondary school, special education, and physical education teachers. However, at secondary, upper secondary and college levels it is common to hire individuals who have university degrees in other areas to teach classes without concern for their knowledge of pedagogical practices. These teachers are often left on their own to 'sink or swim' (Lortie, 1975) and slowly learn through trial and error about how to teach. Some of them never quite master the art of teaching yet affect the

lives of learners who may not develop their knowledge regarding science, foreign languages or mathematics because their teacher was unfamiliar with didactic approaches.

Santibañez (2007:305) draws attention to the fact that 'gaps remain between desired teacher skills and the ability of training programmes and continuing education to develop such skills' in Mexico. Factors such as each unique teaching context as well as the lack of sufficient teacher training and resources are areas of major concern. Thus, teacher education must respond to the specific needs of each context. School-based practice is currently part of initial teacher education in Mexico, however it calls for increased relevance to a teacher's future activity (Musset, 2010). Initial teacher education practicum must be geared towards linking pedagogical theory with practical problems which will allow beginning teachers to construct a sound professional identity. These must take into consideration affective, organisational and instructional domains which are crucial to teacher learning.

This section has discussed issues which the Mexican educational system faces. In the following section I shall examine the status of TESOL in Mexico.

2.4 The Status of Teaching English to Speakers of Other Languages in Mexico

According to Mexican educational policy, the Mexican state seeks to produce a certain kind of teacher who is critical, reflexive and knowledgeable about sustainability and intercultural education. However, at the moment there is a general lack of respect for teachers in Mexico, especially since the uprising in 2015 after the government enacted educational reforms which have stripped power from the teacher's unions. Many Mexican teachers have gone on strike and taken to the streets to demand higher wages, automatic jobs for new

graduates and to protest performance tests. Teachers tend to be seen as lazy or as troublemakers.

Learning English in Mexico has become increasingly important for tourism, international relations, business, medical and scientific research, and technological development. Mexican educational policies consider English to be the language of power, prestige and opportunity. In accordance with findings by Block & Gray (2016), values, attitudes and beliefs about TESOL often conflict with government imperatives which over-regulate rules and accountability in an effort to standardize practices. There is a need for policy makers to recognize the different wants and needs of rural communities given that neoliberal educational policies have led to economic and political inequality and marginalization (British Council, 2015). There is a need to explore how these policies influence PSTs' perceptions and practices given that classrooms are the sites where language policies take place (Barkhuizen, 2010; Khan, 2014) given that teachers ultimately decide whether to closely follow government and institutional policies. However, it is important to take into consideration that, as Freire (1972) noted, education's responsibility is to prepare individuals to reshape society in ways that build on the best that they have to offer through a 'pedagogy of the oppressed' in response to neoliberalism (Freire, 1972, p. 33). Fostering PST reflection will allow participants in this study to obtain an improved understanding of the role of their agency as they make pedagogical decisions within educational institutions in a country characterised by divisive income disparity (British Council, 2015).

The complexity of Mexican educational policies as practised in rural south-eastern Mexico provides evidence of a widening gap between the different strata of society. As is evident from the PSTs' stories in this study there is a great deal of social, economic and linguistic stratification. It is evident that the contexts in which TESOL is carried out play a crucial role and that action needs to be instituted to reduce the

chasm perpetuated by the educational system. It is necessary to shift Mexico's ideological positioning to provide more equitable opportunities for learners in rural areas (Block, Gray, & Holborow, 2012).

Despaigne (2010) identifies a correlation between the image a learner has about a country and the perception of difficulty which is felt regarding learning the language. If the image of the country is negative, the learner will feel problems in learning the language. These values, attitudes and beliefs are acquired in a social context. Learners perceive English, consciously or unconsciously, as being related to economic, political and sociocultural problems between the US and Mexico.

Mexicans' attitudes towards English depend on how they perceive the power relationship between Mexico and the United States and their respective languages. The ethno linguistic reality of a Mexican resource poor family and how they perceive the English language is vastly different from that of an affluent Mexican family. Although both families live in the same country, they live in totally different and opposing realities. As a result, Mexicans' perceptions towards the English language are divided. English is associated with a better way of life yet ignites images of invasion and imperialism through external investment, penetration and control of resources and markets (Despaigne, 2010). From an imperialistic perspective, the values and knowledge of powerful countries are highlighted. Sayer (2012) regards English to be considered a valuable international language in Mexico, creating a discourse that links "English to the hegemony of multi-national corporations and the threat of privatization of education in Mexico" (p. 109).

Most English teaching resources employed in Mexico are imported from the United States or the United Kingdom. These teaching resources are not connected to local socio-cultural realities and offer a westernized vision of the world. There is a need to adapt teaching resources and

methodologies for specific cultural and educational backgrounds.

Furthermore, It is necessary to avoid the construct of marginality which destabilizes the political, cultural and linguistic heritage of the population employing Freirean critical pedagogy (Kumaravadivelu, 2003). This may empower participants so that they may critically reflect upon their socio-historical conditions.

At present EFL classes are mandatory in Mexico in grades 7 – 11. On average students receive three hours of instruction per week. In some parts of the country, EFL recently became mandatory from grades one to six through the Programme for Strengthening the Quality of Basic Education (*Programa de Fortalecimiento de la Calidad de la Educación Básica*: PFCEB, for its acronym in Spanish), formally known as the National English Programme in Basic Education (*Programa Nacional de Inglés en Educación Básica*: PNIEB, for its acronym in Spanish).

Mexican empirical studies regarding TESOL reveal that there appears to be a low status for ELT due to the lack of recognition from educational authorities as well as the lack of success in teaching English as a foreign language (Mora Vazquez, Trejo Guzmán, & Roux, 2013). Despite having attended a minimum of three hours of EFL lessons per week from grades 7 – 11, results, especially in public schools, are generally poor. The growing disenchantment stems from the fact that, ‘in spite of 5-6 years of instruction of English as a foreign language at school, the vast majority of Mexican students complete upper secondary school with little or no English proficiency, remaining at beginner and elementary level English’ (Davies, 2009:7). Thus, as Davies (2009) acknowledges, in many schools TESOL has ‘suffered a loss of credibility’ (p. 8) with a great number of students making ‘little or no effort to learn’ (p. 8). This lack of success is mainly due to socio-political issues as well as the poor preparation of second language teachers and the implementation of inappropriate teaching approaches (Mora Vazquez et al., 2013). Davies (2009) also points out that ‘the general failure of Mexican public English

language teaching may be attributed to low student socio-economic status, large group size, poor classroom facilities, and low teacher competence' (p. 8 - 9). Thus, there is a need to improve the status of TESOL in the country.

Nonetheless, most Mexicans agree that learning English is important. As Despaigne (2013: xv) argues, 'English is the main foreign language taught in Mexico and is perceived as cultural capital which confers power and status'. Hopefully, the acquisition of English will allow Mexicans to obtain better academic, employment and travel opportunities. Current educational reforms introduce critical thinking, creativity, cooperative learning, learning through technology, sustainable development and intercultural education to a system which is characterised by transmission mode and rote learning approaches to teaching and learning within an inflexible, overcrowded and overly exam focused curriculum.

Furthermore, the relationship between the EFL curriculum and economic interests has become a priority in an effort to create a more favourable business environment for continued global trade. The government hopes that a national English language policy will be instrumental in fostering the development of a viable workforce which has the potential to attract multinational corporations. As a result, learning English has become valued as a skill for future employment.

Nonetheless, in a country which is characterised by a marked income disparity this is a very challenging task (British Council, 2015). Unequal societal development divides Mexico into three different areas regarding learning English. The northern states which border the United States have a strong tradition of English learning levels; the central region which has the largest middle class population and employs English daily for school and employment; and the states on the southern border where there is much less need for learning English.

This section has discussed the infrastructure of the Mexican educational system. In the following section I shall discuss the state of Chiapas, Mexico where this investigation takes place.

2.5 The State of Chiapas

Chiapas is Mexico's southernmost state, one of 31 autonomous states which together with Mexico City, the capital, constitute the Federal Republic of Mexico. As is illustrated in Figure 2.1, Chiapas shares a border with Guatemala to the east, the state of Oaxaca to the west, the state of Tabasco to the north, the Pacific Ocean to the south and the state of Veracruz to the northwest. With an area of 73,211 km² and a population of 4,796,580 inhabitants (INEGI, 2010) it is the eighth largest state in Mexico and is divided into 122 municipalities, with a great diversity of geographical regions.



Figure 2.1: Geographical location of Chiapas, Mexico
(Google Maps, 2015).

Chiapas is one of the most diverse states in the country in terms of geography and population (Santibañez, 2016). Chiapas is the poorest state in Mexico and is considered significantly underdeveloped in

comparison to the rest of the country (INEGI, 2010). It has the second largest indigenous population in the country with twelve federally recognized ethnicities. The three main indigenous groups are the Mixes-Zoques, the Mayas and the Chiapa. Approximately 20% of all indigenous speakers in Mexico live in the state and speak 'twelve languages, most of them Maya languages' (Santibañez, 2016:66).

Economically, Chiapas accounts for only 1.73% of Mexico's GDP driven mainly by agriculture, livestock, forestry, fishing, energy production, commerce, services and tourism (INEGI, 2010). The average number of years of schooling is only 6.7 years compared to the Mexican average of 8.6. 16.5% have no schooling at all, 59.6% have only primary/secondary school, 13.7% finish high school or technical school and currently only 9.8 % of the population have the opportunity to study at the university. 18% of the population is considered illiterate (INEGI, 2010), which is the highest level of illiteracy and marginalization (SEDESOL, 2013) in the entire country. The area, as most of the country, has been severely affected by the general global economic crisis, record levels of unemployment, an educational crisis and drug-related violence.

The OECD (2013) declares that there is a significant link between poverty and degree of marginalization and educational exclusion in the state. Many public schools, especially in the highlands where the greatest amount of vulnerable groups live, lack the proper facilities and may hold classes outdoors in lieu of proper classrooms. Thus, it is urgent that educational issues be addressed to enable the Mexican educational system to better prepare learners for a constantly evolving national and international reality (Wedell, 2009 cited in Abrahams & Farrias, 2010).

Socio-economic and structural factors in Chiapas greatly influence the reality in public schools. The social situation is difficult for most of the population. Ongoing economic and social concerns include low wages,

underemployment for a large segment of the population, inequitable income distribution, and few advancement opportunities for the largely impoverished Amerindian population in Chiapas. The political and economic crisis and the historical slights by the government directed at the indigenous population (Ortiz, 2016; Owens, 2012), due to its strongly Eurocentric policies, were the principle reasons behind the Zapatista uprising in the 1990's (Despaigne, 2010) which had a great impact upon education and teacher education in Chiapas.

Social Justice is action which favours equality, respect and justice and for marginalized populations. There is now a greater focus in the country on intercultural bilingual education (IBE). However, Santibañez (2016) has found that IBE is often poorly implemented in Chiapas and lacks the resources and qualified bilingual teachers to provide high quality education for indigenous students.

In vulnerable regions, such as the town where Elena, one of the PSTs who is participating in this study, conducted her practicum, poverty, malnutrition, health issues, poor study habits, high drop-out rates, low motivation, limited infrastructure and limited resources took a toll on the quality of education. According to the Mexican National Institute of Statistics and Geography (the INEGI, for its acronym in Spanish) (SEDESOL, 2013), at least 25% of the population in Chiapas is considered to live in extreme poverty. Teaching underprivileged students presents student teachers with unique challenges which ultimately will affect their teacher learning and identity development.

There is a considerable lack of quality educational research at the micro level in Mexico, especially in rural areas, particularly in the state of Chiapas. The little research which has been conducted is mostly deficient in providing a clear picture of how national language policies shape teaching practices. Government interference which includes the imposition of standardized testing fails to recognize the special

knowledge required to teach in rural areas and in indigenous communities. Mexico needs to address contextual factors in practice, policy and research as a means of moving towards greater social justice in education.

In the following section of this study the SLTE programme where this study takes place will be introduced.

2.6 The English as a Second Language Teacher Education Programme, at a University in South-Eastern Mexico

The English as a Second Language Teacher Education Programme (*Licenciatura en Enseñanza del Inglés/LEI*) was opened in 1999 at a university in south-eastern, Mexico, to train future EFL Teachers.

The current SLTE programme includes a 480-hour practicum component which provides PSTs with an opportunity to enter the workforce and thus obtain labour market experience before graduation. It is now the only subject for student teachers in the eighth semester of a nine-semester study programme. The practicum 'has the potential to integrate professional development and address the social needs of vulnerable groups (ANUIES, 2004 cited in 2006 LEI Study Programme: 24). However, initial follow-up studies which I conducted detected problems once the first cohort from the 2006 study programme entered their teaching practicum in 2010. These problems included issues dealing with a lack of resources, classroom management and institutional constraints.

In the following section the study will explore student-teachers' troubled transition into the workforce.

2.7 Preservice Teachers' Troubled Transition into the Practicum

Teaching learners and inspiring them to learn and to want to continue learning is the main aim of all teachers. To achieve this successfully it is necessary to recognize the importance of providing student teachers with an opportunity to bridge the current theory/practice gap between initial teacher education and the reality they face once they enter the ELT classroom to complete their 480-hour practicum. Follow up studies conducted with cohorts in 2010, 2011 and 2012 identified a great number of issues which PSTs confront once they enter schools for their practicum and transition from being teacher-in-training to being teacher-in-charge.

Despite having successfully completed 77% of the SLTE programme, a great number of PSTs admit to facing challenges as they enter their first classrooms and struggle to manage working life, school life and classroom life within diverse educational settings. Greene (2005: 11) points out that 'learning is situated in practice, interacting with the context of the learning, the community, the culture, the students, and all the surrounding environs'. For Johnson & Golombek (2003) teacher learning involves reshaping existing knowledge, beliefs, and practices and not simply imposing new theories, methods, or resources on teachers. The key constructs in teacher development include 'internalization' and 'transformation' as well as the 'Zone of Proximal Development' (ZPD) (Vygotsky, 1978).

To develop their knowledge, awareness and skills it is necessary for PSTs to reflect upon experience and mull over their teaching practices as they build their teacher identity through practicum and develop their knowledge regarding their agency (what they can or cannot do in classrooms). In addition, the impact of teacher learning occurring during this key stage of teacher development is fundamental since cognitive

development is progressively constructed from a 'socially mediated activity to internal mediation' (Johnson & Golombek, 2003:731) through what Vygotsky (1978) called 'internalization'. Internalization is defined as the process where an individual's activity is regulated by others but evolves into self-regulation as a person develops.

The ZPD (Vygotsky, 1978: 86) is a dynamic concept which is defined as 'the difference between what a person can achieve independently and what that person can achieve working in collaboration with others or with the help of cultural artefacts'. By employing 'exploratory practice' (EP) (Slimani-Rolls & Kiely, 2014), it is possible to empower teachers, so that they can develop a better understanding of their teaching practices.

Most prospective teachers enter teacher training programmes with an assortment of personal theories about teaching learning and learning to teach, grounded in their prior experiences, which tend to shape their practice, namely the 'apprenticeship of observation' (Lortie, 1975). These implicit theories are extremely resilient and powerful and tend to dismiss what they learn in the training room (John, 1996: 105). These images of teachers, teaching styles and learning processes have been shaped by what they have witnessed as learners themselves, resulting in the development of 'assumptions, expectations and schemata about teaching and learning which are often unconscious and unquestioned' (p. 5). These basic assumptions then 'shape their ability to absorb new models of teaching, adopt different attitudes or behave in fresh ways' (Lortie 1975 in John 1996:91). Hence, what student-teachers learn about teaching is intuitive and imitative rather than explicit and analytical; it is based on individual personalities rather than on pedagogical principles. Thus, student teachers end up employing a combination of approaches and styles derived from their experiences as learners (Ross 1987, in John, 1996).

When novice teachers enter classrooms as 'teacher in charge' they may experience a 'washout effect' (K. Zeichner & Tabachnick, 1981) whereby the impact of initial teacher education diminishes as beginning teachers struggle to survive the complexities of classroom life. Veenman (1984) defines a similar concept, that of 'reality shock' as 'the collapse of the missionary ideals formed during initial teacher education by the harsh and rude reality of everyday classroom life'. As a result, PSTs experience a rollercoaster of conflicting emotions as they develop their teacher identity as novice educators.

The main issues that follow up studies conducted in the SLTE programme where this study takes place from 2010 – 2013 revealed that PSTs commented that they were experiencing difficulties dealing with the following issues:

- **Classroom management:** A great number of PSTs commented that they were struggling to address discipline issues and control a large amount of learners in a single classroom (the norm in Mexican public classrooms is 40 – 60 students/class).
- **Institutional problems:** Problems and limitations which may possibly be due to each institution's unique policies such as schedule, lack of suitable infrastructure (i.e. classrooms, CD players, TESOL resources). In addition, problems that appear to be due to INSETs feeling threatened by PSTs' presence since they may have a better command of teaching approaches and a higher level of English proficiency than INSETs do due to the fact that a great number of INSETs have not received any formal TESOL teacher training and were hired because they were in the right place at the right time. Many see PSTs as free labour and expect them to grade exams and be available when they do not feel like teaching their classes and want to run errands. On occasion, some INSETs appear to feel that English classes are not a necessity and often

interrupt classes to rehearse for extracurricular activities such as Independence Day celebrations or Mother's Day festivals.

- **Lack of TESOL didactic materials:** Student teachers require suitable teaching resources for TESOL which poverty stricken public schools in Mexico cannot afford. As a result, PSTs often design their own resources which involve an investment of time and money since they often pay for materials themselves.
- **Difficulty applying the theoretical concepts** learned in teacher education programmes to actual practice.

These observations provide evidence of a variety of issues which challenge beginning teachers and cause them to often feel anxious, disempowered and overwhelmed. This appears to be the case for the great majority of the 209 PSTs who conducted their eighth semester practicum between 2010 and 2014. Mentor teachers assigned to provide assistance are often too busy to provide guidance or are often unqualified or are not interested in providing any type of support. As novice educators, PSTs require opportunities to reflect as they construct their teacher identity through practice and attempt to negotiate external and internal expectations as they work to make sense of themselves and their work as educators. How PSTs analyse the situational, relational and political dimensions of teaching structures (Korthagen, 2004) has specific relevance to the context being studied here, but are also of value to the field of teaching in general by providing an improved understanding of research regarding transformational professional development which may benefit policy, theory and practice in the field of initial teacher education.

Following up on Lerseth's (2013) and Kiely & Askham's (2012) recommendations to conduct studies exploring teacher identity construction through detailed personal accounts, this study attempts to

examine the impact of the practicum on professional identity development during the eighth semester practicum in Chiapas, Mexico.

Summary

This Chapter presented a description of the context of the study by focusing on Mexico's socio-political context and the micro context in which the PSTs participating in this study belong to. It began by discussing the significance of this study from my perspective, a discussion of the socio-political view of Mexican educational policy as well as an exploration of the status of TESOL. Finally, an overview of the state of Chiapas, Mexico where this study takes place, a description of the SLTE programme in place at the language faculty where this investigation was conducted together with a discussion of the troubled transition which eighth semester student teachers are facing once they enter public schools in the state of Chiapas for their 480-hour practicum was presented.

In Chapter Three a literature review that supports my research will be introduced.

Chapter Three: Theoretical Framework and Literature Review

Introduction

In Chapter One an overview of this research study was presented. In Chapter Two the context of this study was discussed. Chapter Three provides relevant theoretical and research background information regarding second language teacher identity formation, professional development, working in resource poor areas, agency and reflection. My framework conceives identity construction to be co-constructed in relation to others in sociocultural contexts, addresses professional development during the practicum in English as a second language teaching, and takes into consideration PSTs' backgrounds. This led to the use of a discursive positioning approach to investigating the development of PST teacher identity.

It begins with a description of the theoretical framework adopted in this study and a review of prominent theories in teacher learning and professional identity followed by an overview of PST development, agency, practicum, blended learning environments, cooperative learning and communities of practice. The chapter includes a review of research studies related to PSTs' identity development in practicum, critical learning episodes, conceptions and practice.

3.1 Theoretical Framework

The student teaching practicum experience has traditionally been viewed as an opportunity to put into practice the knowledge, awareness and skills obtained throughout the teacher education programme. Although PSTs are thought to be ready to handle the complexities they face once they enter classrooms, research (Borg, 2009; Farrell, 2009;

Thomas & Farrell, 2012) suggests that a great number of PSTs struggle to handle work life once they are placed in a host school or institution. Practicum in different institutional contexts is often filled with significant tensions and challenges given the complexity of each institution. This study aims to review the types of challenges which PSTs face in TESOL in the Mexican context. Despite employing a Latin American setting in this research the social, institutional, and personal challenges (Hang Khong & Saito, 2014) which are discussed are of relevance to TESOL in other countries.

Addressing these challenges has a great deal to do with teachers' values, attitudes, beliefs and experiences regarding the different issues which they must address once they are placed in classrooms. PSTs require opportunities to collaboratively examine their practices given that they will provide opportunities to enhance the experience.

As Pennycook (2004) states, 'learning to teach is not just about learning a body of knowledge and techniques; it is also about learning to work in a complex socio-political and cultural political space and negotiating ways of doing this with our past histories, fears, and desires; our own knowledge and cultures; our students' wishes and preferences; and the institutional constraints and collaborations' (p. 333) which exist in each school. How PSTs deal with the real world of the classroom and how they construct their professional identities is central to this study.

Teachers can examine their identity construction through their biographies, stories, reflective tasks and by discussing issues with other teachers as they begin to construct and reconstruct their teaching worlds (Farrell, 2011). Reflective practices which involve teachers inquiring about their practice through questioning and reasoning about their teaching experiences will allow novice educators to build on the knowledge base regarding PST development which 'caters for differences in PSTs' 'readiness' to progress' (Loughran, 2013: 359).

Halse (2010) posits that professional development involves teachers 'in a process of deconstructing practices, acquiring new theory in the form of knowledge, understanding, skills, attitudes and values, and constructing alternative ways of doing, seeing and understanding' (p. 31). As a result, the process of becoming a teacher involves a shift in values and beliefs, 'a process of loss, abandonment or (re)alignment of subjectivity and identity' (*ibidem*: 25). As a result, it is negotiated through relationships with others within socio-cultural discourses.

Keeping in mind my own experience as a second language teacher educator, and what researchers such as Wright (2010); Kiely & Askham (2012); Schatz-Oppenheimer & Dvir (2014); Miller (2009); Beauchamp & Thomas (2009), and Curwood (2014) have discussed in terms of the construction of novice teachers' professional identity and language teaching learning, I decided to observe to what extent the issues these authors present in their research and theories are related to the reality of teaching in different contexts. When doing so, I noticed that these authors concerns are similar to what occurs in my context in economically disadvantaged areas in Latin America. PSTs need to be aware of the socio-cultural implications of their teaching practices and must be capable of adapting their teaching practices to meet contextual demands in the institutions where they are placed.

The question of what knowledge, attitudes, behaviours and skills teachers should possess is the subject of much debate in many cultures. This is understandable, as teachers are entrusted with the transmission of society's beliefs, attitudes and ideology, as well as of information, advice and wisdom, and with facilitating learners' acquisition of the key knowledge, attitudes and behaviours that they will need to be active in society and the economy.

The theoretical framework that guides this study is socio-constructivism because it is based on principles related to cooperative learning and my

position as an investigator regarding how PSTs learn and construct their knowledge and teacher identity. For Gray (2010) identity is constrained by a variety of social and psychological forces which are conflicted, positional and process-based. They are the product of an individual's past, present and future.

For Vygotsky (1978) learning may be understood in terms of engaging in situated social practices, using the resources available in those settings, and being immersed in dialectical relationships within a culture. In social theory, social structures, human agency and language interact. Since language is socially constructed and is culturally and socially mediated it allows individuals to build meaning together by 'discussing' issues. As a result, language, meaning and thought are dialogically intertwined.

Drawing on the work of Kiely & Askham (2012), employing sociocultural theory (SCT) which they define as 'a broad theory of learning, encompassing the social, cultural, and historical as well as the cognitive in its account of learning processes' (p. 497), enables researchers to examine the complex manner in which change occurs for educators as they become more competent as novice teachers and assume new roles and identities. These authors employ the construct of 'furnished imagination' which draws from social psychology and a constructivist vision of knowledge and allows learners to consult, practice and discuss their teaching practices with others and develop their sense of self and their identity. By exploring who they are (Wenger, 1998), teachers are enabled 'to imagine a transformed self' thus 'developing a sense of what is desirable and possible: an emerging identity' (Wenger, 1998).

This argument is central to my investigation since it allows novice educators to learn collaboratively from their experiences through reflective analysis and discussion. However, I employ a blended learning environment to enhance the experience given that PSTs are placed in

institutions located throughout the state of Chiapas, Mexico and have few opportunities to discuss issues with peers in face to face settings.

Employing an emic approach which incorporates the views of the participants (Creswell, 2007) as well as my etic views as a researcher within CoP, it is possible to develop an improved understanding of professional development. Teacher learning should not be viewed through a product-oriented lens but more through a processual lens (Eun, 2011) which enables individuals to continue to learn throughout their lives.

Focusing on professional identity and agency includes examining how PSTs are influenced by positioning by others in contexts such as schools, or educational systems as they deal with economic, cultural and social issues (Block, 2017). Current neoliberal policies generate and worsen economic and social inequality and inequity (Zotzmann, 2007) which make it difficult to achieve education for a democratic society.

Teacher education and curriculum are at the centre of highly controversial local, national, and international educational reform programmes which enable researchers to examine each society's vision of what matters and its links to the complexity of culture, politics, economy, and conceptions of a just society. PSTs play a mediating role between the implementation of the intended curriculum and the enactment of professional teaching action since they have their personal interpretation of the curriculum influenced by their values, attitudes and beliefs as well as situational constraints (Ruys, van Keer & Aelterman, 2014). There may be curriculum pressure which conflicts with PSTs' pedagogical intentions.

Notions of good practice in neoliberal times are constantly shifting as the welfare state is being reduced through public spending cuts and a major policy focus in Mexico towards producing workers with the

appropriate knowledge, dispositions and skills which will enable them to participate as neoliberal citizens. Thus, the political economy which exists in the Latin American context has decreased the status of teachers, converting them into technicians who 'work in increasingly bureaucratized, routinized, and invigilated work regimes with limited job stability' (Block, 2017: 35).

For a great number of teachers education should be about reducing inequality in increasingly stratified societies) (Block et al., 2017). PSTs must negotiate power relations which arise from the policies, institutions, educational discourse and ideologies which prevail in each context. As individuals negotiate their identities, they construct, adopt, and reject the different identity positions which they are assigned that position them as specific types of teachers and are intertwined with the positions which they ascribe to others (Reeves, 2009). Positioning refers to the way in which temporary roles (identity positions) are intentionally claimed and/or abandoned as what is expected of and socially possible for an individual. Thus, positioning may be understood as the discursive construction of personal stories that make a person's actions understandable and allows them to make sense of what they can or ought to do in the classroom.

From a Vygotskian (1975) perspective, learning is fostered first socially and then mentally with the aid of others and/or cultural artefacts. Peer collaboration and communication amongst practitioners in learning communities enhances their continuous professional development (CPD) which enables teachers to become flexible enough to adjust to the changing nature of classrooms. Sharing experiences, intellectual challenges, advice, coping strategies and emotional struggles will have an impact upon teacher learning and allow PSTs to acknowledge the intellectual, cognitive, ethical and emotional aspects of teacher knowledge which enables them to become enculturated into the world of teaching.

In addition, based on the work of Eun (2011), teacher education programmes are influenced by 'historical, political and cultural movements' (p. 3). Epistemologically, Kumaravadivelu (2012) points out that a postmodern perspective acknowledges complexity and diversity and thus 'recognizes a multiplicity of narratives which offer a path to understanding the status of knowledge and to understanding the concept of self' (p. 5). It is my belief as a social constructivist that people seek to understand the world where they live and work. This allows learners to achieve their goals and make sense of their practices. Thus, knowledge is constructed through social interactions and is negotiated and interpreted through 'personal, cultural, and historical experiences' which 'focus on specific contexts' (Creswell, 2009: 8,9).

Thus, my theorization of PST identity is social constructivist since it is formed individually in society and shaped, and perhaps constrained, by the history and cultural development of society. Identity is a complex, shifting, multiple concept, which, as I suggested in Chapter 1, has a controlling, judging, filtering component which is embedded cognitively but constructed socially. This controlling entity is the self, which is a site of struggle for individuals who experience anxiety, trust, confidence or pressure, as the self maintains the self-concept. This notion of self includes self-efficacy, self-esteem, or self-worth, and holds the pieces of the self together.

By employing a qualitative approach in this study I wish to 'establish the meaning of a phenomenon', in this case PST identity construction, 'from the views of participants' (Creswell, 2009: 16, 17) through an exploratory lens. Furthermore, drawing on Kumaravadivelu's (2012) post method perspective of pedagogic operating principles of particularity, possibility and practicality, this study seeks to examine student teachers' professional development. Regarding particularity, I find that situational or experiential learning allows PSTs to construct holistic interpretations of their experiences within particular socio-

political, local, institutional, and cultural contexts which make it context sensitive. Possibility refers to what is feasible for PSTs to accomplish in each context given the available resources, group size and institutional policies. Practicality allows student teachers to theorize from practice and to practice what they theorize which thus provides them with the perspective for pedagogic exploration in their quest for understanding and transforming their practices and identity.

Moreover, the concept of possibility influences this study due to the fact that it allows teachers to become empowered and critically recognizes that the 'classroom reality is socially and historically determined' and thus is 'relevant to individual and collective experiences' which are transformative. This allows PSTs to shape and reshape their social and teacher identity (Kumaravadivelu, 2012: 14) as they attempt to 'cope with the unknown and unexpected' (p. 16) throughout their practicum experience.

Coping skills are linked to PSTs' agentic responses. In addition, through collaborative inquiry, PSTs are able to share their interpretations and perspectives with each other, which, as Akinbode (2013) points out, may enrich teaching practice through unexpected insights attained collaboratively.

Thus, to be able to develop their flexibility and the knowledge to enable future educators to deal with the unexpected in an ever changing world, teacher education programmes must provide student teachers with the tools to become 'self-determining' and 'self-transforming' (Kumaravadivelu, 2012). In the present study, the Foucauldian theory of discourse is employed to examine teacher agency and identity (re)construction. Though grounded in the particular context of the state of Chiapas in Mexico, the findings may be of relevance for other contexts since this research will provide situated accounts of PST learning.

This investigation is based on the stance that reflection in and on practice (Kumaravadivelu, 2012) enables PSTs to become more responsible for their professional development and enables them to become life-long learners based on the development of their unique learning theories of educational practice and understanding throughout practicum experiences (Schön, 1983).

However, I agree with Kumaravadivelu (2001) who finds fault with the concept of reflective teaching given that it is essentially introspective and does not take into consideration socio-political issues. It is my belief that reflection in teacher learning is for critically examining individual beliefs regarding teaching and learning and taking more responsibility for practices (Farrell, 2001; Korthagen, 2001) but acknowledge that reflection must take into consideration the environment where learning takes place (Korthagen, 2004).

Ogan-Bekiroglu (2014) defines reflective practice as ‘a set of abilities and skills, to indicate the taking of a critical stance, an orientation to problem solving or state of mind. It is a process of re-organizing knowledge and emotional orientations in order to obtain further insights’ (p. 82). For Moon (2004) learning is seen as a process of accommodation of cognitive structures linked to contemplation upon new external experiences. Thus, teacher learning is a complex process which takes into consideration performance, interpretation, critical reflection, assessment of practice and professional learning.

From a poststructuralist perspective identity is about the variety of ways in which individuals position themselves and are positioned. PSTs inhabit different positions which may be ascribed to them, within specific social, historical and cultural contexts (Block, 2013; Duff, 2012).

Ontologically, I believe that knowledge is socially co-constructed with others. Embodied learning requires an intellectual and emotional

connection. It is rooted in experiential learning, andragogy, and transformative learning (Merriam & Bierema, 2014). The status of the schools where PSTs are placed allows me as a researcher to examine the multiple realities which exist through multiple forms of evidence gathered from individuals' experiences and perspectives. As a researcher, I focus on the processes of interaction as well as on the cultural and socio-political settings where participants are placed for their practicum.

This study acknowledges that PSTs' background, values, attitudes and beliefs shape their interpretations (Pereira, 2014). As a result, I employed interpretive methods to gain deeper insights into Mexican EFL teachers' conceptions of teaching and their influence on classroom practice and teacher identity construction.

In this study, reflective practice provides PSTs with an opportunity to develop their teacher identities and practices in practicum contexts. It also is designed to enable participants to voice their feelings and identify and assess their strengths and weaknesses as they develop ownership for their chosen profession.

In my review of the literature related to the field of second language teacher identity I found that post-modern and post-structuralist notions dominate the field (Johnston, 2015). Investigators differ in how they conceptualize identity and the research methodology which they employ (Beauchamp & Thomas, 2009; Flores & Day, 2006; Johnston, 2015). However, case studies and interview studies are the most prevalent designs, with most data collection obtained through self-reported interviews and focus groups. The majority of studies employ narrative analysis (Alsup, 2006; Kelchtermans, 2005), life history, teacher portfolios and discourse analysis (Trent, 2013, 2016).

In the following section of this study I shall discuss the key concepts in this investigation: teacher learning, professional development, teacher identity, agency and communities of practice.

3.2 Teacher Learning

Teacher learning is affected by PSTs' cognition, emotions, motivation, behaviour, and self-concept (Howell, 2008). Borg (2003) defines teacher cognition as 'what teachers think, know, and believe and the relationships of these mental constructs to what they do in the language teaching classroom' (p. 81). Given that learning is an embodied and emotional experience (Coffey, 2015), whereby interactions with the environment shape PSTs' acculturation into professional communities as 'thinking, agentive beings' (Burns, Freeman, & Edwards, 2015), the contexts where PSTs are placed are key to teacher development.

A number of investigations into teacher cognition (See e.g. Borg, 2003; Golombek & Doran, 2014; Johnson, 2006 & 2009) have pointed to the challenges which novice teachers face when learning to teach. According to these studies, emotions are often overlooked or downplayed. Knowledge of teacher cognition can help to improve understanding of professional development. Language teacher cognition research conceptualizes teachers as thinking, agentive beings (Burns et al., 2015) who through teacher cognition and participation in CoP dialogically co-construct knowledge as they develop their understanding of teaching through action. As Johnson (2006:238) contends, 'teacher learning is not the straightforward appropriation of skills or knowledge but the progressive movement from an external, socially mediated activity to internal mediational control by individual learners, which results in the transformation of both the self and the activity. This is situated in and 'emerges out of participation in particular sociocultural practices and contexts' (Johnson, 2015:516). By examining dialogic interactions within

sociocultural contexts as PSTs participate in the activities of both becoming and being a teacher it is possible to examine teacher identity.

Burns & Richards' (2009) state that 'teacher learning is not something that teachers need to achieve on their own—it is a social process that is contingent upon dialogue and interaction with others, processes through which teachers can come to better understand their own beliefs and knowledge as well as reshape these understandings through listening to other voices' (p. 239). It is also essential to explore how PSTs feel about what they think, know, believe, and do (Golombek & Doran, 2014).

This knowledge is lifelong and is socially constructed from teachers' experiences in schools (Freeman & Johnson, 1998) and is continuously restructured and socially negotiated within the different contexts where they work. As a result, PSTs' personal predispositions and the 'apprenticeship of observation' (Lortie, 1975) influence their conceptualization of what makes a good teacher (Beijaard et al., 2004; Flores & Day, 2006). Thus, the difficulties which PSTs encounter in the practicum challenge and may destabilize the notion of professional identity which had been formed in teacher education programmes (Flores & Day, 2006).

Consequently, learning and knowing are situated, social, and distributed (Freeman & Johnson, 1998). In addition, as Putnam & Borko (2000) acknowledge, it is dependent on knowledge of self, learners, subject matter, curricula, and context. Knowledge, beliefs, and practices are reshaped through experiences with students, parents, colleagues and administrative staff at each institution. However, teachers do not simply mechanically implement curricula designed by administrators, they exert agency, and make decisions regarding their practice (Borg, 2009a) 'within complex socially, culturally, and historically situated contexts' (Johnson, 2006:239).

Vygotsky's concept of the zone of proximal development (ZPD), which was mentioned in section 2.8, takes into consideration the role of social conditions in the development of teacher thinking. Vygotsky's concept of 'perezhivanie' 'describes the ways in which participants perceive, experience, and process the emotional aspects of social interaction' (Mahn & John-Steiner, 2008:7). Given that individuals experience the same event differently, an individual's 'perezhivanie' is not the experience itself, but how that experience is interpreted and understood by each individual. The past (e.g., 'the apprenticeship of observation') and the present (e.g., how PSTs experience the practicum) combine to make teacher learning an emotionally charged experience since learning to teach is about trying on and taking up new identities (Clarke, 2008). Consequently, the factors within an individual's environment are refracted through PSTs' emotional experience or perezhivanie.

As PSTs reflect upon their practices emotions and cognition shape how they behave and think about teaching, there may be a disconnect between prior and new ways of thinking about what teaching implies. As a result, there is a conflict between PSTs' furnished imagination in comparison to what actually occurs which may cause PSTs emotional dissonance as they assume new roles and identities (Golombek & Doran, 2014). By discussing experiences together through dialogic interaction PSTs will be enabled to become what Vygotsky referred to as 'consciously aware' of the academic concepts and pedagogical resources which shape instructional decisions and activities as they develop their teaching expertise (Johnson, 2015).

Key issues in teacher learning include workload, time management, communication with colleagues and classroom behaviour (Kiely, 2007). From a constructivist position learning is dynamic and is facilitated by practice as new knowledge is integrated into existing cognitive structures since individuals seek to understand the world where they live and work (Maro, 2013). As a result, new knowledge is assimilated or

accommodated and influences what and how teachers learn (Piaget, 1975). Thus attitudes, identities and emotions are part of the unobservable dimensions of teaching.

Within a sociocultural perspective of learning, social interaction is a key element in learning since interaction with knowledgeable others enhances learning and the development of personal understanding (Borg, 2009). For that reason, as Borko (2004) highlights, it must be studied from a situative perspective taking into account the social systems as well as the context where learning takes place. Fullan (2007) emphasizes the contextual perspective of 'learning to do the right things in the setting where you work' (p. 35). As a result, learning from experience in each school culture is fundamental since the learning process as one of enculturation and construction (Borko, 2004). Therefore, this case study will be examined from a situative perspective.

The work of Kiley (2009) and Meyer & Land (2005) regarding threshold concepts is a useful framework for investigating teacher learning and development. It argues that threshold concepts are crucial to developing a new and previously inaccessible way of thinking about something. Crossing a threshold may be accomplished through collaborative reflection as participants learn how to engage in different teaching cultures. As they become socialized and enculturated in a specific institution, through legitimate peripheral participation, PST must learn a complex set of explicit and implicit rules regarding how they should behave in each school. By crossing a threshold of understanding individuals experience a shift in their identity.

Teacher Education curricula includes foundational knowledge, teaching methodology, and assessment. Authors such as Darling-Hammond (2016) and Zotzmann & Scott (2010) suggest that teacher education in many countries is flawed and mainly geared towards a western dominated curriculum. They recommend that teacher education should

be inclusive and take into account diverse backgrounds to enable educators to be culturally responsive to address students' wants and needs which require a teacher education curriculum which addresses diversity and disadvantage.

Currently there is a raised awareness that there is no single best method for instruction which addresses all students and teachers independent of the institutional, cultural, political and economic contexts they learn and teach in (Zotzmann & Scott, 2010), especially due to the complexity of teaching in real world classrooms (Kumaravadivelu, 2001). Western dominated curriculums have a negative impact upon less developed communities by 'imposing homogeneous values and practices'. From a 'postmethod' stance, teachers should be knowledgeable about their specific environment and the affordances and constraints which each context possesses. This will enable them to select culturally responsive pedagogic strategies.

From a developmental perspective, professional education and professional development shape an individual's identity since they progress as individuals incorporate new experiences into their lives. Kiely & Askham's (2012) UK based impact study with TESOL PSTs through the use of 'furnished imagination' conceptualizes teacher learning through the ways teachers talk about their work and their readiness for work. Through reflective practices and teacher feedback they found that participants developed their KAS and teacher identity.

In the following section I shall discuss professional development since it shapes an individual's identity. My orientation towards identity development is that it is a continuous process which shifts according to the contexts where individuals are placed.

3.3 Professional Development

Professional development is defined by Fullan (1991) as 'the sum total of formal and informal learning experiences throughout one's career from preservice teacher education to retirement' (p. 326 - 327).

Professional development must be relevant to teachers and address their specific wants and needs taking into consideration the embedded structures that affect PSTs' actions and choices (Guskey, 1995). Most research studies neglect to examine the powerful impact of regional, organisational and individual contexts (Guskey, 1995) on PST learning and professional development, Thus, there is a need for more studies regarding PSTs perceptions of their learning.

Drawing from the work of Hammerness et al. (2005), Meijer et al. (2011) identify three key concepts in the process of learning to teach:

- a) Dealing with their preconceptions of teaching constructed during their experiences as students (Lortie, 1975)
- b) Enacting what they know by comprehending theory and practice
- c) Taking control of their learning

Thus, professional development is about teachers learning and transforming their knowledge into practice (Lortie, 1975). It is also about enculturation whereby PSTs are inducted into a specific community and become physically and socially familiar with the profession. This is a complex process requiring individual and collaborative cognitive and emotional involvement as well as the willingness and capacity to examine individual values and assumptions as PSTs search for alternatives of practice in an effort to improve.

I concur with Wright (2010) who reminds us that more investigation is required to establish the extent to which new conceptualisations of learning-to-teach guides SLTE practice. Findings from this research study

will hopefully stimulate interest regarding how teachers translate new knowledge into practice.

In the following section I shall discuss the concept of teacher identity which is central to this study.

3.4 Teacher Identity

Identity is a complex construct which is unique to each individual. As Lerseth (2013) notes, the ways teachers view themselves as professionals determines how well they do and feel about themselves as teachers. Professional identity is an ongoing, dynamic process in which individuals continuously negotiate external and internal expectations as they work to make sense of themselves and their work as educators (Beijaard, Meijer, & Verloop; 2004). Wenger (1998) views identity as 'who we are, where we have been and where we are going' (p. 149).

As Kiely & Askham (2011) posit, 'second language teacher identity research allows investigators to develop an understanding of professional development and examine how teachers learn and why they act as they do' (p. 9). Since the 1990s, research regarding the construction of teachers' identities has become a noteworthy area of research (e.g. Beijaard, Meijer, & Verloop, 2004; Czerniawski, 2011; Pinho & Andrade, 2014; Rodgers & Scott, 2008). Most researchers agree that identity is an unstable and shifting construct which is malleable and changes depending on social contexts (Akkerman & Meijer, 2011; Pillen, Den Brok, & Beijaard, 2013).

There is no one unanimously accepted concept of identity. Rodgers & Scott (2008: 733) highlight that 'identity is dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation; (...) is formed in

relationship with others and involves emotions; (...) is shifting, unstable, and multiple; and (...) involves the construction and reconstruction of meaning through stories over time'. It is a construct of professional self which is dynamic and evolves throughout all the stages of professional development (Lasky, 2005).

Pinho & Andrade (2014) refer to identity as an individual's 'self-image as a language teacher, their professional mission and project as educational actors' (p. 22). 'Self-concept' for Korthagen (2004) is 'an organized summary of information, rooted in observable facts concerning oneself, which includes such aspects as traits of character, values, social roles, interests, physical characteristics and personal history' (p. 83). As a result, individuals have a 'personal self' and a 'professional self'. In the current study, I acknowledge that the PST identities that developed during my data collection are situated within each specific context, and that each participant had additional identities outside of those interactions.

Kiely & Askham (2011) acknowledge that Identity is about performance and 'the coming together of a range of dimensions which distinguish the second language teacher as a professional which focus on recognition by self and by others' (p. 10). Flores & Day (2006) conducted longitudinal studies with 14 teachers during their first two years of teaching and found that memories of previous teachers were influential in establishing teacher identity and individual perceptions of self as a teacher.

While a variety of definitions for professional identity have been suggested, this thesis will use the definition suggested by Czerniawski (2011) who defines identity as 'how teachers view themselves as teachers; how teachers view others that they professionally engage with; and how teachers believe they are perceived by 'others' (p. 231).

Identities are viewed as relational as individuals position themselves within the narratives they share. Furthermore, PSTs are positioned by their cultural and social environment. It is necessary to acknowledge the difference between 'inhabited identity' and 'ascribed identity'. 'Inhabited identity' is the identity which an individual claims and 'ascribed identity' is the identity which is assigned to an individual by someone else such as the state, educational systems and colleagues. The Mexican state seeks to produce a certain kind of teacher who is obedient and willing to work in a bureaucratized economic regime.

Sachs (2005) highlights the fact that by examining teacher identity we may explore how individuals construct their idea of 'how to act, how to be and how to understand their work and place in society given that it is negotiated through experience and the sense that is made of that experience' (p. 15).

However, what needs to be noted is that although teacher identity is shaped by situational factors it is also necessary to take into consideration that a teacher's identity also shapes contexts since an individual's meaning making practices are interdependent upon each context. PSTs are influenced by shared social expectations and norms.

Kiely (2014) conceptualizes second language teacher identity as shaped 'by the language as the subject taught, by the pedagogic stance and classroom performance as teacher, and by the dynamic process of extending skills and career development' (p. 213). However, identity formation is a complex and problematic process, especially when novice teachers enter new professional communities given the issues of power structures and engagement (Wright, 2010). Kiely (2014) calls for the need to develop a better understanding of a teacher identity perspective to transform teachers' performance through developing an improved understanding of the impact of their work in classrooms which will

empower teachers to learn and extend their capacity for a better practice.

Brewer & Gardner (1996) identify three levels of identity. These include: personal Identity (self-evaluation); interpersonal identity (based on relational concepts of self); and, group identity (collective). This study is designed on the notion that identity development takes place through narratives and discussion.

By making sense of their experiences, PSTs will learn to examine how identity is 'dependent upon the contexts in which they are immersed (Rodgers & Scott, 2008:734). Agency plays a vital role in this dynamic stance in which identity is imagined and expressed through a teachers' performance. Within institutional frameworks, especially as novice educators, PSTs are expected to conform to the established norms regarding how things are done in each institution. This is especially true in Mexican institutions, especially in an assessed practicum and constrains professional decision-making which limits creative engagement and ownership (Kiely, 2014). As a result, especially in the case of novice educators, teachers will be the teacher they have to be and not the teacher they want to be.

For Olsen (2008b) teacher identity is a valuable research framework given that it is holistic, treating educators as individuals 'in and across social contexts who continually reconstruct their views of themselves in relation to others, workplace characteristics, professional purposes, and cultures of teaching' (p. 5). Since identities are partially determined by local, national, global socio-political contexts (Liu & Xu, 2011; MacLeod, 2013) they are shaped and discursively negotiated (Clarke, 2008; Varghese et al., 2005).

Since professional identity is discursive and practical in its construction (Trent, 2012) it is inextricably intertwined with agency and participation

in CoP. As was mentioned in Chapter One, the purpose of this study is to generate an improved understanding of teachers' perceptions of what it feels like to be a teacher in schools and how teachers cope with their idea of the teacher they have to be in order to survive in a specific context (Meijer et al., 2011). As a result, teachers' professional identity is a combination of the personal: what kind of teacher one wants to be; and the professional: what society wants one to be. The way that PSTs see themselves as well as how they are perceived by others is a key element in this study. Miller (2009) reminds us that teacher identity is 'relational, negotiated, constructed, enacted, transforming, transitional and continuously co-constructed in situ' (124 -5). It is influenced by agency as well as the complex positioning of the 'other', workplace conditions, educational policies, socio-demographics of schools and students, teaching resources as well as access to continuous professional development opportunities.

Drawing from the work of Sachs (1999); Diaz-Maggioli (2004) identifies five dimensions of identity:

1. Identity as **negotiated experiences** whereby an individual defines who she is by the ways she and others see her,
2. Identity as **community membership** whereby who we are is defined by the familiar and the unfamiliar,
3. Identity as **learning trajectory** whereby who we are is defined by where we have been and where we are going,
4. Identity as **nexus of multi-membership** whereby who we are is defined by the ways we reconcile our various forms of identity into one identity, and
5. Identity as a **relation between the local and the global** where we define who we are by negotiating local ways of belonging to broader constellations and manifesting broader styles and discourses' (p. 9).

From a postmodern perspective, identity is continuously constructed on an on-going basis. External factors such as history; ideological constructs and individual markers such as agency determine how PSTs negotiate contradictory expectations and make sense of their practices (Kumaravadivelu, 2012). In addition, identities are multiple given that individuals behave differently with different people, in different situations and contexts (Ferrera Barcelos, 2015). Identity is also dynamic and multi-faceted, evolving as self is developed within a variety of contextual constraints and through interactions with others.

Kumaravadivelu (2012) refers to 'the teaching Self' which he defines as 'the inner Self that teachers bring with them to the practice of everyday teaching and calls for teacher education programmes to foster serious reflection on how 'the teaching Self' is continuously constructed and reconstructed' (p. 55) through social interactions.

Taylor, Busse, Gagova, Marsden, & Roosken (2013) identify four components of the self: private self, public self, ideal self and imposed self. Drawing upon the work of Britzman (1991), Furlong (2013) reminds us that 'learning to teach is not a mere matter of applying decontextualized skills; it is a time when one's past, present and future are set in dynamic tension and is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become' (p. 69).

Teacher identity is shaped through the interaction between personal theories of teaching, self-perceptions as well as social and workplace contexts (Izadinia, 2014). It is shaped and reshaped during the practicum. Identity work allows researchers to examine how individuals affiliate with or distance themselves from specific communities as they co-construct representations of self and other through discourse (Zotzmann & O'Regan, 2016). The embodiment of identity varies

depending on individual capabilities as well as access to social and material resources.

Kumaravadivelu (2012) calls for teachers to recognize that their identities and values, attitudes and beliefs have a great impact on who they are since this will determine how effective their teaching ultimately is through critical autoethnography. In addition, he recommends employing social networks in an effort for teachers 'to exchange their evolving identities, beliefs and values with peers in order to have meaningful and critical dialogue' (p. 71) which may help them question their personal beliefs and assumptions.

Wenger (1998) posits that professional identity evolves from membership in a CoP. His concept of the process whereby novices become included in CoP is through 'legitimate peripheral participation' (p. 100). This is challenging for PSTs, especially in an authoritarian culture such as that of Mexico where, discipline and obedience are highly valued. As beginning teachers who are being placed in schools on a prolonged basis for the first time they are newcomers in the institutions where they are placed in practicum and often feel isolated from their peers. INSETs often ignore them and expect them to silently follow the set curriculum and deal effectively with classroom management. Lacking input from knowledgeable others has a negative effect on the construction of professional identity and may cause PSTs to experience a sense of isolation. Researchers need to examine PSTs' practicum experiences and how they make sense of them as they disentangle agency and existing educational contexts (Kelchtermans, 2014) given that through reflective practices PSTs will be able to understand and direct their behaviour more effectively. For Gee (2000) identity is manifested through the ways in which individuals participate through discourses. PSTs' beliefs allow them to make sense of their environments and better understand themselves.

Identity construction is therefore influenced by culture, history, power constructs and ‘the individual’s ability and willingness to exercise agency and make independent decisions’ (Kelchtermans, 2014). Examining identity construction will allow me as a researcher to scrutinize the voices and positions of PSTs as they deal with local, national and global realities and navigate the terrain of contradictory expectations in challenging environments from a situational perspective. As PSTs construct their teaching self and forge agency they determine what strategies they may implement since they to some degree have the freedom and flexibility to not conform and passively accept authority’ (Kumaravadivelu, 2012).

Both qualitative and quantitative approaches have been employed to explore teacher identity construction (Korthagen, 2001). Schatz-Oppenheimer & Dvir (2014) studied novice Israeli teachers to examine the formation of novice teachers’ professional identity through narrative analysis. Through narrative analysis of the ‘literary, psychological, and professional dimensions’ they identified three aspects of professional identity-construction: ‘conflict between personal and social-public perceptions of the teaching role; tension between biographical experiences and the perception of teaching; and a gap between fantasy and professional reality’ (p. 140). They contend that teachers’ stories can enrich practitioners’ understanding of the processes these teachers will undergo when they enter classrooms and construct their own professional identities as they learn about others’ experiences in relation to the issues that they are confronting.

Culture also has a great impact upon identity (Britzman, 2003; Flores & Day, 2006; Johnston, 2015; Rodgers & Scott, 2008; Varghese et al., 2009). Limited research has been conducted in Mexican contexts. It was challenging to locate relevant studies regarding PST identity construction as the majority of studies in SLT development are conducted with INSETs. Díaz Barriga Arceo & Pérez Rendon (2010) have

conducted studies with preservice teaching portfolios accompanied by self-assessment and reflective practices. Pointing out that ‘knowledge in action’, constructive feedback and authentic assessment are key factors which foster teacher development, these authors argue that teachers’ portfolios may be seen as a mirror to their developing identity and call for honest formative assessment of teaching practices. On the other hand, from a postmodernist perspective, Rojas Moreno (2010: 213) draws our attention to ‘the difficulties of constructing a teaching identity in Mexico given the social devaluation of the teaching profession’. This author calls for teaching practices which foster reflective student centred active participation. Furthermore, Rojas Moreno reiterates that teaching practices are ‘constructed on a daily basis framed by history, tradition and ideology’ (p. 214).

Zotzmann & Scott (2010) worked with upper secondary INSETs in a blended learning environment in the state of Nayarit, Mexico. Their work focused on professional development emphasizing content and process elements to enhance the quality of teaching and learning practices through the development of teacher learning communities (TLCs).

Flores Pacheco (2009) calls for Mexican education to prepare future teachers to become responsible for their own professional development through collaborative discussion regarding addressing problems, success and failure. By conducting research and thus connecting prior knowledge with new knowledge, problem solving and reflection (p. 108) reflective practices will be fostered. In addition, as was discussed in Chapter Two, section 2.2, Flores Pacheco (2009:285) identifies the following issues which need to be addressed in Mexican educational practices:

- Constant modification of educational aims which appear to be more concerned with political ideology than with academic objectives.

- Social stratification of students (a financial problem becomes an academic problem) since the wealthiest students usually have access to better qualified teachers.
- Burocratic administrative control gets in the way of quality education.
- ‘Lose coupling’ between academic and administrative tasks bog teachers down with endless paperwork.
- Authoritative disciplinary practices which obstruct reflective visions of classroom management.
- Resistance to change and innovation.
- A culture of simulation where everyone simulates that everything is fine but does not acknowledge nor address relevant issues.

These issues have a great impact upon fragile Mexican PST identity construction where the educational system appears to absorb individuals and rob them of their teacher agency. Santibañez (2007) argues that ‘in spite of the progress of the past decade, gaps remain between desired teacher skills and the ability of training programmes and continuing education to develop such skills’ in Mexican contexts due to the ‘lack of teacher training among a large proportion of teachers, as well as the existing deficiencies in training and continuous education’ (p.305). I believe that these issues are similar in many other developing countries and that the results of this study may help shed light on important issues regarding PST professional development.

Research by Beijaard et al. (2004); Flores & Day (2006) and Rodgers & Scott (2008) acknowledge that teacher educational biographies are significant in identity development given that prior experiences shape identity. The concept that identities are negotiated and develop progressively over time is central to this study.

In this study understanding teacher identities is a vital process which enables PSTs to reflect on their personal qualities, decisions, teaching

practices, behaviour and emotions within socio-political contexts. PSTs often work throughout the practicum with received identities, which limit learning, and constrain the role of imagination in learning (Kiely, 2014).

Positioning theory (Harré, Tracey, Pilkerton-Cairnie, Rothbart, & Sabat, 2009) examines and reveals the explicit and implicit patterns of reasoning that are realized in the ways that people act towards others and allows researchers to examine identity construction. For Harré et al. (2009), positioning can be understood as ‘the discursive construction of personal stories that make a person's actions intelligible and relatively determinate as social acts and within which the members of the conversation have specific locations’ (p. 217). Fluid positionings, not fixed roles, are employed by individuals to cope with the situations they face. An individual can position herself or be positioned as (e.g., powerful or powerless, dominant or submissive, competent or incompetent, a good or a bad teacher, etc.).

Thus, identities are about negotiating new subject positions as individuals deal with economic, cultural and social issues within CoP (Block, 2017). Identity is shaped by the political economy. As was mentioned in Chapter Two, the status of English teachers has decreased in many countries due to neoliberal policies which convert teachers into technicians who work in increasingly bureaucratized, routinized, and invigilated work regimes’ (Block: 2017: 35) with little job stability. This can be an emotional experience, especially for novice educators.

The concept of emotions will be discussed in the following section.

3.5 Emotions

Beliefs, emotions, and identities are embodied in contexts (Ferrera Barcelos, 2015). Emotions lie ‘at the heart of teaching’ (Hargreaves,

1998:835). From a poststructuralist perspective, social, cultural and political contexts shape individuals' emotions, beliefs, values, goals, and judgments. In studying language teacher cognition it is important to emphasize that teacher learning and actions are influenced by emotional responses to experiences (Borg, 2012). Furthermore, beginning teachers require emotional support as they attempt to make sense of teaching.

The emotional dimension of teaching is related to how satisfied PSTs feel about their teaching experiences. For Hargreaves (1998) 'teachers are always prone to fall short emotionally, because people expect too much of them: 'to be kind and considerate, yet demanding and stern'; or 'optimistic and enthusiastic even when harbouring private doubts and misgivings' (p. 836). Hargreaves (1998) notes that teaching is a form of 'emotional labour' given that it involves suppressing or faking emotions to abide by the 'emotional rules' (Zembylas, 2003a) of each school where PSTs must meet specific requirements and expectations. As in most countries, in Mexico teachers are encouraged to experience positive emotions whilst they are discouraged from exhibiting negative feelings. However, the practicum is a very emotional stage in teacher professional development where beginning teachers experience an emotional roller coaster of feelings.

When PSTs are able to achieve their goals, they experience positive emotions. However, when goals are unmet they experience negative feelings. Positive emotions include confidence, excitement, enthusiasm, pride and happiness while negative emotions include fear, anxiety, anger, frustration and inadequacy (Flores & Day, 2006; Hargreaves, 1998; O'Sullivan, 2014; Zembylas, 2003b). Teacher identities are shaped by the emotionality of school-based workplace conditions and relationships with others (Rodgers & Scott, 2008).

To date, there is limited research examining emotions and how they are linked to TESOL in different sociocultural contexts (Loh & Liew, 2016).

Teaching academically lower-achieving learners or numerous multi-skilled learners in a single classroom is daunting, especially for beginning teachers who must also deal with a lack of resources in disadvantaged contexts. Often, PSTs may experience emotional tensions when the pressures of 'following a standardized text book' they do not believe to be effectively designed' as is the case of four PSTs who took part in this study (i.e. Alicia, Isabel, Karla and Leonardo), who conducted their practicum in technical high schools, requires them to realign their personal pedagogical beliefs and practices. PSTs' sense of agency in relation to their identity positions is also influenced by the manner in which they emotionally interact with learners, which often results in feelings of frustration, incompetence and helplessness (Ballet, Kelchtermans, & Loughran, 2006).

Educators develop their 'personal interpretive framework' which is a set of cognitions by which teachers perceive their teaching situation, make sense of it and act in it (Kelchtermans, 2005). By employing Vygotsky's (1986) zone of proximal development (ZPD) it is possible to develop a conceptual framework which allows researchers to better understand the role of emotions in teacher learning since language may be used as a cultural tool for sharing and constructing knowledge as well as a psychological tool for organizing reasoning, planning and reviewing actions (Mercer, 2000). By adopting a sociocultural perspective it is possible to explore how the culture of each institution, relationships with significant others, individual's personalities and prior learning experiences all influence the emotionality of PSTs' identity (Zembylas, 2012a).

For Rodgers & Scott (2008) emotions are linked to the contextual space where emotions are manifested. In an environment in which specific emotions are suppressed, issues of emotion, cognition and identity may lead teachers to doubt what is 'appropriate'. PSTs often struggle to become teachers and are in a constant state of evolution. Their self-

esteem is influenced by their individual emotional resources as well as by the emotional and social culture of classrooms and schools.

'Emotional scaffolding' (Zembylas, 2005) is related to strengthening PSTs' intellectual capability as well as developing coping strategies to deal with the emotional demands of making mistakes and avoiding confrontation with others.

Thomas & Beauchamp's (2011) research into beginning teacher's struggles in Canada, employing metaphors such as feeling like 'a mop being weighed down with water' or a 'soldier in a battle', envision teaching as multi-faceted. Some of their participants struggled to survive but others found the experience empowering and suggest that identity research is transformative. This notion will be discussed in section 3.6.

3.6 Transformative Learning Theory

Mezirow's (1997) transformative learning theory argues that the goal of education is not only to provide students with information but to also facilitate critical reflection and analysis of assumptions through dialogue leading to a change in perspective. This humanistic theory conceptualizes a process which allows learners to become aware of limiting assumptions, gain autonomy and the power to determine their own actions (Hodge, 2014). In transformative learning the focus is on the process of learning and involves a reflective approach towards teaching practice (Hodge, 2014).

Transformative learning (TL) changes the perspective of how individuals think about their world and themselves (Wright, 2010) in response to the contexts and conditions in which they teach. Its aim is a shift in practices as well as values, attitudes and beliefs through discussion and reflection in and on action. By discussing personal experiences with peers PSTs are enabled to learn collaboratively through the development of common understandings (Slimani-Rolls & Kiely, 2014).

As Johnson (2006) argues, for PSTs to become transformative intellectuals they must inquire about their professional identities and become aware of its impact on their practices and how their values, attitudes and beliefs (VABs) and knowledge, awareness and skills (KAS) are socially constituted and socially situated. Thus, teacher learning takes place through interactions in social and professional situations, through reflection in and on practice which shape professional identities.

For Mezirow TL is a form of metacognitive reasoning (Mezirow, 2003) which enables learners to transform problematic frames of reference through reflection which guides action taking into consideration context, relevance, appropriateness and future consequences. Mezirow (2003) cautions that transformative learning should focus on fostering social change as much as personal transformation through critical reflection upon the role of power and an individual's agency to transform both society and their own reality. Under the correct conditions transformative learners are enabled to attain self-reflective frames which are integrative of experience (Mezirow, 1997). In SLTE it is important to create the appropriate conditions to allow PSTs to imagine alternatives of practice within CoP which foster a context of learning adaptable to change (Mezirow, 1997). This could be helpful to better prepare new teachers for the complex and demanding profession of teaching.

Tasks which include the use of critical incidents, consciousness raising, life histories and participation in social action encourage critical reflection as well as peer discussion. In the current study life histories and critical incidents will be employed to explore the developmental process which PSTs experience in field placements.

Alsup's (2006) research employing grounded theory found that participants struggled with the disconnect they felt between their

personal identities and the professional identities they were expected to develop in their new roles as teachers. Alsop employs the term 'borderland discourses' for discussions which display negotiation between a person's personal and professional identities. She encourages the use of agency for practitioners to discuss issues and not succumb to adopting an identity that does not fit. For Adams & Gupta (2015:4) agency and identity are interdependent as practitioners learn about the 'self' who teaches as well as who the self is in relation to others who teach, learn, and learn to teach'.

In the following section the concept of agency will be discussed in more detail.

3.7 Agency

Agency is an important notion in the examination of teacher learning in the workplace. Agency is crucial in the construction and reconstruction of knowledge and professional identities and is attained through the interactions of each individuals' capacity to act and the contingencies of the social contexts (Lai, Li, & Gong, 2016). PSTs' exercise of professional agency is shaped by the imposed identity and social roles within school structures and school cultures as well as power relations, and each individual's social and professional positioning as was discussed in Chapter One. Power relations at schools are embedded in social practices and discourses and have the power to either constrain or resource professional agency.

Institutional expectations about teaching and assessment, distribution of resources, and power relations shape actual PST identity and designated identity which places beginners in danger of becoming the kind of teacher that fits the educational system (Mudavanhu, 2016).

Theories of agency examine why individuals act as they do and are related to motivation, self-development, adaptation, and self-renewal (Bandura, 2001). Agency is the belief that an individual is able to make the appropriate instructional decisions, knows how to obtain and utilize educational resources, and demonstrates confidence regarding constructing and maintaining an effective learning environment (Adams & Gupta, 2015). Unless an individual believes that he or she has the power to obtain results from his or her efforts he or she will not be motivated to take action. As a result, agency involves personal and positional power.

In hierarchical academic workplaces, such as those in place at most institutions in Mexico positional power usually depends on administrative staff and INSETs. Personal power involves how a person is positioned in a network of relationships and how they act. In the case of all PSTs in this study personal power was limited as is the case for most PSTs all over the world.

The exercise of agency is dependent upon each PSTs' personal interests, identities and subjectivities (Lai et al., 2016). Learning is shaped by the different ways that individuals engage in or participate in the workplace. An individuals' subjectivity, which consists of an individual's conscious and unconscious sense of self (Weedon, 2004), is shaped by and shapes engagement in work (Billet, 2006). However, it is necessary to take into consideration that individual action is socially determined.

If PSTs experience the practicum as a site of struggle then their identity and agency is affected and they will develop unsatisfactory teaching strategies, and/or a lack of metacognitive awareness of what their problems are and how they could be solved. If PSTs have a strong enough sense of self and agency they will be able to effectively deal with adversity.

Duff (2012:419) defines agency as ‘people’s ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals leading, potentially, to personal or social transformation’. Thus, it allows individuals to assume new roles or identities and take concrete actions in an effort to pursue their personal and professional goals. Britzman (1994) makes a distinction between role and identity: For her a role is a public function which is usually assigned externally, whereas identity involves inner commitment. Ruohotie-Lyhty & Moate (2014) argue for a practice-oriented view of the phenomenon, ‘beyond repeating or learning ready-made pedagogical contents which challenges students to critically consider existing reality and to transform it’ (p. 2). PSTs must learn to critically reflect on their learning experiences to learn what it means to be agentic in an effort to actively engage in their professional development.

However, for beginning teachers, especially PSTs who are new to an institution, as is the case of this study, ‘agency may be frail, especially among those with little power’ (Holland, Lachicote, Skinner, & Cain, 1998 : 5). Furthermore, there is a loss of agency due to the neoliberal configuration of teaching and initial teacher education which highlights standardization in teaching practices.

Current neoliberal policies generate and worsen economic and social inequality and inequity (Zotzmann 2007) in Mexico which make it difficult to achieve education for a democratic society. Teacher education and curriculum are at the centre of highly controversial local, national, and international educational reform programmes which enable researchers to examine each society’s vision of what matters and its links to the complexity of culture, politics, economy, and conceptions of a just society. Authors such as Darling Hammond (2016) and Zotzmann & Scott (2010b) suggest that teacher education in many countries is flawed and is mainly geared towards a western dominated curriculum. They recommend that teacher education should be inclusive

and take into account diverse backgrounds to enable educators to be culturally responsive to address students' wants and needs which requires a teacher education curriculum which addresses diversity and disadvantage.

Currently there is a raised awareness that there is no single best method for instruction which addresses all students and teachers independent of the institutional, cultural, political and economic contexts they learn and teach in (Zotzmann & Scott, 2010b), especially due to the complexity of teaching in real world classrooms (Kumaravadivelu, 2001). Western dominated curriculums have a negative impact upon less developed communities by imposing homogeneous values and practices. From a postmethod stance, teachers should be knowledgeable about their specific environment and the affordances and constraints which each context possesses. This will enable them to select culturally responsive pedagogic strategies.

Understanding agency implies the recognition of the relational and situated and an understanding of the nature of how people behave within social worlds taking into consideration structure, context and resources (Priestley, Biesta, & Robinson, 2012). Therefore, teaching has a political domain given that teacher learners must deal with sociocultural issues and dynamics in the schools where they are placed. These environments critically shape what language teachers can do (Priestley et al., 2012). What PSTs perceive and believe and what they do is a key issue in the discussion of agency and thus as how individuals are enabled and constrained by their social and material environments.

Olsen (2008) conducted a study with six beginning English teachers in California employing discourse analysis and a life stories approach. He found that teacher identity development is both a product and a process. Taking into consideration their reasons for entering the profession he found that teacher development was cyclical and is the

result of an individual's past, present and future motivations, beliefs and goals as an emerging educator resulting from an individual's social history and the agency which a person possesses within each institutional context. However, teachers have seen a loss of agency due to the current neoliberal configuration of teaching and initial teacher education. The current Mexican educational policy environment constrains teachers and fosters teaching to standardized tests and a tick box culture (Avalos, 2011). Recent developments which include high-stakes testing, the loss of teacher tenure and fear of being rendered redundant call for new constructions of 'good practice' in SLTE (de Costa & Norton, 2017).

The present study espouses the view that PST identity is constructed through an individual's background, SLTE, the ideologies and school culture (Hargreaves (1998) at the practicum school along with each PST's aspiration to make reflective sense of becoming a teacher. From my point of view, and drawing on Freeman & Johnson's (1998) socio-constructivist research on the development of teaching knowledge, PSTs must understand their beliefs and knowledge about learning and teaching and be aware of their impact on practices. They must be ready to question the complex cultural, social and institutional structures (Freeman & Johnson, 1998) where they are placed and not passively obey school policies. Developing the capacity for autonomous social action will allow PSTs to 'intentionally transform and refine their social and material worlds and thereby take control of their lives' (Lipponen & Kumpulainen, 2011:812).

Employing the concept of investment and positioning theory, Reeves (2009) examined the case of a secondary English teacher who negotiated his teacher identity in relation to his English language learners. In a similar vein Barkhuizen (2010) analysed how an immigrant PST in New Zealand positioned herself in relation to her teaching environment. By employing positioning theory, it is possible to focus on

content, form and context in the analysis of narrative data. By taking into consideration the relationship among participants, the content of narratives and the discourse which participants employ it is possible to examine how participants position themselves and how they are positioned in each context. This will allow me as a researcher to uncover 'the process of how PSTs' positions come into existence and how they assist the construction of professional identities' (Bamberg 2004a: 137).

In the prior section I discussed the role of identity which Freeman & Johnson (1998) posit has PSTs asking themselves if they are performing adequately regarding their success. A sense of agency enables PSTs to imagine and enact new roles or identities as they implement actions to pursue their goals (Duff, 2012). As was discussed in section 1.1, imagined 'identities-in-discourse' have the potential to become enacted 'identities-in-practice' (Varghese et al., 2005). As a result, agency must address issues of power, and social context. Consequently, individual and social dimensions are mutually constitutive through participation-in-practice since novice teachers shape and are shaped by their work context (Duff, 2012).

The dynamic relationship between structural, social and cultural factors views agency as a situated achievement focusing on the interplay of iterational (life and professional histories), practical-evaluative (cultural, structural and material) and projective dimensions (short and long term expectations) (O'Sullivan, 2014). Since educational systems possess powers of enablement and constraint which agents must confront, what is 'acceptable' differs within each specific social space or institution.

Agency is intertwined with identity since our interactions with others will aid in our perceptions of who we are. PSTs exercise agency depending upon how they are positioned. The emerging reconfiguration of social structures, as perceived by the position which individuals may occupy in each institution, include those of inferiority, equality and superiority and

are determined by each individual's cultural, economic and social capital in relation to other participants in the social activity (Block, 2013).

Exploring participants' perceptions regarding the dilemma of agency takes into consideration that novice teachers must deal with the complexities and indeterminacy of the workplace. PSTs' ability to change is restricted and perhaps constrained by the social structure of the schools where they conduct their practicum. They attempt to develop their practice as they experiment, reflect and adapt to each professional context. However it is not possible to fully address the demands of initial professional development in the context of drastic national curriculum reform (Girvan, Conneely & Tangney, 2016). Ruohotie-Lyhty & Moate (2014) studied the biographical essays of student teachers in Finland from a practice-oriented perspective to obtain a better understanding of agency and its implications for language teacher education. Calling for teacher education to provide opportunities for student teachers to review past experiences, akin to Farrell's (2008) 'critical incidents' may allow PSTs to perceive events differently and thereby become more proactive and agentic.

Agency may be exerted by resisting practices which are incompatible with their identities since 'learners are not simply passive or complicit but make informed choices, exert influence, resist (e.g., remain silent or comply), although their social circumstances may constrain their choices' (Duff 2012: 7). In addition, as novice educators, PSTs undergo 'cultural apprenticeship' when they enter new communities with their linguistic and social practices and confront new identities, ideologies and worldviews (Duff, 2012) where they must adjust their practices accordingly. Agency includes components of frustration, awareness of educational contexts and the development of an awareness of the appropriate timing to implement action (Swenson Ticknor, 2010).

Priestley et al. (2012b) conducted studies with Canadian INSETs to explore the achievement of agency addressing curriculum reform and found evidence that much teacher decision-making was about survival rather than the realisation of long-term aspirations which appeared to be influenced by a culture of accountability and performativity. This marketized climate in TESOL is representative of neoliberalism which seems to shape policy and practice in a great number of contexts all over the world. These neoliberal policies reinforce models of teaching English which are disembodied from social contexts (Block & Gray, 2016).

In addition, evidence of frustration amongst INSETs was conclusive to the limitations placed upon agency by the nature and scope of relationships in schools given a lack of generative teacher dialogue. Thus, agency was impeded by a lack of available relational resources in the practical-evaluative domain. Such was the case in this study where PSTs felt so overwhelmed that they appeared to be more concerned with surviving, and attaining some semblance of order in their classrooms throughout the 480 hours of their practicum.

Through this investigation I hope to shed light about this important aspect regarding teacher learning. Given that in the majority of school cultures in Mexican public schools there is a non-supportive environment and most beginning teachers are left on their own to 'sink or swim' (Lortie, 1975), to survive and thrive novice educators must become assertive and develop their resiliency and tenacity (Lortie, 1975). As agentic beings who are permanently under construction and make sense of their teaching practice through interaction with others as they adapt to school policies, values and common practices of each school it is possible to transform personal experience and teaching practices in meaningful manners so that they do not automatically conform to institutional policies. A great deal may be learned about the impact of the practicum by examining the doubts, dilemmas, and

uncertainties which PSTs experience through discourse analysis of self-dialogue in written reflections and peer discussion. This allows me as a researcher to assess cognitive abilities as participants address prior and new ways of understanding what teaching is as they assume new identities. This negotiated nature of identity shaping thus has an impact on PSTs' knowledge, well-being and effectiveness from a developmental perspective.

An important concept related to all of the above is that of reflection which is discussed in the following section.

3.8 Reflection

Being reflective informs teachers' continuous professional development, enabling them to evaluate teaching and make better-informed teaching decisions (Burton, 2009). Reflection is defined by Burton (2009) as 'a form of mental processing used to fulfil a purpose or to achieve some anticipated outcome and is largely based on the further processing of knowledge, understanding and emotions' (p. 2). As a result, reflection involves stepping back from a task and reviewing what has been done and experienced. In this study the learning process is conceptualized as a nine-phase cycle involving:

- Noticing.
- Making sense.
- Making meaning.
- Working with meaning and linking it to other concepts.
- Transformative learning – evidenced by transformed understandings and the ability to evaluate the learning process.
- Experiencing.
- Reflecting.
- Conceptualizing and interpreting events in an effort to seek an understanding of relationships.

- Planning of future action (After Moon, 2001).

Thus, reflection is a mental activity that has a role in experiential learning (Burton, 2009; Moon, 2001) and is necessary in order to make sense of experience and practice (Miller, 2009) which links active theorizing with action (Burton, 2009). To put it simply, reflective practice helps teachers to make more informed decisions which is the heart of good teaching (Brookfield, 2002). Sociocultural reflection should be fostered in an effort to examine 'what is personally, institutionally and sociably doable in classrooms' (Burton, 2009). Schön (1983) defines reflective practice as thoughtfully considering personal experiences in applying knowledge to practice.

For Farrell (2015) reflective practice is defined as: 'a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom' (p. 3). Reflective practice 'seeks to find ways of linking theory and practice through an exploration of classroom processes' (Burns, 2009: 180). Research on the nature of reflection, links it to cognition and identity, through thoughtful action. Burton (2009) identifies three key questions which reflective practices seek to answer:

- What do I do?
- How do I do it?
- What does this mean for me and those I work with and for?

Farrell (2015) developed a framework to examine reflective practice which consists of five levels of reflection: personal philosophy; principles; theory; practice; and beyond practice. This author encourages teachers to explore and challenge embedded assumptions at each level. Each teacher has a personal philosophy of practice which

is seen through the lens of 'teacher-as-person'. Each individual's personal background influences who they are as language teachers.

A person's principles involve their values, attitudes and beliefs which shape their conceptions regarding learning and teaching and may be articulated through images and metaphors. Theory refers to the choices which educators make and how they put their personal theories into practice during the practicum. Theories may be examined by exploring critical incidents as was this case of this study.

The fourth stage of Farrell's reflection framework is practice which may be examined by evaluating pre, while and post practices (reflection-for-action, reflection-in-action and reflection-on-action). All of these are shaped by each PSTs' philosophy, principles and theories. The final level is the critical reflection level 'beyond practice' which involves enculturation, transformation and implications for the future in a manner which accommodates individual and contextual needs.

However, as Kiely & Askham (2011) contend, PST reflection is limited leading to the need to foster reflective practices in initial SLTE through fostering the development of written and oral reflections which encourage descriptions of professional experience and professional learning.

Slimani-Rolls & Kiely (2014) argue that it is necessary to create learning opportunities through the use of EP. By investigating critical incidents through 'reflection-on-action' (Schön, 1983) teachers have an opportunity to acquire insights to better understand their teaching, especially in terms of the consequences of their actions which may help them to develop capacities for reflecting on both teaching and the environment in which it occurs, and thereby change their perspectives and find alternatives of practice.

Reflective practitioners are enabled to examine tacit knowledge, uncertainties and unease and explore alternatives of action. Through 'active dynamic engagement' (Bolton, 2010) PSTs may gain insight upon what they are able or unable to do in each context which has the potential to foster an understanding of how they may use this knowledge to develop future teaching practice (Hickson, 2011; Korthagen, 2001).

Kiss (2012) conducted an empirical study to analyse teacher cognition with SLTE teachers in the Philippines employing a complexity science research framework and found that teacher learning is a complex, non-linear experience. He found that participants' reflections allowed him to map learner, teacher, administrator, and personal identities through temporally diverse time periods (past, present and future). His work examined how social, cultural and historical factors shape teacher learning. Within a social constructivist framework knowledge is the result of PST collaborative meaning making which helped participants to develop personal understandings.

I concur with Bolton (2010) who posits that learning from success and failure will allow us to appreciate the learning potential of practice given that learning to teach is emotionally charged. However, as Hickson (2011) argues, teachers' personal and professional lives are inextricably linked and emotional aspects are rarely addressed in initial teacher education, especially in competitive cultures like that of Mexican schools. PSTs' usually try to hide any negative emotions such as anger and anxiety and frequently only want to admit to experiencing positive emotions which they consider desirable, such as empathy and calmness. However, from a postmodern perspective, practicum experiences may provide a wealth of information regarding PSTs' vulnerability when confronting the reality of the uncertainty of practice. Kiely & Askham (2012) suggest that a capacity to reflect and develop professionally

evolves from experience, membership in supportive CoP as well as alignment with professional norms.

Figure 3.1 summarizes the reflective learning cycle employed in this study.

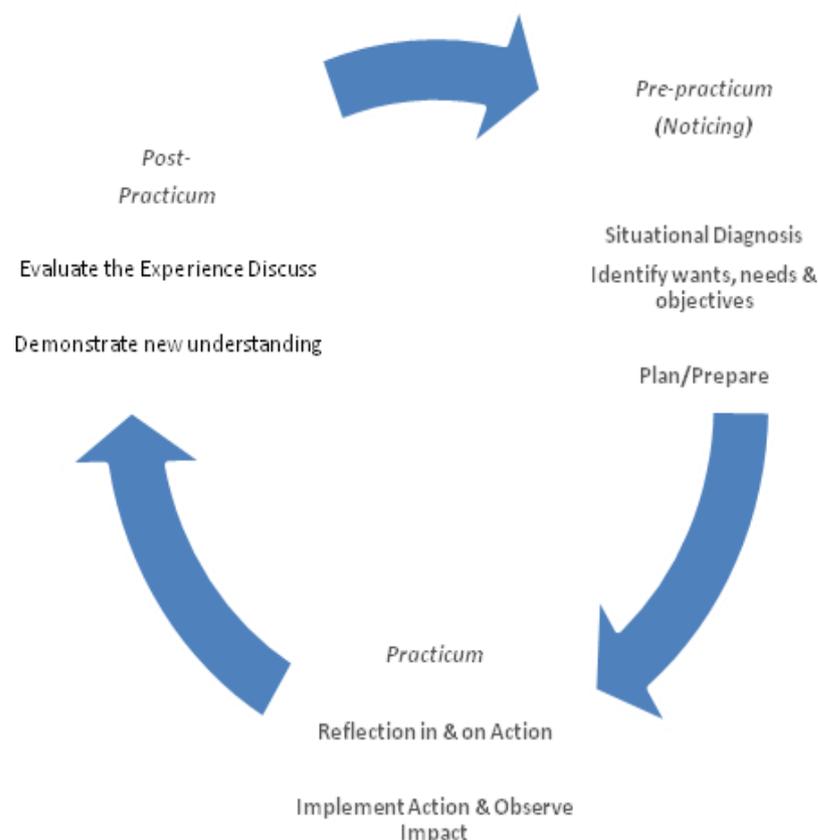


Figure 3.1: Practicum Reflective Learning Cycle (After Moon, 2001).

In the following section I shall discuss reflective narratives which are the information gathering instruments employed in this research.

3.8.1 Reflective Narrative

Teachers' knowledge is structured through narrative (Johnson & Golombek, 2011) following their sense-making processes in their learning and teaching experiences. Narratives allow researchers to

better understand actions and events (Wrench, 2015). By employing the reflective cycle (Moon, 2004) it is possible to interpret experiences in an attempt to articulate the complexities of teaching. As a vehicle for teacher inquiry it supports and fosters professional development through externalization, verbalization, and systematic examination (Johnson & Golombek, 2011) and modifies a person's cognitive structure. Reflecting upon experiences through personal narratives involves a complex combination of description, explanation, analysis, interpretation, and construction of an individual's private reality. When narrative is used as a vehicle for inquiry, as is the case in this study, 'it functions as a powerful mediational tool that makes explicit, in teachers' own words, how, when, and why new understandings emerge, understandings that can lead to transformed conceptualizations of self as a teacher and transformed modes of engagement in the activities of teaching' (Johnson & Golombek, 2011: 5).

As they experience different reflective opportunities PSTs will constantly shape and reshape their identities since these are subjective and context specific. Thus, individuals will have a variety of identities depending on their personal and professional roles and how each individual defines herself or is defined by others. By employing reflective practices 'deepened by focusing on the lived experience of being a teacher' (Akinbode 2013: 62) PSTs' practice will be enriched. Examining the manner in which teachers express themselves through examination of practice, reflection and discussion with others, teachers are enabled to develop ongoing learning regarding informed understanding of the 'particularities of context and contract' (Kiely & Askham, 2012) and thus improve educational outcomes.

In the following section of this literature review the concepts of EP and critical learning incidents will be discussed.

3.8.2 Exploratory Practice and Critical Learning Incidents

Farrell (2008b) defines critical incidents as ‘significant unplanned, unanticipated moments in teaching practice which through reflection allow teachers to examine their taken for granted perceptions regarding teaching’ (p. 3). In a similar vein Slimani-Rolls & Kiely (2014) employ the concepts of EP (Allwright, 2003; Miller, 2003) and CLEs. Through the use of EP, teachers identify ‘puzzles’ in their practice which they consider significant and investigate through ‘reflection-on-action’ (Schön, 1983) how to better understand their environment. Kiely & Davis’ (2010) use of CLE allows teachers to develop new understandings of the teaching/learning process through teachers’ situated analyses of critical events in teaching practices.

Pennycook (2004) posits that the teacher practicum be viewed as a period in which PSTs attempt to reconcile three competing domains: the knowledge, awareness and skills gleaned through formal study; their personal history, values, attitudes, beliefs, and embodied practices; and the constraints and possibilities presented by the particular teaching context. Kiely & Davis (2010) examined the experiences of British INSETs through interviews, written reflections and collaborative workshops employing a sociocultural perspective. They found that through ‘independent professionalism’ educators autonomously and reflexively shaped their practice in ways that aligned with perceived needs of the teaching situation rather than with the notions of effectiveness of the institution.

In the following section I shall discuss the concept of blended learning environments which may help to foster the development of PSTs within CoP. This concept is discussed in the following section.

3.9 Blended Learning Environments

Garrison and Kanuka (2004:96) define blended learning as ‘the thoughtful integration of classroom face-to-face learning experiences with online learning experiences’. PST learning is fostered through social networking feedback systems. Through the use of technology, opportunities may be implemented anytime, anyplace in an attempt to promote collaboration and social networking. As a result, it is possible for PSTs to become empowered as they share ideas, question practices and construct knowledge through communities of inquiry.

Garrison & Kanuka (2004) note that ‘communities of inquiry consist of three elements: cognitive, social, and teaching presence’ (p. 97). The use of face-to-face and the virtual environments is of great importance in this study. The blended learning environment employed in this study had two objectives:

1. To foster the development of a CoP with eighth semester PSTs.
2. To prepare technologically savvy collaborative PSTs who may later use blended learning environments with their own students (Hanington & Ellis, 2013).

The use of blended learning environments enhances the ‘ability of learners to be both together and apart—and to be connected to a community of learners anytime and anywhere, without being time, place, or situation bound’ (Garrison & Kanuka, 2004: 96). Thus, it has the potential to facilitate the development of a community of inquiry which nurtures dialogue and critical feedback amongst participants. Through face-to-face interactions it is possible to build community whilst asynchronous discussion forums may be more appropriate for discussing complex issues which may require greater reflection (Hanington & Ellis, 2013) such as difficulties adapting to new classrooms, reconciling SLTE with institutional expectations, following

curriculum, meeting the needs of special needs learners, and effectively managing student behaviour, especially for PSTs who may feel isolated in the schools where they are placed (Garrison & Kanuka, 2004).

3.10 Communities of Practise (CoP)

Since the 1990s, learning communities have become popular in professional development. These development networks are also known as 'collaborative learning communities' (Smith Risser, 2013), 'communities of inquiry' (Mercer, 2000), or, 'professional learning communities' (Stoll & Louis, 2007 cited in Wright, 2010). Johnston (2015:4) defines CoP as 'groups of people who share a concern or a passion for something they do, have a clear sense of purpose, work towards shared facilitation of purpose through productive social contact and learn, through sustained endeavour over time, how to improve their practice'. These communities provide participants with an opportunity to explore issues together since their members share many characteristics which allow them to work collaboratively in an atmosphere of trust and mutual respect. Thus, a CoP is a place for sharing and creating knowledge collaboratively and develops around things that matter to people. To put it simply, a CoP involves groups of individuals who communicate with each other to develop understandings of what they do and how they do it and involves individual and collective development (MacLeod, 2013).

A CoP allows novices to execute activities, initially on the periphery of the community, and gradually and centripetally move forward to expert core activities as they learn community practices. As a result, their practices reflect the members' own understanding of what is important. Members share the following resources for mutual intellectual activity (Mercer, 2000: 116):

- **A History** (in this case all PSTs are enrolled in the eighth semester of the SLTE programme).
- **Collective Identity** (all define themselves as EFL teachers).
- **Mutual Obligations** (all are conducting their practicum).
- **A Common Discourse** (all share a common specialized language repertoire).

As Burns (2009) states, 'teacher learning is not viewed as translating knowledge and theories into practice but rather as constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes' (p. 4). Learning and knowledge are situated within the context in which they occur and takes place when individuals interact, engage in tasks with each other, provide peer feedback and develop relationships (Wenger, 1998 ; Caudle & Moran 2013). Thus, they have the potential to socialize members within larger social discourses and structures.

In a similar vein, 'communities of inquiry' allow participants to collectively construct knowledge through critical exchange and dialectic interaction (Burns, 2009). By problematizing practices through dialogue and collaboration participants 'critically engage in the lived contexts, processes, procedures, challenges, and outcomes of their practices' (p.294). By scaffolding epistemological and socialization processes it is possible to foster an improved 'understanding of the knowledge base for second language teaching and learning' (p. 294). Central to teacher well-being and identity construction is crucial practical knowledge about teaching and teachers' roles.

Furthermore, reflecting on positive and negative occurrences in practices as PSTs adapt to new work environments is essential in professional development. CoP may provide emotional support and technical assistance by providing opportunities to explain local policies and procedures as well as providing short term technical assistance,

sharing resources and being available to answer questions (Feiman-Nemser, 2001). During PSTs' professional acclimatization or integration discussing learning, growth and development by addressing 'the realities of the particular – the particular school, class, child, and teacher, within particular contexts' (Malderez, 2009: 260), has the potential to enhance the practicum experience.

Given that language and identity are 'mutually constitutive' (Trent, 2010) individuals may co-construct knowledge discursively. Clarke (2008) argues for thinking about teacher identity formation as a discursive construction within the development of a CoP. PSTs' accounts will allow me as a researcher to better understand participants' perceptions of their beliefs, knowledge and practice, as they construct their identities and discuss what they do (Kumaravadivelu, 2012; Lave & Wenger, 1991; MacLeod, 2013; Wenger, 1998).

Membership in CoP is not the only determinant of professional identity, nonetheless, participation within a CoP involves socialisation which ultimately culminates in identification (or non-identification) with other members (MacLeod, 2013; Varghese et al., 2005). As a result, learning as a process of identification is situated within each CoP context through socialization (Lave & Wenger, 1991).

However, it is necessary to take into consideration that CoP may acquire a shifting character depending upon institutional and social factors. Furthermore, CoP theory fails to take into consideration the dynamic feature of these groups which rely upon socio-political policies within each institutional context as well as participative membership within each CoP (Block, 2015). Furthermore, the development of PST professional identities is not solely 'determined by social structures and discourses' (Clarke, 2008:27). Personal agency also plays a role in the discursive co-construction of reality given that social relations are unpredictable and differ from context to context. Thus, identity is

relational and interactional since environmental factors shape identities and PST identities may affect the environments in which individuals live and work (Varghese et al., 2005).

Kiely & Davis' (2010) work explores teacher learning in the UK with an English for speakers of other languages (ESOL) context to examine how learning is shaped by collaborative discussion with others. Through the use of CLE from their own classrooms, employing interviews and written reflections they were successful in fostering collaborative learning.

In the following section I shall discuss the environment where this study takes place.

3.11 Context: Economically Disadvantaged Schools

'Disadvantaged' schools are those where students come from culturally diverse and low socio-economic backgrounds (Gaikhorst, Beishuizen, Zijlstra, & Volman, 2014). Students' learning outcomes are usually lower in institutions where students come from underprivileged backgrounds given that socio-economic status has a powerful influence on performance (OECD, 2012).

In Mexico, where this research is conducted, 69% of schools are considered disadvantaged (OECD, 2012). The needs of economically disadvantaged schools and the learners they serve are unquestionable given the impediments in providing education to vulnerable groups (OECD, 2012). Many learners in vulnerable schools lack basic skills, quality nutrition, health care, and housing. As a result, structural, environmental, communal, economic, educational and organisational challenges as well as the lack of parental involvement have an influence on learning outcomes.

Sociocultural contexts have an impact on teacher learning and development given that they shape access to power and privilege through the perspective of positionality (Merriam & Bierema, 2014). Each individual possesses a specific positionality which is the result of life experiences and relationships with others and influences how a person experiences the world, and how the world experiences each individual.

Merriam & Bierema (2014) define context as 'the social system that permeates the thinking and actions of all human beings within a particular situation such as a classroom, school, organization, community, or nation' (p. 253). It includes power dynamics and physical, political, and economic conditions which affect individuals. Acquah (2015) suggests that PSTs may have naive idealistic beliefs believing that all students have equal opportunities and access to resources. He calls for PSTs to become more aware of and confront the inequalities and injustices inherent in specific educational systems and employ this knowledge to develop pedagogical practices which support all students.

Novice teaching is frequently characterised by extreme pressure and disillusionment, learning to deal with challenges, anxiety and difficult pupils (Hobson, 2009). This situation becomes even more complicated when beginning teachers must deal with the challenges of teaching in resource poor environments. Ultimately, it is up to each individual to decide how to best approach their practise in the midst of the different realities of each institutional context taking into consideration the type of institution, its view of teacher's roles, school policies including decisions regarding syllabus, work scheme and resources (Kiely, 2007).

Schools reflect the context in which they are established and are linked to the social, cultural, political and economic structures which frame and shape a community. As Korthagen (2001:47) posits, 'student teachers should develop an attitude of willingness to learn from their experiences in changing circumstances'. Contextual factors such as cumulative

exposure to less qualified teachers and lower-resourced schools (Santibañez, 2016) have an impact on learning for vulnerable students. I believe that there are important perspectives to be gained by examining identity development in resource poor schools.

Beijaard, Meijer, & Verloop (2004) call for more research which addresses the role of the context in professional identity construction. In addition, they stress the importance of investigating what it feels like to be a teacher in today's schools and how teachers cope with the challenges they confront. Tsui's (2007) examination of a teacher's identity development in China emphasizes the use of narrative inquiry and engagement with existing power structures through access to practice. Farrell's (2008) seminal work with EFL PSTs in Singapore with critical incidents encouraged them to critically reflect on their teaching through a process of recognizing and analysing assumptions that underlie their thoughts and actions during teaching practice. Results indicate that language teachers that participated in this case study were better prepared to cope with the realities of teaching given that there is no single solution to the various dilemmas which educators may encounter in a language classroom.

In her yearlong interpretative research with eleven Mexican novice teachers in disadvantaged schools in the state of Nuevo Leon, Martínez (2014) found that teachers felt challenged by issues related to the lack resources, students' basic learning background, classroom management, teaching special needs students and abiding by top down school policies in a centralized system which assumes that there is a single type of teacher, a single type of learner and a single style of teacher.

Educational policies and educational practice are crucial in the distribution of resources in disadvantaged schools in an effort to provide equality in education (Pedroza Flores, Villalobos Monroy, &

Reyes-Fabela, 2015). The designated identity assigned to PSTs in resource poor environments positions them in danger of becoming the kind of teacher who fits the school system (Postlethwaite and Haggarty, 2010). Though some second language teachers have access to a wide variety of resources to enhance language learning, research by de Costa & Norton (2017) demonstrates that a great number of 'language teachers struggle to secure the most rudimentary resources that would help poor kids the most' (p. 4).

Given the multitude of contexts in which SLTE occurs it is necessary to conduct research to develop teacher learning perspectives in SLTE. Slimani-Rolls & Kiely's (2014) research with university teachers sought to empower teachers in an effort to develop a better understanding of their classroom environment. By adopting a transformative approach to CPD they encouraged participants to change their perspective in an effort to develop their practice, in response to the contexts and conditions in which they teach.

Educational theorists agree that practicum is a strong and valued component in teacher education. By examining the experiences of students from lower socio-economic backgrounds it is evident that personal and sociocultural factors influence PST learning as they undergo substantial personal changes throughout their practicum as they develop their professional identity and their ability to deal with the practical and emotional demands of the profession (Gillet-Swan & Grant-Smith, 2016). This is important in contributing to local understandings of the complex realities of teaching English in Mexican contexts.

Throughout this investigation I came to realize that English teachers' identities were aligned with their positions within the educational system. In my experience as practicum coordinator I became aware that a crucial element in a great number of PSTs' sense of identity is their

commitment to the social welfare of their learners as much as their performance in the classroom.

The issues of EP and engagement with existing power structures through the process of narrative and discursive inquiry may prove to be a valuable means of engaging novice teachers in 'theorising' their formative experience in the SLTE (Wright, 2010).

Summary

This theoretical framework and literature review summarized key themes relevant to the present study. These included socio-constructivism, teacher learning, professional identity, agency, reflection, EPs, critical incidents, practicum and CoP. The relationship between identity, discourse, and practise is vital to this study.

These theoretical concepts are valuable to better understand how the schools where PSTs are placed shape language teacher learning and identity construction. The examination of PSTs' positioning and perspectives regarding their experiences throughout the practicum will enhance the knowledge base regarding initial SLTE.

In the following chapter the methodology employed in this research study will be discussed.

Chapter Four: Research Design and Methodology

Introduction

In Chapter Three I discussed the conceptualisations of PST identity involved in this study. The aim of this chapter is to explain and justify the process of researching PST professional identity construction throughout the practicum component of SLTE in resource poor environments.

To understand emerging PST identity formation this study sought participants' perceptions to answer the following research questions:

RQ1. How does PSTs' experience in schools during the practicum influence early professional identity construction?

RQ2. How do personal factors influence early identity construction?

RQ3. How does reflective practice in the practicum influence PST professional identity development?

These questions guide the research design, methodology and methods employed. To address my research questions, I engaged directly with participants as they developed their self-perceptions as beginning second language teachers.

The curriculum for the practicum component of SLTE in place at the university where this study takes place includes assessing the success of employing different teaching/learning strategies, assessing achievements, conducting critical reflection in and on practice, examining and assessing teaching/learning theories (Universidad

Autónoma de Chiapas, 2006:300). The teacher education curriculum is the main reference point for teachers, especially in developing countries where it is encoded in textbooks and teacher guides. PSTs' pedagogic approaches, strategies and practices thus enact the curriculum which links the macro (officially designated educational goals and content) with the micro (the act of teaching and assessment in the classroom/school) as PSTs interpret, modify and attempt to enhance to the meaning which is embodied in official curriculums.

Beginning teachers are adversely affected by the prescribed curriculum which influences their behaviour and may cause PSTs to 'lose a sense of themselves' (Beijaard et al., 2004). The need for PSTs to reconceptualise and unpack existing values, attitudes and beliefs about language teaching and learning can be most effectively achieved through teacher education and must be aligned to fit their identities, norms, abilities and socio-political positionings. As a researcher, I believe that reality is subjective. As a result, an interpretive approach to research employing qualitative methods is the most appropriate. To gather participants' perceptions of learning to teach the study employed interviews, a focus group session, biographical narratives and document analysis.

Chapter Four examines the philosophical assumptions employed in this study of the interpretive research paradigm, qualitative case study methodology, and the research methodology employed to gather data and interpret PST identity formation. The research design is discussed and justified followed by data collection procedures, analytical procedures and ethical considerations. Next, a brief description of the participants and an explanation of their roles in data collection and analysis are provided. Finally, issues of validity and the limitations of this research study are discussed.

4.1 Qualitative Research

This investigation was conducted employing a qualitative approach. A qualitative case study ‘examines a phenomenon within its real-life context with the aim of understanding something unique’ (Creswell, 2012: 14). By employing a qualitative approach I wish to ‘establish the meaning of a phenomenon’, in this case emerging PST identity, ‘from the views of participants’ (Creswell, 2009: 16, 17). Furthermore, the focus of the present study was to examine how participants engage in reflective practices and make decisions in an effort to collect descriptions of ‘lived experience’ and examine how these shaped identities.

Qualitative research allows researchers to explore individuals’ subjective experiences and interpretations’ (Graebner, Martin, & Roundy, 2012). A qualitative case study design was selected for this investigation since it allows me as researcher to examine the experiences and perceptions of PSTs in detail (Gan, 2014). The subjective nature of the enquiry allows me to justify the chosen methodology and research methods employed to conduct this study (Cohen et al., 2011).

Answering my research questions and researching PST identity involved asking participants about their experiences in the research context. This study was conducted to respond to the need for published research into the professional identities of English as a second language PSTs conducting practicum in Mexican schools. Specifically, it seeks to illustrate ways in which contextual factors in disadvantaged schools, positioning and participation in CoP shape professional identities. Thus, it is concerned with the capacity of individual agency to influence identity formation and the ways in which teacher identities are socially constructed.

Creswell (2007) defines qualitative research as an inquiry approach in which the inquirer explores a phenomenon; asks participants broad, general questions; collects detailed views of participants; analyses and codes the data for description and themes; and interprets the meaning of the information. Its main aim is to increase understanding of humans, how they perceive things and how they behave. The codes and themes in this study are drawn from sociocultural theories of learning, specifically identity formation and situated learning theory within communities of practise (CoP) and include: conflict between expectations and reality; readiness for work as EFL teachers; developing coping strategies; personal perceptions of their roles as EFL teachers (i.e. having to finish the textbook, abide by institutional policies); issues with classroom management; issues with didactic resources; transformation in their teacher identities; and, how context influences teacher learning. I am specifically interested in how disadvantaged environments influence identity formation.

I share Lasky's (2005) beliefs that individuals have the ability to influence their lives and environment while they are also shaped by social and individual factors. In the case of PSTs, cultural, historical and social structures shape cognition and action. Thus, teaching behaviour is mediated by the structural elements of each institutional setting and includes access to resources, school policies, as well as local and national policies. I argue that there are barriers to PSTs' workplace success in practicum related to the social structures and the culture of schools where they are placed.

However, it is my belief that the practicum experience enables PSTs to 'discover who they are capable of being and what they are capable of doing' (Meyers 2008: 380). As was mentioned in Chapter Three, the role of agency is important in relation to context and each institution. I research agency by examining how participants take responsibility for

what happens in the classroom and take action to author their identities (Johnston, 2015).

This study aims to construct relevant academic knowledge. By examining the direct experiences of PSTs in an ideographic manner which focuses on 'understanding the unique and the particular case' (Cohen, Manion, & Morrison, 2011: 6), it will be possible to contribute to the knowledge base regarding initial professional development in resource poor environments through PSTs' accounts.

Studies regarding teacher identity usually focus on novice teachers and the development of their teacher identities (Beauchamp & Thomas, 2009; Izadinia, 2012; Johnston, 2015; Rodgers & Scott, 2008). However, there is a gap in the literature regarding how identity is constructed, especially in disadvantaged schools. This investigation intends to help fill that gap by focusing on the contributions that narrative and critical discourse analysis make to identity research. This study complements and extends previous research by Martínez (2014) focusing on issues which beginning teachers experience once they enter schools and go from being students of teaching to becoming teachers of students and how the working context and characteristics of Mexico's educational system impact upon the experience of beginning teachers in resource poor environments.

My approach to data analysis belongs to the realm of interpretivism and involved hermeneutic analysis where 'the text representing an individual actor is read to gain an understanding of the data' (Patterson & Williams, 2002:27). In interpretive research there is an explicit interest in the participants as individuals and a desire to comprehend the subjective world of their experiences and how they interpreted them (Cohen et al., 2011).

From a social constructionist stance, different societies and cultures construct the world differently. It is my belief that the world is socially constructed by means of discourse through interaction with others and we are thus reciprocally discursively co-constructed. This investigation therefore seeks to identify the ways in which participants in this socio-cultural group perceive themselves and their positioning within this discursive community. The interpretive ethnographic methodology I employ is guided by a critical stance whereby language and power are co-constitutive. As a result, ideology is discursive. As a researcher, I examined PST practicum with vulnerable learners who come from resource poor environments. As was mentioned previously, to the best of my knowledge only Martínez (2014) has conducted a study examining novice teacher's struggles in economically, socially, and academically disadvantaged schools in Mexico. Through her work in the state of Nuevo Leon she identified issues with Mexico's educational system, specific working contexts, lack of parental involvement (especially from illiterate parents), lack of resources, students' basic learning background, developing specific teaching strategies for special needs students, discipline issues, work overload, career preparation, low status for the educational sector and curricular reform as areas of concern. Furthermore, the working context where teachers are placed in practicum and the unique characteristics of each educational system has an impact on PSTs' experiences (Martínez, 2014) and how they address issues. This relates to social constructivism since the environment influences PSTs' construction of reality.

Sandoval Flores (2009) also notes that poor infrastructure, lack of resources, large group size (30 - 40 students), and a loss of prestige for both teachers and academic levels are currently the working conditions for most schools in Mexico. This relates to identity since new teachers' identities are shaped and reshaped by the school cultures in which they are placed. As Flores & Day (2006) contend, 'the interplay between contextual, cultural and biographical factors affects teaching practices'

which is related to teacher identity since it 'entails the making sense and (re)interpretation of one's own values and experiences' (p. 220).

Novice teachers develop practice generated theories in daily interactions in the classroom which guide their teaching (Jordell, 1987). Jordell's (1987) novice teachers' framework categorizes beginning teacher dilemmas 'in relation to knowledge, students, the teacher's role, the relations to the local community, and the relations to society at large' (p. 169) as arising from four areas: personal, classroom, school and context. At a personal level PSTs' backgrounds influence teaching behaviours. At the classroom level interactions with learners influence PSTs' identity. At institutional and societal levels PSTs have limited agency given that systems govern, constrain and regulate teachers' actions.

Working conditions such as poor infrastructure, lack of resources, and a loss of prestige for both teachers and academic achievement have a destabilizing impact on PSTs' identity (Flores & Day, 2006; Jordell, 1987; Sandoval Flores, 2009) regarding their confidence in their ability to teach and their perception of respect and acceptance by society. The effects include a growing awareness of their roles in each institution, socialization in which they adopt 'strategic compliance' in order to fit in with social policies, mismatch between expectations and reality, lack of support and an influence on teaching behaviour which reshape teachers' understanding of teaching (Flores & Day, 2006).

While reflective based learning may potentially engage PSTs to be more agentic, simply using reflective practices does not ensure a meaningful experience. Furthermore, as was mentioned in Chapter Three, forced and assessed reflection may be non-authentic and limits its usefulness (Hobbs, 2007). There are major concerns whether imposed reflective practice should be a required course component which has implications for teacher education (Hobbs, 2007; Smith & Lev-Ari, 2005) since

assessment involves a judgement of the extent to which learning outcomes have been achieved by PSTs. A great number of PSTs find it difficult, mechanical and routinized (Finlay, 2008). Moore & Ash (2002) note that beginning teachers may 'choose not to reflect on their practice constructively and critically, preferring to fall back on preconceived understandings of how they and their pupils should conduct themselves in the classroom' (p. 1). In a similar vein, Boud and Walker (1998) criticize the way in which reflection can potentially be turned into following recipes employing 'checklists which students work through in a mechanical fashion without regard to their own uncertainties, questions and meanings' (p. 3). Further issues include writing prompts which may be leading, suggestive and repetitive (Hobbs, 2007).

Another pedagogic concern is that reflections may be superficial and guarded, discouraging honest, critical self-examination since as Hobbs (2007, p.413) argues, 'reflection and assessment are simply incompatible'. Finlay (2008) suggests that students may feel compelled to write 'what the teacher wants', assigning no intrinsic meaning to their reflection and may adopt a minimalist approach, writing just enough to meet course requirements to pass or may even resort to writing fictionalised accounts of idealised practice (Hobbs, 2007).

As long as PSTs handed-in reflections they passed the course. PSTs were not provided with the marking criteria for reflective tasks. I recognize the status of assessed reflection as a significant element of this thesis. There is evidence to suggest that PSTs may have faked their reflection and simply played the game in circumstances of this kind

Bukor (2011) acknowledges that worldviews consist of three elements: epistemology, ontology and methodology. Epistemology corresponds to the knowledge base of how individuals access the world and justifies my selection of specific methodologies and methods. Ontology refers to the nature of reality while methodology seeks answers to the question of

how people gain knowledge about the world. Therefore, epistemologies serve as the conceptual and theoretical background knowledge for conducting research. My socio-constructivist research methodology utilizes documents produced by members of the group under study.

The goal of research 'is to bring empirical data and insights to bear on timely topics' (Duff, 2008:103). Creswell (2009) recommends that researchers make explicit their 'worldview' or basic set of beliefs which guide action. Ontologically, I believe that knowledge is socially co-constructed with others and thus this study interprets the development of participants' knowledge, awareness and skills throughout practicum to arrive at an understanding of their world and thus construct their teacher identity. In effect, it is a study in the process of becoming a professional (Thomson & Palermo, 2014) during the practicum. Since few studies have been conducted which research second language PST identity during the practicum period in resource poor environments (Blasco, 2004; Eppley, 2015; Martínez, 2012; Martínez, 2014), the present study offers a contribution to the field in Latin American contexts.

With this approach the emphasis in data collection and analysis is on understanding and interpretation (Farrell, 2001). Through the use of 'languaged data' (Polkinghorne, 2005) it is possible to examine the experiential life of individuals. 'Languaged data' is the collection of written data through interviews with participants, documents, and artefacts. The object of study is the lifeworld and how it is made sense of. This is a challenging area to examine given that data must be collected through intensive exploration with participants through 'first-person self-reports of participants' own experiences' (Polkinghorne, 2005: 138). These accounts are analysed by researchers to examine descriptions of experiences through discourse employing purposive-iterative processes.

Findings are derived from evidential data through the meanings represented in narrative accounts (Polkinghorne, 2005). Overarching dimensions of power dynamics may exist within the context of the research. There may be important power dynamics which shape identity construction such as a desire to receive a good grade in the practicum or a desire to be accepted in the institution or a CoP. Being interviewed by me may have generated a sense that responses might render participants vulnerable. It is possible that PSTs would seek to protect themselves by modifying or masking replies which might be considered controversial. Although I did my best to guard against this defence mechanism by providing assurances about anonymity, I am aware that a power dynamic may have existed since I am much older than the PSTs, am a native speaker and may be considered an authority figure.

Becoming a teacher for many PSTs entails discarding and excluding a variety of identities and experiences which do not conform to the constricting teacher-education curriculum and changing who they are (Sumara & Luce-Kapler, 1996). There is a relationship here with ethical concerns: and the position of trust which I am entrusted with as a researcher which requires a professional sensitivity to the position of PSTs in data collection.

I did not ask direct questions on positioning, but explored PSTs' experiences, probing for detailed descriptive information. Positioning refers to 'the assignment of roles to speakers in the discursive construction of personal stories which make a person's actions intelligible and relatively determinate as social acts' (van Langenhove & Harré, 1999, p. 17).

I am aware that there are limitations to gathering data about individuals' experiences given that data depends on the participants' ability to effectively reflect upon and communicate their lived experience. The role of assessment processes on participants' participation in data

collection was exclusively of handing in tasks. As long as participants attempted to do activities and handed in tasks they passed the academic unit since the practicum was graded pass or fail.

There may have been a distortion in meaning given that all participants are non-native English speakers and were asked to respond to all activities in this research study, except for the focus group session, in English. This was done since participants were asked at the beginning of the study if they wanted to respond to tasks in their native language or preferred to do so in the target language of their chosen profession. All participants responded that they preferred to communicate in the target language so as to practice their L2.

However, the focus group session was conducted in Spanish to ensure that participants could express themselves as freely as possible. When translating the focus group transcriptions, it is possible that I may have unintentionally changed the speaker's intentions when I translated utterances into English for my data analysis. As a result, it is my interpretation of participants' spoken language and may have not been precisely the same as the intention of each speaker. However, it is my belief that my understanding of PSTs' perception of their experience provides me as a researcher with sufficient data through which to examine emerging teacher identity.

4.2 Research Design

As was discussed in Chapter Three, in this study I employ Beijaard et al's (2004) framework for researching teacher professional identity. This framework takes into consideration professional identity as an ongoing process of interpretation and re-interpretation of experiences; implying both individual and context (in this case resource poor environments); and, agency as an important element of professional identity (p. 122-123).

Second language teacher identity research allows investigators to examine and deepen their understanding about why PSTs behave in a specific manner and how they learn (Kiely & Askham, 2012) throughout the practicum. In addition, school contexts influence practice. Identity research examines the way things are done influenced by what is socially legitimized (Miller, 2009) in each institution. It is linked to aspects of the existing social structure at the institutions where PSTs are placed (Stets & Burke, 2003) since social structures determine the roles we play. At institutional and societal levels PSTs have limited agency given that systems govern, constrain and regulate teachers' actions. However, as was discussed in section 3.7, through agency 'individuals can make or create a role by making behavioural choices and decisions and engaging in negotiation and compromise as well as conflict' (Stets & Burke, 2003: 137). Thus, agency and positioning by others are key issues in this study.

Positioning theory is an interactionist approach which allows me to explore how meanings are constructed, acquired and transformed. As Tirado & Gálvez (2007) contend, positioning can be understood as the discursive construction of personal narrations which are employed by individuals to perceive and interpret the world through narrative accounts. By utilizing micro social perspectives which emphasize the role which language plays in the production of social reality I am enabled to develop an improved understanding of social interactions as participants claim identity positions and assign positions to others.

The analysis of beginning teachers' accounts allows me as a researcher to examine the discursive strategies which participants employed to negotiate their identities. Day, Kington, Stobart, & Sammons (2006) suggest that PSTs have little agency in the shaping of their identities. Their primary goal is to 'blend in' at the practicum school in an attempt to survive and become 'enculturated' as a 'good teacher'. Thus, they adapt to others' expectations and acquire predetermined skills through

imitation and assimilation (Reynolds, 1996). However, my view is that through enculturation PSTs are not entirely passive participants in teacher socialization. Through reflective practices PSTs may develop context specific theories that deepen their understanding of their work and generate knowledge to inform future practice. As a result, they are empowered to construct identities which go beyond dominant social practices and recognize how the structure of schools controls their work (Zeichner, 2008) given that identity 'reflects how individuals see themselves and how they enact their roles within different settings' (Burns & Richards, 2009:5). Through introspection it is possible to examine identity construction and gain perspective regarding the teacher PSTs' want to be (imagined identities) and the dilemma they experience as a result of external pressures to be the person others expect them to be. Learning to teach is an extremely complicated reflective process which is severely constricted due to institutional constraints (Gray & Block, 2012).

Insufficient research examines teacher identity from the perspective of economically disadvantaged schools. Students' individual, economic and social circumstances are linked to their educational success, participation and performance (Burnett & Lampert, 2011). Moreover, working with underprivileged low educational achievement students located in poor economic environments (Martínez, 2014) is daunting for inexperienced novice educators. Problems include dealing with institutional policies, the lack of resources, teaching students with special needs, teaching large groups (40 - 50 students), and teaching unmotivated learners.

In this thesis a case study design was employed in an effort to examine participants' first person personal accounts (Polkinghorne, 2005) of institutional and social contexts. I also contacted in-service teachers (INSETs) working at the institutions where PSTs were placed to ensure

that PSTs' accounts are representative of what happened in each institution.

4.3 Theoretical Framework

As was discussed in Chapter Three, the theoretical frameworks of socio-cultural constructivism, situated learning, communities of practice and reflective practice are appropriate constructs for interpretative research given that they may be better understood through teacher narratives. These theories are employed together to allow me as a researcher to explore early identity formation and early professional learning in shaping the professional identity of beginning teachers (Hamilton, 2015).

In the following section I shall discuss interpretative research.

4.3.1 Interpretive Research

The theoretical perspective employed in the current study is interpretism. Interpretive research explores participants' culturally derived and historically situated interpretations of the social world. Dörnyei (2007) states that qualitative research is basically interpretive, given 'that the research outcome is ultimately the product of the researcher's subjective interpretation of the data' (p.38). As an interpretist/constructivist I acknowledge that my background and values, attitudes and beliefs impact upon my research. In addition, in that vein, truth is relative and dependent on an individual's perspective (Schwartz-Shea & Yanow, 2012). Thus, inquiry is based on research participants' subjective experience in a social situation.

Interpretive methods of research position the knowledge of reality as a social construction by human actors (Walsham, 2006) and focus on action (Cohen et al., 2011). From this stance, through participants'

interpretations of the world, theory emerges from specific situations and is grounded in data generated by research which enables understanding of individuals' behaviour (Cohen et al., 2011).

In this study the element of subjectivity was valued, and the research was shaped by the values, attitudes and beliefs of the participants. Schwartz-Shea & Yanow (2012) note that interpretive research begins with something puzzling which the researcher wishes to understand more fully. 'Human meanings are not expressed directly, but instead are embedded by their creators in (or projected onto) the physical, linguistic, and enacted artefacts they create through lived experience' (p. 41). In the case of this study I was interested in documenting and theorizing how beginning language teaching identities are built in challenging sociocultural contexts.

A positivist approach to research takes the stance that the goal of knowledge is simply to describe the phenomena that we experience. From this perspective 'social facts' exist independently of the activities of researchers and participants. Its aim is to generate valid and reliable data independent of the research setting (Silverman, 2011) through what it is possible to observe and measure. This approach is insufficient to accurately understand the factors which influence teaching practice given that it is not possible to directly observe emotions, perceptions and thoughts. In addition, it does not allow me as a researcher to discover the meanings which individuals attach to social phenomena. However, it is important to take into consideration that interpretive research is in essence a search for local meanings and emphasizes particularizability not generalizability (Borko et al., 2007).

From a positivist vision of the world, research has the aim of attaining truth, in an attempt to understand the world well enough to be able to predict and control it. However, by employing an interpretivist approach to data collection it is possible to obtain an in-depth account of the

factors affecting PSTs' professional learning and identity. This study investigated PSTs' perceptions of EFL teacher learning and emerging identity by utilizing written reflections and oral interviews employing social constructionism. This concept will be discussed more fully in the following section.

4.3.2 Socio-Constructive Research

Socio-constructivism is based on the premise that individuals construct their unique perspective of the world, through their individual experiences and schemata in specific environments. Johnson's (2006; 2009) sociocultural perspective enables understanding of how teachers learn and how SLTE may prepare PSTs for learning in, from, and for practice. Typically, participants construct meaning through reflection and discussions or interactions with others. Thus, it includes a community perspective which is a relational (Beijaard et al., 2004) as well as a performative phenomenon (Lu & Curwood, 2014).

The major themes identified in this and Chapter Three may be employed as themes to organize research data. They include personal and professional data focusing on how PSTs handle professional and interpersonal conflict. This comprises examining how participants defined themselves as teachers, their self-concepts as educators and how they perceived their roles in classrooms. Professional conflict involves how PSTs dealt with the complex issues which they had to address in each institution whilst interpersonal conflict stems from the perceived difficulty of teaching EFL to Mexican students in disadvantaged schools. All of these issues are considered noteworthy themes through which to interpret research data and develop an improved understanding of TESOL PST identities in resource poor schools in Mexico.

In a broad sense, I wanted to contextualise the struggles which PSTs face given that they involve how PSTs present themselves to others. The

diversity, unique experiences and backgrounds which each individual possesses allows them to develop their knowledge, awareness and skills through externalization, objectivation and internalization (Gunnþórsdóttir, 2014).

Externalization refers to how individuals construct their cultural knowledge (Newman, 2002). This relates to my study in that through externalization individuals develop explanations for why individuals act the way they do. Objectification refers to when an individual's ideas, speculations, or theories take on an objective reality of their own, independent of who first created (externalized) them (Newman, 2002). Through interactions with peers PSTs are able to develop their knowledge by learning from each other's' experiences. Internalization refers to the process through which people learn objectified facts of a culture and make them a part of their own internal consciousness (Newman, 2002). This relates to the present study given that depending on each individual's perspective, some actions may be considered incorrect or a sign of incompetence. However, what was considered incorrect and a sign of incompetence from one perspective could be seen as accurate, or even insightful, from another.

My epistemological stance in this research is that of socio-constructivism given that individual's identities are shaped by social interactions. Community-of-practice theory (Varghese et al., 2005) posits that knowledge and understanding are socially constructed. This perspective can be traced from my experience as the coordinator of the practicum component of SLTE for the past ten years where I discovered that PSTs interpret events in a variety of ways according to each individual's point of view. In addition, I began to notice that learning is embedded in a context since the social environment where PSTs are placed influences PSTs' behaviour. School policies, resource poor contexts, workplace colleagues and pupils shape emerging teacher identity. By employing an interpretivist approach to research, I was able

to identify and examine the factors which have an impact on PSTs' professional learning and identity.

According to Smith & Sparkes (2008), teacher identity formation may be examined from various perspectives. These include a focus on an individual's inner world from a psychosocial perspective; a focus on individual and social aspects from an intersubjective perspective; a focus on social and cultural contexts from a storied resource perspective; a focus on social and relational processes from a performative perspective; and, from a focus on how identity develops within discourse and ongoing dialogues which are bound to socio-political and cultural contexts through a dialogical perspective. This investigation employed a dialogical perspective which focuses on how identity construction emerges from dialogical relationships with others through social relationality within cultural matrixes since identity is conceived as an internalized process as well as a social performance.

Social constructivism highlights the constructive process of reality which is influenced by social and environmental contexts. This subjective reality can be revealed through teachers' narratives which provide data regarding teacher learning and how contextual factors affect professional identity. Thus, information gathering instruments were designed from a social constructivist point of view and included written reflections and critical incident tasks in e-portfolios, and data gathered from face to face interviews and a focus group session. These instruments were designed to encourage teacher reflection. By employing an emic approach which incorporates the views of the participants (Creswell, 2007) as well as my etic views as a researcher within CoP, it is possible to develop an improved understanding of teacher identity through a processual lens (Eun, 2011).

Epistemologically, Kumaravadivelu (2012) points out that a postmodern perspective acknowledges complexity and diversity and thus 'recognizes

a multiplicity of narratives which offer a path to understanding the status of knowledge and to understanding the concept of self' (p. 5). It is my belief as a social constructivist that people seek to understand the world where they live and work. This allows learners to achieve their goals and make sense of their practices. Thus knowledge is constructed through social interactions and is negotiated and interpreted through 'personal, cultural, and historical experiences' which 'focus on specific contexts' (Creswell, 2009:8,9).

In contrast to postpositivism, where inquirers start with a theory, in socio-constructivism inquirers inductively develop a theory (Creswell, 2007). The ontological status of the schools where PSTs are placed allows me as a researcher to examine the multiple realities which exist through multiple forms of evidence gathered from individuals' experiences and perspectives. In effect, this variety of teacher narratives allows for a diversity of points of view and voices (Pereira, 2014). As a researcher I asked broad open ended questions and focused on the processes of interaction whilst I also focused on the cultural and socio-political settings where participants were placed acknowledging the fact that PSTs' background, values, attitudes and beliefs shaped their unique interpretations (Pereira, 2014).

The epistemology of a case study approach complements the use of a social-constructivist paradigm, given that a case study provides information about individuals acting in a specific context at a certain place and time. The current investigation is a case study since it examines PSTs' evolving identity during the practicum in Mexico. Before initiating this study, I was aware that my personal values, attitudes and beliefs would influence my interpretation of participants' perceptions yet proceeded knowing that a qualitative case study would be appropriate for data collection.

As a result, I employed interpretive methods to gain deeper insights into Mexican EFL teachers' conceptions of teaching and emerging teacher identity employing the qualitative case study methodology described below.

4.3.3 Case Study Approach

A case study approach was employed as a research method to obtain a better understanding of how practicum experiences helped shape PSTs' learning, identity and agency. A case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular phenomenon in a 'real life' context (Simons, 2009). Creswell (2007) defines case study research as 'a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., interviews, documents and reports), and reports a case description and case-based themes' (p.73).

Case studies examine every day experiences in an attempt to discover the ambiguity and complexity of peoples' social lives. As Yin (2009) suggests, case studies explain, describe, illustrate and enlighten. They provide rich, empirical descriptions of specific instances of a phenomenon usually based on a variety of data sources (Yin, 2004) and are, in the words of Salmons (2014), 'a snapshot of a situation at a specific point in time' (p. 4).

Case studies may be divided into seven categories: exploratory, descriptive, relational, explanatory, evaluative, confirmatory, or a combination of two or more of these (Duff, 2008). In this study I shall employ an exploratory descriptive approach. Duff (2008:174) notes that 'case studies should be significant, complete, and engaging, display sufficient evidence, and consider alternative perspectives'. They should

also contribute to knowledge in the field and have dependability and consistency through clear audit trails (Duff, 2008).

Critics of case study methodology question their validity and contend that results are not generalizable nor reliable given that they take place in a specific context and results may not relate to different environments (Yin, 2009). Others view case studies as useful only as exploratory tools and feel that they are subjective and biased providing too much scope for the researcher's own interpretations. However, I agree with Flyvbjerg (2006) who acknowledges that case studies generate 'context dependent knowledge which is necessary in research about learning (p. 4) and are important for the development of a nuanced view of reality' (p. 6). In employing a case study approach, I highlight the diversity of PST narrative and invite readers to decide upon the meaning of the case.

I decided that a case study approach was the best strategy for this study after considering three possible alternatives. Originally I had wanted to employ an action research design. The aim of action research is 'to plan, implement, review and evaluate an intervention designed to improve practice and or solve a local problem' (Cohen et al., 2011:129). However, my study seeks to examine emerging novice teacher identity, and is not an intervention; therefore, I did not choose an action-research approach, because such an approach seeks to improve practice. A case study allows me as a researcher to identify how a variety of factors interact (Yang, 2012) and impact on novice teacher learning. My aim is to explore how PSTs' adapt their values, attitudes and beliefs to institutional demands in disadvantaged schools as an analytic lens for teacher learning and development (Pillen et al., 2013).

The second option which I considered as a research strategy option was phenomenological research. Creswell (2009:13) defines it as 'a strategy

of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants'. However, this stance implies the study of individuals and views 'behaviour as determined by the phenomena of experience rather than by external reality' (Cohen et al., 2011:18) and not the exploration of processes, activities and events which is evident in a case study (Creswell, 2009). In case studies data analysis is conducted while collecting data (Yin, 2004). It is important to triangulate when collecting case study data in an effort to gather converging lines of evidence to make findings as strong as possible (Yin, 2004).

Critics of the case study method question the validity of the generalisations which are drawn due to the fact that participants are examined in a specific context. Given that they relate to a particular situation, findings in a specific context may not necessarily relate to other contexts since contexts are unique and dynamic. As a result, it is thought that data may be biased and is not generalizable. This implies that data may be irrelevant in a different setting (Cohen et al., 2011). Nonetheless, I argue that a case study may be generalized to a certain extent and offer 'analytic' rather than 'statistical' generalization (Cohen et al., 2011:294) since they focus on groups of individuals and seek to understand their perceptions of events in a particular context at a particular point in time (Cohen et al., 2011). They allow for generalizations while providing 'attention to the subtlety and complexity of the case' (p. 292) and contribute to the generation of theory which may allow researchers to better comprehend similar situations or cases. In relation to this, my study of PST identity may be generalized by comparing it with similar PST studies which employ qualitative data collection methods such as interviews and reflective tasks. Though grounded in the particular context of the state of Chiapas, Mexico the findings may be of relevance for other contexts since this research will provide situated accounts of PST learning in resource poor environments.

At the beginning of this research study I conducted a pilot study designed to assess the suitability of the original research design and data gathering instruments. I designed reflective tasks and evaluated how effectively they provided data for my study. This allowed me to evaluate the aims of my study and to determine if my methodology was appropriate. I first employed *Nicenet* in 2013 as a social network and internet classroom assistant (ICA) to gather data and allow participants to communicate with each other employing asynchronous discussion forums. However, I became aware of its limitations which included not being attractive, complicated to use, not being able to share files, links or photographs with participants and ultimately began employing the EDMODO micro-blogging platform to gather information. EDMODO is what I consider a user friendly online learning platform, similar to Facebook, which allows participants to communicate, discuss experiences and share resources.

Through the collection and analysis of personal narratives and life-histories identities may be examined. In this study I share Simons (2009) view that a case study may provide universal meaning and uniqueness. This allows me as a researcher to examine results from a variety of perspectives. From the perspective of teacher enculturation, it is a socially constructed phenomenon influenced by personal history, SLTE, peers, school contexts, institutional cultures and experiences during teaching practice.

The current study aimed to examine the personalised and contextualised processes of learning to teach for a group of ten EFL PSTs teachers as they were completing a 480-hour teaching practicum in disadvantaged schools from a social justice teacher education perspective which seeks to promote issues of diversity and equity in the classroom and positions education as a democratic institution. The chosen cases were taken from a group of thirty PSTs who conducted their practicum in the spring term of 2014 in the state of Chiapas,

Mexico. Of the thirty students enrolled in the practicum, only 10 were actually working in public schools. My main objective was to examine the reflective processes, contextual influences and participants' meaning making and self-perceptions (an emic view) of what happened during the practicum and their impact on identity construction through the use of narrative.

This is a flexible case study design, evolving throughout the research process given that classroom teaching is complex and variable (Kiely, 2014a). Employing narrative inquiry, I sought to identify the multi-layered meaning within PSTs' narratives. The concept of narrative inquiry is discussed in the following section.

4.4 Narrative Inquiry

Teacher narratives are 'reflections on teacher's practices, teaching contexts, emotions and development' (Barkhuizen, Benson, & Chik, 2014:40). As Golombek & Johnson (2004) contend, narrative inquiry (NI) allows researchers to trace novice teachers' identity. NI focuses on content, context and form (Pavlenko, 2007). Narratives are embedded in specific environments. They allow researchers to evaluate change and growth through teachers' stories, allowing PSTs' 'to make sense of their teaching experiences and to regulate their thinking and teaching practices' (Johnson & Golombek, 2011:8). Zembylas (2003) suggests that 'narrative research takes place in response to situations, practices, and available resources' (p. 215).

Narratives should be treated as subjective interpretations (Barkhuizen et al., 2014) of PSTs' experiences and identities. They are socially, relationally, and culturally bound and thus gain meaning from collective social histories. As a result, they 'cannot be separated from the sociocultural and socio-historical contexts from which they emerged' (Golombek & Johnson, 2004:308). Thus, through teacher narratives it is

possible to explore PSTs' understandings of phenomena through their interpretations within their individual and social worlds and arrive at what Golombek & Johnson (2004:312) refer to as 'how teachers come to know as well as what they come to know'.

As a researcher I elicited data from the ten participants but played no role in their narrative construction other than providing PSTs with instructions about what to write about (Barkhuizen et al., 2014). Contextual, situational and cultural factors become evident through teachers' stories since narratives reflect human interests and support PSTs' sense-making processes. As Bold (2011) posits, my intention as a researcher is to identify a transformation of the storyteller, as PSTs negotiate what works and does not (Kiely, 2014a) in the practicum, linking it with that of human agency (the capacity to make choices). Through telling their stories PSTs were enabled to develop their capacity to make decisions through representing past events and speculating about future actions by conceptualizing, reconceptualising and reinternalizing new understandings of their 'selves' and their practices. To sum up, they allow me as a researcher to document how PSTs 'participate in and constitute their social reality' (Golombek & Johnson, 2004). I acknowledge however that there is no single correct way of using narrative (Bold, 2011).

My intent in this research study is to examine participants' narratives in an attempt to foster a better understanding of their particular circumstances and life choices. By investigating the role of critical reflection through spoken and written data across a variety of contexts (Murphy, 2015) I acknowledge that context influences teachers' learning since learning is situated. However, I must acknowledge that I must be careful with my interpretation of PSTs' responses in my meta-narrative, which I construct as a researcher, as I revisit, review and rethink my ideas about the data (Bold, 2011).

My theoretical framework is grounded in practice through critical reflection. The research process I followed began with experience-based exploration and analysis accompanied by my critical appraisal of the emerging results and the influence of relevant literature (Bold, 2011). After conducting a literature review which informed the initial stages of this investigation, I designed my research questions. I then proceeded to design my research instruments. I then piloted my research instruments in Fall 2012 and Fall 2013 with two different cohorts of a SLTE programme in an attempt to identify 'defects' and 'prune' my instruments to eliminate overlapping questions and topics (Gillham, 2000b). As such, this study is the result of my continual reformulation of ideas employing practitioner research. In addition, emphasis is placed on reflection in and on action (Schön, 1983) as a stimulus in PST identity construction to capture the intrinsic complexity of a process (Creswell, 2012).

Within an identity development framework, it is possible to examine five key areas in SLTE. Firstly, PSTs possess core identities which must adapt to the new identity they require to survive in the host school where they are placed for practicum (Beijaard, Meijer, & Verloop, 2004). Secondly, constructing a new identity within a CoP involves risk taking (Beijaard et al., 2004). Thirdly, teacher learning occurs through participation in specific professional activities; however, the learning potential varies from person to person (Pillen et al., 2013). Fourthly, learning occurs in the reflective interpretation, narration, and recognition by self and others (Coward, Hamman, Brown, & Lechtenberger, 2014; Luehmann & Markowitz, 2007). Finally, dialogic forms of critical autobiographical writing allow PSTs to examine their views and values about English language teaching (Parr, Bulfin, Castaldi, Griffiths, & Manuel, 2014). These enable me as a researcher to examine the construction of narratives and to code data.

Figure 4.1 illustrates the decisions about the paradigm and methodology which were employed in this study and which were influenced by the research questions. The methodology guided the selection of methods.

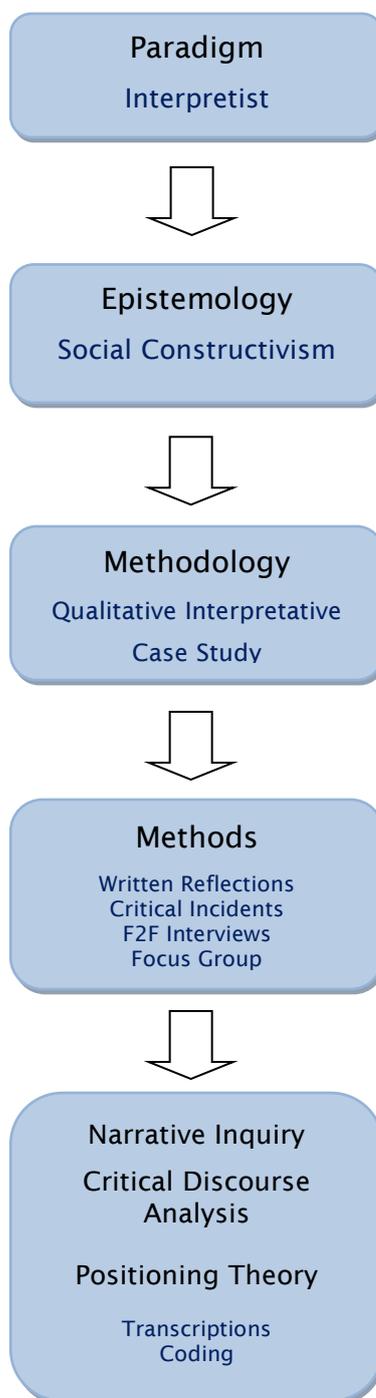


Figure 4.1: Research Design.

I collected, processed, and assessed the data through a series of analytical procedures which included summarizing, coding, reorganizing, analysing and interpreting data, and ultimately writing a narrative account of my findings. Data included summaries of data collection instruments which highlighted the main themes and identified key factors, issues, and concepts (Cohen et al., 2011; Silverman, 2011). Analysing and coding data involved identifying patterns in the data and examining the relationships between data categorisations. This process was intuitive and involved reflective interaction between me as a researcher and the data as is common in qualitative analysis (Barnard & Burns, 2012).

Teacher identity development is a complex process which takes into consideration performance, interpretation, critical reflection, assessment of practice and professional learning. The variety of schools where PSTs were placed allowed me as a researcher to examine the multiple realities which exist through multiple forms of evidence gathered from individuals' experiences and perspectives. In effect, this diversity in teacher narrative (Pereira, 2014) allowed me to examine a variety of points of view and voices. As a researcher I focused on the cultural and socio-political settings where participants were placed acknowledging the fact that PSTs' background, values, attitudes and beliefs shaped their interpretations (Pereira, 2014).

After having reviewed the literature regarding PST learning in practicum I decided to employ a case study approach. Originally, I had planned to employ discussion forum transcripts, critical incidents and written reflections as my only information gathering instruments. However, as I read more of the literature I became convinced that interviews would allow me to 'emphasize the social situatedness of research data' (Cohen et al., 2011:409). Thus, I decided to employ a focus group at the end of the study as well as individual face to face interviews to compliment my

data collection. The critical incident and written reflective tasks employed were similar to those applied in the pilot study.

In the original research design, I was interested in PST professional development during the practicum component of SLTE and the use of blended learning environments. Reflective online portfolios were the main information gathering instrument since they provide a wealth of information. In addition, originally the investigation sample consisted of twenty PSTs. However, the more I read the more interested I became in identity development, especially in resource poor areas. Thus, in the final research design ten PSTs were selected as participants in this study given that they were the only PSTs who conducted their practicum in resource poor schools in Mexico. Furthermore, the role of context on PSTs' critical reflection tasks takes into consideration cultural, social and institutional aspects of each setting (Murphy, 2015). I must acknowledge that I am aware that my findings are based on PSTs' accounts and are subjective.

The conceptual framework employed draws from the work of what Ruohotie-Lyhty & Moate (2014) refer to as critical learning incidents (CLI). In a similar vein, as was mentioned in Chapter Three, Slimani-Rolls & Kiely's (2014) work with exploratory practice and critical learning episodes (CLEs) also influences this study.

The present study has two principal goals. The first goal of the study is to examine how PSTs' professional identity and sense of agency evolved during the fourth year practicum component of their PST preparation programme. The second goal of the study is to investigate PSTs' perceptions of professional development through the analysis of CLI (Farrell, 2008b) or CLEs (Kiely, Davis, & Wheeler, 2010) which are opportunities for teachers to learn from their actions through reflection in and on practice. In addition, participation in CoP enables participants to share expertise and provide peer feedback through conversation and

discussion in an effort to build professional expertise and life-long learning (Tirri, 2014).

Practicum experiences provide PSTs with opportunities to learn about students, to confront classroom realities, and to think about self as teacher (Cabaroglu, 2014). The practicum will be discussed in the following section.

4.5 The Practicum

Most teacher education programmes worldwide include a practical component near the end of SLTE. The practicum is also referred to as practice teaching, student teaching, field experience, field placement apprenticeship and internship (Borg, 2003). Richter et al. (2013) describe the first years of teaching as a particularly stressful period in beginning teacher development. Koc (2012) asserts that practicum is a central component of all teacher education programmes since it provides PSTs with the opportunity to bridge what they have learned through academic coursework and apply their knowledge, awareness and skills in real life contexts. Pridham, Deed, & Cox (2013) contend that PST 'may tend to engage in practices in the workplace that serve their own needs, engaging for instance in ways that either ensure survival, enhance their own career opportunities or create a pragmatic path of least resistance' (p. 51). These stances accord with my position towards what Koc (2012) argues given that 'learning about teaching is best skilled by direct experience of the teacher-learner in combination with opportunities to reflect critically on the experience and emergent problems' (p. 31).

The main goal of initial teacher education is to provide PSTs with opportunities to:

1. Gain practical experience.

2. Link theory from initial teacher education academic coursework with practice.
3. Enhance didactic skills.
4. Question and reflect upon their teaching practices.
5. Share knowledge, awareness and skills with peers.
6. Examine the dilemma of agency.

As Luebbers (2010) argues, PST identities develop when they confront some of the difficult decisions of what to teach and how to teach when institutional settings are not fully in alignment with their values, attitudes and beliefs. The practicum stage in teacher development requires coping strategies as PSTs adjust to the uncertainties and complexities of entering classroom for prolonged periods of time and 'deal with a realignment or accommodation of professional identity' (Gebhard, 2009) as the encounter 'reality shock' and experience the disconnect between theory and actual practice. Farrell (2007) stresses the importance of engaging in critical reflection throughout the practicum to help practitioners make sense of their experiences.

Pennycook (2004) refers to an interesting notion, the 'praxicum' 'in which student teachers develop the continuous reflexive integration of thought, desire, and action' (p. 335). Viewed through this approach the practicum allows PSTs to examine, consolidate and reconcile prior knowledge, awareness and skills (KAS) and personal history with the knowledge, awareness and skills gleaned from SLTE and the realities of each institution where they are placed. 'Learning how to negotiate the dynamics of the environments, in which some actions and ways of being are valued and encouraged whereas others are downplayed, ignored, and even silenced, is critical to constructing effective teacher education' (Freeman & Johnson, 1998: 409) given that the sociocultural environments where teachers are placed will determine how each PST understands and navigates the social values embedded in each institution.

However, as Farrell (2009) argues, the transition from being a student of teaching to becoming a teacher of students is complicated by the 'reality shock' (Veenman, 1984) which PSTs experience as their ideal vision of a teacher is replaced by the realities of the socio-political contexts of the schools where they are placed. Sometimes, as Britzman (1991:4) states, 'becoming a teacher may mean becoming someone you are not. However, I argue for environments which promote the development of CoP for PSTs to discuss issues with each other.

Drawing from the work of Darling-Hammond (2006), Scherff & Singer (2012: 263-4) identify four factors which impact on teacher learning:

1. The apprenticeship of observation.
2. The problem of enactment.
3. The problem of complexity.
4. The disequilibrium that PSTs feel between requiring support and appearing incompetent and feeling vulnerable as novice educators.

Calling for opportunities for PSTs to frame (Schön 1983) and reframe practical field experiences, Scherff & Singer (2012) posit that frames will influence how individuals identify a problem area they must address, approach it, make sense of it, establish boundaries, form opinions, uncover solutions as well as 'wrestle with how they think of themselves as practitioners' (p. 269). However, although a great deal of research has been conducted regarding the practicum experience of general education; few studies have been conducted in the field of SLTE (Canh, 2014). Most research has been conducted in economically developed areas such as Europe, the United States and some Asian contexts such as Hong Kong and Singapore. However, there is a lack of studies regarding preservice practicum experiences in economically disadvantaged areas such as Latin America. This study addresses this void in TESOL research by examining Mexican PSTs' experiences within the practicum component of SLTE.

Viewed through a sociocultural developmental perspective lens the teaching practicum provides PSTs with opportunities to critically reflect in and upon practice and to make informed decisions about alternatives to these practices. In addition, the dilemma of agency must be addressed since PSTs need to make sense of what they can and cannot do in each institution. As a result, it fosters paradigm shifts (Canh, 2014) and CPD involving a dynamic process of reconstruction and transformation (Kabilan, 2013).

Canh (2014) declares that two challenges exist within a developmental perspective: the quality of supervision by teacher mentors and how to make the practicum a true learning opportunity for professional development. It has been my experience that the quality of supervision by overworked, overextended teacher educators leaves a great deal to be desired. With limited time to guide PSTs the role of mentor is mainly fictitious, at least at the university where I am based. These findings concur with Farrell's (2008) experience with PSTs in Singapore.

Tsui & Law (2007) through their work with PSTs in Hong Kong call for the need for the practicum to shift from transferring learning in SLTE programmes to an approach which seeks to foster the development of professional learning communities. Vacilotto & Cummings' (2007) work with peer mentoring with EFL student teachers (STs) in Brazil involved reflective discussion which allowed participants to share teaching ideas, develop teaching resources, rethink long held beliefs and practices, and provide emotional support and alleviate distress during the practicum period by engaging in practices that nurture and promote professional growth. Nonetheless, the effectiveness of peer interaction depends upon how aware of their actions PSTs can become as well as how effectively they are willing to discuss issues, evaluate and critically reflect upon them. In addition, agency plays a key role in determining what PSTs may do in each unique context where they are placed.

Kiely & Askham's (2012) research with the characterization of identity as a procedural account of learning; as becoming and imagining a future self, making sense of new knowledge and practices, suggests the importance of how sociocultural historical contexts shape activity. However, they fail to take into consideration how to foster the development of CoP when PSTs are placed in different locations and have few opportunities to interact on a face to face basis. In this study, I examined how a blended learning environment which allows for anytime, anywhere interactions sometimes fostered and sometimes failed to foster how PSTs with varying degrees of skills contributed to each other's professional development by sharing their experiences about how things are done in TESOL classrooms. This concept will be discussed further in the following section.

Individuals are capable of monitoring and arranging their own actions, and thereby exercise their agency (Cabarroglu, 2014). By employing an interpretive/theoretical lens I was able to explore how PSTs developed their emerging professional identity as is illustrated in Figure 4.2.

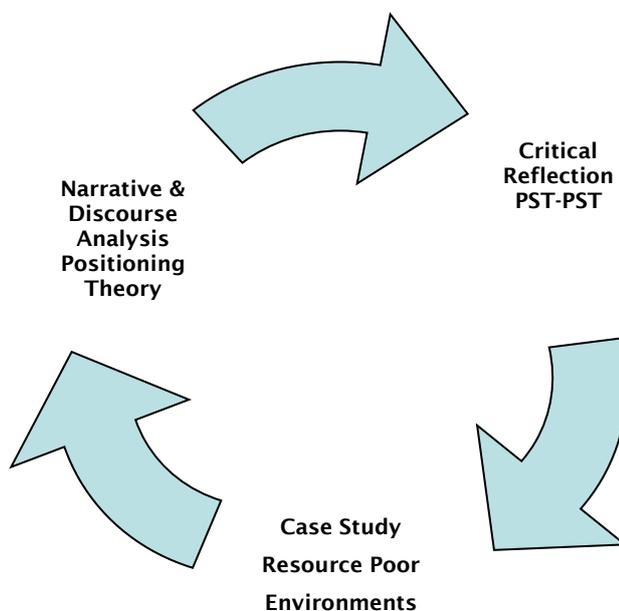


Figure 4.2: Model for Examining PST Identity.

As can be seen PSTs must position themselves in relation to others in their CoP in TESOL through discourse. Individuals vary in terms of their social position as well as access to social and material resources (Zotzmann & O'Regan, 2016), power relations and ideology. The practicum in the SLTE programme in this study seeks to develop critical reflection regarding professional practices. Critics of reflective practice (Kotzee 2012) consider it too individualistic in its conception of learning and that it does not consider the 'social dimension' of learning given that effective learning is more dialogical than through introspection. It is also prone to fakery and leaves little opportunity for critique and for PSTs to attempt to improve their teaching performance. Being a good teacher becomes a social judgement given that it is not enough for PSTs to rely on their own interpretation of whether they are doing well, they must submit to the standards and criticism of others.

For Kotzee (2012), individual reflection becomes more a matter of reassurance or self-congratulation than of an attempt to improve practice. For reflection to be truly beneficial, especially in the case of the PSTs involved in this study, it is necessary for them to learn to become part of social practices. Thus, it is necessary to examine how social practices are constituted and how individuals are initiated into them.

4.6 Data Collection Methods and Instruments

Within a sociocultural perspective of learning, social interaction is a key element in learning since interaction with knowledgeable others enhances learning and the development of personal understanding (Borg, 2009). For that reason, as Borko (2004) notes, it must be studied from a situative perspective taking into account the social systems as well as the context where learning takes place.

This study employed document analysis to understand emerging teacher identity. Information gathering instruments were designed from a social

constructivist view and included written reflections in e-portfolios, online discussion forum tasks via the EDMODO academic social network and data gathered from face to face interviews and a focus group session. These instruments were designed to foster critical reflection in an effort to provide insights and further the understanding of emerging PST identity in ways which translate into readiness for work.

In collecting research data, my main focus was to access PSTs' impressions of the institutional contexts where they were placed and examine professional issues related to environmental factors in an attempt to examine participants' 'thoughts, values, prejudices, perceptions, views, feelings and perspectives' (Wellington, 2000:71).

The link between identity and agency, the self, contextual factors, the role of emotion and reflection in identity all influence the power of PSTs' stories and discourse in understanding identity (Beauchamp & Thomas, 2009) and how PST agency is grown in practicum (Kiely, 2014). When employing documents in research it is important to take into consideration how research instruments are designed given that researchers may tend to find only the data which they wish to see. As a result, it was important for me to be as careful as possible to avoid manipulating data for my benefit as a researcher.

4.6.1 Rationale for the Choice of Research Method

Data collection included reflective tasks conducted on a continuous basis by research participants in addition to face-to-face semi-structured interviews and a post-practicum focus group session. This multi-round collection of data allowed me as a researcher to capture the progressive shaping of novices' identities.

I considered employing methods such as observations, questionnaire surveys, and interviews to explore PSTs' viewpoints, but eventually

decided that interviewing was the most appropriate way to obtain the type of information which I required. I felt that observations were less appropriate than interviews to obtain the type of information which I hoped to find. I was attempting to examine PSTs' 'unobservable' perceptions and experiences and believe that observation would not enable me to attain my goals (Wellington, 2000). I admit that the use of observations could have helped me to better comprehend the ways that PSTs interacted within each institutional context. Nonetheless, I considered that they would not provide access to more nuanced and subtle elements of their professional identities as interviews would provide (MacLeod, 2013). Furthermore, observations were not utilized given that I did not consider that it would be feasible to obtain permission from parents and school authorities given the nature of the study and its objectives.

Semi-structured interviews and a focus group session were employed (See Appendix 9 & Appendix 13). Interview prompts were predetermined, but were designed flexible enough to allow for follow-up questions to stimulate clarification or further discussion of particularly significant utterances. Since interviews foster open discussion I wanted to examine how PSTs in the research context perceived themselves as teachers. In order to accomplish this, it was necessary to obtain deep insights into their individual understandings.

I decided to interview the participants first individually and then collectively. My aim was to obtain first individual responses that reflected each PST's view of their experiences and enabled participants to conserve their anonymity. In the focus group session, I was able to address relevant issues which had become apparent in the face to face interviews.

The research methods employed in this study were applied taking into consideration triangulation. Triangulation employs multiple measures to

examine the same phenomenon. The reason for using multiple methods is to establish validity and reduce biases. However, Silverman (2011) notes that in cultural research the object of knowledge changes depending on the perspective given that accounts are situated in specific contexts, hence there is no objective overall truth. Creswell (2007) prefers the term of 'validation' in qualitative research to assess the 'accuracy' of findings. Nonetheless, as a strategy triangulation allows researchers to add rigor and richness to inquiry taking into consideration that it is context bound.

4.6.2 The Setting

This section will discuss how this interpretative study was conducted during a nine-month period using written reflections and oral interviews, to capture the progressive shaping of PST identities (Creswell, 2007; Silverman, 2011) in resource poor contexts in Chiapas, Mexico.

4.6.3 Participants

Ten eighth semester PSTs in a SLTE programme at a public university in Chiapas, Mexico during the spring 2014 term took part in this study. All were between the ages of 20 and 24. Seven of the PSTs were female, three were male. Voluntary participation was sought from all members of the cohort. All potential participants shared similar social and educational backgrounds and experiences and were from lower to middle class backgrounds and had studied in public schools in the state of Chiapas. All participants in this investigation share the goal of becoming EFL teachers. Participants mentioned family connections, past teachers, and an interest in learning foreign languages as their reasons for choosing to become second language teachers.

This particular case was selected given that I had been the coordinator of field placements at the university and had become interested in

examining professional development in practicum. As a result, I had access to interviewing eighth semester PSTs and requesting their participation in this investigation.

Convenience sampling was employed given that it employed PSTs who were available at the time (Cohen et al., 2011). This variety of sampling is acceptable provided the investigator takes into consideration that the 'parameters of generalisability' in this type of study are negligible (Cohen et al., 2011: 156). As a result, participants' experiences are not generalised to a larger population since the participants cannot be regarded as representative of any extensive group of individuals.

I did not previously know any of the participants and saw them face to face on only seven occasions; all other correspondence was via e-mail and the EDMODO social networking website for teachers and students. This allowed me to be an observer and to avoid becoming emotionally attached to the participants which permitted me to remain as objective as possible in my interpretation of PSTs' reflections.

Originally, I had planned to include all 30 PSTs enrolled in the eighth semester practicum in the spring term of 2014 in this study. However, given the fact that at my university eighth semester PSTs may be placed in schools as EFL teachers or as research assistants, my study had to be adjusted accordingly. Having consulted the literature I became interested in examining teacher learning, teacher agency and professional identity construction (Kiely & Askham, 2012; Slimani-Rolls & Kiely, 2014) of economically disadvantaged school (Martínez, 2014) practicum, which I felt would be most compelling for my data analysis. As a result, ten focal cases were selected. This is viable taking into consideration what Duff (2008) posits in applied linguistics case study research that it is common to select a small number of cases for in-depth analysis (p. 124) employing a variety of information gathering instruments to support claims. The smaller the number of participants

the easier it will be 'to provide an in-depth description and contextualization of each, taking fully into account the complexity of interactions, and the perspectives of the participants' (p. 124). This allowed me as a researcher to provide a greater understanding of how different PSTs socialized and conducted reflective practice in the practicum in resource poor institutions.

As a result, ten participants were selected for this research study (See Table 4.1): Alicia, Andrea, Elena, Isabel, Julieta, Karla, Leonardo, Otto, Patty, and Vicente, all native Mexicans. PSTs' were provided with a pseudonym to mask their true identity. In addition, all identifiers of the schools where PSTs were placed were eliminated from all collected data to protect participants' privacy. All ten participating PSTs ranged in age from 20 - 24 at the time of this study. Three were male and seven female. They were chosen for the study for two main reasons. First, they were all providing EFL lessons to students, and second, they all were placed in economically disadvantaged schools. Since over half of the population of Mexico lives in poverty there is an 'environment of vulnerability' (Silas-Casillas & Perales-Franco, 2014) in the schools taken into consideration for this study.

Given the significance of agency in the examination of teacher identity this study adopts an integrated conceptual framework that incorporates teachers' cognitive development, socialization process and agency. It is my belief that this framework will enrich investigators' understanding of PST identity. The information obtained allowed me to build a composite picture of all ten PSTs. As was argued in Chapter Three of this thesis, constructing professional identity is a complex and multidimensional process connected to a teacher's personal history, the expectations of the school where she is placed, her content knowledge and her personal vision of what it means to be a teacher. Through data analysis it is possible to identify if PSTs developed new understandings. Drawing from the work of Bromley (1986), Duff (2008: 126) argues that 'the

proper focus of a case study is not so much a ‘person’ as a ‘person in a situation’.

As Schatz-Oppenheimer & Dvir (2014) contend, post-modern approaches to identity stress that PSTs’ multiple identities are context and culture dependent. Core identities are shaped by the contexts where PSTs are placed. The context in which this study took place includes public schools located in the state of Chiapas, Mexico. Nine of the research participants were placed in schools located in the capital of the state of Chiapas whilst one was placed in a public secondary school located in a small farming community 30 minutes from the capital. Four PSTs were placed at public high schools in the capital teaching EFL to very large groups (40 - 54 students/group) (3 in the same school), two were placed at a special university pilot programme teaching EFL to young learners (11 - 14 years of age) (21 students), one was placed at a day care centre teaching EFL to very young learners (eight 2 - 3 year olds), one was placed at a public secondary school in a community located thirty minutes from the capital (6 groups with 40 - 45 students each), and two PSTs were placed in a foster home (*Casa Hogar*) located in the capital run by a religious organization (1 group each): one in elementary school (12 high risk students) and the other in junior high school (11 high risk students). The criteria which I employed to determine relevant contextual information were group size and insights provided by PSTs in their written reflections. Their placement is illustrated in alphabetical order in Table 4.1.

All participants were assigned teaching responsibilities and were responsible for organizing instruction, creating didactic resources and managing discipline problems in the classroom.

Table 4.1: Summary of PST Practicum Placement.

PST	Level	Number of learners per Group	Age of Learners	Challenges
*Alicia (female)	<i>High School</i>	40 - 45	15 - 18	Students are in danger of failing EFL. They dislike EFL.
**Andrea (female)	<i>Young Learners</i>	21	11 - 14	Pilot programme. First time EFL classes
Elena (female)	<i>Jr. High School</i>	40 - 45	12 - 16	Unmotivated learners.
*Isabel (female)	<i>Technical High School</i>	40 - 45	15 - 18	Students are in danger of failing EFL. They dislike EFL.
**Julieta (female)	<i>Young Learners</i>	21	11 - 14	Pilot programme. First time EFL classes
Karla (female)	<i>High School</i>	40 - 54	15 - 18	Students are in danger of failing EFL. They dislike EFL.
*Leonardo (male)	<i>High School</i>	40 - 45	15 - 18	Students are in danger of failing EFL. They dislike EFL.
***Otto (male)	<i>Foster home High School</i>	11	15 - 20	Students have dysfunctional families, troubled pasts. High Risk.
Patty (female)	Day Care Centre	8	2 - 3	Parents are studying and many hold part-time jobs to support their families.
***Vicente (male)	<i>Foster home Elementary School</i>	12	6 - 14	Students have dysfunctional families, troubled pasts. High Risk.

*Alicia, Isabel and Leonardo were placed at the same high school.

**Andrea and Julieta were team teaching the same group.

*** Otto and Vicente were both placed at the same foster home.

4.6.4 Researcher's Role

As a doctoral candidate at the University of Southampton I took the role of principal researcher responsible for data collection, analysis and evaluator of the cases employed in this study. As an interpretivist researcher, I was interdependent upon my research participants. In addition, as Creswell (2007) notes, I was careful to remain as neutral as possible with my research participants given that when researchers conduct investigations in their workplace there is an ethical dilemma regarding 'whether good data can be collected when the act of data collection may introduce a power imbalance between the researcher and the individuals being studied' (p. 122). However, since I did not know the research participants prior to the study and only met with them face to face on seven occasions I feel that this was not an issue in this study. In addition, I employed Creswell's (2007) multiple strategies of validation in this study. These included triangulation, member checking, and providing rich, thick descriptions of each participant's experiences as well as working hard to establish rapport with the participants so that they would be open and willing to disclose their personal detailed perspectives.

However, I must acknowledge that as a researcher I was not able to assume a value-neutral stance since my understanding of the social process under study involved getting inside the world of those generating it. Thus, the data obtained is my construction of participants' constructions of what they experienced.

In the following section I shall discuss the information gathering instruments employed in this research study.

4.7 Research Methods

In interpretative research, it is essential to gather information regarding participants' voice and reflective discourse. This may be achieved by examining interactions in naturalistic settings through interviews and written artefacts. Its aim is to 'describe, analyse, and interpret features of a specific situation, preserving its complexity and communicating the perspectives of participants' (Borko et al., 2007:4). The data collection process is summarised in Figure 4.3.

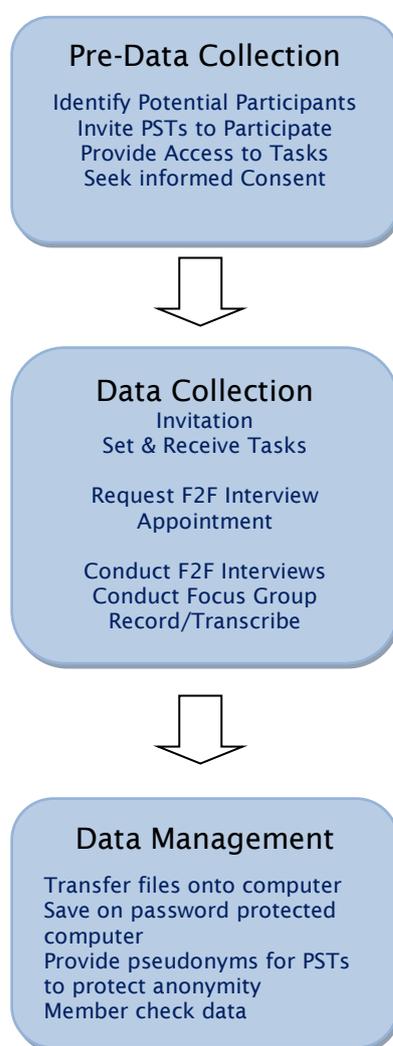


Figure 4.3: Research Data Collection Procedures.

The data collection methods will be discussed in section 4.8.

4.8 Data Collection Methods

In Chapter Three I provided arguments for seeking to understand PSTs' identity as complex, dynamic and continuous. It is crucial to comprehend that it is linked to PSTs' personal histories, teaching experience and future aspirations (Freeman & Johnson, 1998; Johnson, 2009b). To this end, I invited volunteer, preservice teacher participants to reflect upon their personal learning biographies and discuss their experiences during the practicum component of their SLTE programme within resource-poor environments and how these had shaped their notions of professional identity given that an individual's background and life experiences shape the 'self' (Goodson, 2014).

As proposed by Yin (2004) data must be gathered carefully and fairly, ensuring objectivity. By combining different ways of exploring a situation, and through taking into account different perspectives it was possible for me to view the information gathering instruments through several lenses, thus balancing my research against my preconceptions. Yin (2004) states that 'good case studies benefit from having multiple sources of evidence in order to 'triangulate' to ensure that findings are as strong as possible' (p. 9). Duff (2008) recommends 'corroboration from different sources of data' (p. 177) to allow findings to be as consistent, dependable and as strong as possible. Triangulation ensures recording our perceptions with precision and 'serves to clarify meaning by identifying different ways the case is being seen' (Stake, 2005:37).

In interpretive research findings are presented with quotes, stories, and descriptions. Clear and coherent 'audit trail' or 'chains of evidence' must be provided (Duff, 2008). Therefore, records of relevant data collection strategies, documentation, data collection instruments or protocols, and examples of analysis procedures were kept to ensure legitimation of the claims made in this investigation. All relevant documents are provided in

Appendices 1 – 17. The audit trail is in alphabetical order by participant pseudonym.

Yin (2004) identifies six sources of evidence frequently employed in case studies. These include documentation, records, face to face interviews, direct observations, participant observation and physical artefacts. In this case study, observations were not an option due to the fact that students were placed in schools located around the state and it was difficult for me to visit them. In addition, gaining access to different schools is becoming increasingly complicated for ethical/institutional reasons. Thus, I decided that it was not wise to affect classroom dynamics given that the focus was on PSTs' perceptions of their identity development in resource poor contexts and that I did not want to interfere in anyway. Furthermore, I felt that the Inclusion of PSTs' students who are underage would require both institutional and parental consent which would complicate matters, especially in the case of the foster home (*casa hogar*) where security was tight given that many parents are incarcerated.

Each teaching context where PSTs were placed shaped teacher identity given that institutional environments, the nature of the learner population, the impact of colleagues and of school administrators may all influence beginning teacher identity construction (Beauchamp & Thomas, 2009). In addition, as EFL teachers there is a politicized and marginalized view (Varghese et al., 2005) in many public schools regarding ELT. Mexican students in public schools may not see the pertinence for learning ESL which makes it challenging for beginning teachers to achieve their goals.

This study adopted triangulation in order to ensure validity and corroboration of findings from different sources and methods which study the same phenomenon for the purpose of obtaining complementary data (Creswell, 2007). Duff (2008) ascertains that the

main goal of triangulation is to ‘investigate the research problem from different perspectives in order to provide possibly more complex and ideally more valid insights into observed or tacit linguistic behaviour and knowledge’ (p. 144).

Information gathering instruments included written reflections in e-portfolios, online discussion forum tasks and posts, individual semi-structured face to face interviews and data gathered from a focus group session. These instruments were designed for PSTs to examine, construct, observe, reflect and assess their identity development supported by a cycle of action and reflection (Cress, Collier, & Retenauer, 2005; Moon, 2004). Thus, the main focus was to examine what kind of contextual, institutional or political problems impact upon novice teachers.

Employing narrative inquiry allows me as a researcher to examine PST prior learning, how they accommodate affective dimensions, challenge constructed beliefs and construct adaptive behaviours (Grushka & Young, 2014). As Johnson & Golombek (2011) contend, sharing an experience, either through written or oral form, involves ‘a complex combination of description, explanation, analysis, interpretation, and construction of an individual’s private reality as it is brought into the public sphere’ (p. 5). PSTs’ ‘self-understandings’ (Kelchtermans, 2005) may be divided into six components: self-image (how they see themselves); career motivation (cognitive component); practicum perception, future perspective, self-esteem and political and social contextual conditions (After Kelchtermans, 2005).

Lasky (2005) contends that ‘human beings have the ability to influence their lives and environment while they are also shaped by social and individual factors’ (p. 900). By employing a SCT approach to this study I focus on examining PSTs stories prioritizing the social contexts and

cultural tools which shape and are shaped by PSTs' values, attitudes and beliefs (Lasky, 2005).

Data analysis employed the principles of grounded theory research which involves systematically constructing theory inductively through 'observations that are summarized into conceptual categories, re-evaluated in the research setting and gradually refined and linked to other conceptual categories' (Schutt, 2015:417). Thematic analysis, selective coding and axial coding were employed.

Thematic analysis consists of 'repeated reading of the data, coding and categorization of data extracts, and their reorganization under thematic headings' (Barkhuizen et al., 2014: 75). As a researcher I moved back and forth between the raw data, coded data, categories, and refined my themes and the theoretical relationships which I identified. Data extracts are discussed in chronological order to capture the evolving change in PST identity as the practicum progressed. By conducting data analysis with multiple participants and multiple narratives I was able to 'compare the narratives in data sets thereby establishing shared themes and differences' (Barkhuizen et al., 2014. 77).

This investigation also draws on Fairclough's (2003) model of discourse analysis for identity formation, which argues that 'what people commit themselves to in texts is an important part of how they identify themselves, the texturing of identity' (p. 164). Discursively constructed identities involve linguistic descriptions as well as emotions. Emerging teacher identity may be examined through modality and evaluation. Modality implies the speakers' 'commitment to truth, obligation or necessity' which is usually expressed through the utilization of modal verbs such as 'must' or 'should', as well as modal adverbs which include 'possibly', 'probably', 'absolutely' or 'definitely'.

Evaluation refers to ‘speakers’ commitment to what is desirable or undesirable; good or bad; and may be expressed through linguistic structures such as evaluative statements, obligational modalities, affective processes and value assumptions’ (Clarke, 2008:158) such as ‘important’, ‘useful’ (Trent, 2012), wonderful or awful.

Employing an identity framework, it is possible to explore how PSTs are shaped by prior experience, teacher education, and social interaction and how participants negotiate prior assumptions related to sociocultural notions of education (Britzman, 2003; Alsup, 2006; Vetter, Hartman, & Reynolds, 2016). Identities are constructed and enacted within a ‘figured world’ (e.g. educational institutions) which are ‘socially and culturally constructed realms of interpretation in which particular characters and actors are recognized, significance is assigned to certain acts, and particular outcomes are valued over others’ (Holland et al., 1998:52).

Individuals determine appropriate behaviour within this world which influences practice and identity. A PST might acknowledge that a typical EFL textbook is poorly designed but may have to utilize it for instructive purposes because the figured world of the school where she is conducting the practicum believes that it is the most appropriate method. However, a figurative perspective recognizes that PSTs also shape the figured world of their school. For example, they may decide which topics to cover from a textbook and which to skip. As a result, ‘how and why a teacher confronts both effective and ineffective strategies is dependent on the figured world of the school’ (Vetter et al., 2016). Thus, when an institution’s conceptions differ from PSTs’ understanding of effective practices, they are challenged to find a way to shape the figured world in ways that meet both learners’ and educators’ needs.

Positioning theory is a social constructionist approach which is a useful concept for understanding how teachers enact and construct identities within the figured world of schools. It examines how individuals use discourse to situate themselves and others within discursive interactions (Vetter et al., 2016). It is a helpful concept to examine how PSTs position themselves in relation to the values, attitudes and beliefs they have regarding teaching, prior learning experiences, and practicum experiences. Positioning discloses the knowledge and beliefs which underpin an individual's world view which is enacted in practice as they position themselves in ways which enable others to view them as teachers within figured worlds (Holland et al., 1998) which is similar to the concept of becoming members of a CoP.

Narratives combine personal positioning and social positioning. Personal positioning results from narrating experiences within a moral and ethical framework. Social positioning is the result of who society defines we should be and is customary when there are power differences in social hierarchies (Hooker, 2016).

Gee (2011) defines discourse as 'how we use language, to say things, do things and be things' (p. 3). Discourse analysis helped me as a researcher to achieve a better understanding of how and why PSTs conceived themselves and each other through their positioning since identities are situative. However, in discourse analysis, researchers can never be totally certain of the purpose and intention behind each speaker's words (Gee, 2011).

My analysis draws on the reflexive narrative methods employed by Parr et al. (2014) and the systematic qualitative interpretive approach employed by Yuan & Lee (2014a) who examine discourse to make sense of autobiographical narratives. Thus, by constructing narratives, PSTs construct a narrative identity.

The information gathering instruments employed in this research are summarized below in Table 4.2.

Table 4.2: Summary of Data Collection Methods.

Data Collection Method	Data Collection Period (January – August 2014)	Data
Pre-Practicum Written Reflections: <ul style="list-style-type: none"> • Expectations. • PST's Autobiography. 	Continuous January – August 2014	<ul style="list-style-type: none"> • Written reflections. • Asynchronous Discussion Posts. • EDMODO messages.
Practicum Reflective Tasks		
Initial Metaphorical Reflective Task 'The Mirror' (How PST's see themselves at the institution where they are placed).	February 2014	<ul style="list-style-type: none"> • Written reflections. • Asynchronous Discussion Posts. • EDMODO messages.
Intermediate Metaphorical Reflective Task 'The Microscope' (The impact of practicum on the institution and PST's professional identity).	March 2014	
Critical Incidents.	March 2014	
Final Metaphorical Reflective Task 'The Binoculars' (The future implications of practicum on the host school and PST's identity development).	April 2014	
Semi-structured Individual Face to Face Interviews	August 5 th , 2014 August 7 th , 2014	10 Audio-taped and transcribed interviews in L2. (Approximately 80-minutes total) 7 – 20 minute sessions.
Focus Group Interview with 10 PSTs	August 2014	Audio-taped, transcribed interview in L1. 80-minute session.

Data was collected from PSTs who have ‘experienced the phenomenon under investigation through interviews and other self-reflection strategies’ (Creswell, 2009:54). The selection of semi-structured interviews and a focus group session as methods of data collection was due to the fact that capturing authentic teacher voice is central to this research.

Teacher autobiographies and critical incidents were employed to foster PST reflection on personal philosophies in an effort to achieve improved understanding of teacher identity origins, formation and development (Farrell, 2016). Face to face interviews and a focus group session were employed to register PSTs' subjective perceptions and accounts. Interviews were framed around general topics with the intention of allowing participants to talk freely about their accounts in an effort to obtain data from different perspectives.

How PSTs construct their professional identities is a complicated and ongoing process. Through narratives of practice they are empowered to examine and externalize their values, attitudes and beliefs which allows me as a researcher to explore imagined and practiced identities. PSTs must reconcile conflicting identities to be able to survive in the workplace where it appears that they sometimes experience a professional conflict between what they have to do to survive and what they actually want to do (Yuan & Lee, 2014b). In general, prior research has demonstrated that teachers' identity construction is linked to their cognitive development. Through novice teachers' professional stories (Schatz-Oppenheimer & Dvir, 2014) researchers learn about how they construct their professional identities within the professional community in which they work. By examining how PSTs understand their practicum experience through narratives, reflective conversations and interactions with others as part of their SLTE experience it is possible to view identity through a multidimensional lens which studies teacher learning and development.

However, it is necessary to acknowledge that there may be problems in assessing reflective learning which arise from the subjective nature of reflective tasks. Assessment involves a judgement of the extent to which learning outcomes have been achieved by PSTs. Reflection is the process of turning experience into emergent learning. Given that not everyone ends up feeling empowered by reflective practice (Brookfield, 2002), some individuals may be incapable of engaging in critical reflection. A great number of PSTs find it difficult, mechanical and routinized (Finlay, 2008). Reflection might be harmful since it may have a negative or destructive emotional impact on individuals. Moore & Ash (2002) note that beginning teachers may 'choose not to reflect on their practice constructively and critically, preferring to fall back on preconceived understandings of how they and their pupils should conduct themselves in the classroom' (p.1). In a similar vein, Boud and Walker (1998) criticize the way in which reflection can potentially be turned into following recipes employing checklists which students work through mechanically without regard to their own uncertainties, doubts and meaning making. Another pedagogic concern is that reflections may be superficial and guarded, discouraging honest, critical self-examination.

Furthermore, Boud and Walker (1998) question the obligatory inclusion of reflection as a required assessed course component since not all planned reflective processes lead to learning. This is compatible with Hobbs' (2007) stance that 'reflection and assessment are simply incompatible' (p. 413).

Further issues which need to be addressed include the way in which reflection may lead to feelings of incompetence and that it should take into consideration the cultural, social and political environment in the learning milieu.

Hobbs (2007) and Finlay (2008) suggest that students may feel compelled to write 'what the teacher wants to hear', assigning no

intrinsic meaning to their reflection and may adopt a minimalist approach, writing just enough to meet course requirements to pass or may even resort to writing fictionalised accounts of idealised practice (Hobbs, 2007) given that ‘ individuals, by nature, tend to believe that writing ideas that their superiors agree with or view as intelligent and meaningful will have a positive effect on their grade or position’ (p. 415). It is my belief that participants did not openly associate their participation in this study with assessment.

Teacher identity is a difficult construct to examine given the close connection between it and self, the emotional dimension involved, the contexts which influence it, the role of reflection and its link with agency (Beauchamp & Thomas, 2009). In addition, as Polkinghorne (2005) states, there is a degree of difficulty in transforming human life experiences into language. However, language is a researcher’s primary access to people’s experiences. By analysing narrative content, context, and form taking into consideration that ‘autobiographic narratives are cultural, institutional, and social productions’ (Pavlenko, 2007:175), I was able to examine contextual influences on the content of individual narratives as PSTs attempted to make sense of the situations which they experienced. This allows PSTs to find ‘meaning in relation to the social worlds where they live through narrating their experiences’ (Dowling et al., 2013).

Representative quotations are presented and backed up in the corresponding appendices. However, it is important to note that transcribed interviews and focus group session are not the ‘authentic voice’ of the research participants given that they are produced in specific locations, in response to specific guiding questions which I encouraged participants to address at a specific time and emerged within a research context. As a participant and moderator in the sessions, I know that I impacted upon the flow of the interviews by making comments with the intention of co-constructing knowledge with

my research participants. My research instruments provided opportunities for participants to 'reflect on the past and link it to the present and the future in new ways' (Charmaz & Bryant, 2011 cited in Silverman, 2011:204) which allowed me to capture shared cultural understandings of the practicum experience in resource poor areas.

I decided to employ the use of semi-structured interviews in my data collection given that they allow researchers to have a greater deal of flexibility when interacting with participants than a structured interview. Interviews 'enable participants to discuss their interpretations of the world and to express how they regard situations from their own point of view' (Cohen et al., 2011:409). The use of semi-structured interviews allows researchers to adapt questions according to the flow of the conversation. Additional questions may be added in an effort to explore topics in greater depth (Silverman, 2011).

The focus group session was carefully planned and organised. The focus group application was piloted with the previous two cohorts in the Spring and Fall terms of 2013, prior to the main study application. Some minor problems were encountered in the pilot study, especially with the wording of the interview prompts. This allowed me to consider potential inconveniences in advance and enabled me to prevent them from reoccurring. I was careful to establish a positive rapport with participants and foster a positive climate for interactions. This was facilitated by my experience as a teacher educator and practicum coordinator.

Focus groups were deemed an appropriate information gathering instrument given that they allowed me to obtain a multiplicity of views, examine group interaction, and provided the opportunity for participants to reflect upon and react to others' opinions (Cohen et al., 2011). Great effort was taken to create a pleasant and positive climate in both semi-structured interviews and the focus group session.

All online reflective tasks were not written especially for this study but were a course requirement to pass the practicum academic unit and were submitted via the EDMODO closed social networking site. These tasks were designed to enable PSTs to develop insights which had the potential to lead to further learning. Each participant's actions, feelings, and thoughts were important given that individual growth was the goal of all tasks—never judgment. As a result, tasks were assigned a pass mark if any response was submitted. This may have had an influence in the manner in which PSTs responded to tasks. The pre-practicum tasks were included in the induction period of the practicum in January 2014. The post-practicum activities were the face to face interviews and the focus group session which were conducted in August 2014.

4.8.1 EDMODO Discussion Forum Tasks

EDMODO, the social network employed in this study, is a free social learning platform for teachers, students, and parents that is commonly thought of as Facebook for schools. It allows participants to complete tasks, share resources, share ideas, discuss, question, reflect and construct knowledge. Jyothi, McAvinia, & Keating (2012) draw our attention to the fact that virtual learning sites 'have the potential to transform learning with computers from being passive and transmissive in nature, to being active and constructivist' (p. 30). Krutka, Bergman, Flores, Mason, & Jack (2014) note the fact that social media sites such as EDMODO foster the development of reflective participatory cultures which are valuable to prepare PSTs to cope with current shifting educational environments.

I concur with Krutka et al. (2014) who posit that quality reflection through interactive inquiry with others fosters the development of 'new perspectives and (re)considerations' (p. 84), and 'must move beyond mere description of field experiences and delve into the complexities of situations' (p. 85). In addition, a closed network such as EDMODO is

ideal for addressing specific issues. By sharing experiences with peers PSTs may develop a sense of community which has the potential to address the feelings of isolation which many PSTs have commented on in previous studies (Rodesiler & Pace, 2015; Watkins, 2013).

Watkins (2013) notes that teachers 'are isolated due to lack of communication and collaboration with colleagues as a result of a traditional organizational system that promotes individualism at pre-service, in-service and faculty levels; and they are restricted to their own classrooms with their own students and contact with peers is minimal unless purposefully pursued' (p. 3). Factors such as time, proximity, individual goals, and isolation (Fullan, 2007; Hargreaves, 2000; Lortie, 1975) are difficult to deal with, especially for inexperienced PSTs. As was mentioned in Chapter One, the culture of schools does not usually foster cooperative development. This is especially true for Mexico where team work is difficult to foster as was discussed in Chapter Two of this study. By interacting with peers and discussing issues PSTs may learn how others address specific problems in each context which will help raise awareness for future practice if they are ever placed in a similar situation.

Although it is my belief that PSTs are all digital natives and would have no trouble using EDMODO I noticed a resistance to using this type of technology. Furthermore, not all PSTs have access to computers and internet at home.

All 30 PSTs in the spring 2014 cohort were provided with a tutorial session on how to use the online classroom blogging platform EDMODO at the beginning of the study with the aim of ensuring that PSTs would be able to successfully use the site during the investigation. As their first task PSTs were asked to discuss why they had decided to become teachers.

The EDMODO discussion forum was employed to simplify data collection and foster PST interaction. It was officially opened to the Spring 2014 cohort on January 14, 2014 at <https://www.edmodo.com/home> and had previously been piloted with the fall 2013 cohort. PSTs were provided with a two-hour induction session to ensure that they understood how to use it effectively. Figure 4.4 illustrates the site.

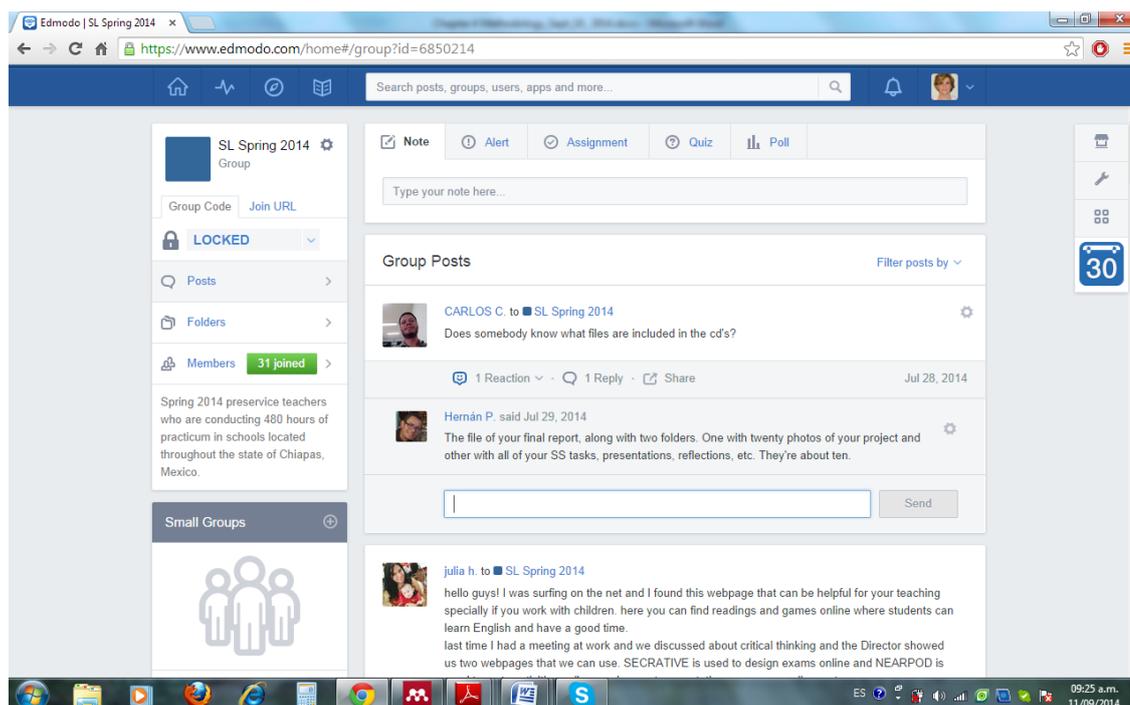


Figure 4.4: Spring 2014 EDMODO Site.

4.8.2 Reflective Tasks

The reflective tasks which PSTs were encouraged to submit via EDMODO were a course requirement designed to enable PSTs to examine their institutional experiences and develop reflective skills. Reflective tasks facilitate the examination of beliefs about the learning/teaching process (Murphy, 2015) allowing researchers to capture PSTs' perceptions about their teaching contexts and experiences as well as glean insight into some unobservable affective factors (Burns et al., 2015). The use of a variety of autobiographical accounts which cover learning, life and

professional experience (i.e. written tasks, critical incidents, individual interviews, focus group) (Barkhuizen et al., 2014) allowed me to gather information regarding participants' backgrounds, experiences and ideas.

The tasks which PSTs conducted are described and justified in the following section of this study.

Task #1: Reasons for Entering SLTE

The first task which PSTs were asked to answer via EDMODO was to discuss why they had decided to become EFL teachers with the aim of identifying their reasons for entering the SLTE programme. Social influences (family, friends, and former teachers) and intrinsic influences such as initial teacher identities and schooling experience all impact upon identity conceptualization. This is important since past experiences serve as a 'frame of reference' (Flores & Day, 2006) which informs decisions to teach, personal philosophies about teaching, learning and future professional plans (Rinke, Mawhinney, & Park, 2014).

In an attempt to help them feel more comfortable employing asynchronous discussion forums (ADFs), no restrictions on posts were applied. Participants were free to post as many words as they considered appropriate. The summary of participants' posts is discussed in Chapter Five.

Task #2: Expectations for the Practicum

The second reflective task asked PSTs to address their expectations regarding field placements and to express their concerns as they embarked on their 480-hour teaching experience. The disconnect between expectations and workplace realities has been identified by

Flores & Day (2006) as an area of concern in identity research. PSTs were asked to respond to the question:

What are your expectations for the practicum?

This task was meant as an ice breaker and to foster interaction in the asynchronous discussion forum. It also allowed PSTs to examine their values, attitudes and beliefs regarding SLTE as they made sense of the practicum.

Task #3: Personal Biographies

Beginning teachers are influenced by their own biographies as well as by their experiences as students prior to and throughout their PST education since identity is negotiated through experience and interpretation of experience (Sachs, 2005). Life history perspectives provide essential contextual background to see the individual in relation to their personal history (Goodson, 2008) since the interplay between contextual, cultural and biographical factors affects teaching practices (Flores & Day, 2006). Each participant's actions, feelings, and thoughts were important given that individual development was the goal of all tasks. As a result, an individual's personal history shapes their capacity for interpretation and action (Goodson, 2008).

PSTs were encouraged to write about their educational life history via EDMODO:

Please tell us about your experience as a learner and as a teacher. Where did you learn the most? What did you find the most valuable?

Through the induction period tasks, I attempted to foster awareness

of the influence of family members, prior teachers, and significant others on the development of teachers' identities which allowed participants to examine where they came from and how their personal history shaped who they are.

After the induction week PSTs initiated their 480 hours of practicum in the schools where they were placed. The following section discusses the practicum activities which participants carried out during this period.

4.8.3 Practicum Information Gathering Instruments

All participants were informed in advance that data obtained from this study would be kept confidential. All data was cross referenced with findings from written reflections, critical incidents and interviews.

The practicum was graded overall by complying with handing in assigned reflections with accompanying photographs for course credit and by participating in a PST learning forum at the end of the school term. Participants were not marked down if they reflected incorrectly. Practicum mentors were teachers working in the second language teacher education programme. Their role was to supervise the practicum and to provide guidance and advice.

4.8.4 Written Reflections

As a teacher development activity practicum students were asked to write three metaphoric self-report teacher development reflections about their experiences throughout the term. PSTs were encouraged to reflect upon their learning processes and their professional development in the form of written reflections which were sent via the EDMODO social network. Reflections highlighted the 'teacher-as-person' (Goodson, 2014) perspective and were anecdotal and subjective. In the case of each research participant the reflective tasks allowed me to trace the

shaping of beginning identity over time throughout the practicum (i.e. February 2014, March 2014 and April 2014). Written reflections in the form of an on-line portfolio allowed me as a researcher to examine how novice teachers acquire expertise in teaching as well as obtain ‘insights into some of the unobservable affective factors that influence the experiences of novice teachers’ (Numrich, 1996:148). Issues such as PSTs worries about their teaching behaviour, creating an appropriate teaching environment, unexpected discoveries regarding effective teaching, and teaching frustrations were important to obtain a deeper understanding of teacher development, PSTs’ emerging knowledge and learning. These were employed as retrospective regulations of their individual learning involving self-monitoring, reflection and assessment (cf Van Den Bergh, Ros, & Beijaard, 2015).

Reflections were submitted via the EDMODO online social network. As had been mutually agreed upon from the onset of this research study, through verbal and written agreements, each participant submitted nine reflective tasks throughout the Spring 2014 term. The collection of data via EDMODO facilitated monitoring of PST participation. The reflective tasks were designed to develop PSTs’ skills with reflection in and on practice through introspection, self-observation, and inner perception (Polkinghorne, 2005). All PSTs were asked to respond to all cues and no word limits were imposed (See Appendices 4 - 7).

Reflection #1: The Mirror (6 weeks into practicum).

The first teacher development task, ‘The Mirror’, was designed to help PSTs to examine their actions and progress. Its main aim was to allow respondents to explore their conception of self.

Reflection Task #1: *The Mirror*

How I See Myself (After Cress et al., 2005).

What have you learned about yourself through this practicum experience? In what ways, if any, has your sense of self and your self-confidence/self-esteem been impacted or altered through this experience?

Any realizations, insights, or especially strong lessons learned? Will these experiences change the way you act or think in the future?

Reflection #2: The Microscope (10 weeks into practicum)

The second professional development reflective task, 'The Microscope', was utilized to allow PSTs to examine their progress and the impact of their actions at the institution where they were placed. It was assigned 10 weeks into the practicum to provide PSTs with enough time to feel comfortable at the host school.

Reflection Task #2: *The Microscope*

Makes the Small Experience Large (After Cress et al., 2005)

What activities have you carried out? What happened? Describe your experience. What contributions have you made to your host school? What is the social impact of your actions? What have you learned about this institution, these people, or the community?

Was there a moment of failure, success, indecision, doubt, humour, frustration, happiness, sadness? Do you feel your actions had any impact? What more needs to be done?

Reflection #3: The Binoculars (14 weeks into practicum).

The third metaphoric teacher development reflective task was titled 'The Binoculars' and was assigned after 14 weeks into practicum. The aim of the task was to help PSTs to reflect upon the implications of the practicum for their future teacher development.

Reflection Task #3: *The Binoculars*

Makes What Appears Distant, Appear Closer (After Cress et al., 2005)

How has your practicum experience affected you?

How will this alter your future behaviour/attitudes/and career?

How has the institution where you are placed been affected by your practicum?

As a researcher I am aware that there is evidence to suggest that PSTs can fake their reflection and simply play the game in order to pass (Hobbs, 2007; Gray & Block, 2012; Block & Gray, 2016). All findings are discussed in Chapter Five of this thesis.

4.8.5 Critical Incident Data Collection Instrument

Critical incidents are moments when PSTs are forced to deal with a contingency which they face in the classroom. It is employed in this study to improve the understanding of school practice and how it affects novice teachers. Each participant was asked to discuss a critical incident that had occurred eleven weeks into the practicum. PSTs were asked to respond to the following critical incident task:

Critical Incident Task (After Farrell, 2008)

Please define a critical incident which you have experienced in the past two months.

a) Write a brief description of an 'incident' from a teaching practice experience.

Include

Who was involved?

Where did it take place?

When did it take place?

What happened?

b) Explain and interpret the incident. Consider what happened directly before and after the incident as well as your reaction.

The use of critical incidents and face to face interviews helped me as a researcher to assess and envision what PSTs consider good teaching to be as well as to develop a better understanding of how they deal with challenging situations. This provides evidence of the shaping of novice teacher identity within corresponding communities of practice by detecting changing forms of participation.

4.8.6 Semi-Structured Face to Face Interviews

Semi-structured interviews were employed in this study as research instruments in order to better understand the experiences of the ten participants. Qualitative researchers employ interviewing to learn about the things which cannot be directly observed. These include participants' interpretations about the world, their feelings and intentions (Yazan, 2015). The use of semi-structured interviews allows researchers to discuss issues which are related to the scope of study and provides information about PSTs' experiences, values, attitudes and beliefs.

Ten semi-structured individual face to face interviews were conducted in my office at the university at a prescheduled time at participants' convenience. My office was chosen as an interview site for student convenience since it is at the university and is located next to the student library and because it is a private setting. In semi-structured interviews investigators utilize interview guides to direct discussion. However, 'questions are open-ended to enable participants to elaborate and researchers to pursue developing themes' (Barkhuizen et al., 2014: 17). They were employed to gather information about participants' worldviews from an insider perspective and examine how PSTs constructed their identity through discourse (MacLeod, 2013).

Interviews were designed to answer my research questions given that 'identities are understandable as discourse phenomena, with ideas,

accounts, and justifications representing learning in the initial stages of becoming a teacher' (Kiely & Askham, 2011:7). All participants were interviewed alone and were given sufficient time to answer the questions, to recall their practicum experiences, and to explain their perspectives. All participants consented to the recording of their interview (See Appendix 8).

An interview guide was used as a resource to anchor the interview (See Appendix 9). However, semi-structured interviews permit 'a certain degree of flexibility' (Barkhuizen et al., 2014:17) given that open-ended questions allow participants to elaborate and freely express their opinions. Furthermore, semi-structured interviews provide researchers with the flexibility to modify questions to address issues if misunderstandings are observed in participants' replies to the interview questions.

It is necessary to be mindful of the situational nature of narrative co-construction in the interview process as a joint meaning-making endeavour which draws on the subject positions of all participants (Hooker, 2016). As a result, this study does not make claims for any single truth, but aims to provide an authentic account which acknowledges my positioning as an active participant in narrative construction. My findings are grounded in my own socio-political and ideological positionality, with a focus on examining the marginalized voices of PSTs.

The face to face interviews consisted of questions relating to PSTs' practicum experiences, critical incidents, and reflections on their evolving personal and professional identities as a result of their experiences (See Appendix 9). Interviews allow researchers to explore individual points of view, identification of important issues and episodes, and an evaluation of perceived shifting identities (Giovanelli, 2015) and lead to a better understanding of subjective experiences

(Richardson & Alsup, 2015) in situated contexts. Interviews were set up like conversations, allowing participants to provide their opinion. If an interesting topic came up additional related questions were asked which might have not been included in the original interview prompt.

The methodology employed recognises the interpretative role of the interviewer as a co-constructor of the participants' narratives (Barkhuizen et al., 2014). Given that participants' stories and perspectives are produced by both the interviewer and the interviewee, all speakers shape the conversation. I became aware of the urge to shape what the PSTs were saying and the need for me to resist doing so.

As a member of the academic staff at the university and practicum coordinator I was careful to foster a relationship of trust. All face to face interviews were held in a relaxed manner to ensure that participants felt comfortable and to encourage the interviewees to express their opinions freely. However, to ensure that participants would share negative experiences they were reminded that all the data would be kept confidential. The length of each interview varied according to each PST's time constraints, personality, how eloquent and how open they were to sharing their experiences with me (See Appendix 10).

Face to face interviews were conducted in English. Some researchers have criticized conducting interviews in a language other than that of native speakers (Barkhuizen et al., 2014; Pavlenko, 2007). However, although PSTs spoke Spanish as their native tongue, since participants are studying to become EFL teachers it is my belief that the language in which the interview was conducted made no difference, especially since as a researcher I am fully bilingual. Although participants may not be fully bilingual, they have an advanced level of English which is equivalent to level B2 of the common European framework of reference for languages: learning, teaching, assessment (CEFR).

Interviews were recorded and transcribed, then coded.

4.8.7 Focus Group Interviews

Focus group sessions are a form of group interview that collects data through group interaction on a topic determined by the researcher (Krueger & Casey, 2009). These ‘community narratives’ (Barkhuizen et al., 2014) are carefully planned sessions in which the researcher brings together a group of people to talk about a pre-determined topic or issue. This technique allows participants to express their views and locates the interaction in a group discussion as a source of data. It acknowledges the researcher’s active role as moderator in creating the group discussion for data collection purposes. Focus groups enable participants to listen to others and formulate their views when they are ready. Group size ranges from six to twelve participants. Sessions are usually non-directive and last from 30 to 90 minutes to allow for full exploration of the topic (Krueger & Casey, 2009).

In the case of this investigation all 10 PSTs were invited to attend the 80-minute focus group session held on August 22, 2014 from 10:00 – 12:00, in the audio-visual room of the university where their SLTE programme is based, via email and personal invitation (See Appendix 11). All attended with the exception of Julieta who had a prior commitment. In her place, a male student from the same cohort, Frank, was invited to join in since he had always provided interesting comments via EDMODO to suggest alternatives of practice for his classmates.

A feature of focus groups which I feel is beneficial for an investigative purpose is that group dynamics and interaction may ‘help prompt others to comment on themes that they might not have thought of or volunteered in one-on-one settings. In addition, participants often find the group format less intimidating than a one-on-one interview’ (Duff,

2008: 135). Thus, in a group setting, individual responses may trigger others to comment upon what is said in the session. Group dynamics impact on shaping data. Care must be given to analyse why some people do not participate or interact due to the fact that they may be shy or do not respond to avoid conflict.

It is also necessary to analyse how strongly individuals hold views and to identify shared views, attitudes, values and beliefs. A quality of focus groups is that participants interact with each other rather than exclusively with the interviewer allowing the views of the participants to emerge, and hence allow me as a researcher to collect extensive data (Creswell, 2009). However, one of the disadvantages of focus group interviews is that it sometimes requires the researcher to find consensus on questions, so one explanation can be recorded for all individuals in the group. In addition, some individuals may dominate the conversation leading to responses that do not reflect the entire group (Creswell, 2009).

Duff (2008) cautions that a research interview is a 'construction' or joint production by interviewer and interviewee and thereby produces 'a version of truth, a snapshot of participants' perceptions for a specific purpose in a particular space and time' (p. 133). The purpose of the focus group interview was to obtain an overall general sense of the participants' views, educational experiences and shared understandings of teaching and identity formation throughout the practicum. Participants were encouraged to talk to one another by sharing experiences, asking questions, and commenting on each other's experiences (Gu & Benson, 2015) (See Appendix 11).

In the case of this study, the focus group was held six weeks after PSTs had concluded their practicum. This was programmed to allow PSTs to distance themselves from the practicum experience and become more emotionally detached. The focus group interview took place one month

after the reflection tasks were graded. All participants were aware that they had already passed the practicum as an academic unit.

The focus group was conducted in Spanish, PSTs' native language, in an effort to allow them to express themselves freely. The interview was recorded and transcribed, then coded. For the findings section of this study (Chapter Five), as per Pavlenko's (2007) recommendation, to provide coherence and accuracy, the transcript has been provided in both L1 and L2 using participants' exact words to permit readers to make their own interpretation (See Appendix 15 for transcript in Spanish and Appendix 16 for version in English).

The data collected in this research study has provided a great amount of information. This has allowed me as a researcher to develop a detailed understanding of emerging teacher identity of a group of English as foreign language teachers conducting their practicum in south-eastern Mexico.

In this section the research methodology and research design and data collection instruments have been presented. In the following section of Chapter Four the ethical considerations employed in this study shall be discussed.

4.9 Ethical Issues

Researchers need to protect their research participants, develop trustworthiness, foster the integrity of their research, shield institutions from misconduct and impropriety as well as anticipate and address any ethical dilemmas which may be encountered during research (Creswell, 2009).

In January 2014, all 30 members of the spring 2014 eighth semester cohort were invited to participate in this study. They were informed

about the research procedure including designs and methods. As proposed by Duff (2008), when candidates were invited to participate in this study, care was given to outline the roles and responsibilities of each party in advance in both e-mail messages as well as a face to face session. A consent form (See Appendix 1) was distributed among candidates stating the main focus and expectations of this research in both time and tasks as well as the benefits or risks to the participants (Duff, 2008).

All data were gathered by considering anonymity, confidentiality and ethical issues. Ethical approval was obtained from the University of Southampton, the university where PSTs were studying to become EFL teachers in Chiapas, Mexico as well as all 30 potential participants before the study commenced. PSTs also signed a consent form before taking part in the face to face interviews and the focus group session. At the termination of the project participants were informed of the findings to ensure their agreement regarding my insights concerning their experiences and perceptions. All data is used exclusively for the purposes of this investigation and participants' privacy has been protected by providing them with a pseudonym. All identifiers of the specific institutions in which participants were placed have been removed. Standards of conduct have also been employed to ensure professionalism.

PSTs were allowed to withdraw from the study at any time and were informed of this continuously throughout the research process. A digital recorder was used to record the interviews and its use was approved by all participants. The focus group session was translated from Spanish into English. I transcribed all interviews and translated the focus group session taking care to retain PSTs' original meanings as closely as possible. Transcripts are available in both languages for purposes of scrutiny, if so required (See Appendix 15 and Appendix 16).

4.10 Data Volume

Qualitative data in this study comes from many sources and has been transformed into textual form (Dórnyci, 2007). The sufficiency of the amount of data collected depends on each study but the aim is not quantity but useful data (Dórnyci, 2007) since depth is emphasized over coverage (O’Sullivan, 2014). The main goal is to find research participants who are able to provide rich and varied insights regarding PST identity.

Table 4.3 provides an overview of the volume of data collected for this study. I am confident that the volume of data collected allowed me to examine evolving teacher identity in a trustworthy manner.

I trust that the data collected demonstrates sufficient depth to allow me to examine and interpret PST identity effectively.

Table 4.3: Data Volume.

Data Collection Method	Date	Amount /Procedure
Written Reflections		
Pre-Practicum		
1) Reasons for Entering SLTE	January 2014	10
2) Expectations for the Practicum	January 2014	10
3) Personal Biographies	January 2014	10
4) Reasons for Entering SLTE	January 2014	10
Written Reflections		
Practicum Written Tasks		
1) Initial Reflection: <i>The Mirror</i>	February 2014	10
2) Intermediate Reflection:	March 2014	10

<i>The Microscope</i>		
3) Final Reflection: <i>The Binoculars</i>	April 2014	10
Critical Incident	March 2014	10
Face to Face Interviews	August 2014	10
Focus Group	August 2014	10 members/80 min session

4.11 Data Analysis

The purpose of data analysis in qualitative research is to allow the researcher to examine ‘the meaning of different situations and different people’s understandings of the world’ (Bold, 2011:120). Qualitative methods were employed to analyse data in the form of written documents and oral interview transcripts (Silverman, 2011). Data collection was designed to answer the research questions and to coordinate with the theoretical frames of situated teacher learning, identity development, and socio-constructivist views of learning (Beijaard et al., 2004) within CoP (Caudle, Moran, & Hobbs, 2014; Wenger, 1998). Intensive and extensive data analyses were conducted.

Employing a sociocultural framework implies that teaching experiences and outcomes are framed by the interaction of multiple social factors whereby an individual’s knowledge is constructed in CoP through ‘collective learning’ (Hamiloglu, 2013; Wenger, 1998). Thus, teacher learning is a situated social practice involving mediation, discourse, social interaction and participation structures through dialogic and collaborative inquiry.

As Maxwell (2013) argues, the conceptual framework employed in this research is was constructed to develop a theory to inform this study. This ‘grounded theory’ refers to a ‘theory that is inductively developed during a study in constant interaction with the data’ (p. 49). As a researcher I drew from Dórnyci's (2007) framework of ‘iterative’,

‘emergent’ and ‘interpretive’ concepts Thus, this study recognizes that qualitative research moves forward between data collection, analysis and interpretation. This investigation was emergent in order to remain flexible during repeated rounds of data analysis and was interpretive given that is ultimately my subjective interpretation of the data (Barkhuizen et al., 2014; Dórnyei, 2007).

Data analysis included direct interpretation, positioning theory and critical discourse analysis (Clarke, 2008; Fairclough, 2003) and meant a search for meaning through a cyclical recursive process which began from the initiation of data collection. Data was analysed both inductively and deductively through a continuous iterative process. The aim was to establish patterns and themes which allowed me as a researcher to provide a description and interpretation of emerging teacher identity as PSTs attempted to make sense of the practicum experience within Mexican educational settings.

Employing narrative analysis I applied a constructionist framework and was concerned with the local context of the narrative (Silverman, 2011) and that it be practical, systematic, sequential, continuous and verifiable (Krueger & Casey, 2009). Narrative analysis relies on the researcher’s interpretation. A personal experience-centred approach was conducted as suggested by Bold (2011) which focuses on an individual’s meaning making, understanding of a situation and the context. Through thematic analysis I sought to identify themes within PST narratives and accurately represent their range of views (Krueger & Casey, 2009).

For Kumaravadivelu (2012:47) ‘academic autonomy enables learners to be strategic practitioners in order to realize their learning potential, liberatory autonomy empowers them to be critical thinkers in order to realize their human potential’. Viewed through the lens of critical pedagogy, teacher education must recognize the socio-political

impediments which constrain PSTs actions and shape the culture of classrooms.

By adopting a dialogical approach to data analysis teacher identity was viewed as a continuous process of negotiating multiple I-positions in teaching life (Akkerman and Meijer 2011). This study focuses on PSTs' meaning-making processes within biographical narratives.

In coding data, the purpose of the study, my knowledge of PST identity and participants' perceptions were taken into consideration. Analysis grids (Gillham, 2000a) were designed (See Appendix 17). Context codes that arose from the data included perceptions regarding local education, community, and EFL students (MacLeod, 2013). Patterns of thinking regarding perceptions of teacher self/identity as a teacher allowed me to make sense of the information (Gillham, 2000a).

The need for PSTs to reconceptualise and unpack existing values, beliefs and assumptions about language teaching and learning can be most effectively achieved through teacher education and must be aligned to fit the identities, norms, abilities and socio-political positionings.

Both descriptive and interpretive codes were employed (Miles & Huberman, 1994). Firstly, data were coded with descriptive codes to assign the main areas of inquiry related to my research questions. Next thematic analysis was conducted for categorization and classification of data to establish theoretical relationships (Barkhuizen et al., 2014; Silverman, 2011). Afterwards, I re-read through the narratives and colour-coded narratives using the research themes.

Data analysis took place in a recursive, iterative manner as described by Trent (2014) moving between the theoretical framework and the data.

I began to identify patterns in coded data in an attempt to make sense of the various themes and accounts. Thus, emerging themes became the main organizers of my research aiding me in linking theory and data.

Examining the effects of the practicum on PST developing professional selves involved employing an analytical framework in terms of both 'identity-in-discourse' (Fairclough, 2003) and 'identity-in-practice' (Trent, 2010; Varghese et al., 2005) based on the research questions, interview transcripts and preliminary coding. A dialogical conceptualization of PST identity was deemed appropriate as an analytical framework in the study of teacher 'selves' which reflects 'struggles of being one and many' identities by carefully examining and contextualizing participants' doubts, dilemmas, and uncertainties (Akkerman & Meijer, 2011:318).

Using my research questions to analyse transcripts I wrote initial interpretations of the narratives by PST. Each PST's perceptions were compared and compiled. Tables were drawn up by data collection instrument for comparison and contrast. Data management and analysis was performed using thematic analysis.

Linguistic features which were taken into consideration to delineate topics within the data included vocabulary, grammar, cohesion and text structure (Clarke, 2008; Fairclough, 2003; Hamiloglu, 2013). Vocabulary included PSTs' personal characteristics such as worried, confident or bad teacher. For grammatical aspects the use of modal verbs such as 'should', 'must' and 'will', or adverbs such as 'always', 'definitely' or 'never' allowed me to examine how PSTs articulated the degree of affinity, need and obligation as at a personal, social or ideological level.

A frequent criticism of discourse analysis is that written or spoken texts are subjectively interpreted by the researcher. To avoid this, I triangulated information in an attempt to identify PSTs' intentions. Data in this study are examined with a view to determining how identity

formation is intertwined with the relationships which PSTs are building with significant others within CoP.

A personal experience-centred approach was conducted as suggested by Bold (2011) which focuses on an individual's meaning-making, understanding of a situation and the context in an attempt to examine emergent professional selves. It was found that the practicum is a transformative time for PSTs who must deal with new situations and the accompanying constraints and opportunities imposed by the institutions where they are placed. All data was separated into the time periods of pre-practicum, practicum and post-practicum and then scrutinized line-by-line in order to identify repeated ideas, words, or phrases (Cazzell, Theriot, Blakey, & Sattler, 2014).

Descriptive and interpretive codes were employed (Miles & Huberman, 1994). I first colour coded data with descriptive codes to identify general themes related to my research questions. Afterwards, descriptive codes were assigned to transcripts. Next, codes were reduced into main categories through constant comparative analysis (Miles & Huberman, 1994). Data collection was designed to answer my research questions in accordance with the theoretical frameworks of identity construction, community of practice theory, situated teacher learning, and socio-constructivist perspectives of learning.

In designing the coding frame, code labels were assigned. In vivo coding (their words) was employed taking care to not over code and avoid interpreting comments. Overlap among codes was also a major concern and I finally determined to combine codes into seven themes as I visited and revisited my data. Research questions influenced participants' responses given that in the EDMODO tasks and interviews my activities were based on examining relevant issues (See Appendices 4, 6, 9 and 13).

Open coding was applied to all research data. The layered data analysis method is illustrated in table 4.4.

Table 4.4: Layered Data Analysis.

Stage 1: Narrative discourse and positioning analysis of written texts and interview transcripts. Employing my research questions as a guide.
Stage 2: Description
Stage 3: Thematic analysis.
Stage 4: Topic colour codification
Stage 5: Interpretation of themes

The themes which were identified included conflict between expectations and reality; readiness for work as EFL teachers, personal perceptions of their roles as EFL teachers, agency (i.e. having to finish the textbook, abide by institutional policies); issues with classroom management, issues with didactic resource design; and the influence of socio-contextual factors in emerging identity construction. These themes will be discussed more fully in Chapter Five of this study.

4.12 Validity in Interpretative Research

To ensure credibility I employed informed consent by informing participants about my interests and clarifying my bias as a researcher at the beginning of this research study. The consent form (See Appendix 1) included the objectives of the study supported by an explanation that the study was conducted as my doctoral study at the University of Southampton.

Creswell & Miller (2000) suggest that the selection of validity procedures is determined 'by two perspectives: the lens researchers choose to validate their studies and researchers' paradigm assumptions' (p. 124). They define validity as 'how accurately the account represents

participants' realities of the social phenomena and is credible to them' (p. 124). These criteria inform the design and quality of my study.

As a socio-constructivist I believe in a perspective which is interpretative, contextualized and open ended. Verification procedures employed in this study included triangulation; researcher reflexivity; member checking; audit trails; and thick, rich description (Creswell & Miller, 2000). Triangulation is the search for convergence among the multiple data sources. This is a methodological process of data analysis to identify common themes. Researcher reflexivity is my recognition of my values, attitudes, beliefs and biases as an investigator and how these shape my study and interpretation.

Member checking consists of asking research participants to verify my interpretations of their accounts to confirm their credibility and accuracy. Member checking was conducted informally and formally. It was carried out informally during the data collection stage of this study. Formal member checking was conducted once data collection and analysis was completed. In order to enhance the validity of this study each PST was provided with the opportunity to provide further comments, to retract or elaborate their utterances. Relevant transcripts were shared with each participant via email to ensure that they felt that they were accurately portrayed in my study and relevant feedback was requested.

Miles and Huberman (1994 cited in Cohen et al., 2011:555) suggest following a variety of stages for generating meaning from transcribed data. These include noting patterns and themes (gestalts). Brenner et al. (1985 cited in Cohen et al., 2011:555-556) acknowledge that in content analysis it is useful to reduce data overload through categorization, incubation (i.e. reflecting on data and developing interpretations and meanings), synthesis (i.e. reviewing coding rationale to identify emerging themes), constant comparison, culling (i.e. condensing and

reinterpreting data) and interpretation (i.e. making meaning from the data). Constant comparative analysis whereby researchers compare new data with existing data, categories and theories was also employed.

The audit trail is established by providing clear documentation of all of the research decisions and activities employed in this study. Lincoln & Guba (1985) identify six categories of information: raw data; data reduction and analysis such as summaries and theme identification; data reconstruction and synthesis products; methodological notes; researcher's intentions and instrument development information regarding the design of data collection instruments. These are all available in the appendices of this study (See Appendices 1 - 17).

The audit trail (Figure 4.5) illustrates initial coding, focused coding, summarising, expanding and interpretation. Double headed arrows are utilized to illustrate that the data analysis moved forward and backward between transcriptions of digital recordings to check the accuracy of data capture. It was necessary to change some of the initial labels given that they did not accurately describe the messages in the transcripts. I detected some errors in my initial coding. An audit trail of the analytical process was kept to record all stages and decisions made as I moved forward between raw transcripts until final interpretations were drawn. Successive versions of coded transcripts and case summaries were saved.

Thick, rich description is utilized in this study by describing contexts, participants and the themes of my study. This aspect allows other researchers to decide if the findings may apply to similar settings.

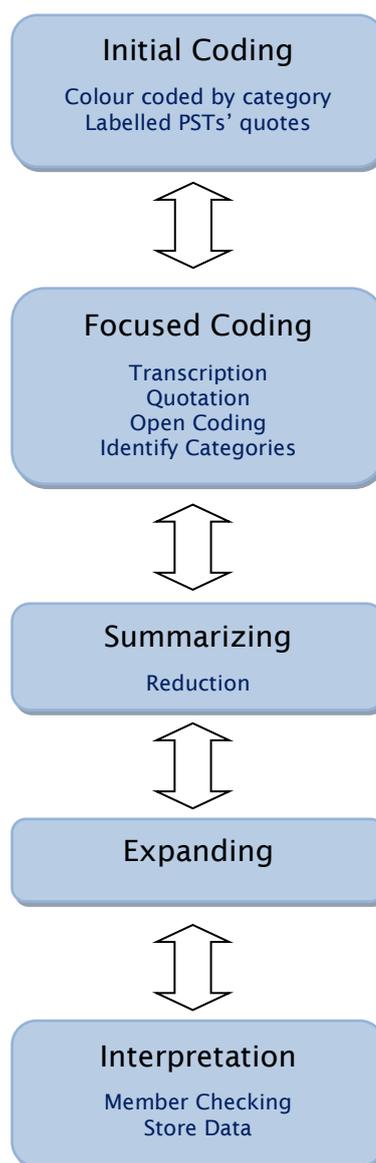


Figure 4.5: Audit Trail.

4.13 Limitations

This research study has several limitations. First, this study focused on PST identity in the state of Chiapas, Mexico. Due to the limited number of participants, the findings from this study are not generalizable for all contexts. The purpose of this investigation was not to generalize regarding SLTE practicum but rather to understand a phenomenon: PST learning and identity development in practicum in disadvantaged schools in Chiapas, Mexico. Although the findings are not generalizable,

they contribute to research in SLTE, especially in Latin American contexts.

Secondly, a limitation is a concern regarding the reliability and validity of the data which I collected since it is self-reported, assessed and uncorroborated. Hobbs (2007) notes that novice teachers tend to report what they think that the researcher expects to hear and not what they actually perceive their experience to be. In addition, human memory is not trustworthy, thus self-reported data is not entirely reliable (Yang, 2012). However, such limitations are addressed by employing triangulation in order to compare or verify that participants were accurately reporting their experiences and perceptions.

Thirdly, since I was the primary instrument of data collection, it is possible that human factors influenced my methods of data collection and analysis. These include my prior experience with previous practicum cohorts, my limited experience in qualitative investigation, my relationship with participants and my personal background. To minimize the impact of these limitations, I did my best to not become emotionally close to the PSTs in an effort to remain as objective as possible. In addition, I continuously consulted the literature to examine how other researchers in the field conducted similar studies. Specifically, I requested written reflections, encouraged PSTs to interact in an online discussion forum, conducted semi-structured interviews, conducted a focus group session, asked participants to review my perceptions of their stories and transcripts to conduct data analysis, and triangulated data.

Fourthly, because this qualitative investigation is based on PSTs' perceptions of their practicum experience, data collection was dependent upon participants' ability to reflectively establish and identify aspects of their experiences and how effectively they communicated what they identified (Polkinghorne, 2005).

Another limitation of my research is how effectively my data collection instruments capture the fullness of and variations within the practicum experience. As was observed in the semi-structured face to face interviews, some participants were more eloquent, open and forthcoming with their responses to the prompts whilst others were not as open to sharing their perceptions. I believe that this is a question of individual personality. In retrospect, I believe that it is possible that some participants may have had difficulty expressing their experiences or feelings, especially in the written reflections and face to face interviews which were conducted in English, and may not have felt comfortable or completely able to express themselves freely in L2. Also, as had been discussed previously, as Hobbs (2007) notes, some respondents may have faked their responses in order to pass the academic unit.

Furthermore, I am conscious that as a novice researcher I may unintentionally influence what is asked and said as well as how data are interpreted. It is possible that personal bias and misinterpretation of words or actions may have been inadvertently employed (Clandinin, Murphy, Huber, & Orr, 2010; Judkins, 2014). In addition, I am aware that I have a tendency to analyse my data as a teacher educator and must be careful to examine data through my researcher perspective.

Nonetheless, narrative and discourse analysis allowed PSTs to share their personal stories with me as a researcher and are employed in this study to examine the personal meaning and sense making that PSTs' experience in practicum in particular contexts and at specific moments in time (Judkins, 2014; Polkinghorne, 2005) in identity construction.

An additional limitation of this study is that by focusing on individual experiences I overlooked wider power structures which shaped PST professional practice. Conversely, the reflective tasks which were employed in this study failed to encourage participants to consider wider policy and socio-political issues which impact upon the schools

where PSTs were placed for the practicum. Hooker (2016) notes that there is a need to critique the organisational cultures in which individuals are embedded to provide insights which could inform strategies for teacher education and professional development.

Summary

The purpose of this investigation was to better understand PST learning and identity construction within the practicum in a variety of institutions through the examination of narratives. In this chapter the methodological elements of my study were discussed.

My aim in writing this chapter was to explore the theories I employed within an interpretative framework and discuss how I collected and analysed the research data. Ethical considerations and analytical techniques were also discussed. This study was situated in a socio-constructivist interpretive framework featuring a case study design. Participants included ten PSTs conducting their practicum from the spring 2014 cohort of SLTE at a public university located in Chiapas, Mexico.

Data were collected through autobiographical reflective tasks, a critical incident task (Farrell, 2008), ten semi-structured face to face interviews and a focus group session. The data were analysed through narrative discourse and positioning analysis employing constant comparative methods and the identification of main themes.

The themes which were identified included:

- Conflict between expectations and reality.
- Readiness for work as EFL teachers.
- Personal perceptions of PSTs' roles as EFL Teachers (i.e. having to finish the textbook, abide by institutional policies).

- Issues with classroom management.
- Issues with didactic resource design.
- Transformation in PST teacher identities.
- The influence of socio-contextual factors in identity construction.

In the following chapter I shall discuss the findings of this study.

Chapter Five: Data Analysis, Findings and Discussion

Introduction

This chapter presents the analysis of the data which was collected during the practicum component of SLTE at a state university located in south-eastern Mexico. The analysis addresses the three research questions of the study:

RQ1. How does PSTs' experience in schools on the practicum influence early professional identity construction?

RQ2. How do personal factors influence early teacher identity construction?

RQ3. How does reflective practice in the practicum influence PST learning and teacher identity development?

This chapter begins with an explanation of the data analysis procedure, followed by the findings and discussion. Finally, a summary of the chapter is presented.

5.1 Data Analysis

In addition to interpreting sense making of lived experiences, narratives include interpretations of the writer's position or roles within a specific context and involve evaluating the differences in characteristics associated with oneself and others. Participants positioned themselves 'either in congruence with the way others identify them, or in resistance to the way others identify them' (Wilson, 2014: 6). As was argued in

Chapter Three, by employing a sociocultural perspective on positioning and identity it was possible to examine how PSTs positioned themselves.

As part of the theoretical framework of this study I employ Beijaard et al's (2004) definition of teacher identity construction as 'an on-going process of integration of the personal and professional selves' (p. 113) which allows me to take the stance that PSTs' identity is represented by the stories PSTs tell as well as the influence of the teaching environment on participants' professional lives. Identity may be considered at different levels: personal identity, ascribed identity, relational identity and collective identity (Mosvold & Bjuland, 2016). Personal identity is dependent upon how an individual defines or constructs his or her identity. Ascribed identity is related to how individuals are positioned in particular ways by others (Block; 2015) and requires a response through assent or resistance. Relational identity is associated with the roles an individual plays within social interactions, and collective identity refers to how PSTs identify with certain groups.

Harré (2012) defined positioning theory as being 'based on the principle that not everyone involved in a social episode has equal access to rights and duties to perform particular kinds of meaningful actions at that moment and with those people (p.193). Two types of positioning are relevant for this investigation. The first mode is reflexive positioning 'in which one positions oneself to express professional identity' (Davies & Harré, 1990, p. 48) such as expressing events from their biography and is related to their personal interpretative framework. In interactive positioning what an individual says positions others in specific ways.

The framework was employed to make sense of the data and examine how PSTs construct their identity. My aim in this study is to problematize how PSTs talk their teaching identities into existence through their narratives as constructed visions of themselves within resource poor environments. As was mentioned in Chapter Three, when

beginning teachers enter SLTE they become engaged in diverse dimensions of learning, ranging from mastery of the subject matter to classroom management, in addition to developing an understanding of themselves and 'what it means to be a language teacher' (Pennington & Richards, 2016:2). Understanding identity requires the consideration of 'identity-in-discourse' and 'identity-in-practice' (Varghese et al., 2005). 'Identity-in-practice' is conceptualized as the operationalisation of identity through concrete practices within school environments, whilst 'identity-in-discourse' acknowledges that 'identity is constructed, maintained and negotiated to a significant extent through language and discourse' (Varghese et al., 2005:23).

The basic framework for understanding teacher identity is the conceptualization that it is a process which enables PSTs to interpret themselves as a specific type of individual and be recognised as such in a particular context (Beijaard et al., 2004). Thus, identity is socially and historically constructed throughout peripheral participation, seeking validation, and continuous reflection.

I employ Beijaard et al's (2004) framework for understanding teacher identity development which includes professional identity as a process of continuously interpreting and re-interpreting experiences (Kerby, 1991 cited in Beijaard, 2004); professional identity implying both individual and context; and, agency as a crucial and important element of professional identity (p. 122-123). Examining how PSTs develop their understanding of the dynamics of each school context, how they claimed numerous identity positions which include: students' friend; as strict teacher; as caring teacher, as competent teachers who aimed to prepare learners to survive in the real world. PSTs' schools were sites that fostered positionings as they actively claimed and assigned identity positions. Perceiving that they might be positioned as incompetent participants, PSTs sometimes rejected assuming an institutional teacher identity which strengthened their self-identity.

Positioning their students as specific types of learners provides PSTs with a device for making sense of their practices regarding how to instruct students with varied needs and backgrounds. PSTs' personal values, attitudes and beliefs influenced how they ascribed identity positions to their learners. Care must be given to refrain from positioning others in unhelpful or perhaps even damaging ways.

Although PSTs have agency and may reject or resist an assigned identity (Reeves, 2009) they have limited power to do so since they are often constrained by coercive power relations within institutional and community settings. Teacher education must be responsive to how identity may affect teacher learning. How participants saw their role as teachers, how they learned how to deal with the lack of resources and developed teaching strategies for vulnerable students with particular needs (Martinez, 2014) and how these issues influenced teacher identity construction were vital to this study. Teacher education should enable PSTs to identify the underlying power relations which influence identity construction and practice.

Data in this study were thematically classified, categorised and coded employing narrative analysis as an analytical framework (Creswell, 2007) by problematizing how PSTs talk their teaching identities into existence. A profile was developed for each participant and included summarizing data about personal biography, expectations, values, attitudes and beliefs about good teaching, professional self-understanding, subjective educational theory and the challenges which each participant had faced. Extensive quotes were taken from the interviews and focus group session. Then, profiles were analysed to identify commonalities and differences regarding PSTs' positioning.

Discourse analysis was utilized given that 'Identity-in-discourse' recognizes that identities are discursively constructed through language (Clarke, 2008; Hamiloglu, 2013; Trent, 2015) as PSTs developed their

teaching expertise. Discursive strategies included how participants made identity claims, emphasized their concepts of what makes a good or bad teacher, positioned themselves in relation to others and resource poor environments, and, talked about success and failure (Johnston, 2015). Fairclough's (2003) 'texturing of identity' model was employed to examine PSTs' commitments through the use of modal verbs such as *should* and *must* to express truth, obligation and necessity; as well as modal adverbs such as *probably* and *possibly*, which are employed to assess what an individual believes to be desirable or undesirable and may be expressed as *good, bad or important*.

Drawing from the work of Richardson & Alsup (2015) I identified a list of themes which were similar amongst the ten participants and analysed them to see how they reflected Beijaard et al's (2004) essential characteristics of teacher identity (Table 5.1). They included: conflict between expectations and reality, personal perceptions about their roles as educators, how PSTs positioned themselves, lack of teaching resources, coping strategies, classroom management and readiness for work as EFL teachers.

Table 5.1: Comparison of Themes to Beijaard et al's. (2004) Essential Characteristics of Teacher Identity.

Identity as a Process	Context	Sub-identities	Agency
Pre, While and Post Reflections	Resource poor environments	Conflict between expectations & reality	Coping strategies
	Classroom management issues		Roles
			Positioning
			Developing a CoP

All of the data presented in this chapter have been chosen from the written reflections and interviews submitted by the ten participants as

significant to understanding emerging teacher identity. Data were collated for each PST and utilized to compile a case study (Table 5.2).

Table 5.2: Data Analysis.

Data	Analysis
Written Reflections	Written texts were coded to examine identity, narratives, agency and positioning employing incubation, synthesis, constant comparison, culling, interpretation and memoing (Cohen et al., 2011).
Critical Incident Account	
Individual Semi-directed Face to Face Interviews & Focus Group Session	

As was discussed in Chapter Three, Section 3.11, from a CoP framework (Wenger, 1998), there is a need for belonging involving engagement, alignment and imagination. Engagement implies ‘active involvement in mutual processes of negotiation of meaning’ (Wenger, 1998:173). Imagination requires ‘creating images of the world and seeing connections through time and space by extrapolating from experience’ (p. 173). Alignment involves ‘coordinating energy and activities in order to fit within broader structures and contribute to broader enterprises’ (p. 174).

Data analysis and findings were divided into three sections: personal factors affecting professional identity construction, how factors within each context shaped PST identity, and the development of PSTs’ reflective practices. Once themes and patterns had been determined, representative segments of PSTs’ online posts, written reflections and interview data were employed to analyse the presence of specific beliefs through discursive practices (Morton & Gray, 2010).

As suggested by Cohen et al. (2011), verbatim quotations have been included to demonstrate identity construction in and through discourse. In the quotations, the emphases connoted by the bold text are my own.

In the following section I shall discuss PSTs' experiences during the practicum and how they shaped teacher identity.

5.2 How PSTs' Experience in Schools on the Practicum Influences Early Professional Identity Construction

Identity is dynamic and continuously constructed as individuals position themselves differently in different situations (Akkerman & Meijer, 2011; Harré, Moghaddam Fathali, Cairnie, Rothbart, & Sabat, 2009) as they align their personal values, attitudes and beliefs with new contextual demands. The transition from imagined 'identities-in-discourse' to enacted 'identities-in-practice' was a result of PSTs' engagement with personal factors, contexts, and socialization throughout the practicum. Identity ultimately became a matter of who a person believed herself to be at a specific moment in time as participants coped with multiple pedagogical beliefs developed before their entrance into SLTE, throughout their SLTE programme and the practicum (Alsup, 2006). Thus, the conception of teacher self-changed over time as PSTs were positioned as students of teaching at the same time they were positioned as teachers who wished to be accepted into specific CoP.

In this study, autobiographical accounts were employed to encourage PSTs to explore their experiences to construct their professional identity. Identities were shifting, multiple and conflictive due to sociocultural and educational constraints.

The environment has an impact in enabling and constraining teacher identity construction which fosters a clearer understanding of the neoliberal quicksand that they find themselves in in each institution. It was necessary to develop strategies to deal with poor working conditions with a great lack of resources and which had an impact upon PSTs' professional development.

In the following extract from the focus group session held in August 2014, between Patty, who was placed in the day-care centre and Isabel, who was placed at a technical high school, Patty explicitly considered identity by commenting upon how much she had changed during the practicum (See Appendix 17).

Patty

*I also changed. I am a **different** person now. I will always remember.... The first few weeks I went to see how everything was I was beside the teacher, she was one of the strictest teachers in that school, or that's what the students would say, that she would yell at them and I remember saying I wouldn't be like that in class... I was **naïve**, I also saw she would sign their notebooks and also decided not to do that because it would take too much time, but the first days I got to teach them on my own... I wasn't able to keep them quiet, and if I didn't speak loudly... **I tried to be good** but in the end...*

Isabel

*You were **the bad one**?*

Patty

No, but if not they don't respect you and do not see you as an authority... so I had to get to class and say we would speak in English the entire time because it was English class and I realized that the other teacher had made them get used to speaking in Spanish so I had to switch from English to Spanish, then English and Spanish. That was also one of the things that changed at the end too.

In this excerpt, Patty recognizes that the environment is constraining. Her account demonstrates her reconstructed understandings as she believes that the teaching and learning process is dynamic, emerging through interaction between teachers and learners. She positions herself as formally a naïve person who has grown wiser as a result of her practicum. She employs the pronoun "I" to give the indexical location. The point I would like to make here is that Patty had a social image of what she considered good teaching which did not coincide with reality. Her discourse is centred on her ability to manage the classroom. She demonstrates a shifting identity in accordance with findings by Connelly & Clandinin (1999). However, she is active within her professional development taking into consideration her conceptualization of what

makes a 'good teacher' (Korthagen, 2004), thereby demonstrating agency by insisting that everyone speak in the target language.

Moloney & Oguro (2014:5) identified four types of narrative: descriptive, dialogic, critical and synthesising with professional practice. The majority of the written reflections which PSTs shared were superficial and mainly descriptive. In a few instances reflections were dialogic and included 'conversation with the self' (Schön, 1983) characterised by PSTs comparing or contemplating differences or observations of their practices in the practicum. The constraining institutional environments appear to inhibit critical reflection. However, as they interacted on a continuous basis through the EDMODO virtual discussion forum PSTs had opportunities to discuss their practices with each other and confront their beliefs and question their capacity to become the teacher they wanted to become. In response to research question 1 regarding how PSTs' experience in schools influences early identity construction, PSTs interpret their roles in different ways depending on the kinds of schools in which they conduct their practicum, the teaching methods they utilize, their individual personalities, and their cultural backgrounds.

PSTs recognized that different contexts require different approaches and acknowledged that by sharing experiences with peers throughout the practicum, PSTs had been enabled to learn about colleagues' workplace contexts and widen their awareness upon how institutions functioned in their community. This motivated PSTs to monitor a variety of factors which shaped their identity in TESOL. These will be discussed in sections 5.3 and 5.4 of this study.

PSTs tend to alter their identities based on the relationships which they establish within CoP and experience changes when prior and current experiences are put together. SLTE should help PSTs to understand these dynamics.

5.3 Personal Factors Affecting Professional Identity

Construction

When PSTs entered SLTE they were already interested in their professional development as they made sense of their roles in TESOL. PSTs reflected upon their personal backgrounds to identify key moments which shaped their decisions to enter SLTE.

5.3.1 PSTs' Personal Life History

PSTs' past experiences shaped their emerging identities. By examining prior experiences, it is possible to identify a starting point for attaining an improved understanding of participants' identity construction and development. Positioning is a continuous process which is constructed upon previous positioning. As a result, each PST's positioning history is the product of accumulated positioning and is the basis of personal biography. Eight of the ten participants had never worked as EFL teachers other than the mandatory microteaching experiences included in their SLTE programme. Victor had worked in TESOL in another state before entering the SLTE programme by providing EFL classes to friends. Patty had had prior experience providing private lessons for neighbours in a small school in her home town (See Appendix 15).

Each PST's personal history influenced how they evolved as incipient teachers in the practicum. Individuals position themselves in terms of their past, present and future in relation to the communities of practice which they belong to (Wenger, 1998). PSTs position themselves or attempt to do so through discourse in relation to their roles and each other. Deliberate self-positioning occurs when PSTs express their personal identity by stressing their agency, by referring to their point of view, or by referring to biographical events.

Personal identity may be expressed grammatically through the use of the first person singular, by employing the pronoun 'I' which allows individuals to present themselves as unique persons by offering personal explanations of their behaviour by referring to their biography, experiences and agency. PSTs' narratives differ according to how they wish to 'present' themselves.

Many PSTs mentioned role models' who had inspired them to become teachers. These images of good teachers generally focus on the personal and affective dimensions of the role. They probably influenced PSTs' subsequent choice of career and their personal vision of desirable pedagogy.

Initially, each participant's data, (i.e. written reflections, transcribed interviews) were read over and over again and analysed independently to build a profile for each PST (Buchanan, 2015). I shall describe my perception of each of the participants involved in this study. The information was collected from PSTs' metaphoric written reflections (See Appendix 5).

Alicia

Alicia is a 22-year-old PST who cares deeply about being a successful EFL teacher. She was placed in a public technical high school with an average of 40 students per classroom. At the beginning of the practicum she felt ill prepared for teaching teenagers and in her final written reflection admits that the practicum is a reality check:

[My practicum has] taught me that the real world is not in fact, what we saw in class. We have to deal with many different situations and I want to be honest, I am sure I am not totally prepared to face that. I need more experience. It is huge challenge to teach teenagers, they are noisy, talkative and their behaviour is always out of control but I am learning.

What should be noted here is that Alicia recognizes that her professional experience was different than what she had expected. She acknowledges her weaknesses and now appears open to learning how to better manage her classes. As in studies by Xu (2013) and Trent (2015), Alicia's identity is in an unstable state of construction and reconstruction. Her idealized identity did not appear to match her practiced identity.

Andrea

Andrea is a 21-year-old PST who was placed in a pilot programme at the university teaching EFL to young learners. She was excited to begin the practicum and feels that teaching is a rewarding job. However, she voices difficulties having to deal with mixed abilities classes and having to employ a textbook throughout the term. She expresses the importance of learning from others and planning classes according to learners' wants and needs:

I have learnt so much during these past months about the people I work with (children and other teachers) because they have so much to tell you, you learn to care for your students and to want the best for them and you learn how they are going to react to something or you even plan your lessons according not only to their needs but to their personality.

Here Andrea recognized her experience as formative and acknowledges that her emerging teacher identity is a product of socializing with in-service teachers and students. She is concerned with finding ways to make learning engaging for her students in an effort to be a 'good teacher' which is most likely due to a transformation from her imagined to practised identity.

Elena

Elena is a 22-year-old PST who takes her responsibility as a teacher seriously. She was placed in a rural technical junior high school in a small community located 30 miles from the state capital teaching EFL to

seventh graders. She attempts to be a role model for her students and in her EDMODO reflection admits:

I try very hard to be a good example for these children. My perspective of teaching and learning to teach changed a lot, firstly I will never judge the teacher's work again, now I admire their effort, it is very hard to work with youngster and I never thought about it until I stood in front of the classroom.

Personal qualities and decisions appear to influence the shifting process of identification which is apparent as Elena demonstrates awareness that teaching is a challenging career. She transformed from a judgemental student of teaching to a more aware position of how challenging teaching can be.

Isabel

Isabel is a 21-year-old PST who cares about developing her teaching practices. She was placed in a public technical high school with an average of 42 students per classroom. She acknowledges that creating a good learning environment is crucial to teaching success and highlights the importance of patience and planning to obtain optimal outcomes.

We must create a warm and protective environment. If students feel secure in the classroom the result will be shown in their academic progress.

By using 'we' instead of 'you,' PSTs position themselves as part of a group.

In her midterm reflection Isabel expresses sadness that her learners did not pass their exams and feels that it is a reflection of her incompetence:

I was excited [about the first term exam] because some students are really good at learning English, but after we graded it, I got very disappointed. There were few students who passed the exam. I still am sad, worry, frustrate. I have to admit that I was disappointed of myself.

Here Isabel appears to be demoralized and is worried about how she is not living up to her potential. There is a shifting relationship between her professional practices and personal constructs which accords with findings by Xu (2012). Becoming a teacher for many PSTs entails discarding and excluding a variety of identities and experiences which do not conform to the constricting teacher-education curriculum and changing who they are (Sumara & Luce-Kapler 1996).

Julieta

Julieta is a 22-year-old PST who cares about her professional development. She was placed in a pilot programme team teaching EFL to young learners. She prefers working alone as sole teacher in a group but acknowledges that collaboration is useful to enrich her learning.

Through this practicum experience I have learned that, although I prefer working independently, it is not hard for me to listen to the other's opinions and work with them as a team, because in that way you can get more ideas, improve the ones you have and get better results if all of the members of the team work in harmony and with respect to each other.

This emphasis on respect for each other's opinion and working in harmony is important since tolerance and socialization are key features within a CoP. Here Julieta redefines herself as more open to collaborating with others as she takes a new position and acknowledges that teacher identity is co-constructed, negotiated and transformed through engagement with others on a continuous basis through teacher socialization (Rodgers & Scott, 2008).

Karla

Karla is a 21-year-old PST who is excited about developing her teaching practices. She was placed in a public high school with an average of 57 students per classroom. She realizes that her students are expected to pass complicated grammar exams:

I realize that my students had a very low level. They did not have the basic knowledge of the language, and that was a challenge for me because the exam was going to contain topics that are very difficult for them, such as: present perfect, past continuous, future and so on.

In addition, Karla was concerned about teaching large groups:

Giving classes to the second semester was a challenge because the groups are very big. There are about 57 students for each group. The classrooms are small for that quantity of students. And the problem, when they are in a small area, is that they do not have enough space to play or to do activities that require movement.

Karla demonstrates an awareness of how institutional constraints such as issues with overcrowding in the classroom influence her classroom planning decisions since identity and practice are mutually constitutive (Wenger, 1998).

Leonardo

Leonardo is a 24-year-old PST who wants to make a difference in his learners' lives. He was placed in a public high school with an average of 45 students per classroom. He is aware that each group has its own personality. Midway into the practicum he wrote:

So far, I have taught some classes and have realized that when I change of group, everything changes because every group has its personality and as a teacher you have to face all those changes.

This awareness about how teaching requires flexibility in teaching approaches demonstrates that Leonardo is positioning himself as a teacher who can adapt to different contexts and how he is developing his assessment skills of each teaching situation which is a sign of agency.

Otto

Otto is a 23-year-old PST who wants to help vulnerable learners. He was placed in a foster home school with at risk elementary school students. He has learned to be respectful of learners' special circumstances:

I have learned that not all the students we can have in our life as teachers are the same, now I know we can find students with different needs, in this case special needs, and they might require a different way to teach them certain topics, and I know I must be flexible and comprehensive with them, and not feel sorry about their situation.

This concern with the welfare of his learners demonstrates that he is developing an improved understanding of his role as a teacher through his 'practised identity' acquired from real-world interactions in CoP (Wenger, 1998). PSTs position themselves or attempt to do so through discourse in relation to their roles and each other. Deliberate self-positioning occurs when PSTs express their personal identity by stressing their agency, by referring to their point of view, or by referring to biographical events. In this excerpt, Otto is more aware of tailoring his classes to the needs of his students.

Patty

Patty is a 22-year-old PST who enjoys teaching young learners. She is also studying to become a kindergarten teacher. She was placed in at a day care centre at a public university. She identifies a gap between theory and practice in working with toddlers:

I have found out the hardest part of put in practice what I have learned during the seven semesters of the career [in the practicum] because I contrasted my own beliefs of children second language learning and the real conditions and attitudes of my young students. According to me the theory only gives us a little hint of what teaching means due to when I am in front of the group I have to use not only what I know about methods and approaches but also all my creativity, patience and the different opinions of other teachers.

Here Patty associates her learning to developing both practical and theoretical knowledge as she makes sense of the world of teaching (Beijaard et al., 2004). Patty's social construction of identity is displayed as she voices an agentic role at the day care centre.

Vicente

Vicente is a 22-year-old PST who wants to help at risk students. He was placed at a foster home teaching disadvantaged high school students. He has helped teach other subjects such as math and science at the school and is concerned with reinforcing learning with his students. He worries about being a role model for his learners and is aware that the lack of parental support effects learning outcomes:

During this practicum, I have learnt that the parents are an important factor in the children's learning process because they help to complement and reinforce what teachers do or teach in the classroom. I have heard the expression 'teachers are like students' second parents' but also, parents are like second teachers for students. Both of them complement each other in order to have an appropriate learning process. In my future life as teacher and in a different context from which I am nowadays, I will try to keep in contact with the students' parents.

Here Vicente is demonstrating his imagination in considering his practice in the future by creating new images in his ongoing negotiation of identity (Wenger, 1998) and emphasizes the supportive role of parents in helping learners to achieve their goals.

This analysis continues with the interpretation of some of the reasons why research participants' decided to choose teaching as their profession.

5.3.2 Reasons for Entering SLTE, Expectations and Prior Learning Experiences

Personal experiences as students helped participants to establish their values, attitudes and beliefs as teachers. In addition, the SLTE programme provided systematic ways of conceptualizing and comprehending professional goals, curriculum, and instruction which were important components of their teacher identity. All PSTs involved in this study saw motivating students as a critical part of their role as teachers despite having had differing reasons for entering teaching.

The initial act of deciding to study to become an EFL teacher provides insight upon how participants perceived themselves. Choosing to become members of the TESOL profession varied, from being inspired by role models to the oft-cited concept of wanting to make a difference in their learners' lives. As was mentioned in section 4.5 of this study, as a pre-practicum task, PSTs were asked to discuss their expectations for the practicum via EDMODO. Most PSTs were concerned with passing the subject and learning more about teaching. As Otto expressed in the discussion forum:

Above all I expect to experience deep changes in the way I see myself as a future teacher and the different roles which may involve such a work besides teaching, like adapting materials and creating them from scratch.

His concern with his future self and the different roles he will play is indicative of his emerging teacher identity as a prospective member of the community of practice of English as foreign language teachers.

Participants were also encouraged to discuss their prior experiences as learners and teachers; specifically, where they had learned the most and what they had found most valuable. (See Chapter Four, section 4.6 and Appendix 3). All of the participants had studied K-12 at public schools. Amongst the variety of responses for entering SLTE, PSTs mentioned

taking private EFL lessons or being forced to study EFL by parents and discovering that they enjoyed it, as pivotal moments in their learning histories. For role models PSTs responded that they had been impressed and inspired by teachers who spoke many languages.

Alicia was concerned with being able to handle challenges as is illustrated in the following reflection from her learning/teaching biography:

*Every practice teaches you something different, I have learnt that, all students **are** different, they perhaps have similar English level or maybe they need extra help and as a teacher **is** up to you what are you going to do and how you will deal with some situations.*

Here Alicia works to construct a teacher identity by identifying that all students are unique which is expressed by mentioning acquired knowledge. The use of **be** verbs is important to emphasize that an individual is something. Claiming to have precise knowledge, awareness and skills is also associated with the type of educator whom Alicia hopes to be.

Implicit identity claims reveal what is important or not for each individual and highlight significant pedagogical concepts (Johnston, 2015). From participants' discursive responses there is evidence that PSTs distinguish between what makes a 'good or bad teacher' (Clarke, 2008; Korthagen, 2004). Participants appeared to express a desire to develop their methodological knowledge-base and are enthusiastic about the work experience they will obtain in the school practicum.

For example, Isabel mentions the following in her personal story:

*One of the most difficult situations is to get along with students that misbehave a lot. Another thing I think is very important to take into account is the **classroom environment**. My belief is that if students feel comfortable, self-confident and enthusiastic they will get better results than expected and that is the goal of teaching.*

Here Isabel presents herself as a teacher who values good behaviour and a suitable classroom environment which fosters learning. By suggesting that dealing with poor classroom management is an important pedagogical concept she acknowledges that achieving a good classroom environment will foster better student achievement.

The following excerpt is an example of a crucial moment from his past which is personally important for Otto.

I really started to learn English in high school, when my parents made me to take an English course because I had to spend my time in something good, and I had a lot of time. I was frustrated because I did not want to take that course, I used to say why English? In the English course I realized that I was good with languages and I started to love English. I was the only student who finished the course, all my friends dropped out, and the teacher gave me the opportunity to give some classes at beginners, and this was the most valuable for me, the opportunity he gave me, because from that moment I decided to be an English teacher.

In this excerpt, Otto emphasizes the personal importance of learning to love the target language despite initial frustration at being forced to do something he did not want to do. Furthermore, being given the opportunity to teach beginners had sparked a passion for teaching.

PSTs’ pre-practicum EDMODO posts (See Appendix 2 & 3) regarding expectations for the practicum and former experiences as learners and teachers have been summarized in Table 5.3.

Table 5.3: Expectations and Significant Prior Learning/Teaching Experiences.

PST	Expectations	Experiences as Learners & Teachers
Alicia	Hoped to pass the subject and learn more about teaching.	Had been a bad student in high school. Felt isolated at the university since she is from out of town. Acknowledged that prior microteaching experiences taught her the value of having contingency plans. Recognized that each learner is unique.

Andrea	Hoped to pass the subject and learn more about teaching.	Studied at public schools. Participated in an EFL contest in high school where she realized how important EFL was in her life.
Elena	Hopes to expand her network and gain work experience.	Attended public schools in a small town. Studied EFL at private schools.
Isabel	Hoped to improve teaching skills, gain work experience and learn how to handle students. Has worked as an EFL teacher with young learners and teens in her own tiny school. Hopes to one day become the kind of teacher whom students admire.	Studied at public schools. Her sister encouraged her to study EFL. Was Impressed by former EFL teacher who spoke 4 languages. This inspired her to become an EFL teacher.
Julieta	Hopes to develop her teaching skills.	Studied at public schools but took private EFL lessons. Is concerned with having the appropriate pedagogical tools and to be humane to become a successful teacher.
Karla	Hopes to learn from her students and help them to strengthen their English level, gain professional experience.	Studied EFL at public schools. Failed English in Jr. High school but took private EFL lessons. Feels that she has the appropriate level of English to succeed as a teacher.
Leonardo	Hoped to learn from his mistakes in order to improve teaching skills. Also expects to confirm that he enjoys teaching teens.	Studied at public schools. Has some experience in TESOL in another state.
Otto	Expects to obtain teaching experience. Also hopes to learn how to effectively interact with the students.	Studied at public schools. His parents forced him to take private EFL lessons. Discovered he loved EFL.
Patty	Hoped to develop her teaching skills through different experiences and situations in real contexts. Expected to enjoy teaching learners and learn from colleagues.	Studied in private schools. Is also studying to become a preschool teacher which has changed her perception of teaching
Vicente	Hoped to make a difference in vulnerable students' lives and improve his teaching skills.	Studied at public schools. Was a poor student due to his bad attitude and behaviour.

As is illustrated in this brief summary, PSTs are representative of individuals who take a practical view towards teaching and are influenced by their upbringing and role models (Korthagen, 2004). When asked about inspirational role models, PSTs responded that they had been impressed and inspired by teachers who recognized how each student is unique which influenced their professional self-image. In the area of prior teaching practices, they acknowledged the importance of creating a suitable environment to foster learning. I am aware that since reflections were being assessed for course credit some responses may have been faked (Hobbs, 2007).

5.4 School Related Factors Shaping PSTs' Identity

Different teaching settings (e.g., day care centres, elementary schools, secondary schools, high schools) create particular roles for teachers based on their institutional/administrative structure, the school culture, and the dominant teaching philosophy. Institutions were interested in positioning teachers and had the official power to make moral judgements about how PSTs should behave in their school. TESOL teachers must develop a kind of identity which aligns them with their profession and with the specific contexts in which they teach (Pennington, 2002). As a result, PSTs must construct professional identities associated to the TESOL profession as well as in relation to the institution where they conduct their practicum.

PSTs' roles and positioning are linked in how they view their roles which will guide their positioning in relation to their learners and school authorities. Johnson and Golombek (2002) suggest that what educators know and how they use their knowledge in classrooms is interpretive and dependent upon knowledge of self, students, curricula, and context. Thus, PSTs' knowledge and how they utilized theoretical and practical knowledge reflected their personal and professional identities. PSTs obtained their theoretical knowledge from their SLTE programme and

developed their personal practical knowledge throughout their teaching practicum as they aspired to become members of a CoP.

PSTs were often faced with many confusing situations which they were not sure how to deal with. The data obtained in this study suggests that PSTs were learning personal practical knowledge and demonstrating an improved understanding of identity as they negotiated the process of becoming members of a TESOL CoP (Morton & Gray, 2010) in the practicum. PSTs could either resist or accept role scripts prescribed by each institution through acts of agency. These scripts are prescribed by each school environment and are influential in shaping professional identity. These roles include obedient teachers whose role is to 'deliver' (Gewirtz, Cribb, Mahony, & Hextall, 2006) where teaching is frequently conceptualized as technical (Sexton, 2008).

A number of themes emerged from the data regarding how PSTs perceived their identity construction. They included: conflict between expectations and reality, influence of socio-contextual factors in emerging identity construction, readiness for work as EFL teachers, personal perceptions of their roles as EFL teachers, agency, issues with classroom management and Issues with didactic resource design. These issues are important given that in fieldwork, as Kiely and Askham contend (2012), novices must learn to adapt to the particularities of context and contract which influences teacher learning and practice. Although PSTs have agency and may resist an assigned identity in most Mexican schools they have limited power to do so.

Curricular planning encompassed what content and teaching approaches each PST employed. Problems regarding the curriculum, work overload, lack of respect for teachers, and resistance to innovation were also found. Some of the data overlaps into various themes but will be discussed where it is considered most significant for the purposes of this study.

5.4.1 Conflict between Expectations and Reality

Teaching is frequently stressful for beginning teachers as they negotiate their identities while simultaneously dealing with various and often competing expectations, perspectives, and roles (Beijaard et al., 2004) Often PSTs do not live up to their expectations.

In her expectation post in the EDMODO asynchronous discussion forum Andrea shared the following.

My expectations for this course are to reinforce what I have learnt during the years preparing for my life as an English teacher. I expect to have more contact with real-life situations that would lead me to significant experiences and of course be able to develop the skills needed to fulfil the needs I will have as a future teacher. (EDMODO January 14, 2014)

Here Andrea is hopeful about developing her skills as a future teacher and hopes to have contact with real situations. In accordance with findings by Old and Nuttall (2016), she equates her sense of preparedness in TESOL with being knowledgeable. In a similar vein, Otto shared the following.

First, I expect to get more experience, because I think that I need to improve the way I teach, and I expect to learn how to interact with the students, because I think that a good interaction makes the class more interesting, and with that I get the attention of my students.

In this excerpt, Otto makes the claim that his practicum will provide opportunities for him to interact with his learners which is a realistic claim. However, constructing teacher identity is a complex process. Most PSTs believed that the practicum would be easy until they were confronted with a demanding environment. It is common for beginning teachers to feel overwhelmed once they enter classrooms in the practicum and to have confused images of self-as-teacher (Bulloah, 2014). They appear to focus mainly on trying to retain some semblance

of order in their classrooms and have little time or energy to develop their teaching theories.

As Britzman (2003) ascertains, the process of learning to teach causes a ‘crisis of self’ and warns that learning to teach is more than teacher preparation given ‘the contradictory realities that individuals confront’ (Britzman, 2003:222). These socio-contextual realities will be discussed in the following section.

5.4.2 Influence of Socio-Contextual Factors in Emerging Identity Construction

The diverse sites where PSTs were placed for their practicum included a day care centre, special university EYL programmes, foster home (*casa-hogar*), and public technical high schools (*Colegio de Bachilleres de Chiapas: COBACH*). This allowed participants to work with students ranging from pre-school to high school. All participants except for Elena were placed in educational institutions in the capital of the state of Chiapas, Tuxtla Gutierrez, with a population of over 500,000 inhabitants. Elena was placed in a mid-sized technical agricultural junior high school located 30 minutes north of the capital of the state in a community with a population of over 33,000 (INEGI, 2010). Participants’ placement is summarized in the following table:

Table 5.4: PST Practicum Placement and Significant Contextual Information.

PST	School	Average Number of Students/Group	Students’ Age
Patty	University Day Care Centre	10	2 - 3
Andrea Julieta	Special University Pilot Programme EYL (low cost afternoon classes)	22	10 - 13
Elena	Technical Agricultural	45	12 -14

	Secondary School (located in a farming community 30 minutes from the capital) 7 th Grade		
Vicente	Christian Foster home (Casa-Hogar) Elementary School	16	11-16
Otto	High School	11	13-21
Alicia Isabel Leonardo	Technical High School (COBACH) 10 th & 11 th Grades	57	16-18
Karla	Technical High School (COBACH) 11 th Grade	54	16-18

The contextual environment includes physical, cultural, social and institutional factors which influence the teaching and learning process. Participants who reported that schools lacked EFL didactic resources (i.e. Otto and Vicente) and lack of space with more than 50 students per group (i.e. Alicia, Isabel, Leonardo and Karla) felt challenged in addressing teaching concerns. However, PSTs changed their attitudes and beliefs regarding teaching and learning in order to cope with adversity.

An example of this was provided by Otto in the focus group session.

*Before I think that I was a normal teacher, the ones that just use the book and check homework and exams and no more. Now I, I know that I can use different things, different methods, to teach English. Teaching was challenging. Now I believe that I understand the students, because most of the students [at the foster home] have problems: in their house, with their friends, so I **have to adapt to the students**. Now I'm more flexible. Because those students needed more time to do the homework, needed more time to read a book. I know that every student is different, and they learn in different ways. (focus group session, August 2014)*

Here Otto positions himself as a caring teacher. By emphasizing the word 'just' in *the ones that just use the book and check homework and exams and no more*, Otto is employing the restrictive meaning of just which presents using the textbook and checking homework as the only thing ordinary teachers do. Furthermore, *just* also has a depreciatory meaning which suggests that a teacher is capable of doing much more in the classroom to achieve his learning objectives. He is currently aware that there are more options open to him. By using the word 'now' twice in the account he demonstrates a readiness to try something different and is stressing that he has developed professionally and has to adapt to his students' needs. He acknowledges that students are different and have diverse learning styles.

Unless an individual believes that he has the power to obtain results from his efforts, he will not be motivated to take action. Agency was exercised when a problem was identified and participants assessed aspects of their practice which may illustrate the extent of PST alignment with conventional TESOL practices (Morton & Gray, 2010). In the above excerpt Otto assesses his transformation from a 'normal teacher' who only follows the book and checks homework to that of a more flexible teacher who attempts to understand his students and who is concerned with their different learning styles.

PSTs became more aware that teaching is situated, relational, and practical. Contexts shaped individuals' notions of who they perceived themselves to be and how others perceived them. Thus, PST must adapt their personal understanding to the realities which prevail in the schools where they are placed (Rodgers & Scott, 2008).

Some PSTs felt overwhelmed by the students' academic and socio-emotional needs. Otto and Vicente encountered some difficulties working with students in the foster home. Originally believing that all learners were the same they became aware of the differences between

students who had a strong support system and more vulnerable students who lack a family. In the following excerpt from the semi-structured interview Otto voices his concerns.

Otto

I know now that there are other types of students like them, who have no parents, family or resources to succeed in life, but I was able to see that they are really interested in doing something for themselves on their own.

This demonstrates how Otto has undergone a change in the way he understands his students' situation. Originally believing that they had a strong support system at the foster home which is a type of boarding school, he became aware that each student had socio-emotional needs which were not being met. He is now more aware that he had had no specific training to address the needs of these types of special needs learners and now recognizes that they must learn to become more independent. Kiley (2009) and Meyer & Land (2005) refer to this as crossing a threshold. As a result, PSTs shift their understanding and reposition the 'self' in their emerging identity.

This experience may be filled with apprehension and fosters the use of coping strategies as is illustrated in the following excerpt from Vicente's semi-structured interview (emphasis mine).

My practicum was a challenge because they were children, students between twelve, fourteen and even sixteen. I would think how grown they were to be in elementary school, but... they had suffered a lot growing up without a father, or mother, so they are very difficult to control, they need a lot of discipline. At first I had trouble because I am too kind so they took advantage of that. It was terrible for me when I had to be strict but they began to improve.

Here Vicente is developing an awareness of how vulnerable his students are and how the lack of parents within the socio-cultural context was a major source of frustration and concern as is illustrated in lines 3 and 4. He is surprised by how old they are to still be in elementary school but given their difficult situation he understood that they had had a

challenging life. Having to reposition himself from a warm and caring teacher to that of a stricter version of his teacher self was a source of anxiety as is expressed in the final sentence, *it was terrible for me.*

Working conditions, educational policies, pupils and personal situations all had an impact on PST behaviour. Classroom discipline was the main concern of participants in this study as was evident from the critical incident task. This accords with findings by Britzman (2003), Farrell (2015) and Johnston (2015) who note that beginning teachers usually focus exclusively on this issue until this area is under control.

Engagement may be examined by exploring the academic discourses which PSTs shared as they developed common understandings which were addressed as they dealt with similar challenges. This shared history in Mexican schools created common bonds for all participants. By discussing teaching practices in the discussion forums and in the focus group session, they offered each other help through dialogic interactions. One example of this is Karla's post regarding her critical incident in the discussion forum.

Hi everybody!! I have taught to some students that did not pass English [in high school]. They are going to do a special exam, I gave some classes to help them to pass the exam, the exam includes some advanced topics for them, such as: present perfect, past continuous, conditionals, etc. However, the students do not have the basic knowledge of English, they do not know the colours, the numbers, even the alphabet. So I think the exam is going to be very difficult for them. I hope that they pass the exam! :(:(

Patty replied

*If the student has not learned previous knowledges which are related to the new ones that you are going to teach, they'll be lost and they'll not be able to acquire well the new grammar if the basic is not settled. I know that is a lot of work for you to do, it's hard to start from the very beginning but it's necessary. **In my opinion**, you can explain briefly the basic sentence structure, some verbs and assign some homework to improve their basic grammar points. I have experienced the same situation before and I had to review everything because the teacher who was before me was an inept, but it worked and my students learned a lot :)*

I hope you can learn from this experience; I know you can do it! (January 29, 2014)

Here Karla acknowledges that the exam which her learners are expected to pass is full of complicated grammatical structures and that her students do not have the appropriate level to pass. Patty is attempting to provide useful advice which will help Karla to become a more effective teacher. The use of 'in my opinion' demonstrates Patty's epistemic stance which is indicative of her positionality and identity negotiation. Noting that learners do not have the appropriate level, Patty comments that students *will be lost*. She then proceeds to provide advice to Karla to address this issue. By sharing her own life and learning experiences Patty is openly providing support for her colleague.

This study found that identity and agency relate to the lack of resources in differing ways depending on each PST and the specific context. Each PST exercised different forms and intensity of agency in pedagogical learning and restricted and selective agency in learning how to interact with peers, abide by school policies and create their own resources. Agentic actions in developing teaching resources showed the greatest variation between the two PSTs placed at the foster home having to create the greatest number of didactic resources whilst PSTs placed in technical high schools had to utilize textbooks. As a result, the findings agree with studies by Eteläpelto et al. (2015) and Lai et al. (2016) which suggest that teacher professional agency is varied and multifaceted amongst different individuals in diverse contexts. This study supports Hobbs' (2007) and Hobsons' (2009) view of the limited personal agency of beginning teachers.

PSTs tended to employ teacher-centred methods, and appeared to resist experimenting with new ideas because of lack of resources and to avoid problems with classroom management and with institutional policies which frowned on deviating from the set course book in the case of the PSTs who conducted their practicum in the technical high schools. The

lack of resources, which was a major issue in the foster home (Casa Hogar), will be discussed further in section 5.5.

In the focus group Vicente, who was placed at the orphanage with primary school students, was very open about the importance of planning ahead.

*I [had] to be proactive. In the sense that you **have to see the problems that some may have and resolve them before they happen because there were a lot of problems where I was. If I did any activity that could cause any trouble I preferred not to do it, and so on. So I would have to decide which activities to do and where they could get along for them to be able to learn something***

Vicente emphasizes the importance of being proactive and taking preventive measures whereby he exhibits initiative to avoid classroom management issues.

In regard to teaching, Otto and Vicente were faced with the challenge of teaching subjects other than TESOL at the foster home. They commented on the difficulty of teaching subjects, such as mathematics and history, given that these were not in their specialisation area of EFL TESOL. An example of this is provided in Otto's midterm online reflection.

I have been helping the students to do homework from other subjects, because they do not receive help with their homework, I mean, they are alone in the academic life.

In this account Otto mentions how the context shapes students' needs and adjusts his practice accordingly in order to meet his students' wishes. Here Otto could have decided to cover only his subject matter but demonstrated initiative in helping his learners with other subjects.

As reflective practitioners PSTs must be aware of the socio-historical reality in which they are placed and how their identity is challenged as they make sense of ways of thinking and being as they become

socialized into the teaching profession and move from peripheral to fuller engagement within CoP (Wenger, 1998). In the following section I shall address the concept of how participants learn to adapt to the particularities of context and demonstrate their readiness for work in TESOL given that the role of the working conditions informs and guides professional development.

5.4.3 Readiness for Work as EFL Teachers

Sense making, according to Wenger (1998), involves the mode of belonging which he refers to as imagination. By projecting their imagined selves in future contexts there is an alignment with PSTs' engagement in TESOL. The following example from the focus group session regarding how the practicum experience had shaped Andrea's concepts of TESOL illustrates that as a result of the practicum experience PSTs are becoming enculturated into the world of SLTE and feel better prepared to confront the uncertainties and complexities of their future professional lives:

Andrea

Regardless of all the difficult situations, in some cases problems might arise because no situation is perfect; there is always going to be something we do not like or things students don't like or even the other staff so you have to be able to come up with possible solutions to problems. As a teacher I had many constraints but that made me realize the kind of teacher I want to be in the future. It also helped me learn how to deal with difficult situations which will help me as a teacher later on. I also improved in things I hadn't done before and which I can do better now, because that's what it's basically for, right? To be better teachers and better persons, because you learn many things from that, not only what my classmate mentioned, it's not only you teaching the students, but the students also teach you things.

Andrea has learned to become critically reflective through dialogue and emphasizes the challenges and uncertainty involved in teaching. She emphasizes the need to be able to find solutions to problems which are common for all educators. She is also using her imagination to contemplate her future and links how the practicum experience has

equipped her to deal with her future practice. In the final sentence of this excerpt she sums up the experience as *not only you teaching the students but them teaching you things*, thereby acknowledging the significant impact which teacher-student relationships have on PST teaching and learning.

Contexts involve the environment and the circumstances where PSTs were placed for the practicum. Institutional settings influenced each participant's experiences. PSTs' perceptions of school placements varied within a range of friendly scenarios and influenced their initial teaching practices which eventually changed as they became acclimated into their new roles (Peña-Sandoval, 2015).

By discussing issues together PSTs were enabled to express and explore problems, thereby lowering their teaching anxiety. Participants reflected intrapersonally in their written reflections and, afterwards, interpersonally in the interviews and focus group session.

PSTs' practicum experiences triggered a variety of emotions ranging from moments of crisis to those of motivating events. Vicente felt he had changed a great deal throughout his practicum as is illustrated in the following excerpt from his face to face interview.

Researcher

Did you feel differently about teaching after the practicum?

Vicente

Yes, because first I was like very, a very kind teacher but then I became very strict in the... in that school. So I changed my way of being.

Researcher

So you had to become strict. Why? What happened?

Vicente

*Because as I was eh-h... teaching young learners, I had to, like, eh-h troublemakers I-I don't know, and uh-h... they belong to an... orphanage? So I **had to be very... firm with them to... say: "You **have to do this and... you **have to do it!"**** And... you cannot say: "I-I cannot," or... something like that.***

Researcher

Ok. How did you see yourself as a teacher before this experience?

Vicente

Oh my God. I was like... as I said, I was... very kind, sooo... I said: "Oh-h I am in trouble because I am not like... have not that experience, in front of a group. So it was difficult, for me, to think that I was going to teach..."

Researcher

How did everyone at the school see you as a teacher?

Vicente

Okay. First, uh-h... they, we...they were, very kind... people. Eh-h... they saw that I was a very... eh, disciplined, and... what else, like I was a, good person, that they can beee... confident with me. So they... give me more and more eh-h activities to do because they said: "Yes, the teacher Vicente is going to do it."

Researcher

In the future what kind of teacher would you like to be?

Vicente

I don't know, that's a difficult question. Uh-h I would like to be... like... strict, also because I know that... if I want the childre-children to learn, I have to be firm with them, and then, eh... I would like also to be their friends. I mean I-I don't want to be a bad teacher, like, scolding them. I am a good, teacher... I mean... I always say jokes and everything, but I don't want to be like that in the future.

In this fragment Vicente has mentioned not wanting to be a bad teacher and is proud of using jokes to create an appropriate environment to foster learning. He also emphasizes how he has evolved from being a kind teacher to becoming stricter which he associates with good teaching. By acknowledging the sociocultural background and diversity

of his students he recognizes that it is necessary to be firm in order to obtain good results.

As these extracts illustrate, PSTs are enthusiastic to develop their practical theories and self-perceptions about teaching and yearn to become good teachers. Their actual identity as they performed new roles (Beijaard et al., 2004) appears to have deepened and diversified as they became socialised into teaching. As was discussed in Chapter Three, the emotional dimension of teaching is relevant to identity research since teaching is a combination of cognitive as well as social, relational and emotional practices (O'Sullivan, 2014) which influences their sense of being good or bad teachers.

In order for core disciplinary knowledge to make sense specific fundamental concepts or 'threshold concepts' must be understood (Meyer & Land, 2005). They are like a window which once opened allows PSTs to comprehend new ways of thinking. These 'threshold concepts' may be challenging but ultimately become transformative given that a shift occurs in an individual's perception of a situation. These new understandings become part of PSTs' identity influencing their readiness for work as EFL teachers as well as their vision of who they are and how they feel.

An example of this is illustrated in the following fragment from the semi-structured interview with Julieta.

Researcher

Now that you have completed this practicum project you have different ideas about yourself as a teacher and your teacher Identity. Can you please share these thoughts with me?

Julieta

Yes. Okay, yes, I had different ideas, eh... eh, I think teaching is a challenge, because, eh, you're always like, eh, experiences new situations that you can't control. But now I'm starting to know what, eh, the way I like to teach, and

starting to, to, eh, to learn how to manage all that situations, and also to feel, eh, to feel happy inside the classroom, teaching to make my, my students happy but also me.

Here Julieta recognizes that she originally had different ideas and that teaching is a process of gradually improving her skills. She emphasizes that she has begun to identify how she prefers to teach and that her teaching should make not only her learners happy but also herself as is expressed in the last sentence. By establishing value for her own happiness she is demonstrating agency.

Feelings of confusion and frustration may be disruptive and involve acknowledging weaknesses. As a coping strategy participants often resort to referring to the language and behaviours which they consider appropriate. In the following extract from the semi-structured interview Patty employs technical jargon to demonstrate that she is becoming a member of the CoP.

Researcher

How useful do you feel the practicum was for your professional development?

Patty

Uh it's really, really useful, because as I said before it was a challenge, so I have to adapt and I-and look for information about... about approaches such as total physical response, such as suggestopedia, and I think that those uhhh, all that kind of things will help me in the future. I consider it as a step to get the goal of being a teacher.

*The first d-the first day that **I had to teach**, uh, teach them was like, oh my God, really, really difficult, because, you know that nobody told you how, how difficult it would be. And... myyy, my, my ideas changed, because I know that being creative or being joyful or preparing a lesson won't be enough to face a group of little children, because they need a lot of things. Nobody tells how much difficult it would be. You have an idea about something and it doesn't work, so you feel frustrated, but then you have to keep working.*

By aligning herself in relation to the practices and principles of what she considers good teaching and employing specialized concepts such as total physical response and suggestopedia, she claims membership into

a TESOL CoP. Patty recognizes that teaching toddlers is a demanding task. Here Patty acknowledges that she is in the process of becoming a teacher by stating *I consider it as a step to get the goal of being a teacher and* acknowledges that her beliefs changed as a result of her experience. For her theory must be complemented by practical knowledge. She demonstrates tenacity in the last sentence *you have to keep working*.

As PSTs try to make sense of their roles and responsibilities as educators, their teacher identity is influenced by how they assert their individual agency as they align their professional vision with institutional demands. These concepts will be discussed in the following sections of this chapter.

5.4.4 Personal Perceptions of PSTs' Roles in TESOL

Self-image is manifested through how individuals view themselves and how they enact their roles as educators as they make sense of who they are, through their 'figured worlds' and how they relate to others (Burns & Richards, 2009; Farrell, 2011). Each PST's vision of what makes a good teacher (Korthagen, 2004) and their personal perception of their roles as EFL teachers shaped teaching practice.

Reflective accounts provide insight into areas of struggle for the participants in this study. While prior research has associated TESOL teacher identity with issues such as native and non-native teachers, gender and race, the ten participants in this study constructed their identity through the roles they enacted which reflects Burns & Richards (2009) position that "the concept of identity reflects how individuals see themselves and how they enact their roles" (p. 5).

Participants in this study played various roles which were influenced by their evolving philosophy of teaching to be able to 'integrate what is

socially relevant into their images of themselves as teachers' (Beijaard et al., 2004:114). These included roles of teacher as learner, care provider, comedian, nurse, substitute teacher, disciplinarian, materials designer, friend and surrogate parent (Farrell, 2011).

Teacher as learner was the major role identified in this study. In this role participants discuss their desire to develop their knowledge as TESOL professionals. Alicia emphasizes her professional growth, her role as an educator and progress in the practicum in her metaphorical written reflections.

Alicia (The Mirror: initial reflection 1 month into the practicum)

We have to deal with many different situations and I want to be honest, I am sure I am not totally prepared to face that. I need more experience. It is a huge challenge to teach teenagers, they are noisy, talkative and their behaviour is always out of control but I am learning how to control them, I am in the process and I am sure this process will never end. Every day I learn something new with my students. For example, during these days I learnt to be patient and flexible.

We should not assume that students know everything. I am learning how to improvise during my classes, sometimes what we plan does not work and we should think quickly.

1 month later (The Microscope)

I was glad to notice that my students were one of the groups with the highest scores in their exams of all the fourth semesters. I have been developing some skills, I have learnt even more how to communicate with my students, for example, one girl told she had some health problems and she asked to give a [chance] for delivering all her homework after all her partners. Another thing I am learning is problem solving. I think, I am getting more autonomous and confident, I used to be shy and nervous but now I realized I can do this job, I am in the process of building my KAS (Knowledge, awareness and skills).

1 month later (The Binoculars)

I have been working with students who sometimes have diverse problems at home and we are not capable to notice them but they can be reflected in their behaviour. The way they are in the classroom could tell us everything. In some cases, they just want teachers to pay attention to them.

In my career, I consider this as an interesting experience to share with my peers, in order to show them the different sides of our practice. I have learnt many different things, such as, [classroom] management, be patient, strict and friendly with my students but keeping in mind my role and theirs.

In these reflections Alicia recognizes the need to change and to improve her practice and expresses a greater concern to examine how she taught more than what she taught. Her expectations appear to have changed the longer she taught.

There is evidence of growth and an improved understanding and awareness of learners' needs in these progressive accounts. The developmental aspect of teaching is also present as Alicia acknowledges her improved communication skills and after identifying health issues with a student, provided the learner with additional time to comply with tasks. Here we see her role as a caretaker who is concerned about her learners' well-being. By implicitly stating that she is aware that she must keep in mind her role as well as that of students, she demonstrates maturity.

Participants experienced conflict between their personal and the professional identities when they perceived that there was a disconnect between their roles. When it was necessary to engage in practices PSTs felt were contrary to their beliefs about teaching and learning they experienced disalignment and were surprised by the ways in which educational institutions operate.

In regard to the role of substitute teacher some of the PSTs (Otto and Vicente) commented on the difficulty of teaching all of the subjects which they were ultimately required to teach (i.e. mathematics, science and history) given that these were not in their specialisation area of TESOL. An example of this is provided in Vicente's midterm reflection.

I am glad that I can help with extra activities such as giving classes of other subjects (mathematics, reading, science). One of the teachers missed due to

problems of health and I volunteered to give those classes. At first, I was uneasy because I would be in charge of a fourth-grade class and it was the first time they and I meet. But I was able to find my feet as the day was going by. I really enjoyed this activity because I felt I can do more than what I expected. As I mentioned before, I was uneasy because I did not want to fail. But when the teacher arrived school again, she told me that I did a good job.

In this account, despite feeling uncomfortable about teaching a group of fourth graders subjects which did not belong in the area of TESOL and not wanting to be unsuccessful, Vicente was happy to help at the school.

Teacher learning was apparent in the ways PSTs discussed their practicum experiences in the ways they related to their work and contexts (Miller, 2009). The analysis of data reflects a constructive learning experience for participants throughout the practicum, as PSTs assume new roles and identities.

Elena mentions her attempt to be a role model for her female students in her EDMODO reflection.

I try very hard to be a good example for these children, students of that age see me as a person who still studying, because, in some way they would feel motivated to continue studying, is very common that girls leave the school to get married at a young age, this is why I tell them how important is to finish this level. (EDMODO March 2014).

Here Elena wants to be a positive role model for girls who in this context frequently drop out of secondary school to start a family and emphasizes that they should stay in school.

Otto, envisions his role as a future change agent. When asked to reflect online about why he had decided to become a teacher he responded:

I decided to become a teacher because, in my opinion, a student's education is very important and this is a way I can try to change Mexican education.

Here the PST envisions his role as helping to improve educational perspectives for his learners.

Vicente mentioned additional roles he played in the practicum in his online discussion forum post.

I sometimes take the role of a nurse. Sometimes, I represent the 'Casa Hogar' in other schools where I applied some exams or in Consejo Técnico Escolar meetings. Also when a teacher misses, I take their group and sometimes I help to organize events.

In this account Vicente reveals some of the multiple roles he plays as a nurse who attends to students' accidents, an exam applicator in other schools in his district, a technical advisor in the technical student council (*Consejo Técnico Escolar*) meetings and as substitute teacher. Participation in multiple roles draws on PST adaptability which enables them to adequately function across multiple contexts and within multiple discourses (Dunham, 2016; Mezirow, 2000).

Teacher learning was apparent in the ways PSTs discussed their practicum experiences in the ways they related to their work and contexts (Miller, 2009). The analysis of data reflects a constructive learning experience for participants throughout the practicum, as PSTs assumed new roles and identities.

5.4.5 Agency

PSTs' stories served as a narrative site through which PST identity was shaped and reshaped in relation to their personal experiences within institutional and sociocultural contexts (Yuan & Lee, 2016). PSTs' emerging sense of professional agency is 'the capacity of people to act on behalf of what matters to them' (Alkire, 2005:223) which is enacted through performance and reflection as individuals create new figured worlds and author their identity (Sisson, 2016). Positionality is crucial to comprehending figured worlds. Figured worlds involve cultural beliefs and discourses of practice where specific ways of knowing and being are privileged over others. Individuals' view of the world depends upon the

position in which they find themselves and constrains actions and self-concepts.

The practicum provides PSTs with the opportunity to experiment with teaching and implement alternatives to practice through individual and shared meaning-making (Ketelaar, Koopman, Den Brok, Beijaard, & Boshuizen, 2013; Soini, Pietarinen, Toom, & Pyhältö, 2015) which supports professional agency. It evolves depending on the dilemmas and uncertainties which PSTs confront and may be manifested by criticism, resistance or actions in response to dominant norms and practices within institutional settings (Toom, Pyhältö, & Rust, 2015).

It is important to mention that PSTs were not required to demonstrate agency to pass the course. Participants were occasionally able to act autonomously. PSTs expressed a lack of autonomy due to institutional 'one-size-fits-all' approaches to education which results in having to teach material that is wrong for the context in a number of ways (See Appendix 17). PSTs perceived that they were not allowed to do whatever they wanted to in their practicum. They had some freedom in their classrooms and often felt comfortable teaching. However, participants perceived school level constraints which included having to submit lesson plans and teaching resources for authorization by the principal or coordinator, obeying dress codes, having to consistently use the textbooks in the technical high schools and deal with a lack of resources at the foster home.

Each PST's concept of what a good teacher is (Korthagen, 2004) did not always align with institutional priorities. As a result, teacher identity often conflicted with how each institution positioned each PST. As beginning teachers, membership into this figured world of a CoP was important, because they wanted to be accepted so they opted to follow school policies which they did not totally agree with. Experiencing agency was expressed in PSTs' learning experiences mostly by

expressing an active role. One example which stood out was that of Leonardo in his semi-structured interview.

*In some way, uh, my vision of being a teacher has changed. Eh, I think, eh, the most important fact that has, eh, been this time was that, eh, not every student is the same, not all students are going to work in the same way, you have different groups, you have different attitudes, you have different, eh, ways of thinking, different, eh, personalities, eh, and you have to manage all those personalities and with all those kinds of groups, with some groups **I can work** with images, for example, and with some groups **I can work** with songs, but with others **I cannot work**. **I have to** do other activities, other dynamics and other things.*

Leonardo's words in lines two and three, *not every student is the same*, illustrate his struggle coming to terms with his concept of good teaching and the practices and policies valued by the technical high school where he was placed. PSTs, especially those placed in technical high schools, commented on their sense of limited agency. This was especially apparent when having to employ the textbook, which they felt was poorly designed, because their learners had purchased it. This challenged their desire to be what they considered 'good teachers' (Korthagen, 2004) and forced them to employ a book which they considered inadequate for their needs. This is illustrated in the following excerpt from Leonardo's face to face interview:

Leonardo

*Sometimes the schools have, uh, a policy, they, they, you have to use the material they give you, or sometimes you cannot, eh, take other ways to, to teach any topic, eh, in this case **I had to use the book**, uh.... I didn't want to use, uh, the books, that book, mmm, that much.*

Researcher

So you had to follow their... curriculum?

Leonardo

*Yeah **I had to follow**.... And the book was a little bit, mmm, weird because they, the book eh had, words or some eh structures that are very complex or sometimes the words are not understandable even for me were... were hard to understand these words. And I, I looked for them in the dictionary, and, even in Spanish I didn't know what those words meant.*

Researcher

It was very complicated?

Leonardo

Uh the book, the book was very good it had eh, very good activities, very good eh... eh... eh... layout, but, the content, the words, the structures sometimes were very, very high or very, very, very complex for, uh, those students.

Here Leonardo stated that he *had to follow the book* which he repeats twice in the interview for added emphasis. In this excerpt, he recognizes that this is an unavoidable school policy. He expresses his dissatisfaction with the didactic resource and difficulty figuring out how to stay true to himself while he attempts to teach with resources which he feels are unsuitable.

These feelings of frustration are echoed in the comments which Alicia made in the focus group. Placed in the same technical high school and having to use the same book, the official school policy was to finish the textbook no matter what during the school year to justify the expenditure.

*Well I did feel limited because it was a bit mandatory to use the book. And if we wanted to do any other activity like a song **we had to make the photocopies** and pay for them and other material because it was forbidden to ask them for money. Why? Because it was assumed to only work with the book for English. So it was very limiting. I myself felt limited because I did not only have one group but three so **I would have to make photocopies for three groups of forty students so it was a little expensive. So, we had to focus more on the book and it was only the book and the book** and they would get bored only working with the book but I couldn't do otherwise. But some way or another I managed to make activities before class to write them on the blackboard and make them write them down to be able to break the routine from only using the book every day.*

The use of *because* highlights the cause/effect relationship of having to utilize a book which appears to be boring. In this account Alicia mentions the book many times to highlight how coercive she felt its use was. However, she employed coping mechanisms as is evident in the last line of the excerpt *I managed to make activities before class to write*

them on the blackboard to break the routine employing her 'theory-in-action' (Farrell, 2007). Here Alicia has appeared to comply with institutional policy while she has exercised her agency in practise (MacLeod, 2013) by remedying a situation which she felt was not allowing her to achieve her goals as she found ways to break the dependence on the textbook.

PSTs' commented that they felt that institutional and social constraints in the schools where they were placed imposed norms, values and common practices of the school upon their teaching practices. This shaped how they socialized within their CoP. By discussing their experiences with each other, they recognized that different contexts require different approaches to effective handling of poor student behaviour, perceiving moments of success and failure and the development of coping strategies.

By discussing constraints with each other PSTs were conducting significant identity work. By admitting that a problem existed, participants recognized that there was a need to address it. This experience may be filled with apprehension and fosters the use of coping strategies as is illustrated in the following excerpt from Julieta who taught young learners in a pilot programme at the university:

In my opinion what I have to do is to talk with my partners about their experiences as teacher, especially those who are working with children. I have done that with some of them when I have the chance and sometimes I realized that they have very similar insecurities and situations, thus I can infer that fear and doubts are normal on the process of become an English teacher.

Implied in Julieta's account is the notion that by sharing experiences with peers she became aware that her colleagues often experienced the same insecurities which she did which helped her to not feel so isolated. This enabled her to acknowledge that these emotions are a normal part of becoming an English teacher (Hargreaves, 1998; Zembylas, 2012b) and allowed her to move forward as a teacher. By taking responsibility

for remedying a situation Julia is enacting agency which empowers her to seek alternatives of practice when faced with a similar situation in the future.

Thus, PSTs' coping responses included admitting that they were facing problems, discussing issues with others to initiate change and taking responsibility to address challenges. Realizing that students at the foster home receive many visits from the American organization which sponsors the *Casa Hogar*, Vicente became agentic and modified the authorized study programme as is illustrated in the following excerpt from the semi-structured interview.

*I realized that these children receive a lot of visits all the year. First, the principal told me that **I had to teach only vocabulary**, but I said: "No, these guys need to communicate," so I changed the syllabus, and I, eh, I told them more, like, phrases and questions so they could, eh, communicate with, eh, Americans. So I think that was a very in-very big impact because now they can communicate.*

Initially being told to *teach only vocabulary*, he realized that it was important for his students to be able to communicate with the foreign sponsors of the institution. As a result, he decided to modify the syllabus in order to help his learners, thus exerting his agency. In accordance with Bandura (1989), cognitive, motivational, and affective processes enabled PSTs to exercise some degree of agency over environmental conditions depending upon how motivated they were. Although PSTs had limited agency, through critical reflection of their experiences they gradually covertly improvised the curriculum which empowered them in a limited capacity.

Echoing previous research findings (e.g. Kelchtermans, 2013; Yuan & Lee, 2016; Zembylas, 2003) this study demonstrates that PSTs felt vulnerable due to the unequal power relationships and their peripheral status in schools which positioned them as 'outsiders' with limited professional support and autonomy. As a result, PSTs conformed to

school pressure in order to comply with institutional requirements despite feeling frustrated with some policies which constituted negative emotional labour. Personal background and experiences positioned this group of PSTs as desiring to become caring and supportive teachers which became their ideal teacher identity. Nonetheless, being 'at the bottom of the school hierarchy' confined identity and agency (Timoštšuk & Ugaste, 2010).

Despite feeling frustrated due to contextual constraints PSTs learned to deal with adversity and developed their 'imagined identity' (Wenger, 1998) committed to becoming the best teacher possible which reflects the future-oriented nature of PST identity.

5.4.6 Issues with Classroom Management

As was mentioned in Section 2.8, one of the most difficult issues which PSTs must deal with in the practicum is learning how to deal with the 'reality shock' (Veenman, 1984) which they encounter once they enter schools for their practicum. Difficulties coping with classroom management issues in the practicum induced feelings of disillusion as is evident in PSTs' written reflections from the critical incident tasks (See Appendix 7). All of the participants in this study mentioned problems with classroom management in their critical incident tasks.

At the start of the practicum some PSTs believed that it was essential to create a warm, friendly environment in the classroom. They fostered a close relationship with learners which they later regretted, realizing the need to keep some distance from students. Andrea expressed this as follows:

*Classroom management was the most difficult thing for me because they were really active and they wanted to be doing activities all the time and talking with their classmates, interacting, and that for me was a little bit difficult. At first I was thinking that I wanted to be a friendly teacher. But now I know that I have to be friendly, but **I have to be firm** at the*

same time- Because, for example, with children, if you show only your friendly part, they take advantage of that. So, in the future I hope I can be friendly but at the same time, firm with them.

Here Andrea expresses the need to obtain control of the classroom after starting off the term with a relaxed orientation to the rules. Wanting to be what she considered a ‘good teacher’ (Korthagen, 2004) she wanted to be friendly and had first approached the practicum with an attitude of wanting to create a relaxed atmosphere in the classroom which would be conducive to learning. However, despite initial resistance, she eventually recognized that she had to be firm so that her learners would not take advantage of her. Originally positioning herself as her learners’ friend she had to reposition herself as a stricter teacher in order to manage her class more effectively.

PSTs shared the observation that a great number of their students were unmotivated, and admitted that they often struggled to engage their learners. Issues with attitude and behaviour were a common occurrence. In the asynchronous discussion forum participants were asked to share their critical incident task (See Appendix 7) and discuss relevant issues with each other.

Discourse was examined employing the themes which were identified from the data. The following key is useful to understand my data analysis.

KEY:

CER : Conflict between expectations and reality

ISCF: Influence of socio-contextual factors in identity construction

RW: Readiness for work as EFL teachers,

PPR: Personal perceptions of their roles as EFL teachers,

A: Agency

ICM: Issues with classroom management

IDRD: Issues with didactic resource design

Andrea and Vicente provide an example of classroom management issues.

Andrea (21 Mar 2014)

One moment that I consider as a critical incident during the past months happened three weeks ago. It took place during the afternoon. [It was] the first time I (and Julieta) had to face a difficult situation with all of our students regarding behaviour. Even though, our students (as most of the students) like to chat with their classmates but that day, Thursday, they were very talkative and some of them were even shouting, the class was supposed to be about occupations and jobs and we prepared a video for them but it only got worse because they were laughing at the video for no reason and it was all noise.

It was the first time that I had to face this kind of situation, I was nervous and desperate because I had been telling them to be quiet several times before and it was not working at all. When we saw this we decided to stop the class because we could not work like that anymore and we told them to please behave and that we had missed a whole hour trying to calm them down. By the end of the class we had not covered all the activities planned for that day and we were not sure about what to do if we had to face the same situation later on. I know that it is very common in any school you go because students like to speak with each other and you do not know when it is going to happen but you need to be tolerant, keep calm and be respectful all the time. What we did after that was to speak with our advisor and the teacher in charge of the courses to ask for help and they told us that if they continue with that same attitude to tell students we are going to send a note to their parents so they would speak to them about it. It has worked so far because they are more calmed during the lesson.

Vicente (27 Mar 2014)

I completely agree with you. That situation is very common... children are very active (sometimes more than they should LOL). Fortunately, you have all the support and that idea of telling students that their parents will receive a note is a good idea. In my opinion, you had to give an example, I mean, you could have punished a person and then, the others would calm down by themselves. But this is [me as] the bad [PST].

Andrea (27 Mar 2014)

Thank you for your piece of advice, Vicente. We have done it, not like a punishment but we sent some girls a note and now they know we are no joking I just hope we don't have to send any more, but you are right if we don't do it they don't learn about their behaviour.

Let me tell you what happened today about the note (the follow up). Both girls arrived to the classroom with even worse attitude they did not participate and have such long faces, I felt pretty bad but I chose to ignore that attitude and continue with the class making them participate as nothing happened but at the end of the class one of my students reached me and told me that one of

those girls (the ones we send the note to) told her and another classmate that because they were angry they should be angry with us too and that she answered that she was not going to do it because she was not angry. So as a piece of advice I tell you that you have to be very careful and that let's hope not but you might face situations like this.

Wanting to be a 'good teacher' (Korthagen, 2004), Andrea felt upset because her expectations did not align with reality. Having planned what she thought would be a lovely lesson she felt overwhelmed when learners went off task and appeared to make fun of the lesson, making her feel vulnerable. Losing control of the class she positioned herself as a teacher who was afraid of her students and was confronted with unsuccessful practices and felt incompetent. Sharing her experience with peers allowed Andrea to deal with emotional vulnerability and to find a solution. She sent a report to the problem students' parents. However, this appears to have backfired since afterwards the problem students behaved disrespectfully towards her and attempted to influence other learners towards behaving rudely.

PSTs position themselves in relation to others (students, INSETs, mentors) and strive to act in ways which position them as teachers. In the discussion thread Vicente acknowledges that sending a report to parents is an appropriate option for Andrea, however, he mentions *but this is [me as] the bad [PST]*. Here Vicente is voicing his opinion that although he feels that it may be inappropriate to do so, it is sometimes necessary to send notes to parents for disciplinary support as well as to set an example for other learners. Here he is positioning himself as a firm teacher who will not allow poor behaviour.

PSTs acknowledged that they were in a vulnerable position as beginning teachers. It was necessary for them to confront the theory/practice gap, which produced shifts in participants' personal and professional concerns. As a result, they developed multiple, frequently conflicting identities which existed in unstable states of construction and

reconstruction, reformation or erosion, addition or expansion. As in studies by Kiely & Askham (2012), identity work was seen in this study as a process which involves making sense of new knowledge and practices, and enabling PSTs to feel comfortable with their emerging identity.

5.4.7 Issues with Limited Didactic Resources

Drawing from their culturally and historically situated understandings and experiences individuals construct their identities out of the available resources (Buchanan, 2015). As was mentioned in section 3.12, not all students have equal opportunities nor equal access to resources (Acquah, 2015). In resource poor environments, teaching tends to be highly structured, with lowered expectations because of poor training and scarce material resources (Makina, 2014:296).

Teaching underprivileged students presents PSTs with unique challenges which will ultimately affect their learning and identity development as teachers. The two PSTs placed in the foster home identify the challenge of working with learners who lack resources. In the face to face interview Otto commented:

*They didn't have an English section in their library. But the INSET that was there, tried to bring material. **They just had, like five books in English, but no material. No listening, no verb list vocabulary.... I made a book with many activities and with material for them, so they can study verbs, vocabulary of the house, of their classroom and things like that.***

Here Otto exercised agency to address the lack of didactic resources. He highlights the need for resources which he considers important for achieving his goals and creates an anthology. A situated identity is how an individual positions himself within a particular moment; in this case Otto situated himself as empowered after opting to create his own didactic resources. Here the figured world influenced the ways in which Otto repositioned himself.

For Kumaravadivelu (2012) the use of resources in the classroom depends on particularity, practicality and possibility. Particularity aligns teaching practices to the specific context. In their roles as teachers, PSTs must utilise locally available resources. Practicality refers to PSTs being creative and looking for alternatives of practice through critical reflection. Lastly, possibility refers to the teacher's role within a specific socio-economic environment which recognizes the role of learners' deprived environment. PSTs need to be aware of their working conditions and make the most of available resources. In his initial teacher development written reflection, the microscope, Otto shared the following:

I have developed English material for the school, because they just have books, the school does not have English material, and with this material I expect to improve the level of the students, and they will be able to study for themselves; I have used music to develop their skills (listening and speaking), but with music they like, and they are motivated to learn. I am developing a syllabus for elementary school, so the kids will be prepared for the English language when they start junior high school.

Implied throughout this excerpt is Otto's desire to improve his learners' level and to help them to be autonomous. By stating that he has encouraged his students by using music they enjoy, he suggests that the pedagogical concept of motivating students as one of personal importance. Designing didactic resources involves an investment of time, skills and money. Here Otto's 'perezhivanie' (Vygotsky, 1978) which is an individual's lived or emotional experience and was discussed in Chapter 3, regarding the importance of providing the disadvantaged institution with additional materials, is enacted as he positions himself as an individual who addresses and solves this problem.

5.5 How these Factors Shaped PST Identity

PSTs usually enter the practicum with mainly unarticulated, yet deeply ingrained, ideas about learning and teaching based upon their personal histories and lived experiences. In general, PSTs' observations regarding their practicum experiences revealed that they experienced a multitude of emotions which ranged from feeling incompetent, anxious, inexperienced, and confused to feeling confident and hopeful. Once their 'practised identities' emerged they began to reflect upon their strengths and weaknesses. Positive comments were made at the beginning of the practicum through participants' imagined identities, which became more cautious as PSTs gained more workplace experience and began to worry more about classroom management issues. These findings concur with findings by Kiely (2014b) since good practice may be understood as abiding by fixed criteria in an effort to being accepted into the institutional CoP. It is necessary to examine the construct of desired practice as well as the social and political contexts within each practicum site.

Otto and Vicente considered that teaching was not a simple matter of teaching and learning but involved helping learners to develop their learning confidence. They considered it important to become guides for the learners, helping them to deal with everyday life and to become better prepared to face the future. Vicente shared the following in the focus group:

I would correct them because that's what they needed the most, a lot of discipline, since they didn't have a dad or a mom who was constantly telling them to stop doing that or that they did something wrong and to not do it again. I had to be very strict.

Here Vicente positions himself as someone who wants to help his students. From this account it can be perceived that Vicente's teaching is being tailored to the needs of his learners and does not only focus on teaching EFL per se but of enabling his learners to develop lifelong

learning skills. This is encouraging from the perspective of teacher education given that Kiely & Davis (2010) warn that in many countries which focus on neoliberal policies teachers are viewed as low-status operatives who are increasingly accountable delivering one size fits all programs more concerned with productivity and efficiency than on actual learning.

Being aware of their strengths and weaknesses and how to achieve personal goals enabled participants to develop their self-knowledge. When PSTs were encouraged to reflect and share their views with peers, they appeared to demonstrate improved conceptual understanding (Johnson, 2015; Mercer, 2004). All of the participants mentioned that their practicum experience had involved some degree of professional transformation which influenced their assessment and re-evaluation of their conception of personal and professional self (Garrison & Kanuka, 2004; Mezirow, 1997).

5.6 Identity

As was mentioned in section 3.4, identity is a combination of each individual's personal biography, roles, status, culture, social and institutional influences (Flores & Day, 2006; Walker-Gibbs, Ludecke, & Kline, 2015). The findings of this study are in line with Vanassche & Kelchtermans' (2016) stance of professional development as a learning process which results from the interactions of the teacher with the working context (Kelchtermans, 2014). This learning process results in qualitative changes in both educators' practice and their thinking about that practice, which consistently interact. Whereas the former can be observed in the skilful application of a wider repertoire of action skills, the latter reflects a more detailed and (reflectively) validated professional knowledge-base.

Kelchtermans (2009) refers to this knowledge-base with the concept of personal interpretative framework. The personal interpretative framework is temporary and reflective of PSTs' continuous professional learning. It refers to the set of cognitions and beliefs that operate as a lens through which they perceive their job situations, give meaning to, and influences teaching behaviour. Kelchtermans (2009) distinguishes between two interrelated domains in the content of the personal interpretative framework: the representations of oneself as an EFL educator (professional self-understanding) and the personal system of knowledge and beliefs about teaching (subjective educational theory). Overall, PSTs in this study have a shared history and are all involved in a joint enterprise of teaching EFL in their community. This history of common practice, shared repertoire and sharing experiences with each other allowed participants to develop a common discourse and shared identity (Clarke, 2008) as they discussed issues in the EDMODO asynchronous discussion forum and in the focus group session within a CoP (Wenger, 1998).

PSTs often worked with 'received identities' which means that although they might be motivated to implement different instructional strategies as a result of their own reflections and learning, they often felt constrained (Kiely, 2014b) in the practicum by contextual policies. As a result, they mainly focused on the transmission of knowledge and classroom management in an effort to survive the practicum which shaped their teacher identity.

The types of individuals who participants were prior to the practicum were considered imagined identities. Throughout the practicum period identities were considered practising identities and post practicum were considered practiced or transformed identities. PSTs continuously positioned themselves in accordance with their personal pre-conceptions as well as their conceptualization of how to be a 'good teacher' (Korthagen, 2004).

Furthermore, PSTs often worked with students who were unmotivated and demonstrated poor classroom behaviour. Learners' academic deficiencies and INSETs' teaching styles appear to have caused some learners to reject PSTs' practices. Thus it was necessary to identify learners' wants and needs to identify what works more effectively for teaching in each specific context (Peña-Sandoval, 2015). This is especially true in contexts of educational inequality where PSTs often struggle to develop innovative teaching methods, strategies and resources to engage learners.

Identity work involved how each PST perceived their specific purpose and role within each context (Kiely & Davis, 2010). Being a 'good teacher' involved making sense of and improving practice. However, for some individuals in this study it encompassed conforming to fixed institutional criteria involving lesson planning and appropriate teaching approaches without taking into consideration creativity and social responsibility.

Through reflective practices participants in this study gradually developed their personal theories about teaching and devised their practical strategies as they developed their understanding of how they learn and perform as EFL teachers. This focus on sociocultural learning is echoed in PSTs' accounts. As Flores & Day (2006), Kelchtermans (2014) and Trent (2016) suggest, each institutional context fostered conflicting practices and ideologies. This was challenging for PSTs given that individuals understand the world through their own theories and constructs. As a result, there was a shift in identity formation from imagined identities (Lave & Wenger, 1991; Wenger, 1998) constructed in initial teacher education to the practised identities formed in the practicum stage.

Through PSTs' written and oral texts it was possible to examine their discursively constructed system of knowledge, attitudes and beliefs. The

shifting conception of what it means to be a teacher was apparent as they navigated the terrain of the institutions where they were placed and evolved from being naïve students of teaching to become more knowledgeable PSTs. Identity was negotiated and shifting depending on the circumstances which each PST encountered.

An example of professional growth and acceptance into a CoP was provided by Alicia in the EDMODO discussion forum.

*[My mentor at the practicum institution] saw me as a real teacher because, before the project I was like a student. At the beginning [students] were scared because I was like the same age, and they saw me like a friend, not like a teacher. I worked with the English book, and we **cannot** give students extra material. We just have to follow the English book. But, I don't want to be the lazy teacher, the common teacher that is always following the book. I want to, to make my class dynamic, energetic: I don't know - I want to improve many things in my classroom. Because each school has its own rules so we, **we as teachers have to follow it.** So I have to get used to that, that I will not [be] allowed to do what I want to.*

Here Alicia's identity is emerging from being seen by others as a student of teaching to being perceived as a 'real' teacher. Alicia's expressions of feeling increased confidence indicate maturity and motivation to continue developing her skills as an educator despite expressing a concern for not becoming a lazy teacher as she expressed by stating *I don't want to be the lazy teacher, the common teacher that is always following the book* which she associates with being a bad teacher.

In a CoP framework the structure of the CoP must allow members to move from the periphery to the core. PSTs related to each other through alignment in communication by sharing ideas, experiences and beliefs through ideational and intrapersonal relationships (Clarke, 2008). On occasion there were instances of emotional dissonance in terms of the thinking and doing of teaching. This is illustrated in the following excerpt from the EDMODO discussion forum midway through the practicum regarding critical incidents:

Julieta

One of the most recent and challenging critical incidents I have experienced took place last week when we (Andrea and me) ask all children to practice a song we are preparing for a coming festival, so they were excited and we asked them to be quiet. Most of them paid attention and behaved; however, there were two girls, who continue making noise. They were disturbing the class and encouraging their classmates not to pay attention and not to listen to us. So, after warning them a lot of times we decided to write a note for their parents to sign. After that, the girls calmed down.

Unfortunately, they did not react the way we expected. Now they have a bad attitude during the class. They don't participate, they don't pay attention, they look angry and, even worse, and they have asked their friends to have the same attitude towards us.

To handle the situation, we did not change our attitude towards them, we are still friendly with them, we ask them to participate, we reward them or we ask them to pay attention if necessary.

Leonardo replied:

*I think you are doing the correct thing as they are children, you **should** take into consideration the participation of the students for the final grade, so they can be more encouraged to participate and if it is necessary to talk with their parents personally, do it and show the development of those students to the parents, you are doing a good job and I hope this could be useful - that 's why it is important to write everything [down].*

Isabel

Students seem they are not interested in the subject; they are just in the classroom because they HAVE TO so they do the presentations as they want and when they want, I felt very bad because I saw me in the future with this kind of students, I do not really know how to do and how to act.

Patty

*I am reading all your experiences and I think that they are amazing but sometimes I would not like to be on the shoes of some of you because you have to face challenges that I know they are difficult. Julieta: your project and mine are very similar because we are teaching English to children, although they are not at same age, they still share the joy, innocence and curiosity which are characteristics of childhood **I would like to have a talk with you in order to share ideas** and why not?? Maybe a little visit to our respective teaching sessions :)*

Julieta

*I have read all of the comments and I feel like you are describing many of the situations I have been experiencing. **We all have had bad***

experiences but I am happy to read we are still motivated thanks to the great experiences we have had.

Patty, when you can, you are welcome to our classroom and of course I will be glad to see what you are doing; although I don't know if it is permitted in the place you are working. As we both are working with children it is a very good idea to talk and share our experiences maybe you can help me to solve some little problems I am having with the children and so do I :) By the way, we can also share material and save time :)

By sharing her critical incident involving problems with classroom management Julieta has initiated a virtual conversation about how to handle challenging situations. The response from peers is encouraging as is exemplified by Leonardo's response and Isabel's acknowledgement that *students seem they are not interested in the subject; they are just in the classroom because they HAVE TO*. She echoes the feeling of struggling with unmotivated learners and even capitalizes the words *HAVE TO* to emphasize her feeling that students are not motivated. Patty presents herself as an advocate of discussion by offering to provide help by discussing issues together. Julieta responds by agreeing to allow Patty to observe her classroom in an attempt to collaboratively find a solution as is expressed at the end of the on-line interaction. She furthermore offers to share didactic resources in the final sentence.

By using the pronoun, *we* as is the case when Julieta states *we all have had bad experiences*, she aligns with and presents herself as part of a collective identity (Johnston, 2015) with her peers. This portion of the EDMODO discussion thread exemplifies the support which PSTs offered each other throughout the practicum as they discussed their joint enterprise, joint purposes and shared their repertoire with each other in their emerging CoP.

5.7 How Reflective Practices Shaped PST Identity

The curriculum for the practicum component of SLTE in place at the university where this study takes place includes assessing the success of

employing different teaching/learning strategies, assessing achievements, conducting critical reflection in and on practice, as well as examining and assessing teaching/learning theories (UNACH, 2006). There is a close relation between curriculum and instruction which influences the quality of teaching and learning practices. The emphasis on meaning making of participants should encourage reflection upon the local circumstances if the curriculum is realistic, practical and viable in a variety of regional and institutional contexts. If PSTs understand the curriculum, and regard it as relevant, they may implement it in class or modify it for each specific educational context (Universidad Autonoma de Chiapas 2006).

Identity is conceptualized in this study as fluid, constructed and negotiated in different contexts. It is linked to discourse (Barkhuizen, 2016) and positioning during social interaction. Through reflective stories participants made sense of their practicum experience as they situated themselves and negotiated their sense of self in relation to significant others and social structures (i.e. institutions, school cultures, curriculum). PSTs positioned themselves within the different social structures and commented that they learned about the socio-contextual realities in each institution. They also developed their teacher socialization skills as they provided each other with emotional and cognitive support as they acquired acceptable institutional values and practices.

Reflection was both past and future oriented as desired actions and reactions were considered and reconsidered (Johnston, 2015). As PSTs constructed their understanding of who they were within each school and professional context, they implemented actions which they believed aligned with that construction. Those actions (and how the actions were perceived by others) then fed back into the ongoing identity construction process as they developed and refined their personal philosophies related to their developing selves and careers.

PSTs appeared to be better at reflection through spoken discourse. In the written reflections they tended to be mainly descriptive and provided superficial lists of the events happening at the practicum institution. As was mentioned in Chapter Four they may have been faking it in their reflections and preferred to write what they thought I wanted to hear to pass the academic unit (Hobbs, 2007). Although participants were encouraged to critically reflect on their experiences, comments made during the interviews and the focus group were more substantial. It became apparent from visiting and revisiting transcripts that PSTs felt vulnerable when they felt that they could not realize a situated identity which was consistent with their values. Some PSTs articulated that their imagined identities and practised identities differed given that the former originate from their idealized version of what teaching would be like versus the reality of the workplace (Hargreaves, 1994). As a result, PSTs' real-world imagined personal identities appeared to have become incorporated with their practised professional identities. This is illustrated in the following excerpt from the semi-structured interview with Karla who comments about how her personality shaped her teaching practice.

Researcher

When you finished seventh semester, you had a vision of being an English teacher. What was that vision, and how did it change now that you have finished the practicum?

Karla

Uhhh... I had an idea that I was like a boring teacher because I'm not really talkative, And, and I considered myself like shy. I took a-a course, Rassias? And I feel like, with more confidence, I used that method and they really liked that, and they enjoyed my classes and I know now, that I can do my classes very dynamic and interactive too, for my students...

This PST describes a feature of her ideal teacher identity which is associated to her personal identity – her personality and a proactive attitude which provide her with increased confidence. This comment suggests an improved self-awareness regarding teaching self which is

reflected in characteristics that are essential to effective teaching and her image of what makes a good teacher – in this case providing learners with interactive dynamic lessons.

Elena mentions issues in the focus group session regarding learners' interest in learning EFL.

Elena

I [worked at] a technical secondary school so you don't have the same subjects as a federal secondary school. The students can enrol for example in subjects such as stockbreeding, agriculture, apiculture, so what would they want English for? Many didn't care about English and I even got to see some students stop coming to school because their parents told them not to go anymore. So it really worried me that some didn't care about English because they already had a job or worked in the evenings helping out their parents.

Researcher

They are okay with only knowing how to read and write?

Elena

Yes, and some were not interested at all.

Here Elena demonstrated the personal importance of motivation towards learning the target language, especially for students in a farming community who may fail to see the relevance of learning EFL. In this case she is accounting for feelings that she reported experiencing regarding students' engagement in EFL. She appears to be working towards constructing an identity that includes relationships with engaged students as fundamental by presenting herself as the type of teacher who values motivated learners.

As beginning teachers, it is challenging to determine how to adhere to personal ideas of what makes a good teacher, whilst at the same time meeting the demands of the context and expectations of the host schools where individuals are placed for the practicum (Flores & Day, 2006). The discursive construction of language teacher identities may be

explored by examining how PSTs construct their reality through their systems of knowledge and beliefs. An example of this is when PSTs compare traditional teaching with modern teaching as is the case in which Julieta wrote in her EDMODO reflection a month into her practicum regarding the difference between the way she learned and how students now have access to a great deal of technology in their learning process.

We attended a conference where the book we are going to use during the English course was introduced; such book contains a lot of resources related to the new ways of learning (basically, using electronic devices). After that, I realized that, nowadays, children do not learn in the way I learned because they do not have the same background, references about the world, etc. so I understood that instead of trying to imitate the ways teachers once taught me, I should think of the ways I am currently using to learn and adapted it to my teaching techniques so that children feel conformable and motivated by the teacher.

In accordance with Hobbs' (2007) and Kiely & Askham's (2012) findings, PSTs in this study reflected in a limited capacity on their teacher identity, especially at the beginning of their practicum when they appear to be overwhelmed by the challenges which they confronted. In their reflections PSTs were mainly descriptive and generally internally oriented, principally focusing on themselves and lacking a consideration of their learners' perceptions or critical assessments of the classroom environments (Kyrö-Ämmälä, & Turunen, 2016; Schön, 1983).

All PSTs revealed a shift in their teacher identity from ambitious descriptions of their pre-practicum teacher selves (imagined identities) to more realistic post-practicum practiced identities. This was illustrated by their use of expressions such as 'I'm not sure, 'I believe' in the pre-practicum to expressions such as 'I feel more confident', 'I learned' in the individual interviews and focus group sessions.

An example of this was provided by Isabel in her written Mirror reflection.

I believe that a teacher is someone who becomes through many years of training and experiences in the field which I do not have, at least that is what I consider. I have not found a teacher who is an expert the first day of their profession. I believe that is urgent for everyone who is a teacher or is planning to become one to get prepare in the field the best they can. All teachers who get prepare will know how to set up rules in the classroom. Those kind of teachers will probably have less problems in their classroom because they will be able to control the classroom.

Here Isabel calls for preparation and setting up rules to control classroom behaviour.

PSTs embody the concept of learning to teach as that of developing a new identity which is co-constructed with peers. An example of this is the following excerpt from Julieta's individual interview:

[The practicum] was really useful, eh, because it helped me to acquire different skills that I hadn't acquired before; and also, because I started comparing how I work with my other colleague's work. I had different ideas.

Here Julieta describes how she began to learn from her classmates' experience which demonstrates interactive learning. This establishes a link between ideational and interpersonal conceptualization in shaping teacher identity.

As in Körkkö et al.'s (2016) studies with PSTs conducting their practicum in Finland, most written reflections were narrow and superficial and 'tended to focus on the most visible and familiar parts of the teaching profession' (p. 202). However, in the focus group session, which was conducted a month after PSTs had passed the practicum, when participants were asked what ideas come to mind when they think about teacher identity during the eighth semester of their study programme, some participants expressed signs of deeper reflection. This is exemplified in the following extract from the session held in August 2014:

Patty

I think [teacher identity] has to do with proving and confronting the theory with the practice, right? Because one thing is what we learn and how we expect the group to be, or the ideas we have about the students and our method, our own way of being teachers and the other is what it actually is, is it not? So teaching identity to me is what you are and what you really are.

This type of reflection deals with PSTs' personal practical theory which shapes PSTs' perceptions of themselves as teachers (Beijaard et al., 2004). By stating that *identity is our own way of being teachers* and *what it actually is*, Patty notes that these are different. Furthermore, the more experience PSTs acquired and the more support which they received in the evolving CoP, the more they appeared to foster alignment with a complex range of professional norms and expectations in each institution.

Through reflective practices PST were gradually enabled to examine the various influences that shaped their teaching practices (Lasky, 2005). Integrating Fairclough's (2003) model of CDA was helpful in analysing and interpreting PSTs' reflections and substantiated the findings (See Appendix 17 for a sample analysis).

The reflective process of the practicum contributed to thinking as it triggered PST questioning of professional identities. Thinking about and reflecting on their practices as prospective teachers at the beginning and after the end of the practicum helped participants to acknowledge that they had undergone some shifts in their personal and professional concerns. However, participants scarcely mention the use of alternative teaching methods for different learners, and barely point out any critical aspects of the school culture or classroom environment which indicates a principally descriptive level of reflection. This appears to be the case given that PSTs were mainly concerned with covering the curriculum and maintaining some semblance of order in the classroom.

Participant's feelings of hope, enthusiasm and excitement were evident in their reflections. However, they occasionally exhibited concerns, doubt and a lack of confidence regarding their competence. An example of this is this excerpt from the focus group where Isabel expressed the following:

Communication was something really difficult, but, that helped me to learn how to teach in the future and really know how to handle situations that even though you may not want to do it and decide what was best and not what the others expect or what the schools wants. (Focus group session, 27:09).

Particularly significant is how Isabel acknowledges that she is developing coping strategies. Her final sentence is very telling in that she has come to the conclusion that it is up to her as an individual to decide what is best for her context and recognizes that she does not have to fulfil others expectations nor school policies – it is ultimately up to her.

PSTs recognize that they learn from their students and that they are in a state of continuous development which provides an example of Wenger's (1998) perspective of 'identity as becoming'. Practicum experiences were pivotal to enhancing significant teacher learning opportunities as PSTs interacted within CoP in accordance with findings by Kelchtermans (2005). Participants commented that practicum experiences impacted upon the development of self-images which ranged from positive self-images such as joy and happiness when things went well to negative emotional states of frustration and disappointment when they were faced with problems in the classroom.

It was necessary to assess each situation to learn to regulate the emotional dimension involved in learning to teach. This socio-emotional process was shaped by their conceptualization of what their idea of a good teacher is, the kind of teacher they believe themselves to be and their imagined identity (Korthagen, 2004; Wenger, 1998).

The findings of this study reveal how PSTs construct their identities in the Mexican context and make sense of their practicum which could help researchers in similar contexts to develop a better understanding of the values, attitudes and beliefs of preservice EFL teachers. Thus, findings support the stance that identities are the result of each PST's vision of their past, present and future. PSTs' former teachers and family members inspired them to become teachers, their experiences in the practicum allowed them to develop their knowledge, awareness and skills as EFL teachers and their visions of themselves in the future motivate them to continue to develop professionally.

The figured world of schools varies from institution. PSTs need to learn how to navigate neoliberal policies which includes high stakes testing, standardized and scripted curriculum. I acknowledge the need for teacher education programs to help PSTs negotiate conflicting definitions of what it means to be a good teacher in ways that shape the figured world of resource poor schools.

Although findings from the current study cannot be generalized to the broader population of Latin American SLTE programmes, they offer insights on how the practicum shapes novice teacher identity. During the practicum there may be a conflict in the identity formation of beginning teachers. In accordance with studies by Eteläpelto, Vähäsantanen, & Hökkä (2015) with Finnish teachers, findings indicated that all the novice teachers initially perceived a weak sense of agency and became aware that they would have to renegotiate their professional identities by re-assessing professional ideals once they entered the workplace. Findings in this chapter indicate that PSTs shifted from seeing themselves as ready for the challenge of entering classrooms for sustained periods of time to adopting a survival mode of just getting by the best they could, which is the concern of all novices, as they struggled for control and experienced feelings of frustration, anger, and bewilderment (Korthagen, 2011).

The findings from this study suggest that developing a teacher identity is a challenging process since PSTs must make sense of different, sometimes conflicting, perspectives (Beijaard et al., 2004). PSTs usually worked with received identities which limited their teacher learning, and constrained the role of imagination (Kiely, 2014). The institutional environment enhanced PST identity when it was perceived as supportive. However, the institutional environment had a constraining influence on identity when PSTs perceived that neoliberal management culture policies were more valued than teaching towards learners' wants and needs and suppressed creativity, trivialising the complexity of teaching and academic freedom (van Lankveld et al. 2016) as was the case of the technical high schools in this study.

This study offers an example of teacher identity formation during SLTE in a developing country. It is necessary to acknowledge that reflective practices may not necessarily be beneficial to all beginning teachers (Golombek & Doran, 2014) given that all PSTs involved in this study evolved at different rates depending on their practicum site, personal background, support system as well as personal values, attitudes and beliefs.

Summary

In this chapter I have explored the emerging teacher identity of ten PSTs together with the factors which influenced their teacher learning. Throughout this chapter there are examples of PST idealism (desire to behave like the teacher they want to be), survival (behaving like a teacher who is uncertain of how to behave), being absorbed by the school culture (behaving like other teachers), and 'imagined self' by aspiring to behave like the teacher they hope they may become.

The chapter relates the findings to the personal and contextual variables which influenced each PST as well as the conceptual framework guiding

this study. This conceptual framework emphasizes socio-cultural learning theory and the complexity of teacher learning. PSTs' emerging identity was shaped by a range of personal and contextual factors. These included previous teaching experiences, values, attitudes, and beliefs, school environment, relationships with significant others (i.e. students, peers, administrative staff and in-service teachers) (Akkerman & Meijer, 2011; Moore, 2015). These factors interacted in distinct manners which resulted in different learning journeys for each participant.

PSTs' pedagogical content knowledge seems to have developed through reflective interactions with knowledgeable others. Overall, data revealed valuable information regarding the teacher identities of PSTs in resource poor environments. Factors which shaped teacher identity concur with Korthagen's (2004) and Kiss' (2012) findings of participants' beliefs about what makes a good teacher, prior and current teacher/learning experiences, individual stages of teacher development, and how sociocultural and environmental factors influence emerging identity. PST agency was an important mediating factor in identity formation. While the general consensus amongst participants regarding teacher agency was fairly limited, PSTs indicated that sometimes they were able to act autonomously to achieve their objectives. As beginning teachers, they often felt unwilling to take risks and felt coerced to practice teaching in officially approved ways.

PSTs described various coping strategies such as consulting with peers to develop their own theories-in-action. This involved abiding by institutional policies in order to be regarded as competent members of CoP whereby they publicly follow official sanctioned policies such as following the textbook (i.e. PSTs placed in technical high schools were quantity does not equal quality) even though they may not personally agree with them (Liu & Xu, 2011).

Professional development involves changes in PSTs' practice and 'personal interpretative framework (Vanassche & Kelchtermans, 2016) which allows individuals to make sense of their practices which involves professional self-understanding and the development of subjective educational theory which results from the meaningful interactions of PSTs with their working context. This implies the cognitive and the affective character of professional development (Borg, 2004). Understanding the role of the working context and how resource poor environments shape professional identity adds to existing knowledge regarding PSTs' professional lives and development.

PSTs' sought to make sense of their emerging teacher identities as 'an on-going process of integration of the personal and professional selves' (Beijaard et al., 2004:113) through identity in discourse (imagined) to identity in practise (practised) as PSTs' sought to make sense of their emerging teacher identities. What has become evident in the data analysis is that PSTs' practices were largely related to their life histories and socially constructed values, attitudes and beliefs. The environments may have been constricting but PSTs focused on adapting to each situation as best they could as they developed their knowledge, awareness and skills.

In the final chapter, which follows I shall provide a synthesis of my study, discuss implications for the future and make recommendations based on the findings of this study.

Chapter Six: Conclusions and Implications for Future Research

Introduction

This chapter concludes the thesis by providing a synthesis of the key findings of my research and synthesizing the theoretical stance which was adopted in my study regarding the shaping of beginning teacher identity during the practicum component of SLTE.

This study was implemented to examine the emerging identity construction of PSTs throughout the practicum component of SLTE in Chiapas, Mexico from a socio-constructivist perspective. The study also sought to explore 1) how experiences in the practicum influenced early professional identity construction; 2) how personal factors influenced early identity construction; and 3) how reflective practice in the practicum influenced PST professional identity development.

The process of becoming a teacher and progressively taking on a teacher identity is a complex matter which evolves over time (Beijaard et al., 2004) within social structures. The initial rationale for the investigation is re-called followed with a proposal for how these findings can offer a contribution to an improved understanding of the practicum experience in resource poor environments. This chapter discusses limitations to the study, implications for the future for SLTE followed by recommendations for future research. Finally, I will conclude with a reflective epilogue.

6.1 Empirical Findings

Currently, there is a lack of information regarding preservice teacher education in resource poor contexts. This study addresses a gap in

teacher narrative research (Johnson & Golombek, 2011) which documents how narrative activity fosters teacher identity construction. The lack of material resources shaped teaching experience. My research study was an interpretative case study of PST identity construction throughout the practicum component of SLTE in Chiapas, Mexico. It was designed to examine PSTs' understandings of their development and how reflecting on their teacher development shaped their identity construction and reconstruction throughout the practicum. PST learning was the result of the interplay between each individual's mental processes, pedagogic practices and the contexts where they carried out the practicum (Block, Gray & Halborow, 2012). Participants engaged in professional development as they attempted to learn about how to adapt, perfect and contribute to the enhancement of each school curriculum.

The theoretical framework employed drew from sociocultural theories of learning (Freeman & Johnson, 1998; Johnson, 2009b; Vygotsky, 1978), more specifically those of identity formation (Beijaard et al., 2004) and situated learning theory (Lave & Wenger, 1991) within communities of practise (Wenger, 1998) as well as positioning theory (Harré, 1990). The practicum is a period when student PSTs engage in processes of self-positioning and repositioning as they experience conflicts between personal and professional identities (Trent, 2013). Data was analysed employing narrative critical discourse analysis.

To this end, I invited volunteer, preservice teacher participants to reflect upon the challenges they had faced during the practicum component of their SLTE programme within disadvantaged schools and examine how their experiences had shaped their notions of professional identity. In sum, this investigation aimed to enhance the understanding of the various problems confronting PSTs during their practicum activities, such as the impact of social, institutional and personal obstacles on the construction of participants' professional identity.

My motivation to conduct this study stemmed from my role as a teacher educator and practicum coordinator and my interest in teacher professional development. Socio-cultural theories were employed given the role of language in the discursive construction of society, knowledge and power. A teacher's identity is understood as being developed through social interaction and is influenced by an individual's past, present and future. PSTs' history as learners (apprenticeship of observation), second language teacher education programmes, classroom-based experiences and their expectations for the future all influenced the construction of professional identities (Borko, 2004).

As beginning teachers, it is challenging for PSTs to determine how to adhere to personal ideas of what makes a good teacher, whilst at the same time meeting the demands and expectations of the host schools where they are placed for the practicum (Flores & Day, 2006). As PSTs attempted to make sense of their roles and responsibilities as educators, their teacher identity was influenced by how they asserted their individual agency as they aligned their professional vision with the demands of each institutional context. PSTs continuously construct and reconstruct their teacher identity, depending on their perception of who they are or should be, and on their idea of who they aspire to become in each context. This, in turn, informs teaching practices and affects how they interact with learners and colleagues, as well as how they utilize available resources.

Few studies have been conducted in developing, non-English speaking countries which recognize the complexity of TESOL in real world classrooms (Zotzmann & Scott, 2010, Kumaravadivelu 2012). On the basis of the findings of this study I have found that taking into consideration educational policies is underdeveloped in our SLTE programme. The development of PSTs' identity caused a rethinking of pedagogical approaches.

It is necessary to develop in-depth knowledge of each specific teaching environment taking into consideration the affordances and constraints each context offers to develop reflective context-dependent pedagogic strategies. Findings included a major concern with classroom management issues and institutional pressure to conform to the way things are done in each school. Pedagogical growth occurred in spite of emotional labour as participants adjusted to each institutional environment. As can be observed from the findings of this study, teacher identity does not exist in isolation from personal identity.

Teacher education must help PSTs to examine the underlying power structures that shape, influence and constrain identity construction as well as foster networking among teachers, policy-makers and the community (Avalos, 2000; Hargreaves, 1998). Within institutional frameworks PSTs are encouraged to implement specific methodology which is instituted on a top-down basis. Furthermore, system-level policies should focus on improving the educational success of students from diverse backgrounds.

PSTs' struggles dealing with the uncertainty of teaching are crucial to building a professional identity. PSTs should not be considered powerless. The different teacher learning contexts and CoP in which novice educators can develop their teacher learning may enhance beginning teachers' flexibility and ability to cope with problems. Nevertheless, the practicum may be an emotional roller coaster for PSTs which plays a crucial role in teacher identity research.

PSTs in this study continuously confronted challenges by reflecting both in and on practice and employing available resources as effectively as possible by externalizing and articulating their values, attitudes and beliefs about teaching, depending on their practical and theoretical knowledge (Flores & Day, 2006). Issues encountered by PSTs in this study included conflict between expectations and reality, readiness for

work as EFL teachers, the development of coping strategies, personal perceptions of their roles as EFL teachers, issues with classroom management, issues with didactic resource design and a transformation in their teacher identities. PSTs' individual and collective interpretations ultimately shaped how they experienced the practicum and how they made sense of their experience.

Each context influenced teacher learning as PSTs learned to navigate the terrain and handle relations with students, colleagues, principals, and school staff. PSTs' accounts were context oriented and presented reflective interpretations of their experiences and beliefs as they attempted to find the best solutions to address the challenges which they encountered in their teaching practices. Most Mexican schools work within complex, isolationist, competitive institutional cultures where there is a great 'resistance to change' as well as a culture of 'simulation' (Flores Pacheco, 2009). In addition, it is a common occurrence for beginning teachers to be placed in disadvantaged schools. This implies dealing with mixed ability groups, underprivileged, low achieving students, and resource-poor economic environments, where there is a lack of resources and motivation from students to learn the target language. Furthermore, it is often necessary to develop classroom management and teaching strategies for teaching large groups (45 - 55 students per group) or special needs students. This is challenging for a beginning teacher who must often address feelings of isolation and incompetence (Martínez, 2014; Santibañez, 2007). Findings suggest that when PSTs confronted ineffective practices they repositioned their teacher identities. They also learned that they had to address the inequalities surrounding language learning and SLTE.

The challenges which PSTs in this study faced in the practicum are similar to the problems which novice teacher face in schools all over the world (Martínez, 2014). However, what makes the challenges significant are that PSTs must address the manner in which problems are shaped by

each institution's cultural, social, academic and economic context. For example, problems related to the lack of parental supervision are much more significant in the foster home (*Casa Hogar*) where learners have limited support from adults. In the case of the PST placed at the technical high school located in a farming community 30 kilometres from the capital, there is a lack of parental involvement when parents are illiterate. It is important, then, to contextualize PSTs' identity formation, in this case through teaching practice which is shaped by a context of disadvantaged schools (Martínez, 2014).

Learning to teach is a process associated with identity development which involves making personal choices about who PSTs are and wish to become as educators. Through narratives PSTs negotiated between multiple identities which were continuously shaped, reshaped, and reformed to their figured worlds of the schools where they carried out their practicum as they positioned themselves in ways that enabled others to view themselves as good teachers. These positionings were often a site of struggle and involved a shift in behaviours and may have been faked (Hobbs, 2007).

The main findings were summarized in each chapter of this study. This section synthesizes the empirical findings to answer the study's three research questions.

RQ1. How does PSTs' experience in schools during the practicum influence early professional identity construction?

PSTs acknowledged that they were in a vulnerable position and that their past, present and future selves were crucial in the process of identity construction. It was necessary for them to confront the theory/practice gap, which produced shifts in participants' personal and professional concerns. As a result, they developed multiple, frequently conflicting

identities which existed in unstable states of construction and reconstruction, reformation or erosion, addition or expansion.

The findings of the present study indicate that participating in a CoP was found to be a significant component in professional identity development since many PSTs stated that the continuous interaction and the communication with peers enriched their teacher learning.

Through the 'apprenticeship of observation' (Lortie, 1975) participants had developed their beliefs about teaching and classroom management. However, PST identity shifted as they socialized and developed their teaching practices with significant others. As Johnson (2003) notes, who an individual believes themselves to be is relational, constructed and altered by how they perceive themselves, how they are perceived by others and how they would like to be perceived in the future.

It is also influenced by the environment where a teacher is placed. This study took place in Mexico where approximately half of the population lives in poverty (Silas-Casillas & Perales-Franco, 2014) and there is a moderate to high level of marginalization in the institutions where participants were placed for the practicum (CONAPO, 2005). In vulnerable environments, social constructionism was deemed useful to understand the reality of everyday life given that knowledge is created by individuals through social interactions.

The workplace facilitated and hindered teacher agency (Miller, 2009) given that participants in this study tested their beliefs, developed their teaching strategies, acquired practical knowledge, and shaped their identity (Kang & Cheng, 2014). PSTs who were placed in high schools encountered challenges such as having to teach very large groups of over 40 students, having to submit their lesson plans for approval by coordinators and having to exclusively employ the textbooks which they

found frustrating. The PSTs who were placed with YLs expressed frequent problems dealing with classroom management.

The two PSTs placed in the foster home had very limited resources and issues with what to teach vulnerable underprivileged students. Dealing with students who had limited support, they often took the role of caregivers to help their at risk students. Findings from the focus group session regarding PST emerging teacher identity were positive and demonstrated a proactive approach to dealing with adversity. Nonetheless, PSTs admitted to having problems dealing with classroom management. Often frustrated, as was evident in the critical incident task (See Appendix 7), all of the critical incidents had to do with classroom management issues. The convergence of data from different sources indicates that as PSTs continuously theorized about conceptual and procedural knowledge throughout the practicum, they gradually developed their understandings of professional teacher identity.

RQ2. How do personal factors influence early identity construction?

PSTs acknowledged that their personal learning histories and personalities shaped how they constructed their teacher identity within each institutional context. Personal factors included PSTs' personal history, motives for becoming teachers and expectations. All of the PSTs involved in this study had studied K-12 in public schools and most (60%) had studied EFL in private institutions. They were all excited about conducting their practicum. Prior knowledge, values, attitudes and beliefs regarding teaching and learning could be traced back to PSTs' personal schooling experiences.

Many had relatives who were teachers and had been inspired by teachers who appeared to have made a lasting impact on PSTs which they hoped to embody. One of the most influential factors affecting the professional

identity of PSTs was SLTE since it allowed them to develop personal theories in and on practice through reflection in and on practice.

There was a disparity between PSTs' expectations and the reality they encountered as was illustrated in participants' accounts. Dealing with the complexities of their roles as beginning teachers were found at times to be overwhelming. Participants acknowledged the existence of the theory practice gap since they had learned mainly theory in their SLTE programme at the university and had all struggled to develop their teaching practice throughout the practicum in each school setting where they were placed.

External school related factors also had a significant impact upon PST identity construction. The findings of this study are similar to research by Flores & Day (2006) and Beijaard et al. (2004) which identified context as one of the main factors shaping the professional identity development of English language teachers. In each teaching culture activities were expected to be carried out in a certain manner.

Examining teacher learning within the social, cultural, and institutional contexts in which it occurs (Freeman & Johnson, 1998) allowed me as a researcher to develop an improved understanding of each social and cultural context. Environmental factors influenced teacher performance given that 'some actions and ways of being are valued and encouraged whereas others are downplayed, ignored, and even silenced' (Freeman & Johnson, 1998:409). Participants commented in their accounts that they felt that institutional and social constraints in the schools where they were placed imposed norms, values and common practices of each school upon their teaching practices. In many cases there was a significant gap between what PSTs considered best practices and what they were compelled to comply with which interfered with their idea of what makes a good teacher. However, by discussing their experiences with each other, participants recognized that different contexts require

different approaches. The findings pointed out that dealing with poorly behaved unmotivated students made engaging with students on a continuous basis difficult. In addition, exposing PSTs to practicum in disadvantaged schools provides them with significant field experience which may allow them to navigate the complex terrain of the diverse classrooms where they may be placed in the future to help frame and reframe relevant pedagogy (Azano & Stewart, 2015) in SLTE.

Contextual constraints which negatively impacted on learning to teach included having to employ the textbook despite not considering it an appropriate resource in the case of three of the PSTs who were placed in a technical high school (Alicia, Isabel and Leonardo) and the two PSTs providing EYL at the university (Andrea and Julieta). Resource constraints impacted on teacher learning, especially in the case of the two PSTs (Otto and Vicente) placed at the foster home (*Casa Hogar*) who had to become creative to address their learners' wants and needs.

Through teacher socialisation PSTs steadily learned how to behave appropriately within each prevailing school culture as they learned how to negotiate teaching environments. Many PSTs originally believed that the practicum would be easy and were unprepared for the emotional work related with identity negotiation (Ticknor, 2014). Feelings of discouragement and incompetence were common when idealized expectations of teaching differed from the reality of the classroom as PSTs became socialized into each teaching culture. These factors all influenced emerging teacher identity especially since this was the initial stage of the induction process into CoP.

Due to the stressed economy there was a general lack of equipment and didactic resources, especially in the case of the two PSTs placed at the foster home. PSTs tended to employ teacher-centred methods, and appeared to resist experimenting with new ideas because of lack of resources and to avoid problems with classroom management. As a

result, cognitive, motivational and affective processes enabled participating PSTs to exercise a limited degree of agency over environmental conditions, dependant on how motivated they were.

PSTs' coping responses included admitting that they were facing problems, discussing issues with others to initiate change and taking responsibility to address challenges. Similar to findings by Kiely & Askham (2012) identity work is seen in this study as a process which involves making sense of new knowledge and practices, and enabling PSTs to feel comfortable with their emerging identity.

RQ3. How does reflective practice in the practicum influence PST professional identity development?

Reflective practice allowed individuals to engage in and examine their experiences which fostered the development of new understandings and sense making. In this study reflection was viewed as both an individual and collaborative process (Walsh & Mann, 2015) which accords with Dewey's (1933) position of reflection as driven by cooperation and dialogue. PSTs appeared to be able to gradually develop their understandings of their professional selves through critical reflective practices in the practicum as they continuously constructed and reconstructed their professional identities and contemplated their past, present and future selves.

Due to the limited nature of reflection it was apparent from the data obtained in this study that reflection in and on practice (Farrell, 2007) enabled participants to become more aware of and influenced the dynamic nature of emerging teacher identity construction as they focused on attempting to develop coping strategies to address the uncertainties which they encountered in each educational institution. By sharing their experiences within CoP PSTs were more aware of the need to work on their identity which progressively helped shape their

professional knowledge and action. From a dialogic stance, experiential knowledge was supported through collaborative discussion (Walsh & Mann, 2015) via cooperative development (Edge, 1992) which enabled participants to develop an awareness of their 'self' as future EFL teachers (Farrell & Ives, 2014), at least in a limited capacity. As PSTs shared their stories with each other they were better able to develop their skills as reflective practitioners which enabled them to gradually enrich their repertoires. As they began to feel more comfortable positioned as teachers of students instead of students of teaching they eventually developed their 'sense of belonging in the world of TESOL' (Kiely & Askham, 2012:509).

Discussing personal experiences acted as a catalyst to foster experiential reflection. Data suggests that PSTs were able to reflect upon their views about professional identity and the kind of teacher they wanted to be; the environment where the practicum took place, their mission, their behaviour and their values, attitudes and beliefs in accordance with Korthagen's (2004) onion model which was discussed in Chapters One and Three.

However, as a tool for professional growth, reflective practice was superficial. Challenging PSTs' pre-conceived ideas was evident but only on surface levels. PSTs tended to view the teaching practice as a stage in professional learning which they must survive. There appeared to be a tendency to conform rather than to confront preconceived notions of teaching. As a result, PSTs require more opportunities to deepen reflective practices. From PSTs' reflections there was a noticeable difference in perceived maturity and professional attributes as the practicum progressed.

Once PSTs were able to be open and shared vulnerability with me as a researcher and with each other, it was easier for them to probe into their inner potential for professional development and find solutions to

address the situations which they encountered in each institution. As newcomers into each school community, PSTs initially adopted the conventional working practices prevalent at each institution and did little to challenge them. This limited agency is understandable and inevitable given the desire to be accepted as novice educators within hierarchical authoritarian institutions which is often the norm in Mexican contexts. Innovative practices were frowned upon, especially in the technical high schools. As a result, socialization in the practicum was limited. Nonetheless, PSTs require the agency to be able to make decisions and improve teaching practices.

The growth of pedagogical content knowledge was evident in the data obtained from this study as PSTs became more aware of the difficulties involved in teaching and dealt with feelings of vulnerability and questioning of the 'professional self' (Kelchtermans, 2014; O'Sullivan, 2014; Pillen et al., 2013). In my opinion PST identity is a mixture of practical, discursive and agentive elements which involve PSTs' 'self' based on personal background, SLTE, personal awareness and professional experience. Furthermore, it is my belief that PST professional identities are discursively co-constructed within CoP (Wenger, 1998) through individual and institutionally accepted ways of performing professional roles.

PSTs must negotiate three types of emerging teaching identities: those that they bring with them into SLTE, those that are developed during teacher preparation programmes, and those that are developed during the practicum. Each PST must negotiate his or her professional identity within the boundaries and customs of each institutional environment given the importance of the workplace in shaping and reshaping teachers' professional identities.

All PSTs involved in this study commented upon the value of having had first-hand experience during the practicum which enabled them to

develop professionally. However, as novices, readiness for work is translated into readiness for legitimate peripheral participation given that in all of the contexts (3 technical public high schools, the foster home school, the day care centre and the pilot EYL programme) PSTs were 'granted enough legitimacy to be treated as potential members' (Wenger, 1998:101) under strict supervision.

For second language teacher educators, comprehending how PSTs position themselves in the practicum may provide insight for improving teacher preparation and for helping them to shift their positions within academic institutions (Harré, Tracey, Pilkerton-Cairnie, Rothbart, & Sabat, 2009; Vetter et al., 2016).

The main contribution of this research study is its impact on global knowledge of Mexican teacher learning education. The results of this study suggest that agency and positioning theory are a vital feature of PST identity work as participants endeavoured to position themselves as specific kinds of second language teachers. When initiating the practicum PSTs internalised and struggled to adapt to school life. Difficulties in effective teaching, classroom management, student discipline, and dealing with a lack of resources were evident in the reflective tasks which participants shared with me.

By examining their teaching practices PSTs became more aware of the emergent, dynamic, and most importantly, mediated relationship between identity and context.

6.2 Theoretical Implication

The main aim of this study was to take a critical look at the challenges which PSTs faced during the practicum component of SLTE in resource poor environments and how these contributed to the shaping of their emerging teacher identity. This study joins the growing body of research

regarding second language teacher identity as a means of understanding why teachers act as they do and how they learn and progress (Kiely & Askham, 2012) and demonstrates the crucial role of the practicum in the identity construction of PSTs. Prior experiences as learners and practicum experiences enabled PSTs to bridge the theory practice gap and develop their practical theories about teaching which shape teacher identity. This allowed PSTs to identify what makes a good teacher. However, dealing with the complexities present in disadvantaged schools in Mexico (Martínez, 2014; Sandoval Flores, Blum-Martinez, & Andrews, 2009) is challenging, especially for novice teachers. As Beijaard et al. (2004) note, teacher identity is not a single identity but a collection of sub-identities which reflects how a teacher sees herself, how others see her and how she would like to see herself in the future (ideal self).

This study also recognizes that complex sociocultural and institutional forces shape identity construction. Kumaravadivelu (2012) calls for reforming teacher identities in this globalized world by addressing dependency on western-based standards and taking into consideration contextual wants and needs. The lack of resources in disadvantaged schools implies that PSTs will have to exert agency and develop reflective skills to cope with the challenges they face. By sharing experiences and reflections with peers within CoP, PSTs were enabled to offer each other emotional support and alternatives of practice which has the potential to enhance reflective skills and self-agency.

This investigation employed PST reflections, critical incidents, semi-structured face to face interviews and a focus group session to examine the emergence of second language teacher identity within resource poor environments through empirical research. The framework employed in this study suggests that factors which affect professional identity may be internal or external. Internal factors include personal background and emotions whilst external factors include contextual and institutional

factors such as workplace conditions, educational policies, the socio-demographics of schools and students as well as teaching resources. Identity was investigated as a process in which PST's past, present and future interacted in dynamic tension (Britzman, 2003). Findings indicate that PSTs learned a great deal in the practicum. Participants were found to be confronting and beginning to replace naïve notions of teaching and learning as they became more familiar with working in each institution and became more aware of how each school works.

There is a great need to consider teacher identity when redesigning SLTE programmes. Currently teacher education programmes in Mexico operate on a one size fits all approach which does not take into consideration the differences in different school contexts and geographic regions. The implications for the planning and implementation of the practicum in Mexico, and possibly similar contexts in Latin America and other resource poor areas, are for PSTs to be placed in more schools with vulnerable learners in an effort for them to learn to adapt to the particularities of context as they move forward into new roles and identities grounded in professional experiences of the self in formation. This would be beneficial to develop PST reflexivity as they negotiate emergent challenges. That way they would be better prepared if job opportunities are available in resource poor areas. It is hoped that the insights reported in this research study contribute to the literature regarding PST identity in resource poor environments.

PSTs usually succumbed to structural pressures as they did their best to align their imagined identities with their practiced identities (Xu, 2012) as they negotiated the societal and cultural demands of each institutional context.

6.3 Limitations

This study has offered an interpretative perspective on PST identity development in disadvantaged contexts. I encountered limitations throughout my research. These included potential bias, methods chosen and generalizability of findings. These were the perceived limitations of the study and are examined below (for additional information see Chapter Four, Section 4.9).

The findings presented in this investigation should be treated with caution since, like all research; there inevitably were a number of limitations. For example, the study was based primarily on PSTs' accounts of their experiences. It is possible that some participants may not have been entirely forthcoming or honest in their reflections, interview, and/or focus group session responses. It is necessary to take into consideration that according to the concept of social desirability research participants may have had a tendency to seek to present themselves favourably in interactions with me as a researcher (Hobbs, 2007; Hobson, 2009). Furthermore, there may have been oversights and misrepresentations in my discourse analysis based on the assumptions I might have employed in the analysis. I recognize that there may have been a power differential between me as a researcher and the participants. As a result, PSTs may have described themselves utilizing the qualities and features which they considered acceptable in order to successfully pass the academic unit and which most likely constrained their analytic interpretations (Jensen et al. 2015) and may not correspond fully to PSTs' actual perceptions of their values, attitudes and beliefs towards their teacher learning.

Member checking and triangulation were employed in this research study. However, it is necessary to emphasize that they enhance, but do not ensure, validity or trustworthiness (Borg, 2012).

This research study employed written reflections, critical incidents, individual interviews and a focus group session for data collection. In retrospect, I now realize that the individual interviews should have been at least an hour long each (they were 7 – 20 minutes long) in order to examine PSTs' experiences more fully. Data was subjective and was interpretively analysed. However, the interviews were considered sufficient to explore the subjective nature of participant's responses. The emerging perceptions were the product of my interpretation of the variety of views which PSTs shared with me.

Findings were limited as they only apply to the specific group of PSTs who took part in this study. In addition, as Hobbs (2007) and Walsh & Mann (2015) warn, reflective tasks may have been too narrowly focused, stifling reflection, especially for Mexican PSTs who may have trouble critically reflecting on practises. Some PSTs may have focused more on completing tasks than on reflecting on practice which may have resulted in superficial reflection. There is a need to foster improved understanding. It would be valuable to compare the results of this research with studies in other resource poor environments.

6.3.1 Potential Bias

A limitation of my research was PSTs' tendency to respond superficially to most tasks. This is normal since participants are unaccustomed to reflective practices despite being encouraged continuously in SLTE to examine their values, attitudes and beliefs. In addition, data is self-reported and uncorroborated. In order to diminish this limitation, data was checked against the different data collection instruments.

Semi-structured questions were employed and participants were reminded from the start of the practicum that the study was seeking their opinions, perceptions and experiences. In addition, clarification was emphasized in an effort to minimize bias.

I must admit that I had a tendency to blur the lines between my role as a second language teacher educator and that of a researcher. This conflagration complicated matters for me and guided my values, attitudes and beliefs. In the data analysis, a coding process and member checking were employed to reduce personal bias and to ensure that I had understood PSTs' intended meaning.

6.3.2 Generalizability of Findings

The current study involved a small number of participants (10). It is not the intention of this research study to generalize given that it is not feasible to extrapolate results beyond each specific context. However, findings may be relevant for other economically disadvantaged areas. A lack of basic knowledge and skills in EFL by most of the students involved in this study and a general shortage of resources (computers, teaching supplies, didactic resources and materials) are associated to the schools' socio-economic context (Martínez, 2012; Martínez, 2014).

The different contexts mentioned in this study are representative of other Latin American countries which share similar problems with Mexico where there are contexts of academic and social vulnerability (Martínez, 2012). There is a great need to prepare teachers to educate culturally diverse, minoritized learners; however, there is a lack of preparation in this regard. Challenging environments, low academic achievements levels and elevated dropout rates are common in these adverse circumstances. In this study PSTs did not report cases of delinquency, violence nor drug addiction as was found in resource poor contexts in the state of Nuevo Leon, Mexico in studies by Inurrigarro Guillén et al. (2012).

In an attempt to obtain a more complete understanding of the diverse identities involved in Mexican TESOL education it would be valuable to take into consideration the perspectives of other key social actors in the

research context such as that of students and administrative staff at each institution in an effort to explore how they interact and occasionally conflict with language teacher identities (Trent, 2012).

It is hoped that the findings of this study may contribute to better understanding of the processes through which PSTs view and develop their understandings of their professional identity construction and reconstruction through critical reflections, thus informing the methodology and approaches of future research in the field.

6.4 Implications and Recommendations for the Future

The main aim of this study is to develop an improved understanding of how PSTs develop their teacher identity in disadvantaged contexts. Previous research studies in PST identity construction have often been conducted in resource rich environments. This research may contribute to educational research given that identity research needs to be considered in a variety of inclusive contexts. How PSTs positioned themselves in resource poor schools provides insights in the field of SLTE which may inform educational policy. It also provides evidence that informs that teacher education should be organized differently in the future with a focus to including more opportunities for PSTs to be placed in resource poor contexts.

The small scale of the sample employed in the current study limits the generalizability of the data for other resource poor environments. Nonetheless, they represent the first attempt in Mexico to draw on data about how EFL PSTs construct their identity in the practicum which might enrich theory about SLTE practice.

Transferability rather than generalizability applies to this investigation. The empirically based claims of this study have implications for all phases of professional development. As Wright (2010) states ‘we

generally learn little about the circumstances and contextual difficulties which [teachers] may face' (p. 281). This study contributes knowledge to this void by providing an insider perspective of what the practicum experience was like in three technical high schools, a foster home (*Casa Hogar*) and two special university pilot programmes for young learners in the state of Chiapas, Mexico.

This study helps examine an area of Mexican academic life which, up till now, has remained unexplored. It offers a situated investigation of contextual dimensions of workplace learning and early-career identity shaping among ten EFL PSTs in six different sites during a school term. Few studies exist which examine beginning teachers' experiences in resource poor school contexts (Martínez, 2014; Sandoval Flores, 2009). This study has implications for the conduct of the practicum in Mexico and possibly similar contexts in Latin America and other resource poor areas.

In summary, PSTs need to be aware of the socio-cultural and economic conditions which frame and constrain their professional practices. It is important to explore how PSTs deal with challenges and act agentially in the classroom given that school cultures both enable and constrain professional development. By fostering membership in CoP PSTs can learn from each other through collaborative development which leads to improvements in workplace learning.

For teacher educators, these findings suggest that PSTs would benefit from engaging in identity work which provides opportunities to explore new positions and encourages them to think about how institutional and contextual factors enable and limit their practices.

The results of this study suggest that as PSTs position themselves as specific types of teachers in Mexican contexts as they develop their identity and understanding of second language teaching (Trent, 2013).

The study has demonstrated that the notion of critical reflection within CoP embodied in Vygotskian sociocultural theory provides a theoretical framework with which to better understand and analyse the data that emerged from PSTs' stories through written and spoken discourse. This study offers directions for future research regarding PST identity formation as well as the development of a pedagogy of PST development.

As Chapter Three showed, there is a thriving identity research culture in SLTE but more research is required to determine the extent to which identity formation guides SLTE practice, especially in disadvantaged contexts, since context impacts educational practices. Certainly, more research focusing on conducting similar studies in diverse national and international contexts would provide comparative information.

Nurturing an improved awareness of the political, historical, and social forces that shape education (Thomas & Beauchamp, 2011) from an interactionist perspective which highlights that novice educators shape and are shaped by their work contexts (Flores & Day, 2006; Kelchtermans & Ballet, 2002; O'Sullivan, 2014) is valuable for SLTE. The experiences shared by participants in this study are consistent with those found by O'Sullivan (2014) in the Irish context where there was both positive and negative potential in dealing with uncertainty in the practicum and influenced the shaping of professional identity.

To sum up, currently second language teacher education programmes in Mexico operate on a one size fits all approach which does not take into consideration the differences in different school contexts and geographic regions. Neoliberal economic policies place pressure on developing countries to modernize their education systems in order to become more globally competitive (Ramirez Romero & Sayer, 2016). Nonetheless, what makes a 'good teacher' is not easy to define, especially for novice teachers in an era of globalization. The implications for the planning and implementation of the practicum in Mexico, and

possibly similar contexts in Latin America and other resource poor areas, are for PSTs to be placed in more schools with vulnerable learners in an effort for them to learn to adapt to the particularities of context as they move forward into new roles and identities grounded in professional experiences of the self in formation. That way they would be better prepared if job opportunities are available in disadvantaged areas. Good teaching has the potential to help vulnerable learners the most by closing the achievement gap since resource poor families do not have the same opportunities as wealthier students. SLTE needs to foster social equality which has the potential to empower teachers to shape social structures such as the work environment; national language policies and testing regimes, as well as each community's socio-economic and cultural demographics. Although PSTs have very limited power (Barkhuizen, 2016: 663), they should at least be aware of the potential which they have to influence changes in the future to address dominant ideologies given the misalignment between individual teachers' philosophies and institutional goals (Varghese, Motha, Park, Reeves, & Trent, 2016). By investigating what occurs to PSTs in a variety of contexts it is possible to deepen existing knowledge regarding global identity formation.

It is hoped that the insights reported in this study contribute to the literature regarding PST identity in resource poor environments.

6.5 Reflective Epilogue

Looking back over my experience these last four years in the distance PhD, I have become aware of the great challenges and satisfaction that I have experienced conducting my research study. This study allowed me to develop my understanding of PSTs' multifaceted professional journeys. I was impressed with the participants in this study. One reason was that each PST was open to sharing their experiences with me. The variation in their personal backgrounds, experiences, beliefs and

practicum contexts enriched this study. It was possible for PSTs to engage in dialogism with me as a researcher to develop mutual understanding of teaching. Currently all of the participants have graduated from SLTE and are involved in TESOL in the state of Chiapas.

This experience helped shape me into a researcher. I feel that conducting this research allowed me to examine what Wright (2010) refers to as 'the effect of the learning experiences [I] initiate' and contribute to the knowledge base of SLTE (p. 288) by exploring and informing practice.

APPENDICES

*(all appendices appear in the order in which they were employed in this study)

Appendix 1: PARTICIPATION IN RESEARCH STUDY CONSENT FORM.

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS
8th Semester

INFORMED CONSENT FORM: Participation in Research Study

Participant Information

Date January 13, 2014 Version number 3

Study title: 'PRESERVICE TEACHER IDENTITY CONSTRUCTION THROUGHOUT THE PRACTICUM COMPONENT OF SECOND LANGUAGE TEACHER EDUCATION'

Researcher name: Ana María Elisa Díaz de la Garza

Staff/Student number: **25607812**

ERGO reference number: **6350**

Hello! As a teacher educator [in this SLTE programme] I am asking 8th semester student teachers to participate in a research study in order to explore and learn more about your teacher identity development during the 480-hour practicum component of your TESOL teacher education program. I hope to learn about the usefulness of a blended learning environment and on-line collaboration used in the 2014 Spring term and how they can be improved. I would greatly appreciate your participation. Your participation is entirely voluntary and you can withdraw from the project at any point in time without giving any reasons.

This research study is expected to take place from January 13, 2014 – August 31, 2014. There are no known risks to participating in this study. Any information collected about your school or students will be anonymized and not shared, and no identifying information will be used in any written or oral reports. Please read this information carefully before deciding whether to take part in this research study.

Thank you for your time,

Ana Maria Elisa Diaz de la Garza

Researcher

Statement of Consent

I have read and understood the information about this study. In consenting, I understand that my legal rights are not affected. I also understand that data collected as part of this research will be kept confidential and that published results will maintain that confidentiality. I finally understand that if I have any questions about my rights as a participant in this research, or if I feel that I have been placed at risk, I may contact the Administrator of the Ethics Committee, Humanities, University of Southampton, SO17 1BJ, UK. Phone: +44 (0)23 8059 4663, Email: I.Ghose@soton.ac.uk.

I certify that I am 16 years or older. I have read the above consent form and I give consent to participate in the above described research.

Please initial the boxes if you agree with the statements:

I have read and understood the information sheet (May 2013 Version 1) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data to be used for the purpose of this study.

I understand that my participation is voluntary and I may withdraw at any time without my legal rights being affected

Data Protection

I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous. I consent to participating in this research study.

I am aware that I may withdraw from the study at any time.

Name of participant (print name)
Signature of participant.....
Date.....

Appendix 2: PSTS' EXPECTATIONS FOR THE PRACTICUM

January 10, 2014

(Source: www.edmodo.com)

Task #2 Practicum Expectations

Dear All,

Please discuss your practicum expectations for this semester.

Best Wishes,

Ms. Diaz

RESPONSES

Alicia

In this course, I expect to improve my teaching skills in order to provide a good social service. However, I would like to face some common classroom situations, such as, classroom management, body language, and so on. I would like to develop my researching skills as it is an important part of my career.

Andrea

My expectations for this course are to reinforce what I have learnt during the years preparing for my life as an English teacher. I expect to have more contact with real-life situations that would lead me to significant experiences and of course be able to develop the skills needed to fulfill the needs I will have as a future teacher.

Elena

From this course, I expect to expand my network and being part of a new network of people, in my expectations it also finds to help students who have had problems using English language as effectively as it should be used, another one is that I would like to get more experience as a teacher because this period of time will be very useful to start with my thesis, and also because I can put in practice all I have learnt in this three years of hard work in school.

Isabel

What I expect is to improve my teacher's skills, also I'd to get more experience, in the other hand also to put into practise my tolerance with students. Finally, I'd like to add that I really hope to have a great experience with [my practicum]!

Julieta

In this course, I expect to have the opportunity to play different roles in different situations regarding teaching, it means being involved in teaching, administrative as well as logistic situations, all that in hope of gaining personal

benefits and developing abilities which help me to face properly all kinds of situations in my professional life.

Karla

During my social service I hope to learn from my students and help them to strengthen their English level as they are in a regulatory course, they need extra help, so I expect to contribute with my knowledge and make English a good experience for them. I also want to get professional experience to become an excellent English teacher.

Leonardo

In this course, I expect to learn from my mistakes because I need to improve my teaching skills. I also hope to pass the subject because it is very important to finish my degree. All in all, I expect to have a great wonderful experience. As I will be teaching in a senior high school, I expect to confirm that I like to teach young adults and adults as well.

Otto

First, I expect to get more experience, because I think that I need to improve the way I teach, and I expect to learn how to interact with the students, because I think that a good interaction makes the class more interesting, and with that I get the attention of my students.

Patty

I have a lot of expectations of this course because I consider it a very important part of my formation as English Language teacher. One expectation is the opportunity of share my experience during the social learning with my partners, another one is to identify my strengths and my weak points in order to make a good job with my little students. During this time, I would like to develop my teaching skills through different experiences and situations finding out my strength and weakness in a real context of education. Finally, I expect to have fun with my learners and partners and learn a lot in order to be proud of my work

Vicente

I want to pass the course. And, in order to do that, I am going to do my best. I hope to get more experience and develop my teacher identity by doing that. In addition, I want to learn through my classmates experiences posted in EDMODO.

Appendix 3: LEARNING BIOGRAPHY

January 10, 2014

(Source www.edmodo.com)

Dear All,

Please discuss your prior experiences as learners and teachers. Where do you think that you learned the most? What did you find the most valuable?

Best Wishes,

Ms. Diaz

Alicia

During my whole student's life, I've been facing different challenges. When I was in high school in 3th semester I failed chemistry so that I had to repeat the subject and it was such an embarrassing thing but I learnt a big lesson because before this problem happened I was not very good at school, I was lazy and I disliked to do my homework but everything change. I realized that my mother got disappointed and I did not want to make her feel like that again, therefore, I decided to make an effort and get better grades and it was. For me this incident made me to open my eyes to reality and taught me many different things I could not notice before.

When I started the bachelor was really difficult for me for the reason that I am from Tapachula localized at the south of Chiapas and since the beginning I felt like I was lonely here, my family was too far away from me I had not friends, even at school I was very shy and that made me consider to return at Tapachula but I did not do that. I found my courage to go ahead with my academic preparation and I am absolutely glad of the decision I took 4 years ago. I have found that living alone without knowing anybody it is in fact, hard. But on the other hand it is something you will appreciate forever; no one teaches you how to live, how to organize and to take care of yourself until you are in that situation.

Each semester we as a learners had to face with different challenges but in my personal opinion the most value was all the micro teaching sessions we made. It taught me that even you plan every single minute of your class there is something always that change, and you have to improvise according to the situation, you have to be prepare for all. Every practice teaches you something different, I have learnt that, all students are different, they perhaps have similar English level or maybe they need extra help and as a teacher is up to you what are you going to do and how you will deal with some situations. I have learnt the most here, at my dear university where every day it is a different experience I share with my partners.

Andrea

During my academic years I studied in different schools. First, I started elementary school at the "[name of school]" but I only studied there for a year where I had my first contact with the English language, then I went to "[name of school]" to finish elementary school, after finishing studying there I went to junior High and I went to a technical high school where I participated in an English contest and despite the fact that I did not win it was a nice experience because it made me realize that English language was going to be important in my life. That is one of the reasons I chose the Language Faculty where I am currently enrolled.

Elena

My School life has been amazing, half of my life is there, and every day was a new adventure that was completely different from my life at home. I studied kindergarten and elementary school in Cintalapa, then, I studied junior high school in (name of a small village in Chiapas), a very small place. The environment was completely different from the city and anything I had ever experienced, which is why I loved it so much. I moved to Cintalapa once again to study the high school.

I studied English language in particular institutions for 4 years before start studying at the [university]. I have never work as a teacher but I have deal with students due to my learning teaching process.

Isabel

When I was in junior high school I had my first contact with English but it was only for 2 years, then in high school three years after I continued in touch with it. On the other hand, I entered to an English course because of my sister encouraged me to go also because I had an English teacher who studied at the [university] and he knew 4 languages, and I was really amaze so that is why I started to have interest on learning English. As a teacher I have had the opportunity to teach to children and I love them :) and know for me is a challenge to teach to students from [a technical high school] . and I think I'll learn many things

Julieta

I have had the opportunity to have both experiences, as a learner and as a teacher and I can say that they both are rewarding for me. As a learner I have learned lots of things academically and personally such as all the tools I need to perform a good teaching practice, the ones related to group control, pedagogy, etc. and also the ones that have taught me to be a better person, more humane, patience, self-confident, etc.

On the other hand, I have experienced plenty of experiences as a teacher. During those years I have faced one of the most difficult situations which is to get along with students that misbehave a lot but with patience and dedication I surpass myself. Another thing I think is very important to take into account is the classroom environment. My belief is that if students feel comfortable, self-confident and enthusiastic they will get better results than expected and that is the goal of teaching.

To sum up I can say that being a learner or a teacher can be very gratifying if we do it as it should be and having in mind their purposes.

Karla

I started learning English in the middle school, I was very bad that I failed the first bimester, then I decided to start an English course, I learnt some elements of English, but I had to leave the school. When I entered to the high school in [a technical high school] I also decided to attend an English course in [a private English institute], where I learnt a lot and I left with a very good level of English. And now I am studying the bachelor degree in English Language Teaching. I do not have experience as a teacher, but the most valuable thing was that I had the opportunity to practice giving classes to some adults in a University because it was a subject that I had to cover.

Leonardo

Regarding my high school studies, I studied in [a technical high school] in San Cristóbal de las Casas Chiapas; I coursed my secondary level in [a public high school] and I finished my primary school in the same city. It is important for me to mention that I changed from one primary to another two times.

Moreover, I attended in the kinder garden in Motozintla were I did not get any paper that proves that I went to the Kinder garden.

I have worked one semester in [a computer and English institute] in Puebla, Puebla; it has been the experience that I have got more experience and the most meaningful so far.

All in all, I expect to continue my studies in order to get a master degree in Educación Superior to be an English teacher in a high school or university.

Otto

My first contact with the English language was in junior high school, but we all know that the learning in that stage is not the best, but when I really started to learn English was in high school, when my parents made me to take an English course because I had to spend my time in something good, and I had a lot of time, I was frustrated because I did not want to take that course, I used to say why English.

In the English course I learned the most related with all that involves speaking a new language, there I made some good friends, and I realized that I was good with languages and I started to love English; then I was the only student who finished the course, all my friends dropped out, and the teacher gave the opportunity to give some classes at beginners, and this was the most valuable for me, the opportunity he gave me, because from that moment I decided to be an English teacher.

Patty

Hello!!! I have studied in private intuitions and there a had a lot of great experiences, for example during the 2nd grade of kindergarten I learnt to read thanks to the patience of my teacher. When was on second grade of primary school I moved from Merida to Tuxtla and I began to study in [a Catholic school] where I spent my basic education until high school. I have not worked yet, but I with all my microteachings and practices I have realized that I like to work with children so I hope that in future I could work with them, however I know that in laboral situations I must be flexible and work with people of all ages. In 2012 I decided to study another career, Bachelor in Preschool education, the beginning was not easy but by the time I get used to the routine and I organized my time.

Nowadays I can say that although it was a difficult decision I am happy because during the time I have spent on the other career I have lived so many experiences that changed my life and my perception about education.

Vicente

I can say that my life as English student starts in a [public High School]. I had [studied English] in junior high school but I did not learn anything due to my bad attitude and behaviour.

After high school, I enrolled in the [University Language Department] where I learned the most important and significant aspects of English.

I do not have a job as teacher nowadays but what I have learned so far is being very useful.

Appendix 4: ONLINE INFORMATION GATHERING INSTRUMENTS (PRACTICUM TASKS).

Message to PSTs

Dear Preservice Teacher:

Please answer the following tasks which are part of the data collection instruments in my PhD research study: 'Pre-Service Teacher Identity Construction throughout the Practicum Component of Second Language Teacher Education'. The information gathered will be exclusively used for research purposes. This is a requirement of the Distance PhD in Modern Languages/Applied Linguistics, a programme that is currently offered at the University of Southampton, UK. Your answers will be treated confidentially. Thank you for your cooperation and sincerity in your answers,
Ms. Diaz

Documents

The following written online reflective tasks collected via EDMODO will help you to keep a record of your teacher identity development throughout the practicum component of your teacher education program.

Reflection Task #1

The Mirror: How I See Myself (After Cress et al., 2005).

Deadline February 21, 2014 (4 weeks into practicum)

In your own words please describe your Practicum Project. What have you learned about yourself through this experience? In what ways, if any, has your sense of self, your values, your sense of "community," your willingness to serve others, and your self-confidence/self-esteem been impacted or altered through this experience? Do you have any realizations, insights, or especially strong lessons learned or half-glimpsed? Will these experiences change the way you act or think in the future? (Please answer all questions).

*Remember that the information you provide will remain confidential and will help us to improve the study program as well as your experience constructing

your teacher identity through practicum.

Reflection Task #2

The Microscope: Makes The Small Experience Large (After Cress et al. 2005).

Deadline March 21, 2014 (8 weeks into practicum)

What activities have you carried out? What happened? Describe your experience. What contributions have you made to your host school? What is the social impact of your actions? What would you change about this situation if you were in charge? What have you learned about this institution, these people, or the community? Was there a moment of failure, success, indecision, doubt, humour, frustration, happiness, sadness? Do you feel your actions had any impact? What more needs to be done?

*Remember that the information you provide will remain confidential and will help us to improve the study program as well as your experience constructing your teacher identity through practicum.

Reflection Task #3

The Binoculars: Makes What Appears Distant, Appear Closer (After Cress et al. 2005).

Deadline April 21, 2014 (12 weeks into practicum)

From your practicum experience, are you able to identify any underlying or overarching issues which influence your teacher identity development? What could be done to change the situation? How will this alter your future behaviours, attitudes and career? How is the institution where you are conducting your practicum impacted by what is going on in the larger political/social sphere? What does the future hold? What can be done?

Appendix 5: PSTS' WRITTEN REFLECTION METAPHOR TASKS

'Alicia'.

The Mirror (Submitted 4 weeks into Practicum)

I have been practicing just few days because the semester at the [High School where I am placed] had just begun. But those few days had taught me that the real world is not in fact, what we saw in class. We have to deal with many different situations and I want to be honest, I am sure I am not totally prepare to face that. I need more experience. It is huge challenge to teach teenagers, they are noisy, talkative and their behaviour is always out of control but I am learning how to control them, I am in the process and I am sure this process will never end, every day I learn something new with my students. For example, during these days I learnt to be patient and flexible, their English level is low and sometimes I had to go over many things from the lesson for the reason that they did not understand, although it is a simple topic. However, I always keep in mind that we should not assume that students know everything. I am learning how to improvise during my classes, sometimes what we plan does not work and we should think quickly. It happened to me. I planned to view the second conditional in this week, but it did not happen. Most of my students just copied and pasted the information they get on internet and they did not read it at all, when I realized of this I laugh for myself because we as a teacher noticed when students do not know, and now I know how some of my college's teachers felt in that moment. [There are] many students.

The Microscope (Submitted 10 weeks into Practicum)

During those past weeks I have been working almost with the same activities because at the [high school where I am placed] students must buy a specific book for the whole semester and it is forbidden to ask them for money, so, form me, it is really expensive to get copies for them because they are around 80 students. However, I try to arrive early to the classroom in order to write on the board an additional activity. Some of them are; filling the gaps, matching, mimics and scramble words.

When I presented to students another type of activities they were cheerful and enthusiastic, also that I think I use to be positive and optimistic in the classroom. Therefore, some of them were getting crazy, screaming, out of their chair, but in my personal opinion was good because they went out the routine.

On the other hand, I think I am doing a meaningful contribution to my school because I am providing a free service and I am giving my best in order to make a good impression in students' grades. The social impact has been incredible; all the scholars are euphoric because they want to be in our classes. [My mentor] has been observing me in some occasions and she told that she likes the way I explain grammar and how I motivate my students to participate in class. But, sometimes I do not know to manage students' bad behaviour because, occasionally some of them do not want to pass in front and perform the activity and I just let them to stay in their chair. I would like to learn how to

deal with these situations where students challenge teacher's authority. It is important to mention that my institution is in some ways strict because they do not allow English teachers to use another type of English book; it has to be the one made for all the [public] high schools in the state of Chiapas. Another thing that I learnt about teaching in a high school is the time, we have just three hours settled in the schedule at week but it is hilarious to say that is a 50-minute class and even we have to let students free 10 minutes before the class finishes, so, at the end I have 40 minutes-class.

Talking about moments of success, I was glad to notice that my students were one of the groups with the highest scores in their exams of all the fourth semesters. I want to tell you that I have not had many indecision situations just a few. As my English class is about 40 minutes my assessor has told to do not allow students get in the classroom 10 minutes later. But I feel sorry for them when they arrive late and start telling me to let them get in, in some cases I have to follow [my Mentor teacher's] rules but some I do not.

Certainly I am sure my actions have an impact inside the classroom for the reason that students do what I ask them to do, for example, to do their homework, to be quiet, to be in silence, to avoid eating in the classroom, but I cannot deal with the use of cell phones, occasionally I do not noticed when they are using it, and it is a huge problem because even in the general regulations of the high school it is forbidden.

At least, I think I need to be a little bit stricter with them, but I think I had settled a personality since the beginning and it would be an unacceptable change.

I have been developing some skills, I have learnt even more how to communicate with my students, for example, one girl told she had some healthy problems and she asked to give a change for delivering all her homework after all her partners. I accepted because it was an improved situation. Another thing I am learning is problem solving, there is a students who the last partial hardly ever arrive at my class, I talked with him about what was happening and he explained me, so, I advise him to make all the homework and to make good investigation progress in order to get a good grade in the next partial.

I think, I am getting more autonomous and confident, I used to be shy and nervous but now I do not. I realized I can do this job, I am in the process of building my KAS.

The Binoculars (Submitted 14 weeks into practicum)

a) From your workplace experience, are you able to identify any underlying or overarching issues which influence the problem which you are addressing in your practicum?

Sometimes problems are in front of us and we are unable to see them, we have to watch carefully. I have been working with students who sometimes have diverse problems at home and we are not capable to notice them but they can be reflected in their behaviour.

The way they are in the classroom could tell us everything. In some cases they just want to teachers pay attention to them.

During my practice one student told me some personal problems he had at the beginning of the semester, he promised me to make an effort in this one in order to get a good grade in the subject. And, he are doing a good job, I can notice his progress.

b) What could be done to change the situation?

We are not their parents, but we act like one in their lives. Our role is to guide, advice and to help them in everything we could. Also, we can talk with their parents in order to make them reflect about their child's behaviour.

c) How will this alter your future behaviours/attitudes/and career?

Well, in fact, this will not impact my future behaviour, I think I will be aware and prepare for the different situations and problems I will have to face. My attitude toward any situations will be a quiet, relax, and intelligent, I will have to deal and learn how to manage them. In my career, I consider this as an interesting experience to share with my peers, in order to show them the different sides of our practice.

d) How is the institution where you're placed been impacted by what is going on in the larger political/social sphere?

The institution during my [practicum] has been impacted by different factors, since we are three students in the same school. However, my partners and I had to get used of the way the school works. It has not been an easy labour, but, the school has got many benefits such as the reinforcement given to students each Saturday.

e) What does the future hold?

The future is unclear, but I think I am a little bit preparing given that the different problems and situations I have been facing during my career. I have learnt many different things, such as, control management, be patient, strict and friendly with my students but keeping in mind my role and theirs.

f) What can be done for you do get the most out of your field placement?

The most you could do for me was to let me stay at the high school [where I am placed]. Now, I have part of my entire tools that I will use in my future practices or in my real work.

'Andrea'.**The Mirror** (Submitted 4 weeks into Practicum)

I have been working and learning in my [practicum] project I am sure about many things about myself. First, I am excited to work with young learners because it is a new experience, which I expect to be enriching and that I want to be working with them in my future as an English teacher, you can do many activities with them and you have to design material, which I enjoy in great amount. I also learned that I can be organized when necessary and last but not least, that I am not sure if I could deal with the pressure of being in charge of a project, (like the one I am going to be working "English for Young Learners") you have many things to do and to deal with and I am a person that stresses easily therefore I would not be able to handle situations for example, dealing with the teachers and the parents when something is not working, but I hope this experience can help me develop this ability. I can say that it is in fact a great challenge with ups and downs but in the end it was an opportunity for learning.

Also during this short period of time I have decided some aspects of the teacher I want to become some day and that I expect to put into practice when

teaching in this course, for example be patient with my students because they all are going to have different learning styles and some may be shier than others, I know I will be respectful because that is the same treatment I expect from them and even though I have not worked with them yet I feel good, nervous of course but not too much, and I have great teachers to help me when I feel insecure.

A great lesson this time has taught me is that it is not easy at all to design and prepare a course, to send the message across so people find out about it, to accept all that responsibility is a challenge, especially with young people, which makes it more complex. I am convinced that I am going to make the most out of this experience, good and not so good, because either way I can learn.

The Microscope (Submitted 10 weeks into Practicum)

Through the past months I have been working in different activities related to the English course for children, sharing information with some of the schools around the [capital] and it was a tiring job because we were in very different institutions, the enrolment of the children, at first we thought that there were not going to be groups to teach because few people showed up the first days, and of course the teaching part that despite some difficulties, is my favourite. We work with the kids every day and we try to make it as significant as possible because we have to follow a book and now I understand many of the things we criticize about other teachers (work with the book all the time when it should be just another resource) we have to finish the book by the end of the term and it is stressing for both of us because of the time and because, at least in my case, do not like to work like that.

The children are well behaved most of the time, and they are very cooperative and participative, even though we have to work hard to get their attention when they are talking to their classmates. The main contribution I believe I have made is taking part on the education of the participants (in this case the children) I can say that is the most rewarding contribution, because when you see their progress you feel good knowing that you have been a part of that. Besides if we do a good job and our students like the course for the next term there could be more students enrolling.

The impact that I think it has for the institutions is big because this is the first time that a course for children is been offered to the people and this can mean a new challenge to create a new way of attracting young learners to take English courses, and also because there are other schools offering them. Also as I have mentioned before if this continues to work for next term, the message about the courses for children can spread and get to more and more people. There is not only one thing I would like to change but two, first, to choose the method to work with the kids wisely and that the teachers do not have to cover a whole book because as one teacher told me, is quantity vs. quality, and of course it should be quality so a better way in which we do not have our teachers choosing would be using the book as another resource not as the base of the course. And second, I would have students make a placement test because in this way we can have students, if not in the same level at least not so far from one another.

I have learnt so much during these past months about the people I work with (children and other teachers) because they have so much to tell you, you learn to care for your students and to want the best for them and you learn how they are going to react to something or you even plan your lessons according not only to their needs but to their personality. From the other teachers I have

learnt because of the pieces of advice they give me and my partner Julieta and you can find good ideas if you reach them and speak with them about what it worries you and most of the times they help you find the correct path. About the institution I have learnt that it has grown so much throughout the time with its ups and downs and it has faced many challenges but it continues to be one of the best schools [in the state] because it has too much to offer to the community in general.

I can say that now I understand what our teachers used to tell us about the fact that you learn from everyone, because not only I have learnt from them but also from my classmates and now my students, and that knowledge is the one that is going to help us during our professional life.

There had been moments where we have felt different emotions (failure, success, indecision, doubt, etc.) and you also learn from those situations. For example, a moment of failure we faced it one Thursday when we lost the whole class trying to calm students down because they were very noisy and talkative, after that class I literally wanted to cry I felt like I was never going to be able to control any kind of students.

A moment of indecision and doubt we faced it when we realized that we had only three weeks left until the midterm exams and we were supposed to cover up to lesson 4 and we were in lesson 2, we did not know what to do but in the end we figured out how we were going to work (we are still working on that).

A moment of success I believe was the second subject matter class we had a week ago because we told our students that we were going to have a festival for their parents and it was going to be about Easter, they got very excited because they were going to sing and to paint eggs to present them on the festival. I was very happy and feeling like I have won a prize because of their reaction.

I think that there are many things that need to be done, as in every project, it needs to be improved but that does not mean it is not working, as I mentioned before the placement tests that are going to be applied for the next term, use the method for at least two terms so teachers have more activities to do with their students and not only completing a book.

The Binoculars (Submitted 14 weeks into practicum)

There have been situations during my practice that have made me realize some problems need to be solved in order to have better results, for example being attached to what a method says makes our job quite difficult because us as teachers would like to do more, to prepare more activities, more dynamic lessons and if you are not able to you feel frustrated and hand-tied. The issue is not the book itself, but the fact that we have to use it every single class and it is not good or at least it does not seem good to me.

If we want this situation to improve in the future, because there is not much we can do to change it now, it would be necessary to plan the project but not based it on a book only use it as another resource for the class, and of course that teachers do not have to cover a whole book during four months because it is a lot of work and it does not allow time for different activities to make the lessons more enjoyable.

During these past months I have not discovered but reaffirmed the belief that I do not want to be the kind of teacher that sticks to what the book says, as I have mentioned it is frustrating and boring for you and your students, also I know now that I am going to be a very tolerant teacher and friendly, but I have to be more firm and that is one of the things I am still working on, setting

rules and have your students and yourself stick to them it is not an easy job. Regarding the institution, I am working I have to say that I will always be grateful, not only because it was the place where I was formed as a teacher but also because it is the one that gave me the opportunity to be a part of this project and to be closer to the person I want to become in a near future. I can say that about the situation I have been referring (the book) particularly there is no comment yet, only the fact that children notice when we skip some pages and they start to ask, but they still work; about the project in general I am sure that has had a huge impact because now we have the chance to include children in the activities of the school and it is a good thing because in this way more people gets to know about the Faculty and the activities we do. Although no one can know what the future holds for the course and ourselves, I can say that is the situation continues as it has up to now for the next term we can expect more people finding out about the courses and enrolling to take lessons and taking part on the different projects. Also I expect that this encourages the other sections (German, Italian and French) to create their own courses for children, because in this way language learning is going to be a part of our culture.

It is in our hands to get the most out of every experience during this [practicum], and I think that in order to do so we need to be able to take advantage of the tools we have, to learn from the children that every day have something new to teach us and also to learn from the people around us like the teachers in charge because they have more experience than we do and it is always wise to ask for their advice; moreover to learn from our classmates because they also are having experiences maybe theirs are different and even if it they are not they can have another perspective of a situation and can help us see what we were not able to before.

‘Elena’.

The Mirror How I See Myself (Submitted 4 weeks into Practicum)

I am very happy in [my school], I feel I am giving something back to the community and help students to be able to reach their dreams and their full potential.

I am teaching [7th grade], I am in charge of 5 different groups, with an average age of 12 to 14.

I don't have many years of teaching EFL experience; this is my first experience as a teacher, going to that school every day, it makes me feel responsible and committed to help many students improve their English skills as much as I can. I felt very nervous the day before; I did know how it would be. What if I do something wrong? What if something unexpected happens? Those questions were in my mind, this nervousness disappeared the moment I was in the classroom. Nevertheless, I think my students were more nervous than I was, because I was going to be their new teacher for the rest school period.

I have had very good experiences in these two months, first classes; everybody was paying attention, maybe because I was new in the school, in valentine's day get lots of chocolates, some of them told me that I was good explainer, and I felt great. Nevertheless, it is very difficult for me as a new teacher to take the control in class, there are moments in the classroom when I can hardly

take the control in the classroom, students of that age are very dynamic and curious, that is something I would like to outdo myself in that aspect.

There have been those occasional students that are very difficult but the easiest way to approach it is to simply understand that they aren't mad at me. They are mad about other things going on in their life and the context where they come is very important, I felt sad when I heard some histories about students that have serious problems at home.

There is no consensus when it comes to the effects of class size on students' learning achievements, I find hard to organize class activities for 42 children in one hour, but it is not impossible, my principal job is to explain topics and monitoring students while they are working, I check their activities and I have to correct mistakes. This has been very helpful for me, because I had to check my literature and find appropriate strategies to correct and explain in order to make it the most simple and understandable.

The Microscope (Submitted 10 weeks into Practicum)
Makes The Small Experience Large (After Cress 2006)

At the beginning of my participations as a teacher, [the INSET] & I, we try to explain them from the board too much grammar, but some weeks later I realize that English classes are after the break, and for some group are at the end of the day, that's why they were a bit tired because of the hour. Now I try not to stay in the front too much time because most of them don't want to pay attention, also not all students will respond to lessons in the same way, for some, hands-on experiences are the best, I try to mix up my activities and no to explain a long time.

Last week we were on "telling the time", after some exercises in the book, [the INSET; Mrs. V] asked them to bring a handmade clock, the problem was that some of students don't know how to use an analog clock, or they don't know how to tell the hour even in Spanish or they still have problems with numbers. When they brought it, the activity I planned was to say a specific hour and they had to fix their clocks until they get the correct hour and then, raise their clocks, it was hard but it worth it because made a review.

I feel happy where I am, and I try very hard to be a good example for these children, I always smile and be polite, with students and teachers, because If I have suppressed negative emotions, people around me will sense this and I don't want to be part of some clashes among teachers.

My participation in this school is to be enough prepared to continue as a normal institution, not to troubling and very important, students of that age see me as a person who still studying, because, in some way they would feel motivated to continue studying, is very common that girls leave the school to get married at a young age, this is why I tell them how important is to finish this level.

Mrs. V. does a great job, but sometimes she yells to students with inappropriate behaviour, when I went to the class for the first time I said I wouldn't do that, and then I taught my first class, nobody was listening and I felt I was not doing a good job, the rest of the day I went home thinking what

should I do, and next day I told them I would give them extra-homework, if they didn't stay in their sits, it works but I think it would be better if they don't get used to be yelled by the teacher, but I have to admit that it also works.

The Binoculars (Submitted 14 weeks into practicum)
Impact on Host School, Implications for the Future

I didn't have serious problems but, from my perspective I recognize it was very difficult to control the behaviour and size of the group, I also think this kids are not very interested in learning English because they think it will not be as useful as other subjects like math.

Something I could have done to change the situation, I would have asked for help about how controlling behaviour, actually I did but it wasn't enough, anyway I learnt of my mistakes. Previously to start teaching I would have gave them an introduction about how useful is learnt another language.

My perspective of teaching and learning to teach changed a lot, firstly I will never judge the teacher's work again, now I admire their effort, it is very hard to work with youngster and I never thought about it until stood in front of the classroom.

I am a true believer that teaching goes much deeper than the lessons that are being taught, positive or negative experiences that stick with students, they will be memorized forever.

In one hand I think I have shown students how they can in fact achieve more than they think, they just need more individual attention.

On the other hand, this type of [teacher] learning will be open for more novice teachers from the faculty, I consider very important to be a good example of hardworking from now on they can be very welcome in [this village located 30 minutes from the capital].

I don't exactly know what does the future holds me, I mean in which type of school I'll work but I want to try all. I think adaptation will play a very important fact because in any circumstance I will be the teacher, so it's very important if I am prepared with experience and knowledge to face any trouble. I think teachers can effectively engage students by treating teaching and learning as a collaborative process and by showing their students that their thoughts and opinions are valued, for this I need good planning time and also more experience in the field. It can be really good motivation for students to feel that they're working *with* their teacher to develop their understanding.

'Isabel'.

The Mirror (Submitted 4 weeks into Practicum)

What have I learned about myself through this practicum experience? In what ways, if any, has your sense of self, your values, your teacher agency ('ability to make choices, take control, self-regulate': Duff, 2012) and teacher identity, and your self-confidence/self-esteem been impacted or altered through this experience?

On the first hand I would like to mention that teaching to teenagers is being a challenge for me, because I have not had the opportunity to teach them, I have

teach only to children, what I have learned so far is that as teacher we will face many things also that we must create a warm and protective or in this case productive environment but at the same time professional. If students feel secure in the classroom the result will be shown in the academic progress. On the second hand, I believe that a teacher is someone who becomes through many years of training and experiences in the field which I do not have at least that is what I consider. I have not found a teacher who is an expert the first day of their profession. I believe that is urgent for everyone who is a teacher or is planning to become one to get prepare in the field the best they can. All teachers who get prepare will know how to set up rules in the classroom. Those kind of teachers will probably have less problems in their classroom because they will be able to control the classroom. However, I learned many things in this few weeks of teaching, for example, classroom management, time of course because know I have many lessons to plan prepared material, know I realize how important is to be patient at least for me it is also a challenge because of their age, creative, secure of course because at the beginning I did not know how to face with students of my same height but since the first day I tried to be "the teacher" and not let students talk me as if I were one of them. It was really difficult for me but it worked; now I think they respect me. Well that what I think.

Any realizations, insights, or especially strong lessons learned or half-understood?

Two days ago I had a situation where I did not allow some students to get into the classroom because they were too late, after that I started wondering if I was wrong or if that way the best way of doing it as it was my first time of doing it, but then I asked to my partner Leonardo his opinion and he told me something that made me realize that I do not should feel bad because of my action that the rules were set up since the beginning of the course and what I did is part of the regulation of the school.

When doing the diagnostic test there were many difficulties one of them were the instructions on the exam, they were not clear enough for the students, so what we did was to check student's comprehension many time and it was kind of repetitive and what I learnt of that experience is to check or ask for somebody to check if instructions are clear enough for students.

**Will these experiences change the way you act or think in the future?
(Please answer all questions)**

Of course it will, now I realize how different are things when you plan, what I mean is that if easier to say than doing it, and we are going to become teachers so we should learn and comprehend what we will face in the future and to manage specific situations.

The Microscope (Submitted 10 weeks into Practicum)

First of all I would mention that we have made many things this week, one of the most important I think is that we made and applied the first term exam, I was excited at the beginning because as I have mentioned some students are really good at learning English, but after we graded it, I got very disappointed because I realize that students did not have interest in English subject also I would like to mention that before the exam I hear some students saying that they did not study because as the exam have not a high punctuation in their final grade they do not care if they fail the test, well in my point of view I consider that if teachers add points to the exam may be students would study

more and will care about it.

On the other hand, there were few students who pass the exam I still am sad, worry, frustrate because I was like feeling on the top of the word that my students were going well but results did not show the same. I have to admit that I was disappointed of myself, but after talking and discussing it with my assessor and partners I realize that as a teacher we should be like that way and if students do not want to learn that is our work to made them feel enthusiastic and encourage them to learn.

The Binoculars (Submitted 14 weeks into practicum)

a) From your workplace experience, are you able to identify any underlying or overarching issues which influence the problem which you are addressing in your practicum?

Yes, of course since I have had the opportunity to discuss it with my work partners Alicia, Leonardo and my assessor, I consider that in every workplace exist but it depends on ourselves if want to do something about it.

b) What could be done to change the situation?

First of all, I think that identifying the problem or problems is the first thing to be done, then as I did ask for some advices, and something that I consider important is not to give up easily always try and make our best effort.

c) How will this alter your future behaviours/attitudes/and career?

I think that it has helped me to identify some of my weaknesses in front of a real class, also taking into a count every piece of advice and I have improved my level of patience. Therefore, I consider that for my future life as a teacher has helped me to improve some attitudes that will allow me to reach some of the goals of my career, also it has helped me to be more confident about myself as a teacher and it has turned me into a better one.

d) How is the institution where you're placed been impacted by what is going on in the larger political/social sphere?

I think that it has impacted in a good way because all the work that my partners and I have been doing during this period of time has been successful and we observed that when asking to others teachers that are working with the same group that we are and also with our assessor and till now is being such a patience and nice person with the three of us.

e) What does the future hold?

Considering all good and bad things learned, I think that for the future will be helpful in our life as future teachers, also I can say that it has developed certain skill that might be hidden somewhere and that is great for me, so in the future I will know how to face some things that may be happened in this practice and I won't hesitate at the moment of acting.

f) What can be done for you do get the most out of your field placement?

as I have been mentioning just to realizing the importance of every goal that we set is important because in that way we will able to recognize and learn many thing from our environment and the place that we are working, and something that I consider important is the fact that if you made an effort to continue learning and being an open-minded person will open many opportunities in your academic, and professional life. What I have been doing during this practice is very important for me and also I always am open to learn and I am still and will continue learning.

‘Julieta’.

The Mirror (Submitted 4 weeks into Practicum)

What have I learned about myself through this practicum experience?

It is almost 3 weeks since my [‘Practicum’] partner and I started helping in the new project called **English for Young Learners** and I have had a great experience and, of course, I have learned a lot about implementing English courses, teaching, and also about myself.

Through this practicum experience I have learned that, although I prefer working independently, it is not hard for me to listen to the other’s opinions and work with them as a team, even, I have discovered that it is very useful and rewarding working with others because in that way you can get more ideas, improve the ones you have and get better results if all of the members of the team work in harmony and with respect to each other.

Also, I have learned about myself that I am person that needs to be completely sure about her ideas to share them. However, sometimes it is necessary to share your viewpoint in the precise moment and even if they are not completely right you always learn something from them.

In what ways, if any, has your sense of self, your values, your teacher agency (‘ability to make choices, take control, self-regulate’: Duff, 2012) and teacher identity, and your self-confidence/self-esteem been impacted or altered through this experience?

Until now, this experience has had an important impact in some of my values as well as my sense of self.

Regarding my values, the experience has impacted me as being involved in the work field provides me with opportunities to confirm that respect, tolerance, cooperation, kindness among other values should be part of our characteristics in order to be able to work in teams and achieve our goals.

My sense of self has also been impacted because I had the idea that I worked much better by my own and before this experience I thought it would be really difficult for me to work with others so I was afraid about the moment when I had to face the situation. However, now, that I am working in a big team, I have realized that it is not difficult when all the member of the team have the same goal and motivation (in our case, teaching to children). Furthermore, I am starting to realize the benefits working in teams provides.

Finally, it is important to mention that, unfortunately, my self-confidence has been altered because I have always been a good student and now I am afraid about not being as good when teaching, but I expect to change this feeling as the time passes by.

Any realizations, insights, or especially strong lessons learned or half-understood?

Last February 18th we attended a conference where the books we are going to use during the English course was introduced; such book contains a lot of resources related to the new ways of learning (basically, using electronic devices). After that, I realized that, nowadays, children do not learn in the way I learned because they do not have the same background, references about the world, etc. so I understood that instead of trying to imitate the ways teachers once taught me, I should think of the ways I am currently using to learn and adapted it to my teaching techniques so that children feel conformable and motivated by the teacher.

Will these experiences change the way you act or think in the future?

Definitely, this experience will change the way I act or think in the future because I have confirmed that teaching and learning are social processes in which the teacher must motivate students to explore fields, generate and share ideas, be collaborative, etc. and if we want them to achieve that teachers should be the first in doing so.

Communication, participation and enthusiasm are essential keys in the classroom.

The Microscope (Submitted 10 weeks into Practicum)

The {practicum} has given me the opportunity to realize how a language school works because I have experienced all the work involved in the organization of language courses, cultural- academic events, and activities which purpose is to maintain a good relationship among teachers and students.

During these 3 months I have helped [with the development of a special] project called English for Young Learners. My participation started with the promotion of this new course so I visited some schools in order to provide information and invite the young population to start learning a useful foreign language; then I helped during the days for registration which demanded a lot of time because there were many details that needed to be carefully organized such as all the personal information of the children enrolled in the course; and finally I had the opportunity to participate as a teacher. Nowadays, I am still in charge of one of the groups and I have discovered the real teaching world so I have been impacted for some teaching-learning situations which I analysed through the Bachelor Degree and now are taking place inside my classroom, situations that are not so easy to manage such as having a multi-grade classroom, working with a course book and selecting the most appropriate dynamic activities according to the students' personalities.

For all the reasons above, in my opinion, it has not been easy to face the real teaching world. However, the [practicum] has been very rewarding because I am learning to manage crucial situations and to be a better teacher. Also because I am aware of the contributions I have made to my host school and the social impact my actions have had.

Regarding my contributions to the [host school], I think the most important is that through the collaboration in the organization of some academic events I have helped to promote the different language courses the [institution] offers so that the population of [my community] gets more interested in this field of knowledge. Besides, thanks to the project English for Young Learners, all the participants have helped to open a new space for teaching and learning English; such space permits that younger people join to the student community of the [host school.]

On the topic of the social impact of my actions I can say that it has been mainly reflected in the learners, who have responded very well to the project, they have a very good attitude during the English class and now, they and their parents have started to think in the English class not only as a useful tool for

their professional life but as a clever way to enjoy their free time. Furthermore, there has been a social impact among the student teaching community who have been asking about the experience, they seem really interested in the topic (Teaching to children) which is important because we, the students of the language degree, have few opportunities to familiarize with the topic so this is a good way to realize the importance that learning English is gaining among really young people.

I feel really comfortable with the actions I have done during my [practicum]. However, there are some things I would like to change if I were in charge based on the difficulties I have faced until now and the observations I have made when being the teacher in charge. For example, I think it is necessary to divide the groups of students not only according to their age but also according to their English level so that their abilities and knowledge about the language do not differ drastically; I think it is an important factor to take into account as I am working with children and they need a lot of individual help during the learning process. Also, in my opinion, the use of the book inside the classroom is a good decision because it helps the teacher to save time and to have an idea of the topics students need to work on during a term; however, in this case I would change the way in which we are using the book because I feel we are in a hurry to cover certain amount of topics in the book which do not permit the teacher to implement some activities that permit the student, encourage, motivate them when learning a language.

Throughout this period, I have learned that [the host school] carries out a lot of different cultural-academic events in order to get the students involved in a cultural exchange and the real use of the language so that they not only learn to speak but understand the cultural expressions of the language they are learning. Furthermore, these institutions are aware of the positive impact such events have in the students and the teacher contributing so to the maintenance of good relationships among all the student community which is really essential during the learning process.

My practicum [with] the project English for Young Learners has provided me with diverse moments, from the very positive ones to the frustrating ones. The positive and happy moments have taken place when my students and/or their parents talk to me to thank for helping them to improve their English and mainly when I realize children are really improving; that was the case of one of my girl students who started with a very basic level and who was frustrated for not being able to learn English. Now, she works hard, ask for help and she is improving little by little. On the other hand, I have also experienced frustrating and sad moments because of the students' behaviour. Sometimes, it is really hard to keep them quiet, working and participating in order so I am not able to cover my lesson plan and even worse, I am not able to teach them something new or practice something previously studied, which makes me feel a terrible teacher.

In my opinion, my actions have had an impact in my young students because now they have started to show interest in the language through learning songs, asking about words and phrases, talking about their positive and negatives memories about their English language learning process which makes me believe I have aroused their interest.

In order to improve the project I think it would be necessary to start to design activities and to look for opportunities that permit young learners mix with the rest of the students at the [school] so they feel part of this big institution and are aware of all the help they have to learn a new language and culture and share their own.

The Binoculars (Submitted 14 weeks into practicum)

In our country, time is an enemy for the English teacher as we would like to include a lot of practice for the students in order to develop their language skills inside the classroom because we know they have few opportunities to be exposed to the English language outside.

During my [practicum], the main problem I have faced is related to the time and the course book we are using as my partner and I have to cover a certain amount of topics in a specific time which sometimes do not permit to include some techniques, activities or use other resources that will help our students to learn easily and develop their skills.

Also, this situation created a big challenge when the language level of the students was very contrastive.

As we know, sometimes it is difficult to work using a course book because they are planned to work faster than students can really work. That is why we should not forget that course books are only a resource and should not be the basis of the class. The pace in which the teacher works depends on the students' abilities, previous knowledge, needs etc.

To change the situation, I have mentioned I have talked about it to the principal of the institution and we have agreed to have a meeting with the other teachers in charge and the coordinator of the program so we can talk about our students, their improvement and the pace we can keep with them determining how much time we need to help students learn and give them the enough opportunities to practice the language. Once more, this situation has highlighted the importance of communication.

I think it is going to have a positive influence on my future behaviours, attitudes and career as I am learning to face the biggest problems for the language teachers such as the management of time.

Furthermore, it has helped me reinforce the concept that the students' improvement and learning process is the main goal a teacher should achieve so we, the teachers, should look for the ways to generate the greater benefits for our students. In my case, it is not difficult as I have the support of other experienced colleagues (the principal of the institution and the coordinator of the program).

Regarding the project in which I have been participating during my [practicum], the institution where I am placed is been impacted by the larger social sphere because it is demanding people to learn English since early ages, so this institution has decided to widen its student community and offer English teaching programs to young people. Now that this project has started the institution needs to demonstrate that it is prepared to hold young learners and help them to learn the language in the most appropriate pedagogical way. I think in the near future, this project is going to be a success. That is why, it is important to pay attention to all the details that can be improved later.

Also, for the near future English teacher should be prepared to work with students of all ages, all levels, and all needs; in different groups or in the same group; we also should be prepared to work with technological new resources, co-workers, etc. because the way of teaching is changing everyday due to the changes taking place in our daily life.

My host school has been [the university]. There, apart from teaching, I have been involved in different activities that a teacher performs in certain point of his career so, in my opinion, it has been very enriching to my future professional life. I think my field placement has been very favourable because they know what the exact purpose of the [practicum] is. That is why, to get the most out of our field placement, it is essential that all host school and [practicum] advisors are informed about [the practicum], so they understand the purpose of such experience and give [PSTs] the opportunity to develop their professional competencies at the time they impact positively on the society.

'Karla'.

The Mirror (Submitted 4 weeks into Practicum)

Through this time, in my [practicum]-learning I have taught to some students that need to pass a special exam, that kind of exam is addressed to students that are not regular in the school and the last chance to pass English is that exam.

When I was giving classes to those students I felt that I learnt new things about myself, such as: I have a good control management, and I can use dynamic activities with my teenagers students.

With an activity I could realize that my students, in the regulatory class, had a very low level. They did not have the basic knowledge of the language, and that was a challenge for me because the exam was going to contain topics that are very difficult for them, such as: present perfect, past continuous, future and so on.

I had only five days to prepare them, the last day I could notice that my students were able to answer a pilot-test, performing very well. The day of the exam my students did a great job because all of them passed it.

I learnt that being an English teacher is not just teaching grammar in a traditional way, it is to teach also ways to communicate and culture regarding to the countries where the language is spoken. Also, the job of a teacher is to teach some values to the students for having a very attractive and healthy environment in the classroom. My self-confidence and self-esteem increased because of the good results of the exam and because my students thanked me for the help that I provided them during the courses to pass the special exam. A strong lesson that may change my way of thinking regarding to the English classes is that if I have the opportunity to give classes to the first semesters I will teach them the very basic elements of the language, even if the students say that those topics are for children.

The Microscope (Submitted 10 weeks into Practicum)

During my [Practicum] I have accomplished many activities, for example:

- I have design diagnostic exams
- I gave extra classes to special exam´s students.
- I have downloaded videos and cartoons for the students.
- I gave classes to the second semesters.
- I have made extra activities for the English classes.

Designing diagnostic exams is a very difficult task because we do not know if the exam is measuring what it has to measure. It requires a lot of time because we need different sources to plan the test.

The extra classes were very difficult and it was a challenge for me, but the students finally pass the exam and they could learn more things related to the language.

Downloading videos, movies and cartoons was a very funny experience, I really enjoyed it. I learnt about new apps in the computer that allow downloading faster and with a higher quality.

Giving classes to the second semester also was a challenge because the groups are very big. There are 57 students approx. for each group. The classrooms are small for that quantity of students. And the problem, when they are in a small group, is that they do not have enough space to play or to do activities that requires movement.

Creating the extra activities was a very good experience for me because my creativity increases, and I used the web as a tool for searching new activities and strategies.

The contributions and the social impact that I have made to my host school are:

- I helped to students that needed to pass the special exam.
- Students feel confident regarding to the English learning.
- Students have extra activities and dynamic classes
- Students have interactive and entertaining classes, with videos and cartoons.

If I were in charge, I would change the size of the classrooms and the quantity of students in every class. I also would change the way of teaching of the teacher, because the teacher teaches in a traditional way, teaching only grammar and translation.

From this institution I have learnt that there are really good students. The teachers are responsible and flexible. They are respectful, kind and nice with me. I have learnt that if I want to be here I need to be responsible, punctual, and respectful and be committed with my job. And I think I have done a good job in the place where I am doing my [practicum].

I have had many important moments there; I have had successful classes, when all the students, that took the extra classes for the special exam, passed. When that moment happened I felt very good and proud of myself.

I felt very bad when the problem in my knee arrived. I had three weeks of sick leave, and now I am going to have a surgery that requires time to recover myself. But when the sick leave finishes I hope to make up the days I was sick.

I feel that the classes I have given were very successful because my students learnt what I taught and they enjoyed them too.

Currently, I do not know if I will be able to complete my [practicum] in that place [because of a knee injury], but if I have time during the months June and July, I am going to return to finish my project there even if I do not complete the total of hours for my [practicum].

The Binoculars (Submitted 14 weeks into practicum)

During this time where I have been working at home, I was able to think about

why some students do not have the basic knowledge of English, and maybe the answer is that the English program in the [public high school] is not according to the level of the students and they do not have a learning process, because some of the topics of the book are mixed, and some of the difficult topics are before the easy ones.

Some of the movies or videos that the teacher asked me to download are not according to the level of the students because they are very difficult for them to understand.

A good thing to change this situation could be to check the program of the course and try to make some changes according to the level of the students, and the topics of the books, if they are suitable and attractive for the age of the student.

All this will change my perception about the educational system because I can notice that public schools are not prepared enough to have a program with quality to encourage students to learn a new language in order to have more opportunities in the future.

And in the future I would like to participate checking the English programs and improve them in order to make them attractive and useful for the learning of the students in public schools.

The government should check the programs and the capacity of the teachers, because some of them are not English teachers. Also the groups should have a limit of students, because the groups are very huge and they have at least 50 students each one.

I hope a better future where the government takes into account the quality of education giving a good English program to every school. And also where the politicians consider the size of the groups and the infrastructure in public schools in order to have a better education.

I have to be patient and perseverant for having a better preparation for real big groups, because at school we do not have a really good preparation to face these kinds of groups. I would like to practice more and gain experience in order to have a good control management.

‘Leonardo’.

The Mirror (Submitted 4 weeks into Practicum)

During the time I have been in my [practicum], I have been working for students in [a local high school] with my [mentor teacher educator] and my partners Isabel and Alicia. The first month of my [practicum] (January) I worked to design a diagnostic exam and was researching about the topics I had to teach during the second month; in that month, I could realize how the level of the students of that high school is because they did not have enough classes and the diagnostic exam had to be easy with the first two units of the English [text] book for the [high school]. The topics were: 1st conditional and past tense, vocabulary about places in the city and likes and dislikes.

Thus, I started creating the exam as easy as possible and I learned to think how a normal student of high school that has not taken any course of English apart from the regular classes in the high school because I think that doing that is very important to design an exam according to their necessities as people. Besides that, I had to make a little test specification to know what the students were supposed to know to get the 4th grade of English according to

the [high school].

The consequences of that designing were that when I went to apply that exam to the students, I had to explain the instructions in Spanish because they did not understand them by themselves. One of the most important events when I applied the exam was that one of the students told me that it was illogic that he could understand the text in the vocabulary part, I was petrified! Then, I asked them to try to answer as much as they could and they did it so. Now I know what kinds of exercises and how easy they have to be in the next exams. Then, I graded the exams and the result was that there were students that knew English and some of them that have more, some of them answer everything without problem and some of them answered nothing but at least one of them wrote I don't know in the upper part of the sheet, so I learned to be tolerant and to take everything in a good manner; I thought that at least they have contact with English and it is good.

So far, I have taught some classes after the diagnostic exam and I have had the opportunity to know each group and I have realized that when I change of group, everything changes because every group has its personality and as a teacher you have to face all those changes.

In a near future, I want to have a good relationship with my students in order to be a good teacher and also because they feel more comfortable if you are not so strict unless it is necessary and also it will be useful in order to have well prepared groups to do the test will apply as an instrument for my thesis.

All in all, I like the way my [practicum] goes and I hope to improve my teaching skills and always get the attention of the students to find the level I really like to teach.

The Microscope (Submitted 10 weeks into Practicum)

This is my second reflection of my [practicum] in the [high school where I am placed] in which I have live different kinds of experiences and I have been working with planning more than teaching that I am willing to share. First, I have carried out some activities in hand outs in which I gave to my students some exercises of vocabulary and some grammar; they have worked very good because the students concentrate in what they are doing and they are quiet as well they also share their answers on the board when I tell them to do so, however; the bad thing is that they are just practicing grammar and vocabulary for them not to distract. I would like to implement some dynamics with all the groups but I will implement them with one of them because the majority of the groups get distracted very fast and the class can become a mess.

On the other hand, I have helped my [mentor] select the participants for the knowledge contest of the [high school] and that has helped the school select the best contenders for that contest and I hope to help the students prepare for it; the social impact for the fact of helping students for the knowledge contest will be that if I prepare them well, the students could participate in a regional contest in which they would represent the school as contenders and participate with other student with different levels of English. Regarding my students, I have learned a lot about them and now I comprehend them because I remembered when I was in their place and I was a student that did not like some subjects so my lesson was to comprehend and encourage my students to

feel more comfortable in the English class. Due to that I would be more flexible with the students that are responsible and interested in the class or at least those who try it and those who do not I would let them more work to do in order to have the same right of the responsible ones.

The moment that I have enjoyed the most is when I discovered how the majority of my students work better and it is with hand-outs because they get doubts with them and ask and also they interact each other about the exercises and I was very happy with that. Thus, I have had some moments of indecision for example when I was going to work with the book with my students of 4 "E" and they had already done the activity so I did not know if I had to continue with the following or do my back- up activity so, I did the back- up and it was a success because I realized that they were ready for the exam as the majority of them understood the topic.

All in all, I think that my actions have contributed to my host school because I have been trying to help the students by making them work although there are some other things to do such as: applying the exams for the second term, help the students of the knowledge contest, make the students learn more about verbs and apply the tests that will be the instrument for my thesis project and I think that I am going to do that very easily if I keep on working these way.

The Binoculars (Submitted 14 weeks into practicum)

a) From your workplace experience, are you able to identify any underlying or overarching issues which influence the problem which you are addressing in your practicum? I have been able to identify the problems and situations that take place in my workplace however; I had to look for a solution by consulting sources such as: my colleagues from my school, my advisor, internet, and other teachers in order to address those problems and have a suitable solution.

b) What could be done to change the situation?

In my case, to consult my resources very well and talk to the students or students that make the situations possible and to come into an agreement

c) How will this alter your future behaviours/attitudes/and career?

I consider that these situations will not alter my behaviours because I have tried to have the same tolerant behaviour with those situations, in my career I think I will have suitable solutions for them and according to the student (s) and the place it takes place.

d) How is the institution where you're placed been impacted by what is going on in the larger political/social sphere? As I have studied in a similar institution, I have reminded what the social atmosphere of [this type of public high school] is because the students are teenagers and I used to behave as they do it, of course the times are not the same but some ways of thinking are.

e) What does the future hold?

Actually, I confirmed that I like working with teens and adults so I consider that if I could choose an specific age to teach, it would be teenagers and adult although, I do not know where I am going to get a job.

f) What can be done for you to get the most out of your field placement?

Continue working in that place to know more students and different behaviours to know how the things change or if the situations are the same.

‘Otto’.

The Mirror (Submitted 4 weeks into Practicum)

What have you learned about yourself through this practicum experience?

I have learned to be aware of the problems that students can have, and how those problems could affect their learning process; now I have learned that I need to think before talking, especially with students like them, because all that I say can have a positive or negative effect. I have learned to develop authentic material for students with special needs.

In what ways, if any, has your sense of self, your values, your teacher agency (‘ability to make choices, take control, self-regulate’ (Duff, 2012) and teacher identity, and your self-confidence/self-esteem been impacted or altered through this experience?

Now I need to make decisions quickly, decision that will have a good result to my students, teach them what they want, and what they need, so they can be motivated to learn the English language, but also encourage them to be good students, so they can keep studying and finish a career.

My self-confidence has been increased because now I know that I can deal with students from different ages, from kids to young adults; know I have understood that there are ways to deal with different students based on what they like.

Any realizations, insights, or especially strong lessons learned or half-understood?

A lesson that I really learned is that we do not have to lose hope, despite of all the situations they live, they are always smiling, and with a good sense of humour, they base on what they want, religion, friends, books they read, or even their family, if they have family there.

Will these experiences change the way you act or think in the future?

Yes, because now I know that I can work with students that have different needs, and I think that I am not prepared for these kind of situations, I think I need to learn about how to deal with these kind of situations, how to teach to students with problems.

The Microscope (Submitted 10 weeks into Practicum)

During the time I have been in the [Orphanage], I realized they have many needs, but I am focus on the most important ones, I have been helping the students to do homework from other subjects, because they do not receive help with their homework, I mean, they are alone in the academic life, but I have noticed that the teachers really care about them, and this is really good.

Another things I have developed create English material for the school, because they just have books, the school does not have English material, and with this material I expect to improve the level of the students, and they will be able to study for themselves; I have used music to develop their skills (listening and speaking), but with music they like, and they are motivated to

learn.

I am developing a syllabus for elementary school (with my partner that is in the morning), so the kids will be prepared for the English language when they start junior high school, and I have talked this with the English teacher from the junior high school, and he thinks that is a good idea, and it will help him to teach in a more comfortable way.

My experience in that school has been one of the most satisfactory one that I have had, because I have really learned a lot from them, I know that there is an special school, and the students are in a very specific situation, I do not really know if they have problems, but they do not really show that, I think I am consider as one more friend, because after we make the exercises, if we have time, we talk like friend, and I really learn about the life. And as a teacher I think I have improve the way I teach, because I try to teach in different ways depending on the needs of the students, and I have really used the four abilities (writing, speaking, reading and listening), and I think I am more flexible teacher depending on the students.

I have created material for the English class, the intention is to donate that material for the school, and we will create an English section in the library. I have help to improve the English level of the students; they will have the appropriate level for the high school. I have tried to educate students with a vision on the future, the students now think they should give a stronger effort in their academic life, so they will be better students to help their own home in the future, and they have expressed those intentions to their brothers. Create an English section for the students, where they can learn and study by themselves, and they will be more prepared in the language when people from the US came to the "casa Hogar" and in that situation they will apply what they learned.

Another social impact is that the school will be recognized as a good school, because the students will represent the school in the future, when students be in a high school or even in college. However, I think the most important action is to help people who do not have the resources to learn English in a private school where they can pay for classes.

I will try to get new book for the students, so they can have the newest information of the world, because they have old books, and the information they have is not the reliable; and I will try to ask to SEP for a computer class, where students can get access to all the information that the internet can provide.

I have learned that not all the students we can have in our life as teachers are the same, now I know we can find students with different needs, in this case special needs, and they might require a different way to teach them certain topics, and I know I must be flexible and comprehensive with them, and not feel sorry about their situation. And besides all the problems they might have, they accept their situation, they really know why they are there, and they are happy, well, at least that is what they show. And I think we all must be happy, does not matter how big our problems are.

I think during the time I am there, I have had a moment of failure, a moment of success, indecision, doubt, humour, frustration, happiness and sadness, but is hard to describe just one, because sometimes all these moments can be presented in just one day, because the students have a very routine day, they can be happy and asking question about things in the life, and sometimes are just quiet and I try to make them smile, and we finish with a good humour.

I believe my presence there will be presented in all my students during their lives, because they have good memory, and they remember all their teachers, and for me is important to show myself as a good example, and I try to encourage them to study, and the words I say to them, can have a good or a negative impact in their lives, but I hope it would be a good impact.

I think I need to work harder, but my work will include not just English, because they really need help with all the subjects, and I will try it, I will try to help them in all I can, because they really have many needs.

The Binoculars (Submitted 14 weeks into practicum)

I have identified some problems, but these problems are not big problems, because they have been solved in an easy way, and those problems do not have serious consequences; however, the “biggest problem I have is the lack of time, because I have many activities to do with them and I think I will need more time, but I hope I can do those activities.

I think I cannot do much, because the students have a schedule in which they have all the activities they do during the classes, they have time do their homework and it is a lot of homework, so, the only thing I have made is to help them with their homework, and in this way they finish quickly, then I have time to do my activities.

I think I will be a flexible teacher, because now I really know that the students have other activities and they are not just focused on the English class, I can say that I am aware about the students’ situations. Well, my host school is an special place, and it is influenced firstly by religion, and they are governed for their religion, and I think is a good thing, because the school is always trying to give its best to the students, and they receive all help that people give them, so, they are not influenced by a political belief, but if a politician offers help, they receive because they need it, and that is the way they take care of many children.

Well, for me I will try to be a better teacher, trying to teach all I know, and in the best way, all according to the students’ needs, but first I need to finish my [practicum] project according to what I have planned, and if I can, I will try to do more for then, because they really need help.

Well I think I do not need help; because it was difficult to get used to do all the activities that are part of my [practicum] project, and I really know what to in my project, I think that I do not need help now, because I am very engaged to my project, but maybe in the future I could need some help at the end of my project, and I will ask that help to my [practicum] advisor, she will check all the English material I will give to my host school.

'Patty'.**The Mirror** (Submitted 4 weeks into Practicum)

First of all, I have to say that these early weeks of my [practicum] learning have been amazing and meaningful, however I had to face several situations which made me change my point of view about what teaching means. Every single class I have to build up my self-confidence and also deal with factors such as: prepare a lot didactic material, schedule each activity and look for different ways of keep children´s attention. But when I saw the little smiles and also when children say even just one word or a greeting that I taught them I feel happy, but I am aware that I need to improve and search new techniques and resources to prepare a better class.

During the experiences of my [practicum] I have found out the hardest part of put in practice what I have learned during the seven semesters of the career because I contrasted my own beliefs of children second language learning and the real conditions and attitudes of my young students. According to me the theory only give us a little hint of what teaching means due to when I am in front of the group I have to use not only what I know about methods and approaches but also all my creativity, patience and the different opinions of other teachers.

Finally, I think that all the experiences whether good or bad help to you to make a better person. Working with young children in other language has been one of the most challenging experiences in my life and also I hope that at the end of the [practicum] I could say that I not a person with new values but also a better future teacher.

The Microscope (Submitted 10 weeks into Practicum)

During this one and half month of my [practicum] I have carried out a lot of activities due to I am in charge of English lessons of two groups of toddlers. As every teacher of day-care centre I have to prepare a weekly lesson plan of activities that are going to take place. The lesson plan must have the topic, vocabulary, values, time and resources as well as a brief description of the games and activities. When the plan is ready I have to send it to the Principal, Miss M. who check it and then she approve it. In addition I have carried out a lot of games such as: crazy chairs, memory, storytelling, dices, catching flies , etc.

Concerning to the contributions that I have made on my host school I think that go beyond English class because I try to be kind and help the teacher to care the children it includes activities such as: wash hands before meals, stay with children when the teacher are busy and lend a hand with didactic material. About the social impact I am not pretty sure because in my opinion I will notice it at the end of my [practicum] , but I hope to motivate on the children the curiosity of learning a new Language. I have to say that I am very happy at my host school for the reason that the provide me a lot of support, however the schedule of English class of maternal 2 would be only thing that I would change because it is after break and sometimes the children are so tired that they do not want to participate on the activities. Nevertheless, I am glad of

have this opportunity.

This time have been full of learning, The children always motivate me to prepare better the lessons as well they teach me to rediscover the world and watch the beauty of simple facts of life like making a little feather fly or see the flowers fall from tree. The people who work at day-care centre are great teachers not only for the children but also for me because with their suggestions and comments they help me to improve my classes in addition the have gave me their friendship.

As I teach children I have curios and interesting experiences every day, but I remember mainly 2 moments. The first one is gloom because it took place when I was facing one of the hardest situations on my life, unfortunately it affected my performance as teacher I was very sad and the children noticed in fact some of they asked to me: "why did you cry, miss? Did your mom scold you? I felt guilty because I know that those children deserve the best and that that day I could not give a good class. The other moment was the last week when A teacher said to me: Miss - [Juan] (one of the most shy children) has something to tell you, then the boy took 5 sticks of colours and he named all of them correctly. Finally, now that I am at the middle of my [practicum] I am aware that I have invaluable experiences but I know that there are a lot of needs such as: become more responsible, patient and innovate more with my lesson plans.

The Binoculars (Submitted 14 weeks into practicum)

During these months of knowledge on my [practicum] I have identified some overarching issues that have influenced my practice as a future English teacher, for example: this is a new experience not only for me, but also for the institution where I am carrying on my project because no one had taught English at the Day-care centre, so I do not have a previous reference about how the project must be developed and sometimes I feel insecure about my activities and approaches. Another situation that I have noticed during my performance as teacher is my lack of experience, although I am studying another career related with children ´s education and I have practiced with kindergarten children (4-5 years old) it is not easy to face a room full of very young learners between 2-3 years old who are very different and who has their own characteristics.

In my opinion what I have to do in order to overcome the situations described above is to talk with my partners about their experiences as teacher, especially those who are working with children. I have done that with some of them when I have the chance and sometimes I realized that they have very similar insecurities and situations, thus I can infer that fear and doubts are normal on the process of become an English teacher as well I think that it would be interesting to share opinions with other [practicum PSTs] on the future. Concerning to the second situations I think that time will help me a lot because I will built step by step my identity as teacher, in addition reading literature about children ´s learning process will be an extra tool.

Personally I consider this 4 month a very short time to practice, but I am sure that this time is meaningful because it is my first opportunity of face a real-life group of learners and it will alter some aspects such as: my attitude towards

children, y know that I must be patience but at the same time I must not spoil them much.

The institution where I am carrying out y project is very interesting because it offers an innovative service which helps students with children to continue with a university. Although the labour of the Day-care centre it is very nice there are some people who disagree with it, nevertheless I think my decision of carrying out my project on that context has shown somehow the support of my faculty to the institution. Finally, I have to admit that I do not have an answer to the question about what does the future hold because it is something that I asked to myself every day. In a short-term I hope to keep my English lessons at the Day-Care centre, complete my dissertation and finish my careers. As everybody I have dreams and goals but I know that they will come gradually some of them are: keep studying at a very important university, get my Certificate in Advanced English, work at a public kinder-garden as a full time teacher and have the opportunity of share my joy and experiences with my family teachers and friends.

Vicente’.

The Mirror (Submitted 4 weeks into Practicum)

What have you learned about yourself through this practicum experience?

I learned that giving classes in primary school is very interesting due to the difficulty it implies. And I am enjoying that. Students try to annoy the teacher all the time and distort the class at their convenience. So I try to identify this kind of problems in advance and be proactive when designing my lesson plans.

In what ways, if any, has your sense of self, your values, your teacher agency (‘ability to make choices, take control, self-regulate’: Duff, 2012) and teacher identity, and your self-confidence/self-esteem been impacted or altered through this experience?

As I am very patient, I do not get angry easily and students could do what they want. The teachers from [the orphanage] told me that I must be very strict and scold students but, in my opinion, I can be friendly, strict and have control of the class. I know that interaction is one of the most important teacher’s tools but I try not to be so confident about the interaction and I plan the classes to manage the time well.

Any realizations, insights, or especially strong lessons learned or half-understood?

I learned that these children are very rebel due to the situation they are living. Most of them pretend to be bad people and hate the others but I realized that deep inside, they love their classmates. They have this attitude because they do not want to be annoyed and look like a weak person.

Will these experiences change the way you act or think in the future?

Yes, giving classes in primary school is something I did not want to do before because I did not imagine myself as a nanny. But, I have changed my mind, now I look forward to working in a primary school especially in an orphanage if

possible.

The Microscope (Submitted 10 weeks into Practicum)

What activities have you carried out?

So far, I have taught what I had planned, even when the students have had some free days. So time is not a problem.

In addition, I am glad that I can help with extra activities such as giving classes of other subjects (mathematics, reading, science).

What happened?

One of the teachers missed due to problems of health and I volunteered to give those classes. At first, I was uneasy because I would be in charge of a fourth-grade class and it was the first time they and I meet. But I was able to find my feet as the day was going by.

Describe your experience.

On the one hand, I really enjoyed this activity because I felt I can do more than what I expected. As I mentioned before, I was uneasy because I did not want to fail. But when the teacher arrived school again, she told me that I did a good job.

On the other hand, I could help this teacher and the children did not lose their time but they and I learned something new.

What contributions have you made to your host school?

In previous days I realized that the students have some problems with their reading skill (Spanish) that is why I proposed to help the first grade students to improve their reading skills.

I helped teachers to apply an all day long exam.

What is the social impact of your actions?

These children will learn to read faster than if they would not have a personalized class. Their situation nowadays is that they do not practice as any child would practice at home, and this is affecting their learning.

What would you change about this situation if you were in charge?

This is a difficult situation because I cannot make them study if they do not want. I cannot make their parents to take their children home and help them to study. I cannot make the older people to help the younger ones. But what I can do is try to help them as much as possible during the school time.

What have you learned about this institution, these people, or the community?

This is an institution which cares about children's learning. The problem is that these kids do not receive extra pressure from their parents after school as most of children.

Was there a moment of failure, success, indecision, doubt, humour, frustration, happiness, sadness?

In my opinion, all this process is my greatest happiness. I feel glad that I am helping somebody else. I am finally doing what I have always wanted to do. Compared with this feeling, the mistakes are nothing.

Even though I am a joker at college, I try not to make jokes in this primary. Nevertheless, it does not mean that I have not made a joke. But I try to be a sample for these children and I behave well.

Do you feel your actions had any impact?

I have always thought that any decision we take in the present will have a consequence in the future. So I try to take good decisions to have good actions to have positive impacts.

What more needs to be done?

These children need too much help; it is very difficult to say what they need. That is why I am trying to solve the problems as they come to me. The next step I am planning is to design a lot of materials to use in the class and give it to the students so that they can practice more.

The Binoculars (Submitted 14 weeks into practicum)

a) From your workplace experience, are you able to identify any underlying or overarching issues which influence the problem which you are addressing in your practicum?

Yes, I am. The most important issue I can identify is the fact that students do not practice or do their homework after the school. This affects students' learning drastically because the new things they addressed in the classroom are not reinforced after class.

This is the main problem I have detected and documented in the past reflection tasks 1 and 2. I have also said that the reason why these children do not dedicate extra time to their studies is because they do not receive some pressure from their parents. In addition, they have not developed an autonomous learning yet.

b) What could be done to change the situation?

I have talked to and given them some advice but there is not a change yet. Also, I have talked with the other teachers [at the foster home] about this situation, because this is not an exclusive problem in the English class but in the other subjects. They and I have tried to encourage the students to practice after classes.

c) How will this alter your future behaviours/attitudes/and career?

During this practicum, I have learnt that the parents are an important factor in the children's learning process because they help to complement and reinforce what teachers do or teach in the classroom. I have heard the expression "teachers are like students' second parents" but also, parents are like second teachers for students. Both of them complement each other in order to have an appropriate learning process. (There are other factors) So in my future life as teacher and in a different context from which I am nowadays, I will try to keep in contact with the students' parents.

d) How is the institution where you're placed been impacted by what is going on in the larger political/social sphere?

Well, the teachers who work there earn a small amount of money. They do not receive help from the government. This fact affects the teaching -learning process because these teachers are not motivated. They need a stimulus by means of money so they can do their work correctly. They try to do their best all the time but, in my opinion, they can do a better job. Internally, the teachers do not receive help from the Principal. These teachers have to pay for material they are going to use. Also, some teachers have to attend two groups, affecting both groups.

e) What does the future hold?

I guess that this internal situation will be solved because they have already talked to the principal and demanded the help they need to have successful groups.

f) What can be done for you do get the most out of your field placement?

I am trying to do my best all the time so that people can realize and know that I am responsible and enthusiastic. Also I will keep updating my knowledge by means of presentation attendance or studying a master.

Appendix 6: ONLINE DISCUSSION FORUM TASKS (Via Edmodo).

Task #1: Why did you decide to become EFL teachers?

Dear All,

It is my pleasure to host this site in the Spring 2014 Term for 8th semester TESOL student teachers to share information and experiences, challenge, question and offer each other alternatives during the practicum component of your teacher education program with all members of this class in an effort to foster on-line peer support for pre-service teachers in a collaborative learning environment. It is my hope for all of us to develop our knowledge, awareness and skills (KAS) in a virtual learning community where habits of caring, shared values, attitudes and beliefs (VABs) and interconnectedness are encouraged.

Please discuss why you decided to become an EFL teacher.

Best Wishes,

Ms. Diaz

PST	Practicum	Reasons for entering SLTE
Alicia	EFL at public high school in the capital.	<i>I decided to become a teacher because I wanted to follow my mom as she is an elementary teacher and I could observe the way she works with children.</i>
Andrea	EYL pilot programme	<i>When I first started high school I did not think of teaching at all, at least not like a path to follow after I had finished but after talking to some friends and reading about the B.Ed. I thought it was not bad at all and I believed teaching was one of the most rewarding experiences because you feel like you have given something wonderful to your students' knowledge not only for academic but for personal life as well.</i>

Elena	EFL at a public secondary school located in small town 30 minutes from the capital. Worked with 7 th graders.	<i>I always had the dream of many children: become a teacher. Then I had many others such as being a doctor, architect, among others. But I came back to teacher when I discovered I loved languages and I was good at learning them. So I kind of developed my skills and realized that I understood the learning process enough in order to teach.</i>
Isabel	EFL at public high school in the capital.	<i>I had some great teachers. I love children and enjoy watching them learn. I love it when they finally understand a new concept. I love helping others learn while I learn with them.</i>
Julieta	EYL pilot programme.	<i>Since I was a child I wanted to be a teacher maybe because my parents are teachers too and I had the opportunity to see them in front of a group sharing their knowledge and enjoying what they do. For me, teachers are people who encourage others to have dreams and goals and work hard to achieve them.</i>
Karla	EFL at public high school in the capital.	<i>I decided to become a teacher because I really like sharing my knowledge with other people. I chose the bachelor in English Teaching because I enjoy learning new languages, especially English.</i>
Leonardo	EFL at public high school in the capital.	<i>Being a teacher was not my first option, I did not want to teach, I did not like it, but through the years I could realize that teaching is an amazing experience where I can share my knowledge. I also feel very satisfied when people tell me that they learn something from me and they thank me. Now I can say that I enjoy teaching. It is something rewarding!</i>
Otto	EFL for teens at a foster home located in the capital.	<i>I decided to become a teacher when I realized that I am good at teaching, first I taught my cousin Spanish, then I taught History, then I thought that I really wanted to teach, but I wanted to teach something different, that is why I decided to become an English teacher.</i>
Patty	EYL for university day care centre.	<i>I have to admit that becoming a teacher was not my first option. However, I decided to study this career</i>

		<i>because I liked languages and I consider myself a very creative person. Through the time I have spent in the university I discovered that helping someone to learn something is amazing and it provides me satisfaction. In fact, I am currently studying another career related to the education of young children.</i>
Vicente	EFL for YL at a foster home located in the capital.	<i>I decided to become a teacher because, in my opinion, a student's education is very important and this is a way I can try to change Mexican education. In addition, I like to interact with the students.</i>

Task #2 Practicum Expectations

Dear All,

Please discuss your practicum expectations for this semester.

Best Wishes,

Ms. Diaz

Task #3 Prior Experiences as Learners and Teachers

Dear All,

Please discuss your prior experiences as learners and teachers. Where do you think that you learned the most? What did you find the most valuable?

Best Wishes,

Ms. Diaz

Best Wishes,

Ms. Diaz

Task #4: HOW ARE THINGS GOING WITH YOUR PRACTICUM PROJECT?

Dear All,

How are things going? Are there any issues which need to be addressed regarding your professional development?

Please share 3 good experiences and 3 bad experiences which you have had with your practicum project during the past few weeks.

How did you handle the situation? What do you wish you could change?

Please interact with at least 3 classmates.

Best Wishes,

Ms. Diaz

Task #5: Addressing Challenges.

Dear All,

As was seen in Edmodo Task #4, some of you have had to face great challenges during your practicum. I would like you to discuss exactly who is in your support network when you have had to deal with problems this term.

Please respond to the following question:

Who do you ask for help when you must address adversity in your practicum?

I look forward to hearing from you,

Best Wishes,

Ms. Diaz

Task #6: Critical Incident Task (After Farrell 2008).

(10 weeks into practicum)

Dear All,

Please define a critical incident which you have experienced in the past month.

a) Write a brief description of an 'incident' from a teaching practice

experience.

Include:

Who was involved?

Where did it take place?

When did it take place?

What happened?

b) Explain and interpret the incident.

Consider what happened directly before and after the incident as well as your reaction.

Remember to answer this task and then interact with at least 3 peers to offer emotional support & feedback.

I look forward to hearing from you,

Best Wishes,

Ms. Diaz

Appendix 7: CRITICAL INCIDENTS (After Farrell, 2008).

PST	Critical Incident
Alicia	<p>My critical incident took place at the English classroom [at the high school where I am placed] one afternoon. My class was about 22 students and we were working on an extra activity in the book, the topic was “second conditional”. I started explaining them the tenses we use it and I asked my students to pass in front the class in order to act a verb. Some of them enthusiastically did it, others were nervous but they did it. Almost at the end of the class I saw a girl using her cell phone I asked her to put it away, she made me a disgusting face and told me that the class was over, so I asked her to pass in front to act a verb at the beginning she was very rude with me I was freak out because it has never happened to me before, but I was insisting her and at the end she did it, in a bad way but I made her to participate.</p> <p>It is really difficult to face these situations, when students really do not care their attitude/behaviour even if they get in troubles.</p>
Andrea	<p>One moment that I consider as a critical incident during the past months happened three weeks ago. It took place at our Faculty, in classroom 5 during the afternoon, the first time I (and Julieta) had to face a difficult situation with all of our students regarding behaviour. Even though, our students (as most of the students) like to chat with their classmates but that day, Thursday, they were very talkative and some of them were even shouting, the class was supposed to be about occupations and jobs and we prepared a video for them but it only got worse because they were laughing at the video for no reason and it was all noise. It was the first time that I had to face this kind of situation, I was nervous and desperate because I had been telling them to be quiet several times before and it was not working at all.</p> <p>When we saw this we decided to stop the class because we could work like that anymore and we told them to please behave and that we had missed a whole hour trying to calm them down. By the end of the class we had not covered all the activities planned for that day and we were not sure about what to do if we had to face the same situation later on.</p> <p>I know that it is very common in any school you go because students like to speak with each other and you do not know when it is going to happen but you need to be tolerant, keep calm and be respectful all the time. What we do after that was to speak with our advisor and the teacher in charge of the courses to ask for help and they told us that if they continue with that same attitude to tell students we are going to send a note to their parents so they would speak to them about it and it had worked so far because they are more calmed during the lesson.</p>

Elena	<p>My critical moment took place while I was teaching, it happened two weeks ago, it was Friday, it was the last hour and I was in front of the class, I was telling them some instruction for the next activity and I saw some girls talking and gossiping, I went directly their sits and I saw they were writing something, so I took and it was a letter, I told them to pay attention otherwise I will tell their parents what they were doing (probably I shouldn't have done so, I mean I should tell them that was wrong and tell them to keep it in their bags but not ask them to give me the letter) one of the girls started to cry, and I got a bit scare I thought what kind of dangerous stuff can be written in this letter to make this girls burst into tears. At the end of the class I told her, that we have just three English hours per week and she cannot be writing letters in Spanish or doing other things, she was still crying and when was opening the letter in front of her, she just run out of the class, it was weird. I read it, and next class I told her I will tell their parents about the letter if she still behaving that way in class.</p>
Isabel	<p>My critical incident happened like a month ago I had not talked about it because is kind of difficult for me to explain it , but anyway it happen when I was developing an activity about the "second conditional" as I usually do I asked to the students to pass in front of the class a girl just say "no, I don't want to participate", what I did was to ask another partner to help her but the guy said "she is intelligent" I felt kind of lost, but I tried to relax so I move and I asked to another student and they answer. After that incident two days after I made another activity and I asked to the girl that did no wanted to participated last time and she told that she did not understand the topic!!! And all students turned to saw her and I ask nicely what was her doubt and she told me which part was and I explained again and the complete group was paying attention and I realized that as always when teacher ask do you understand? Any doubt? They are afraid to say no, and I talk to them, that it shouldn't be in that way that I am there to explain and to clarify any doubt and now they ask frequently and I feel kind of happy because I have noticed that they are no shy or timid anymore some of them still are but I am trying to do my best and I hope they continue that way.</p>
Julieta	<p>One of the most recent and challenging critical incidents I have experienced took place last week during the English class for children. It started when we (Ana and me) asked all children to practice a song we are preparing for a coming festival, so they were excited and we asked them to be quiet. Most of them paid attention and behaved; however, there were two girls, who are really noisy, that omitted our instructions and continue making noise. The problem was that they were disturbing the class and encouraging their classmates not to pay attention and not to listen to us. So, after warning them a lot of times we decided to write a note for their parents to sing. After that, the girls calmed down.</p> <p>Unfortunately, they did not react the way we expected. Now</p>

	<p>they have a bad attitude during the class. They don't participate, they don't pay attention, they look angry and, even worse, and they have asked their friends to have the same attitude towards us. I think they reacted in that way because their parents talked with them about the problem which in my opinion was really necessary. Sometimes children just listen to what their parents say.</p> <p>To handle the situation we did not change our attitude towards them, we are still friendly with them, we ask them to participate, we reward them or we ask them to pay attention if necessary. We have also talk about with the coordinator of the course so she knows what is happening, why, when and she is advising us what to do next.</p>
Karla	<p>One day I had a critical incident during the class. It happened during the second week giving classes. The English class was about the comparative adjectives. Before all the students entered to the classroom I asked to three students to tell me about the homework. I was checking the pages and I saw that only one student of the three did the homework.</p> <p>After that, all the students arrived to the classroom. When the class was about to start, I said that we were going to check the homework together. They had to describe their favourite celebrity, so I wanted them to read aloud their descriptions. As I remembered the boy that did the homework I asked him to read his description. That was an example to start the activity because the description of the boy was really well written.</p> <p>The boy did not want to say aloud his description because his favourite celebrity was Lady Gaga. I encouraged him to read it; I told him that the mistakes do not matter because we learn from them, and that we would like to hear about his description. He said "No, I don't want" I insisted him to read it, and his friends told that it was humiliating.</p> <p>I could imagine that he thought that their classmates were going to make fun of his description because he liked Lady Gaga. I couldn't insist anymore and I felt really bad because I was not aware about the situation. So I asked them to say the descriptions but without saying the names of the celebrities. After the activity the boy did not feel as bad as before. The students did not realize about the situation and the class continued. My biggest error was not to talk with him at the end of the class because my teacher advisor finished the class and the other group was ready to enter to the class. I regret about what happened with the boy.</p>
Leonardo	<p>My critical incident involved one student [at the high school where I am placed] of 4th semester and I, it happened during a class in which I was explaining the second conditional structure. This student does not pay attention in class and he does not understand as well. So one time, I asked him to tell me a verb to contribute to the class and he told me that he did not know, however; I encourage him to tell me one and it did not matter if the verb was in Spanish, so he told me one and I asked the whole group to pronounce it in English and everybody told me,</p>

	<p>then, I told that student to change his seat and that the seat was going to be his new one and he did a gesture like if I was joking.</p> <p>Thus, in other class I saw the same student in other seat and I asked him to sit on the place I assigned him last time and he did it so, it was surprising to me because I thought he was not change his seat, and the thing that impressed me the most was that I asked him about a noun in English and he told me one so I realized that he is very intelligent but he gets distracted very easily.</p>
Otto	<p>Well, thinking about one critical incident task associated with my project happened two weeks ago (from March 3rd to March 7th, the previous week I had been preparing all the material I was supposed to use during a week, but the first day I went to the [foster home] I saw all the students doing homework, and studying, and I asked why they were at the library before the beginning of the class.</p> <p>And their answer surprised me, they said that they had a lot of homework for the other subjects, and they needed to deliver it before the tests, and I had to help them to do their homework from all the subjects, even I helped with math and English, and that week I did not use my material, and I did not gave a class, but at least I helped them with English homework.</p> <p>Perhaps, my mistake was not listen the students when they said that they will have an stressful week, I think I could had done something, but after that week, I was happy, because all the students delivered all their homework, and now I hope they can do it well in their exams.</p>
Patty	<p>I am happy because I have not have problems with the environment of my [practicum] , fortunately the people who work on day-care centre are very kind and flexible in addition I always try to have a good attitude and help the teacher in everything that they need.</p> <p>My critical incident has to do with my teaching practice and especially with a little boy he began to come to the centre about a month ago. He is a very active boy , he likes to roll down on the floor he cries, he does not listen my instructions, his attention span is very short and he has not develop his language although he is 3 years and a half , but he can says some words such as: water, bathroom, “<i>nena</i>”, etc.</p> <p>I think that this is my critical incident because his behaviour is a big challenge every class, and I need to put in practice all my patience. Nevertheless there are situations like when he recognizes some words in English and during the break when he hugs me and tells to me “teacher <i>jugar conmigo</i>” is when I realized that he is a child who needs all the comprehension and love that implies the process of growing up.</p>
Vicente	<p>This began since the beginning of the English classes. It took place in the 5th grade classroom. One of the 5th grade guys I am teaching was not interested on the class. I tried to encourage him to study and practice but he did not want to participate. He</p>

<p>was acting rudely; he did not follow my instructions and broke the rules.</p> <p>Once, I talked to him so he could tell me what his problem was, nevertheless, he did not say anything. I talked to a teacher so he could give me some advice. He told me that this guy's attitude could be corrected by a report but I did not like that idea. So I kept trying to encourage him.</p> <p>Then, one month ago, I was teaching and I realized this guy was not doing the activity and he had not written anything on his notebook. Then I scolded him and it was there when he shout and said he did not care about English.</p> <p>I had to report this bad attitude because he was quite rude. I guess that the principal scolded him because he was crying when returned to the class and apologized. Now he is doing every activity and participating more.</p> <p>b) Explain and interpret the incident.</p> <p>In my opinion, this guy has a very bad behaviour because his attitude is the same in the other classes. This behaviour is due to the situation he is living. This guy is growing up without being controlled by his parents. This is a difficult situation because he can do whatever he wants without being punished for his actions.</p> <p>I tried to encourage him to participate but it did not work. And, in my opinion, what I did was the correct decision after all my efforts. If I had not done that, his attitude would be the same.</p> <p>Consider what happened directly before and after the incident as well as your reaction.</p> <p>First, I realized that this boy had not a good attitude because of his body language and expressions. I knew it was not a good idea to put some pressure on him so I left him alone. I think this was the best idea I had to avoid problems.</p> <p>Then, as the time went by, I saw this guy and he was not doing the activity, I caught his attention and asked him to do something. I did this because I could not leave him without a task. He got angrier. This is when I talked to him but he was quite rude. Finally, I decided to talk to the teacher in charge of this group, he reported this situation. In my opinion, this was a way to face this guy and put a sample for the others. Now this kid is participating in class and the others do not misbehave.</p>
--

EDMODO CRITICAL INCIDENT TASK

March/April 2014

1) Alicia

Alicia . to SL Spring 2014

My critical incident took place one afternoon. My class was about 22 students and we were working on an extra activity in the book, the topic was "second conditional". I started explaining them the tenses we use it and I asked my students to pass in front the class in order to act a verb. Some of them enthusiastically did it, others were nervous but they did it. Almost at the end of the class I saw a girl using her cell phone I asked her to put it away, she made me a disgusting face and told me that the class was over, so I asked her to pass in front to act a verb at the beginning she was very rude with me I was freak out because it has never happened to me before, but I was insisting her and at the end she did it, in a bad way but I made her to participate.

It is really difficult to face these situations, when students really do not care their attitude/behavior even if they get in troubles.

- Mar 26, 2014

Andrea. said Mar 26, 2014

Ale, I can say that I have faced this situation before with my students because there's a girl that is all the time with a long and serious face, class after class Julieta and I make the effort to change that but it seems to me that she just has that attitude because of her age and sometimes she thinks she is too old for certain things. I think maybe your student was behaving like that because of the same reason (age) we have all been there when we are rebel and do not care about some things, I think you could make her participate more and challenge her with different activities so she feels more motivated. Good luck :)

J said Mar 27, 2014

Ale, I think it was a hard experience for you due to your students' age. in my opinion, the decision to ask her to participate was a good one because in that way the rest of the learners realize you are paying attention to all the things taking place in the classroom and, most important, to the students' attitude in the class.

Unfortunately, I think that girl is going to continue behaving in the way you told us so be ready to face the situation in a good manner. Do not get desperate or angry otherwise it can get worse.

H said Mar 27, 2014

What a strange situation you have. You know, from what I've heard about our classmates' projects, it seems like your student may have some kind of learning disorder. Asperger syndrome kids tend to be quite violent at times and get distracted easily. I'd suggest that you ask for some info about those kinds of situations in the classroom. You may find information about psychology useful as well. I believe Julia has something about it.

Vicente. said Mar 27, 2014

Hi, in my opinion, what you did was very good because you have to monitor your students so they all can participate.

I like this quote from a book, "democracy at school means that all boys and girls must participate and learn". *Formacion Civica y Etica. Quinto grado*, (2010: 80)

Leonardo. said Mar 27, 2014

Hello, as I know that girl I can tell you did it well and it is important to talk to our mentor and tell her the situation because you can say that if someone is using the cell phone, they are going to leave the classroom or one point less.

Alicia said Mar 28, 2014

Thank boys for your support

2) Andrea

Andrea. to SL Spring 2014

One moment that I consider as a critical incident during the past months happened three weeks ago. It took place at our Faculty, in classroom 5 during the afternoon, the first time I (and Julieta) had to face a difficult situation with all of our students regarding behaviour. Even though, our students (as most of the students) like to chat with their classmates but that day, Thursday, they were very talkative and some of them were even shouting, the class was supposed to be about occupations and jobs and we prepared a video for them but it only got worse because they were laughing at the video for no reason and it was all noise.

It was the first time that I had to face this kind of situation, I was nervous and desperate because I had been telling them to be quiet several times before and it was not working at all. When we saw this we decided to stop the class because we could not work like that anymore and we told them to please behave and that we had missed a whole hour trying to calm them down. By the end of the class we had not covered all the activities planned for that day and we were not sure about what to do if we had to face the same situation later on.

I know that it is very common in any school you go because students like to speak with each other and you do not know when it is going to happen but you need to be tolerant, keep calm and be respectful all the time. What we do after that was to speak with our advisor and the teacher in charge of the courses to ask for help and they told us that if they continue with that same attitude to tell students we are going to send a note to their parents so they would speak to them about it and it had worked so far because they are more calmed during the lesson.

- Mar 21, 2014 Escobar

Vicente (27 Mar 2014)

I completely agree with you. That situation is very common... children are very active (sometimes more than they should LOL). Fortunately, you have all the support and that idea of telling students that their parents will receive a note is a good idea. In my opinion, you had to give an example, I mean, you could have punished a person and then, the others would calm down by themselves. But this is [me as] the bad [PST].

Andrea. said Mar 27, 2014

Thank you for your piece of advice, Victor. We have done it, not like a punishment but we sent some girls a note and now they know we are no joking I just hope we don't have to send any more, but you are right if we don't do it they don't learn about their behaviour.

M. said Mar 28, 2014

Honestly, I haven't worked that much with children; nevertheless, I think you did the right thing, because they are allowed to interact, that's the point, but not like you are telling us here. You were right about warning them because if you had not done that, things might get out of control.

K said Mar 29, 2014

I haven't worked with children either, but something that has helped me with young adults is to make them work with different people, as in all classes there are groups of students that always work together. I hope this also happens in your classroom and that could be useful for you. This really works! They only focus on working and pay more attention to what they are doing. One thing is really important when working with children is that they don't see you losing control because then you will not be able to handle them, so keep calm and breath :).

3) Elena

Elena. to SL Spring 2014

My critical moment took place while I was teaching, it happened two weeks ago, it was Friday, it was the last hour and I was in front of the class. I was telling the students some instruction for the next activity and I saw some girls talking and gossiping, I went directly their sits and I saw they were writing something, so I took and it was a letter, I told them to pay attention otherwise I will tell their parents what they were doing (probably I shouldn't have done so, I mean I should tell them that was wrong and tell them to keep it in their bags but not ask them to give me the letter) one of the girls started to cry, and I got a bit scared I thought what kind of dangerous stuff can be written in this letter to make this girls burst into tears. At the end of the class I told her, that we have just three English hours per week and she cannot be writing letters in Spanish or doing other things, she was still crying and when was opening the letter in front of her, she just run out of the class, it was weird. I read it, and next class I told her I will tell their parents about the letter if she still behaving that way in class.

- Mar 31, 2014

Julieta said Mar 31, 2014

It was terrible! this kind of situations have happened to me but I think we have to be careful and breath before we take a decision. we are still learning and students are not as we expect in real life. once one student made me cry with the words he said to me. he was very rude but i think we need to take it easy. they are just teenagers and they are a little bit confused.

Elena. said Apr 2, 2014

Oh darling, I thought she would do something against me, but is nicer than before lol!! I know how it feels, but we just have to keep our leadership, no matter what.

Julieta said Apr 2, 2014

great! maybe she realized she was wrong. =).. keep doing your best =)

R. said Apr 2, 2014

junior high school students are very difficult, they are going through many changes in their bodies and lives that sometimes they do fool things in order to call everyone's attention, what you did was good, because they know that you are not playing and that you take your class seriously; i think you could also try to manage those situations differently, show some interest on them, maybe they have problems, talk to them and empathize with them. they will really appreciate it. Good luck! and keep doing your best.

4) Isabel

Isabel. to SL Spring 2014

Critical Incident

My critical incident happened like a month ago I had not talked about it because is kind of difficult for me to explain it , but anyway it happen when I was developing an activity about the "second conditional" as I usually do I asked to the students to pass in front of the class a girl just say "no, I don't want to participate", what I did was to ask another partner to help her but the guy said "she is intelligent" I felt kind of lost, but I tried to relax so I move and I asked to another student and they answer. After that incident two days after I made another activity and I asked to the girl that did no wanted to participated last time and she told that she did not understand the topic!!! And all students turned to saw her and I ask nicely what was her doubt and she told me which part was and I explained again and the complete group was paying attention and I realized that as always when teacher ask do you understand? Any doubt? They are afraid to say no, and I talk to them, that it shouldn't be in that way that I am there to explain and to clarify any doubt and now they ask frequently and I feel kind of happy because I have noticed that they are no shy or timid anymore some of them still are but I am trying to do my best and I hope they continue that way.

- Mar 30, 2014
No replies

5) Julieta

Julieta. to SL Spring 2014

One of the most recent and challenging critical incidents I have experienced took place last week during the English class for children. It started when we (Andrea and me) ask all children to practice a song we are preparing for a coming festival, so they were excited and we asked them to be quiet. Most of them paid attention and behaved; however, there were two girls, who are really noisy, that omitted our instructions and continue making noise. The problem was that they were disturbing the class and encouraging their classmates not to pay attention and not to listen to us. So, after warning them a lot of times we decided to write a note for their parents to sign. After that, the girls calmed down.

Unfortunately, they did not react the way we expected. Now they have a bad attitude during the class. They don't participate, they don't pay attention, they look angry and, even worse, and they have asked their friends to have the same attitude towards us.

To handle the situation we did not change our attitude towards them, we are still friendly with them, we ask them to participate, we reward them or we ask them to pay attention if necessary.

- Mar 27, 2014

Leonardo. said Mar 27, 2014

Julieta and Andrea I think you are doing the correct thing as they are children, you should take into consideration the participation of the students for the final grade, so they can be more encouraged to participate and if it is necessary to talk with their parents personally, do it and show the development of those students to the parents, you are doing a good job and I hope this could be useful that's why it is important to write everything on the list.

Alejandra C. said Mar 28, 2014

Julieta, it seems to be a uncomfortable situation for you, but in my opinion you are doing a great job being friendly with those two girls. Sometimes kids act like that because they do not really care to learn, in this case, English, perhaps they do not feel motivated and that is the main reason for a bad behaviour. Why do not you try to talk with the girls? Well, it is just an idea. Do not give up Julieta, you can do it (:

6) Karla

Karla. to SL Spring 2014

One day I had a critical incident during the class. It happened during the second week giving classes. The English class was about the comparative adjectives. Before all the students entered to the classroom I asked to three students to tell me about the homework. I was checking the pages and I saw that only one student of the three did the homework.

After that, all the students arrived to the classroom. When the class was about to start, I said that we were going to check the homework together. They had to describe their favourite celebrity, so I wanted them to read aloud their descriptions. As I remembered the boy that did the homework I asked him to

read his description. That was an example to start the activity because the description of the boy was really well written.

The boy did not want to say aloud his description because his favorite celebrity was Lady Gaga. I encouraged him to read it; I told him that the mistakes do not matter because we learn from them, and that we would like to hear about his description. He said “No, I don’t want” I insisted him to read it, and his friends told that it was humiliating.

I could imagine that he thought that their classmates were going to make fun of his description because he liked Lady Gaga. I couldn’t insist anymore and I felt really bad because I was not aware about the situation. So I asked them to say the descriptions but without saying the names of the celebrities.

After the activity the boy did not feel as bad as before. The students did not realize about the situation and the class continued. My biggest error was not to talk with him at the end of the class because my teacher advisor finished the class and the other group was ready to enter to the class. I regret about what happened with the boy.

- Mar 28, 2014

M said Mar 28, 2014

Oh Karla! that is very sad, you did not have the fault though. I think that at least you had the intention to talk to him at the end of the class, but as you said you did not have the time to do so, now you realize it was not a good idea, but how might you know before? You just wanted him to participate because he had done such a great writing. I have never had that experience, but I will be aware of this now that you are telling us!, and don't be ashamed or anything, I consider that we have to learn from mistakes & keep improving! :)

K. said Mar 29, 2014

These things sometimes happen. It is really difficult to know how things will occur in our classes, but in my opinion, I think you solved it in a very good way because you found the way to avoid the laughing. I know sometimes we cannot control everything in the classroom but it's important we have a proactive attitude and you had it :). Of course things can be "perfectible" (I'm not sure of the word?) like talking with the boy at the end, but like M said don't worry we are still learning!

J. said Mar 30, 2014

Some students do not participate in class because they do not want but in other cases students do not like to participate because they are trying to avoid embarrassing situations, like in your case. Fortunately you realized what was happening and you knew how to provide support to your student. I am sure he was thankful because you were a very supportive teacher.

Karla. said Mar 31, 2014

Thank you girls for your words, that is a very difficult situation, and I did what I could.

7) Leonardo

Leonardo. to SL Spring 2014

My critical incident involved one student in 4th semester and I, it happened during a class in which I was explaining the second conditional structure. This student does not pay attention in class and he does not understand as well. So one time, I asked him to tell me a verb to contribute to the class and he told me that he did not know, however; I encourage him to tell me one and it did not matter if the verb was in Spanish, so he told me one and I asked the whole group to pronounce it in English and everybody told me, then, I told that student to change his seat and that the seat was going to be his new one and he did a gesture like if I was joking.

Thus, in other class I saw the same student in other seat and I asked him to sit on the place I assigned him last time and he did it so, it was surprising to me because I thought he was not change his seat, and the thing that impressed me the most was that I asked him about a noun in English and he told me one so I realized that he is very intelligent but he gets distracted very easily. So what do you think ;

- Mar 27, 2014

D said Mar 27, 2014

I think that your strategy is very good. I did not have idea that the strategy you use can be beneficial for the students that always are chatting during classes or are just playing around.

Karla said Mar 28, 2014

Ok, that was a good strategy, and I know that sometimes the age is a factor when we try to give instructions. Sometimes they think that what we say is not serious. Changing him of the seat was good to avoid the distraction of the boy.

8) Otto

Otto. to SL Spring 2014

Well, thinking about one critical incident task associated with my project happened two weeks ago (from March 3rd to March 7th, the previous week I had been preparing all the material I was supposed to use during a week, but the first day I went to the '*Casa Hogar*' I saw all the students doing homework, and studying, and I asked why they were at the library before the beginning of the class.

And their answer surprised me, they said that they had a lot of homework for the other subjects, and they needed to deliver it before the tests, and I had to help them to do their homework from all the subjects, even I helped with math and English, and that week I did not use my material, and I did not gave a class, but at least I helped them with English homework.

Perhaps, my mistake was not listen the students when they said that they will have an stressful week, I think I could had done something, but after that week, I was happy, because all the students delivered all their homework, and now I hope they can do it well in their exams.

Mar 30, 2014

F. said Mar 30, 2014

Otto, I am not sure what happened and I am not sure if it was your best decision. I remember having stressful weeks (and more than weeks!) in high school but even when it happened and we told our teachers they gave us classes. Some of them were more sensitive and left no homework or left homework to be delivered after our stress time. I know this is a difficult situation and your intention was to help them and try to gain their confidence on you and this is great. However, once you start working at a school, I believe you shouldn't do this kind of things because other teachers may abuse of your kindness and affect your performance as a teacher. That's just my opinion but think about it..

C said Mar 30, 2014

Otto, I think that you are a great person, but sometimes you should take the time that is yours. I know that I am like you but we have to learn how to use the time we own. I know you are doing a great job, and I hope you the best.

9) Patty

Patty. to SL Spring 2014

I am happy because I have not have problems with the environment of my practicum, fortunately the people who work on day-care center are very kind and flexible in addition I always try to have a good attitude and help the teacher in everything that they need.

My critical incident has to do with my teaching practice and especially with a little boy he began to come to the center about a month ago. He is a very active boy , he likes to roll down on the floor he cries, he does not listen my instructions, his attention span is very short and he has not develop his language although he is 3 years and a half, but he can says some words such as: water, bathroom,"nena" , etc.

I think that this is my critical incident because his behaviour is a big challenge every class, and I need to put in practice all my patience. Nevertheless, there are situations like when he recognizes some words in English and during the break when he hugs me and tells to me "teacher *jugar conmigo*" is when I realized that he is child who needs all the comprehension and love that implies the process of growing up.

Mar 28, 2014

Karla said Mar 28, 2014

Yes, you are right, in this time, you have a very hyperactive boy, so, I suggest you investigate in internet about different attractive activities for this kind of children. And I also think it could be a good strategy to talk to him while you are playing with him. Sometimes we think that very young children don't understand us, but if you try, he can do it. Good luck! You can do it!

Patty. said Mar 29, 2014

thanks Karem!! I will try it

10) Vicente

Vicente. to SL Spring 2014

Hello everybody, I had not uploaded anything because I was very busy. I sometimes take the role of a nurse. Sometimes, I represent the '*Casa Hogar*' in other schools where I applied some exams or in *Consejo Tecnico Escolar* meetings. Also when a teacher misses, I take their group and sometimes I help to organize events.

I look forward to seeing you soon.

Best wishes

Vicente

Apr 1, 2014

K. said Apr 2, 2014

wow! It's nice to see you are dealing with all the roles a teacher "plays". I'm sure you are getting a lot of experience and knowledge for the future, I hope you enjoy all these. :)

Vicente. said Apr 8, 2014

Sure, I am having a great time and a lot of valuable experience. Thanks and take care.

C. said Apr 22, 2014

OMG, What did you do with that poor kid? I´m kidding :) It is GREAT to see the work you are doing, I´m sure the kids are very happy with you as their teacher and I am also sure you are doing an excellent job teaching them :). It not only help you as a teacher, it also help you as a human being, great for you Vicente!

a) Write a brief description of an 'incident' from a teaching practice experience.

This began since the beginning of the English classes. It took place in the 5th grade classroom. One of the 5th grade guys I am teaching was not interested on the class. I tried to encourage him to study and practice but he did not want to participate. He was acting rudely; he did not follow my instructions and broke the rules.

Once, I talked to him so he could tell me what his problem was, nevertheless, he did not say anything. I talked to a teacher so he could give me some advice. He told me that this guy's attitude could be corrected by a report but I did not like that idea. So I kept trying to encourage him.

Then, one month ago, I was teaching and I realized this guy was not doing the activity and he had not written anything on his notebook. Then I scolded him and it was there when he shout and said he did not care about English.

I had to report this bad attitude because he was quite rude. I guess that the principal scolded him because he was crying when returned to the class and apologized. Now he is doing every activity and participating more.

b) Explain and interpret the incident.

In my opinion, this guy has a very bad behaviour because his attitude is the same in the other classes. This behaviour is due to the situation he is living. This guy is growing up without being controlled by his parents. This is a difficult situation because he can do whatever he wants without being punished for his actions.

I tried to encourage him to participate but it did not work. And, in my opinion, what I did was the correct decision after all my efforts. If I had not done that, his attitude would be the same.

Consider what happened directly before and after the incident as well as your reaction.

First, I realized that this boy had not a good attitude because of his body language and expressions. I knew it was not a good idea to put some pressure on him so I left him alone. I think this was the best idea I had to avoid problems.

Then, as the time went by, I saw this guy and he was not doing the activity, I caught his attention and asked him to do something. I did this because I could not leave him without a task.

He got angrier. This is when I talked to him but he was quite rude.

Finally, I decided to talk to the teacher in charge of this group, he reported this situation. In my opinion, this was a way to face this guy and put a sample for the others.

Now this kid is participating in class and the others do not misbehave.

Appendix 8: FACE TO FACE INTERVIEW CONSENT FORM.

PRACTICUM

INFORMED CONSENT FORM: Semi-structured Face to Face Interview

Participant Information

Date August 5, 2014 Version number 3

Study title: Pre-Service Teachers' Identity Construction throughout the Practicum Component of Initial Teacher Education

Researcher name: Ana María Elisa Díaz de la Garza

Staff/Student number: **25607812**

ERGO reference number: **6350**

Hello! As a teacher educator at the Tuxtla Language School I am asking 9th semester student teachers to participate in a **semi-structured face to face interview** in order to explore and learn more about how you addressed the dilemma of agency and how it affected your teacher identity development during the practicum component of your TESOL teacher education program during the 2014 Spring term. I would greatly appreciate your participation. Your participation is voluntary and you can withdraw from the project at any point in time without giving any reasons.

This face-to-face interview is expected to take 20 minutes. There are no known risks to participating in the focus group. Any information collected about your school or students will be anonymized and not shared, and no identifying information will be used in any written or oral reports about the session. Please read this information carefully before deciding whether to take part in this research study.

Thank you for your time,

Ana Maria Elisa Diaz de la Garza
Researcher

Statement of Consent

I have read and understood the information about this study. In consenting, I understand that my legal rights are not affected. I also understand that data collected as part of this research will be kept confidential and that published results will maintain that confidentiality. I finally understand that if I have any questions about my rights as a participant in this research, or if I feel that I have been placed at risk, I may contact the Administrator of the Ethics Committee, Humanities, University of Southampton, SO17 1BJ, UK. Phone: +44 (0)23 8059 4663, Email: I.Ghose@soton.ac.uk.

I certify that I am 16 years or older. I have read the above consent form and I give consent to participate in the above described research.

Please initial the boxes if you agree with the statements:

I have read and understood the information sheet (January 2014 Version 2) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data to be used for the purpose of this study.

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected

Data Protection

I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous. I consent to participating in this interview and also authorize that this interview be recorded for research purposes.

I am aware that I may withdraw from the study at any time.

Name of participant (print name)
Signature of participant.....
Date.....

Appendix 9: SEMI-STRUCTURED FACE TO FACE INTERVIEW PROMPT.

Good morning. I appreciate your help in answering some questions about your practicum which was conducted in the state of Chiapas, Mexico in the Spring 2014 term during the 8th semester of your SLTE program at the Tuxtla Language Faculty. This is part of my doctoral investigation **Pre-Service Teachers’ Identity Construction throughout the Practicum Component of Initial Teacher Education.**

This face to face interview is expected to take 20 minutes. There are no known risks to participating in the interview. Any information collected about your school or students will be anonymized and not shared, and no identifying information will be used in any written or oral reports about the session.

Thank you for your time,

Ana Maria Elisa Diaz de la Garza
Researcher

Please describe your practicum project.
How useful did you feel that your practicum was for your professional development?
Do you feel differently about teaching now that you have concluded your practicum?
What changed?
How did you see yourself as a teacher before?
How do you see yourself now?
How did others see you throughout the practicum?
How do you hope to see yourself in the future as a result of this experience?
Now that you have completed your practicum do you have different ideas about your teacher identity?
Tell us about a critical incident which you had during your practicum.
What about teacher agency?

What was the impact of your practicum on your host school?
Is there anything which you would like to comment on?

Appendix 10: FACE TO FACE INTERVIEW TRANSCRIPTS

'Alicia'.

(12 minutes 17 seconds)

Time	Turn	Discourse
00:02	A	Good morning. I am with Alicia, and today is August 25 th , 2014. Alicia conducted her practicum in the Spring term of 2014. Alicia good morning, thank you for participating in this um face to face.... (?) interview.
00:21	Alicia	Good morning.
00:23	A	Would you mind um... me taping this session?
00:26	Alicia	No, it's okay.
00:27	A	Thank you very much. Alicia Can you please tell us a little bit about your practicum project?
00:31	Alicia	Yes of course. Okay, my project was about giving classes in a high school, uh... to the fourth semester around... I don't know eigh-eight... no, fourteen, no... like... one hundred, eh... students, and... seventeen, eh... nineteen years old?
00:56	A	Okay.
00:57	Alicia	Um...
00:57	A	All of,
00:58	Alicia	it was...
00:58	A	All of the students were in high school?
01:00	Alicia	Yeah.
01:00	A	Right? In high school?
01:01	Alicia	Yes.
01:02	A	In a public high school in,...?
01:02	Alicia	In a public, yes.
01:03	A	In the capital of...
01:04	Alicia	Tuxtla Gutierrez, Chiapas.
01:06	A	of

01:06	Alicia	Mexico.
01:06	A	The state. Uh-huh, so you gave them classes were they just general English classes or was the, was it helping students that were...
01:14	Alicia	No, it was
01:14	A	Struggling...?
01:15	Alicia	Just... English classes.
01:17	A	Okay,
01:17	Alicia	Yes.
01:17	A	How useful do you feel that your practicum was for your professional development?
01:22	Alicia	Oh.... oh.... God okay, it was really helpful because I developed many skills. I feel more sec-more... confidence? Uh, I think I can do this job.
01:33	A	Very good, thank you. Do you feel differently about teaching now that you have concluded your practicum?
01:38	Alicia	Yes of course!
01:40	A	Why did your perceptions change? How did you feel you were as a teacher before and now? After the practicum what happened?
01:46	Alicia	Okay because, eh, before... before, eh, we think that everything is going to be as weee, made in our lesson plans, but when we are in the classroom sometimes, eh, things doesn't... eh, go the way we, we want to, so we have to improve many times during the class. So I think, eh, I have to be prepared for that situations.
02:14	A	Okay, thank you. So, you feel differently. What changed in you as a teacher? F-for your identity? Remember your identity is how you see yourself, how others see you and how you would like to see yourself in the future. How do you feel you have changed?
02:29	Alicia	Uh, I think I have changed in the way that, eh, a teacher my, eh my coordinator of this project, saw me as a, as a real teacher because, before thee, the project I, I was like a student, but no, I think I have built a great eh identity.
02:51	A	Okay, thank you. How do others see you? For example, um, in the school where you were... where you, where you were placed? Did they treat you with respect? Did they treat you as a teacher, as a student...?
03:04	Alicia	Okay, at the beginning they were scared because I was like, in the same age, and they saw me like a friend, not like a teacher.
03:11	A	Uh-huh.
03:11	Alicia	But then with the... with the time they saw me like, like a teacher, and they really respect me.

03:18	A	Okay.
03:19	Alicia	Yeah.
03:20	A	That's good. And other staff at the school? How did they treat you?
03:22	Alicia	Uhhh they treat meee, I think, even as a, as a teacher, because I..., in the last semester sure, I think I had the, the....
03:31	A	Did you have any conflict when you were in the school? Because, maybe they told you: "This is the way we do things here, you can't do that."
03:39	Alicia	Yes, because ehhe, they are, ehhe used to work with the book of, the English book, and we cannot, ehhe, introduce, eh, or give students an extra material. We just have to follow the, the, the English book.
03:53	A	Okay. Did this make your life easier or more difficult?
03:57	Alicia	Difficult because sometimes in classes I wanted to make another activity but it was impossible because I have to make copies for all the students and for me.
04:07	Ana	How many students did you say were in each group? Forty?
04:10	Alicia	Forty, yes.
04:14	A	Okay, forty. Thank you very much, um... how do you hope to see you-yourself in the future now that you have had this experience of teaching almost for a full term? How do you see yourself as a teacher in the future? What kind of teacher would you like to be?
04:28	Alicia	Uh, I'm not totally sure, but I don't want to be the lazy teacher, thee... the common teacher that always is following the book, I want to, to make my class, ehhe... d-dynamic, energetic, I don't know, I want to improve many things in my classroom.
04:45	A	Okay, for the teachers that have to follow the book, do you feel that somehow the system absorbs them and then they become like robots just following the book instead of teaching learners?
04:56	Alicia	Yes, maybe, but sometimes other teachers feel comfortable using the book.
05:01	A	Mmm-hmm.
05:01	Alicia	And others no. So I think in some cases I think yes.
05:06	A	In your case you do not?
05:07	Alicia	No.
05:07	A	Like to follow the book, like the Bible?
05:08	Alicia	No, I don't, I don't like it.

05:10	A	It's like following the Bible, "This is the word! And you have to follow this." Okay. Um... do you have then different ideas now about teaching of what is possible and what is not possible?
05:20	Alicia	Yes. Yes, because each school have ehhh his own rules so we, we as teachers have to follow, to follow it.
05:28	A	Okay, talking about teacher agency, which is how you make sense of what you can and cannot do... were you free to do many things or they told you: "Follow the book and go teach the class"?
05:40	Alicia	Yes, I was like, ummm... um... I don't know how to explain, but I, I were not eh, allowed to do many things, because as they are teenagers, they are in a difficult age, so we have to be very careful with them, not to, for example not to wear, eh... clothes, many shorts or I don't know, but, in the classroom we were very eh strict, with them. We have to be very careful, even with the activities, what kind of, if weee, brought them a song we have to check the, the letter and all that stuff.
06:20	A	Okay, then you had to check the lyrics so that...
06:22	Alicia	Yes.
06:22	A	it would be suitable for them?
06:24	Alicia	Yeah.
06:24	A	And not cause any problems, with the parents or with the students or with the...?
06:27	Alicia	With the students, with the students.
06:29	A	With the students.
06:30	Alicia	Yes.
06:30	A	Okay. So what was the impact of your, of your practicum on the host school? Now that you've completed it, do you feel that there was an impact of your...?
06:40	Alicia	Yes, I think of, I think because, for example, the way my teacher teach in, in that school um, the way I, I (?) them it's ,... I think it's, it was different.
06:52	A	Uh-huh.
06:52	Alicia	Because I was like, as I'm in the same age, well, kind of, I was like, more dynamic. I tried to make my, my classes more, eh... v-more fun, and the teacher no, because, as they are, as she works, eh, in a full time there, eh, she have to really... really follow the, the book, and I tried to make it different.
07:17	A	Mmm-hmm. So, um... in general, we can say that your experience enriched you?
07:25	Alicia	Yes, of course.

07:26	A	Did you feel a little limited? Because you wanted to do other types of activities.
07:30	Alicia	Yes, but it doesn't matter because I, I have noted that this can be in each school.
07:35	A	Mmm-hmm.
07:36	Alicia	Because each school have, eh his own rules, so I have tooo get used to that, that I will not allow to do what I want to.
07:43	A	Okay, so you have to adapt to...
07:44	Alicia	Yes.
07:45	A	Their policies. And everything but you do have the freedom to, to suggest ideas and see if they're authorized? Did you have any particular problems with any of the groups? Because you had so many groups, to work with.
07:55	Alicia	Yes.
07:55	A	So many students, was there anything that was particularly challenging for you?
07:59	Alicia	Yes, the control mana-management, because as they are like forty, forty-five,
08:04	A	Uh-huh.
08:04	Alicia	If they, it was really difficult to control them because all the time they were like laughing and screaming and, and they didn't want to do the, the task of the books, but, it was only on the first days,
08:17	A	Mmm-hmm.
08:17	Alicia	And then well.... I don't know how but, I really controlled them.
08:22	A	You learned?
08:22	Alicia	Yeah.
08:22	A	To control them? Okay, as part of the task for this, for this study you were asked to uh, speak about a critical incident. Would you please tell us a little bit about the critical incident in your practice?
08:37	Alicia	Ehhh...
08:39	A	Or anything special that you can remember maybe, was it the one that you sent me as a, as part of the task? Maybe there was a special moment in time that you said: "Oh, this is something that's very significant."
08:51	Alicia	Okay, I think it was ummm... when a, a girl, uh, asked me not tooo, because, at the end of thee first partial,
09:04	A	Mmm-hmm.
09:04	Alicia	They, we as teachers have to check all the signs in their books, uhhh but as they are many groups, all of them want to check it in the same time, and all, all of them were on

		my, my table, and I was trying to check just the first, eh, for example thee, the group A, and I was checking the, that group and then a girl, another group arrived, asking me a favour just to check the book, and I said: "Yes, of course!" It was just like, one or two minutes, and then a, a girl, eh standing up and told me: "Ah, but it's not her turn, you have to wait, why you are doing that, teacher?" and she was like, very uhh, angry with me, and I said: "Okay, what's your number of the list?," and she was of the, of the last at the end of the list, and, as they have to wait, they cannot leave,
09:58	A	Mmm-hmm.
09:59	Alicia	So I, I, I tell her: "Okay, give me your book, I will check it and you can go." And, and she was: "Okay, whatever." And I checked the book, and she, she left thee, the classroom.
10:11	A	Okay, in the future, a-as a result of this experience, is there another alternative that you could use so that I-if you're in a similar situation, you can avoid problems? Have you thought about that?.
10:23	Alicia	No, not really.
10:24	A	Okay, I can give you some suggestions. Do you it by list number?
10:28	Alicia	Uh-huh.
10:29	A	Or you do it by rows, first I'm checking this row, and every day, one day you w-I don't know, It's forty students?
10:34	Alicia	Yes.
10:35	A	The whole hour goes by for you to check signatures, so what you might have to do there is, is go by rows and say: "Okay on Monday I'm going from the letter A to the letter D in the alphabet, for each group." And you'll take only five minutes, you can't take the whole class, because...
10:48	Alicia	Yes.
10:48	A	Then you don't teach. Okay? And...
10:50	Alicia	And we, we lose time.
10:51	A	Uh-huh, and did you notice that you're kind of teacher as policeman, not teacher as educator?
10:56	Alicia	Yeah.
10:57	A	You become a policeman counting their signatures and if you don't have them you don't get the point or what?
11:02	Alicia	Yes.
11:02	A	I don't know how you manage that. So, why do you think sometimes teachers have to use these approaches?
11:07	Alicia	Ah, I don't know, it's, I mean, it's really difficult to be a teacher when some students have bad, that way of being, I,

		I don't know, I, I'm not sure.
11:18	A	In a perfect group you would not have to even check it, everyone would do all their homework, but unfortunately, if you don't check it, half of them don't do it.
11:26	Alicia	Yeah.
11:26	A	So that's why maybe... perhaps, that maybe that's something you can talk to the, to your mentor about.
11:32	Alicia	Yes.
11:33	A	Okay, is there anything else would you like to comment about during your practicum?
11:37	Alicia	Nnn... well, I just want to say that this [practicum] really helped me with my identity, I feel more comfortable, more, eh... confidence? And I think I can, I can teach wherever!
11:53	A	Okay! You've got the confidence that wherever they place you,...
11:56	Alicia	Yes, I think...
11:56	A	You feel that you'll be able to adapt and adjust to whatever...?
11:59	Alicia	Yes, because I think...
12:00	A	Uh-huh.
12:00	Alicia	Teaching teenagers is really difficult and I do it.
12:04	A	If you can survive this, you can...?
12:06	Alicia	Yes!
12:06	A	Survive anything. Okay. Alicia, thank you so much. It's very kind of you to... give me the opportunity to interview you.
12:12	Alicia	Thank you, teacher, for inviting me.
12:14	A	Remember this is going to be used for research purposes. Thank you.
12:17	Alicia	Yeah.
12:17	A	Very much.
12:17	Alicia	Thank you.

'Andrea'.

(13 minutes 47 seconds)

Time	Turn	Discourse
00:02	A	Good morning. Today is August 7 th , 2014, and I am speaking with... Andrea, who worked on her special project teaching English to young learners. How old were your students

		Andrea?
00:18	Andrea	Uhhh... they were between ten and twelve years old.
00:22	A	Okay. Uh, Andrea's project took place in the university for a special program for anyone from 12 - 14 who wants...who wished to learn English. Andrea can you please tell us a little bit about your project?
00:35	Andrea	Well, i-it's started on February 24 th , aaand uh we, eh, received around forty-two, uhhh, children, but they were divided in two groups, aaand, uh one of them was teaching by, was taught by me and one of my classmates, aaand, it was about teaching, uh, students, but eh, not in a common way, but introducing culture, aaand make i-making the students work, uhhh, at their own times and letting them, uhhh, be able to, to go with the-their own learning process and styles.
01:16	A	Okay, so you respected their, their... their pace
01:20	Andrea	Yeah.
01:20	A	And their specific learning styles.
01:22	Andrea	Yeah.
01:22	A	Very good, thank you for that Andrea. Can you please tell me how useful you feel this practicum experience was for you in your professional development?
01:31	Andrea	It, it has been like, one of the best experiences, because it's the first time I teach children, aaand, also it's the first time I s-III... I have spent like a lot of time in a classroom teaching and that's very useful for me, and it's going to be useful for me as a future teacher because I have now more experience in that field.
01:54	A	How many hours a week did you teach each group?
01:57	Andrea	Ummm... like six hours a week.
02:04	A	Okay, so how many students were in each group and what was the schedule?
02:08	Andrea	Ummm, there were, in one of the classrooms wa-weeere... twenty-two children and the other one were twenty, and one of them was taught by me and Julieta and the other one by [a Newly Qualified Teacher], and we taught, eh, one hour in thirty minutes. Each day.
02:30	A	Each day.
02:30	Andrea	Yeah.
02:31	A	Okay. So you had twenty students?
02:33	Andrea	Yeah. No, twenty-two, twenty-two.
02:35	A	Twenty-two.
02:36	Andrea	Yeah.

02:37	A	Okay. Now that you had this experience how do you feel about teaching? Because before, in seventh semester you had one idea. Now that you had this opportunity to really interact with the group for a prolonged period of time, what do you think about teaching, has your concept changed?
02:55	Andrea	It has in some way because uh-hh now, I feel like teaching eh you give mmm, more, you c-you can give more to your students not only just teaching them uh-hh the subject, the subject that you're teaching, but also you can teach them values because you're, you're a, um, you can be like aaa, like a guide for them, and also I feel, ummm, that teaching, eh-hh it's very rewarding, because, um, students, um, you, you can notice the, the process eh, the learning process of the students and you can notice the, the advance and those things.
03:35	A	Thank you. Um, so now what is your vi-vision of yourself as a teacher? Has it evolved?
03:42	Andrea	Yeah because, at first, I wasn't sure if I was going to be able to teach, and children especially because they are, ummm, a little bit difficult for me to handle. But, now I think that I can do it and I feel like I have grown up like, in that aspect of my life and I, and I hope I can keep getting better.
04:06	A	Okay, so you taught the students three times a week or twice a week? For an hour and a half?
04:12	Andrea	Uh-hh, uh, oh, eh, the, from Monday to Friday.
04:16	A	Monday to Friday one hour and a half each day?
04:17	Andrea	Yeah, each day.
04:19	A	Okay that was a lot of
04:20	Andrea	Yeah.
04:20	A	Practice. A, very great deal of practice. What was the most challenging thing for you?
04:25	Andrea	Keep their children in their places.
04:28	A	Classroom management?
04:29	Andrea	Yeah, classroom management was the most difficult thing for me because they were really active and they want, they wanted to be doing activities all the time and talking with their classmates, interacting, and that for me was a, a little bit difficult.
04:43	A	Okay. Um, now that you have completed this practicum... what do you think about your teacher ID? Your teacher ID is how you see yourself, how others see you and how you see yourself in the future. What kind of teacher do you hope to become?
05:01	Andrea	Well, at first I was thinking that I wanted to be a friendly teacher. But now I know that I have to be friendly, but I have to be firm at the same time, because, for example with children, if you show only your friendly part, they take advantage of that

		and they think: "Oh! The teacher is friendly and he's going to let me do whatever I want" and it's not like that. So, in the future I, I, I hope I can be... friendly but at the same time, uhhh firm with them.
05:32	A	Okay. Um... as part of the p-of the practicum requirements you, you were instructed to discuss a critical incident. Would you like to talk to us about some critical incident that happened during your practicum that really, really changed the way that you think about teaching?
05:50	Andrea	Well, one of them was, um, we had two students and they were, they were really talkative all the time, and we always uhhh, tried to talk to them and tell them: "You should behave, you should pay attention," because one thing is that you know the topic and the other is that you're distracting your classmates that they don't know the topic and they want to learn. And we talked to them many times and they did-they didn't listen, we talked to their parents, we sent them notes. And it was really difficult because, eh, in some of the lessons they were just sitting down and staring at us and they were like bored, and that (?) was a little bit ummm... I feel a little bit ummm, sad in some way, because... a-as a teacher you want all your students to work and all your students to be happy but you need to, they had a bigger level, so uh, a better level, upper level, so it was a little difficult to mix that, that part. So that was one of the things that they were like, always mmm... with their faces like they looked bored and: "Oh I have done this already, I know how to do it, please let's change the activity," So yeah I, I hope I can, eh... in the future I, I don't... I know how to deal with these kinds of situations.
07:13	A	Okay, thank you Andrea. Um, how did other teachers, other staff treat you? Did they treat you with respect and kindness? Did someone tell you: you have to follow this programme? Or did you have a lot of liberty? A lot of freedom?
07:28	Andrea	Well, they treat me well, all of the staff, all of the members of the school, they treat me always with respect and also for me through them it was with respect all the time. Uh, we had to follow uh, certain... eh, certain things, eh, for example we had a book and we had to follow the ac-the activities from the book, but we also had the liberty to prepare some activities by ourselves, so it was ummm, a really good, um... working environment.
08:00	A	Okay. Did you have a specific curriculum? And you had a supervisor that was supervising you, I think [name omitted Professor X] was, uh...
08:08	Andrea	Yeah.
08:08	A	Supervising you?
08:09	Andrea	Yes.
08:10	A	Or did you, did you create everything on your own?

08:13	Andrea	No, the, the, the creator, well, it was, I think it was a, a kind of a group, a group work, teamwork, because it was her and two other teachers that worked eh, with the curriculum of the, of the course, and we had to follow th-that curriculum, th-the topics that were in that eh curriculum we, we were supposed to teach to the children.
08:36	A	Mmm-hmm, did you have any trouble with that?
08:38	Andrea	Ummm, at the beginning no, but after that we had to adequate the... adapt the, these curriculum to the most important, eh topics to teach to the children.
08:51	A	Thank you. Okay, what about teacher agency? Teacher agency is how you figure out what you can and cannot do in each circumstance. Ummmmm.... How successful do you feel you were with that during the practicum?
09:05	Andrea	Well, I think it was good for us because the, the children were... most of the time cooperative and participative, eh but sometimes it was difficult for me, for th-in, in, regarding classroom management, and that for me it was ummm... kind of... ummm, I, I felt like I could do more than I have done, but when I thought about it, it was, it was one of those situations when you, when you think, when th-the situation already happened and you, and you figure out: "Oh! I could have done this and I could have done that," but you don't do it and maybe in the next, eh opportunity you have, eh you can apply those things that you thought about.
09:55	A	Okay. As, as part of the practicum you were instructed to reflect three times throughout the practicum. Did that type of reflection help you to become a better teacher?
10:03	Andrea	Yeah because, uh, on-once you're teaching, you-you're, eh, like on a stage and you have to be, like, kind of a performer with y-with your students and you don't think about what you're doing in that time just, you just teach, and then when you go out you reflect about the things that youuu that you have done during that class, and then when you, um, I'm thinking about it and you have specific questions to answer and you reflect about those things that you c-y-that, as I mentioned you could have done, um, it, it, it's better because you, you feel like (?) situation it's, eh, happens in the classroom you can do a little bit more and practice a little bit more.
10:51	A	And improve?
10:52	Andrea	And improve, of course.
10:53	A	Okay. Thank you. What was the impact then of your practicum on the, on the University and on the students?
11:00	Andrea	Well... I think it has a an important impact because, um, this is the first time that eh this kind of course is open to the children, and for me to have been part of that it was also, uh... really important for my career, uh because as a teacher you expect to at least teach each level once or each uh stage of the

		students once, so you have more experience, and s-so you discover eh, what's the, the part of the, of the mmm... the, the part of the, or the level that you want to teach but also for the society because, eh, it gives the opportunity to learn English, to more eh among people, not only, um... well, teenagers and young adults, and adults also, because eh English is an important tool for, for... mostly for, uh, for job opportunities and for, eh, when travelling and things like that
12:12	A	Mmm-hmm.
12:13	Andrea	So... it's very important and I think it, if it starts eh in an, earlier in a, in a person's um, life, it's better because you can be improving and you learn to like eh the language.
12:29	A	Will that quest continue for other students in the future?
12:32	Andrea	Yes.
12:32	A	Yes.
12:33	Andrea	Yes it's uh a course that is going to be from Mar-from... February 24 th and it's going to continue it's for like, three years, I think, it's six semesters.
12:45	A	That's the plan?
12:45	Andrea	Yeah.
12:46	A	Okay, very good. Ummmm, what else was I going to ask you? What was the impact for you in the future now that you have job experience? Do you? Will you want to continue teaching young learners in the future or do you prefer to try with older students?
13:00	Andrea	I would like to continue teaching young learners but I will also like to, to explore the different uh stages of, of students, for example teach uh maybe teenagers or high school students because I think you can work really well with them. So yeah I would like to teach children and also....
13:20	A	Mmm-hmm.
13:21	Andrea	Maybe explore.
13:22	A	Do you have any other comments you'd like to make regarding the practicum?
13:25	Andrea	Well....
13:26	A	For research purposes?
13:27	Andrea	Well, that it was a, a good experience, that eh [the practicum] is really important for university students because in that way you practice what you have learned during your academic life.
13:39	A	Okay, thank you very much. Remember you will remain anonymous and everything will be used for research purposes. Thank you very much Andrea.

13:47	Andrea	Thank you.
-------	--------	------------

'Elena'.

(19 minutes 20 seconds)

Time	Turn	Discourse
0"7	A	Ok, good morning!
0"9	E	Good morning!
0"10	A	Today, which is the fifth of August, I am talking with Elena who worked in a junior high school in [a community located 30 minutes from the capital]. Elena can you please tell me a little bit about your practical project?
0"23	E	Yes, well at the beginning it was difficult because I didn't know where was the community or I didn't know how it would be for me because also it was my first time as a teacher as a real teacher aam but it was ok the teacher ehh... well the person who works there eh... eh.. it's a very nice person and give me confidence to participate and to work with students. Yeah, but the only ummm problem that I find there was behaviour and classroom management but at the end it was help... it was helpful for me and...
1"18	A	Ok, thank you. So how effective do you feel this experience was for your professional development? Did you feel you changed a lot from the beginning to the end?
1"28	E	I'm sure it help too much for me because at the beginning I didn't know what to do exactly with the kids but with the time I got their attention, they respect me as a teacher. It changed a lot because, well at the beginning, I didn't know how to present myself or how to behave. But at the end the teacher told me you should do this and why if you try this and that helped me a lot.
2"12	A	So you had a mentor teacher in school that was there to support you?
2"16	E	Yeah.
2"17	A	Ok, was she an English teacher or a Spanish teacher?
2"19	E	The English teacher, she was the.. the teacher of the group.
2"23	A	Ah! Ok umm... tell me a little bit about the school where you worked.
2"36	E	Yes.
2"37	A	Ummmmm... Can you tell me a little bit about the type of students that go there? It's a public school and I know that the students there are not wealthy. They're probably students from disadvantaged backgrounds.
2"47	E	Yes, emm... well the school is ahh like ten minutes outside of the

		village, is not in the centre, it is on the highway and ahh ... Well most of the students has their first English contact in the first grade of secondary school and for some it was difficult but for some others take took classes in other schools and they were few like two or three and some of them cam come from ummm ummm places that aren't in the town that are outside the town and their... their parents some of their parents work as farmers and yeah it 's.... it 's kind of problem for them to open their minds to new languages and expectations from life to change lifestyles.
4"2	A	Ok, so do you think most of the parents know how to read and write?
4"6	E	Ahh I don't think so. Most of them didn't ..ummmmm well I didn't see that problem but I suppose it 's real because as a farmer you don't you don't need to write exactly some of them had problems checking their homeworks and stuff like that.
4"31	A	If they can barely read and write how can they help their children? Do you think most of the children ummm were... were.....? Because you were in one of the schools that was the most economically disadvantaged, do you think that they all had three meals a day or perhaps not?
4"49	E	Ummm--- what I saw mm eh in the break they did take their lunch.
4"58	A	Everyone had lunch?
5"00	E	Not everyone some of they play soccer but mostly the girls are the ones who take their lunch outside the classroom but in our class I did a... How can I say ...?
5"17	A	A task?
5"19	E	Ummm.... well it wasn't a task it was a <i>encuesta</i> I don't ...
5"23	A	A survey?
5"24	E	A survey! Exactly and they write like few like from 20 students like five didn't take ahh lunch in their houses.
5"37	A	Do you think that they didn't take lunch because they didn't want to or because they don't have money to be able to buy it?
5"43	E	I think one reason could be that their parents give them money to buy something in the school or the or the they don't have don't have time or don't have money or
5"57	A	When you asked them to do an activity was there anyone that said that they can't do it because they don't have the book or a notebook or pen or can't afford whatever you asked me to buy for a project?
6"4	E	No. I didn't. I took the material and
6"6	A	You had no problems with that?
6"7	E	No.
6"8	A	You always made sure that everyone had resources?

6"9	E	Yes.
6"10	A	Ok.
6"11	E	Ahhh ... once we ahh asked them to bring a clock made by their hands and it was fun because even if it was ahh they took a different material from trash and stuff like that but it wasn't a problem.
6"30	A	And it all worked out ok?
6"31	E	Yeah.
6"32	A	Thank you. So how useful was this for your professional development as a future English teacher?
6"39	E	Well it was my first experience and now I know how they behave and what they do ummm to practise English. I mean some of the excuses why they don't do the homeworkee yeah it worked I think it worked more for me as the first experience....
7"3	A	Ummm... What did you find the most challenging?
7"11	E	Management, group management because as I don't look as older as the other teacher and I think that was a problem at the beginning because they didn't want to pay attention and when I asked sometimes about something they didn't want to answer and they feel I don't know ahh not the same age Because I am not like ... but it wasn't a very, very, very big differences.
7"43	A	How many classes did you teach a day and what was the size of your group?
7"47	E	Ok... Well I had five groups of forty forty-two ah children and per week it was fifteen hours.
8"00	A	Fifteen hours ok you gave them fifty minutes a day?
8"4	E	Ahh ah one day they took one hour and another day during the week they took two hours of the English classes.
8"14	A	So you saw them twice a week?
8"17	E	Yes, twice.
8"18	A	Ah! Ok. How do you see yourself as a teacher now that you have had this experience?
8"23	E	Well, ah now I know I have to understand the conditions first and then work with them according to what they want what those the program of the school wants and to know first how the background, I mean how much English they took... Ummm in other schools or how much they know.... If I, if they are real beginners or not.
8"54	A	Ok, so you taught them English in the secondary school. Did you teach all the groups or just the ninth grades?
9"2	E	Ahh, all the [seventh] grades.
9"5	A	All the [seventh] grades?

9"6	E	Well, except for one.
9"9	A	So that's a very big school ... that's a very big school. Ok- How did other people see you in the school? Did they treat you with respect? The administrative staff, the other teachers...?
9"19	E	Yeah. I talked I talked with the principal umm twice but the other teachers that were friends of the English teacher, Ummm... They treated me well...they invited me to go out as a.. a partners not as other thing.
9:42	A	So they socialized with you?
9"43	E	Yeah.
9"44	A	Just like an equal?
9"45	E	Yeah!
9"46	A	Ok - that was good!
9"47	E	Yeah! They treated me like a teacher.... come here and yeah ...
9"51	A	That was nice. So now that you have had this experience has your view changed?
9"57	E	[laughter] Ummm yes!
9"58	A	Well, how has it changed?
10"4	E	I knew it was difficult. Now I understand it is a big responsibility and everything you do in the classroom affects and not only for good or bad. Also because ah the way you teach them, the way they would see you as a teacher I mean if you show them respect they will treat you respectfully. Umm yeah, because I had a bit ...I had problems with one kid. But he is not a normal kid, he had problems will all teachers and ... But I tried to talk with him and treat him different from the way I did and I think it worked at the end.
10"59	A	So when you had a problem you asked other teachers for help?
11"2	E	Yes. I I told them I had this situation with this kid I don't know how to do what you do in your classes and and they told me.
11"3	A	And they gave you advice how to?
11"14	E	Yeah!
11"16	A	Ok, ummm, so your teacher ID is how you see yourself, how other people see you and how you hope to see yourself in the future. How would you describe your teacher ID at this moment?
11"30	E	Ummmmm Well as a not very experienced teacher. A teacher who still is learning by practice and in the future I know I would work in a private school; the public schools I think if you have ah I don't know if they.... if it can work in public schools. But ah large groups I didn't like that. I think I can work better in small groups.
12"9	A	Ok - so ahh, in one of the tasks for this practicum I asked you to

		identify a critical incident. Would you please talk to me a little bit about the critical incident? Did you have a critical incident in your practise? Or something that happened after you did that task that you would like to share with me? Something where you really said - What's going on here?
12"31	E	Yeah. Well I had many but something that is that ahh ahh well I didn't know what ... what to do in this situation. I ... I get to the classroom and there is a girl who was writing but we weren't ummm we didn't asked them to write something and I I saw what she was writing and it was a letter. I take the letter and she and I told her if you don't pay attention I am going to give this letter to the teacher. I mean the other teacher and she started to cry and I [nervous laughter] didn't know why.
13"22	A	She was twelve years old? How old was she?
13"23	E	Ummmmm Thirteen.
13"25	A	Thirteen?
13"26	E	Yeah. Ummmmm so I waited till the end of the class and I call her to come here and I told her that if their parents know about this letter she was writing to another guy and she told me if I didn't know so I started opening the letter because I didn't read it during the class and she started crying again and.... and I ... I read it and it wasn't a very a big deal. It was just a letter that I like you and
14"05	A	It was a love letter?
14"6	E	Yeahh, But she started crying. I didn't uhh told his parents. I didn't told the teacher. I just gave her back the letter because I didn't know what to do but she is a good student but
14"22	A	And in the future how will this affect how you treat, how you deal with a similar situation?
14"28	E	Aha! Well I I still don't know what can I do. Do I tell her parents, give her back the letter or just take it?
14"36	A	Perhaps tell her: You know what? We are going to put this away right now: You can finish it after my class. I think that would be the best. I will save it for you, I am not even going to read it. I am going to put it here on my desk and when the class is finished I can return it to you. I think that would have been a wise way to handle the situation. No one would be upset and she would have understood that she is not supposed to do that at that moment perhaps?
14"57	E	Another time I... I took a cell phone also but we put it in the
14"4	A	I'm surprised! I thought they were poor! They have money for cell phones?
15"8	E	Yes.
15"10	A	I thought they were poor this group this group that was thirteen.
15"13	E	Yes, it is the first grade of secondary school.

15"19	A	Ahhhh... yes - it is a secondary school.
15"22	E	Yep and he forgot about his cell phone. Well, well he didn't forget, but we forgot about giving him back the cell phone and I think it was one week later when we finally gave him back his cell phone. But it worked because I never saw him again using his cell phone.
15"42	A	I didn't think in such a rural area students would have cell phones.
15"46	E	Yes they have - they have!
15"47	A	Then they are not that poor.....
15"48	E	And with cameras and mp3!
15"51	A	And it was better than your cell phone? [laughter]
15"54	A	Ok Elena, teacher agency is how you can decide what you can and cannot do in an institution, did you have any problem about deciding what activities or what tasks to do in the classroom? Or did they tell you this is the book - go and teach the class?
16"12	E	Well I first checked the book and checked the the topics and and then I prepared the class with all the material they used just for homework.
16"28	A	You were free to do what you considered appropriate?
16"30	E	Yes.
16"31	A	Almost whatever you considered was proper?
16"34	E	Yeah I draw a big map to show how to teach directions. I used a ball
16"41	A	Did you take lot of risks trying out different approaches?
16"45	E	No - I did what I think is the normal.
16"51	A	Ok. On average how many students did you teach per group?
16"54	E	About forty.
16"56	A	Forty. OMG! Were there some times when you thought this is absurd?
16"59	E	[Laughter] Yes.
17"00	A	They are ... crazy?
17"00	E	[Laughter] Yes because in some classes I started with the one two three and at the end of the class I was in the half of the group so the next classes I choosed them by hazard by ummm
17"26	A	At random?
17"23	E	Yes.
17"25	A	Aha! Ok, so what do you feel was the impact of your practicum on your school? Did you, did they, feel happy with English? Many

		students, especially in this type of school, don't really like English. They take the EFL class because they have no choice. They don't enjoy it. Sometime their teachers don't even know English so it can be difficult.
17"41	Elena	At the end of the course they told me they enjoyed the classes. I think they, in some cases, they told me that they wanted English because it is funniest from the other classes.
18"3	A	What did they consider fun? Did you have a lot of dynamic activities?
18"7	E	Yeah. Well we used the ball, we played games, and with movements. Yes they stand up, they sit down,... ahh hands...
18"21	A	Did you use songs? Games?
18"24	E	We sang once. We watched part of a movie once - it worked!
18"30	A	So English class is is a change of pace for them?
19"31	E	Yeah.
18"32	A	Did you use lots of tasks?
18"42	E	It was helpful for me, they had the advantage of two teachers in the classroom. I like how we ended the course! I hope they learnt.
19"00	A	Would you always teach with the other teacher or sometimes would you teach alone?
	E	Umm in... in.. some topics she taught the topics and others I prepared special activities for that topic, most of the time when I I taught the class she went out to do paperwork.
19"28	A	Paper work? All right. I thank you a lot for allowing me to interview you. Remember that the information gathered will remain confidential and that I will respect your privacy in this study.
19'30	E	You are welcome. Thank You.

'Isabel'.

(7 minutes 8 seconds)

Time	Turn	Discourse
00:00	A	Okay. Good morning, today is the 5 th of August 2014 and I'm with Isabel who worked in [a public technical high school], teaching English to teenagers. Isabel, would you please tell us a little bit about your project?
00:16	I	Well, my project, the main goal, was to encourage and help students, uhhh, to pass the English, eh... the English class. So we, what we did was th-that we tried to help them by using their book or another resources to help them.
00:41	A	Okay, how useful do you think this was, this experience, this practicum experience, was for you in your teacher development?

00:48	I	Well, at least for me was a very... amazing and surprising, because I hadn't have the opportunity to teach to teenagers. So that's why I decided to take this, um, project. And what I learned we... and... how to say it, eh... experience? Was something new for me and very helpful for my training, so I think it's ...
01:21	A	Okay, thank you. So, um, do you feel differently now about teaching now that you have this experience? Has your idea of teaching changed? Now that you have had the 480 hours of experience in front of real students?
01:37	I	Uhhh, yes of course it has changed, because I thought that was easier but I realized it wasn't sooo... but, it's not impossible, also. So I think thaaat... it has changed for better or to realize how really is the teaching practice.
01:57	A	What was the most challenging... what were the most challenging issues for you?
02:02	I	For me was, ummm the first three days of classes, because they didn't know m-know me and I was a new person in the classroom, so we had to adapt each other, so I think that was the
02:19	A	Okay. Um... so, how d-how did other teachers see you in the school? How did other a-administrative staff and teachers see you in the [public high school]? Did they treat-treat you as an equal, did they treat you with disrespect?
02:34	I	Uh, some of them, uhhh treat me as equal and some of them just told me: "Ahhh you're the one that is practicing," and the others told me: "Ah you're the English teacher," so there were like... two parts? Sooo I think the b... (?) thee nor-normal, they teach me like, uh, treat me, sorry, like an equal.
02:57	A	Okay, and they were supportive if you had any problems?
02:59	I	Yes.
03:00	A	Thank you. Um, after this experience then your concept of being a teacher is a little bit changed. You see yourself in a different light. Can you tell us wh-how, wh-wh-what you hoped to be like after this experience? Have your expectations changed?
03:16	I	After this experience I reaffirmed that I really want to be a teacher or become a teacher, because I really like... it was difficult, but it was a... it was something that I wanted to do, to experience and to know if I really... would like to work with teenagers and I think that, yes that I like and I just confirmed that I'm right.
03:46	A	Okay, you're in the right place.
03:47	I	Yes.
03:48	A	Okay. Um, so... could-can you tell us a little bit about the critical incident that happened to you in your practicum? Something that-that-that happened to you that made you change your way of thinking and that had you a little bit

		puzzled?
04:03	I	Uhhh... there was a girl, well, a group of girl-girls, that theey didn't want to do anything? And that was the... real problem with all our teaching practice, because they went to speak with the director, or, well, the, uh, my assessor, talked with the director and the principal of the school and told what was happening to the girls. Sooo they talked with them, they called their parents and then, eh, my assessor takes in charge that group, because it was really problematic. The whole group didn't want to do anything, and was with not only that, eh, with only English, was with... almost all the teachers, they just complained about that.
04:56	A	So y-you just separated yourself from that entire situation?
04:58	I	Yes.
05:01	A	Okay. So, experienced teachers also had problems with this?
05:03	I	Yes.
05:05	A	Okay. Um, what about teacher agency? Agency is how you determine, how you identify what you can and cannot do in each particular institution. Did you have any problems? If you wanted to do an activity, w-were you allowed to do almost anything you considered relevant?
05:22	I	Well, I think that I did almost all I wanted to do, because it was just being in the classroom, and just once we went to thee...
05:34	A	To the patio? To the...
05:35	I	Uh-huh, to the patio, aaand, but was just to see, to watch an activity, but it was not really for, because of my class. But I (?)
05:45	A	Uh-huh, were you willing to take risks? Trying different approaches or did you t-try to stay on the safe side?
05:52	I	Well, as we had to use the book, I tried to use it, uh, but, as I mentioned before, I tried to... give them, uh, another resources. I add it to my... in... my inform. I gave them a game and they really enjoy it, and flashcards another time so, things so that they won't be boring?
06:19	A	So you didn't really enjoy using the th-the textbook? You had to follow it?
06:23	I	No, because it was like... somethi-but, we had to use it, but I tried to use it, but combine it with another fun activities.
06:33	A	You complemented it with other tasks. Okay. So what do you think was the final impact on the host school where you worked? Do you think that the students feel happier with English now?
06:43	I	Well, I think yes, because at the end, I... they did a work, and, in... like in three works I found a note for me, that they was really grateful with me, that they will, eh, miss me, and things like that, so that makes me feel like, I did something good for them.

07:04	A	Okay. So you feel very proud of, of, of your practicum.
07:08	I	Yes.
07:08	A	Okay. I thank you very much for, for this interview. Remember it will remain, eh, confidential and it's being used for research purposes. Thank you!

'Julieta'.

(8 minutes 56 seconds)

Time	Turn	Discourse
00:00	A	Good morning, today is the 7 th of August, and I am talking to Julieta about her project. Julieta worked with young learners, with a special English course for young learners here at the university. Good morning Julieta, thank you for letting me interview you.
00:21	J	Good morning.
00:22	A	Can you please tell me a little bit about your practicum project?
00:26	J	Yeah. Eh, well, it was a project where I worked for, eh, with twenty-two students. They were among ten years old and, eh, f-, eh, twelve years old. And, well, for me it was difficult at the beginning, because I hadn't worked with children. But then I started liking to work there, and I learned how to do it, because you have chil-, to do like different activities. You have to teach Englis-English, but also include games or, or some activities that the students like.
01:03	A	Okay. What was your schedule with your students? How many hours per week did you teach?
01:08	J	Oh, oh, it was one hour every day, eh... yeah. And it was, eh, from February since June, yeah.
01:20	A	One hour a day, two hours a day?
01:22	J	Ehhh, oh, one and a half hour, sorry.
01:24	A	One and a half hours, every day. Okay.
01:26	J	Yes.
01:27	A	So, at the end of the course, how many, uh, hours did the children take English?
01:31	J	Ah the, sorry?
01:33	A	At the end of the course it was a hundred?
01:34	J	Oh, ah, yeah.
01:35	A	hour course, or how many hours?

01:36	J	Yeah, a hundred hours.
01:38	A	A hundred hours, thank you. How useful do you feel this was for you, for your professional development, Julieta?
01:44	J	Useful? Uh well it was really useful, eh, because as I said it help- it helped me to acquire different skills that I hadn't acquired before. And also, because I started like, eh, being nurse in the professional field, eh, and I, eh, started, eh... comparing how I work with my other colleague's work, also.
02:14	A	Thank you. Um, do you feel differently about teaching now that you had this experience?
02:19	J	Yes, a lot.
02:20	A	What changed?
02:21	J	Now I think I'm, I'm more confident when being in front of them, of the students. Eh, and also, I think I have learned how to organize my, my lessons. Eh, about, also about, eh, about me, because now I know that I, I should be friendly, but also a serious person. Eh, you have to learn to combine both of them, so I think it was very useful.
02:51	A	Very useful, okay. Um, how did other people see you as a teacher? Your students, colleagues, the, the staff here at the university? How did they treat you as a teacher?
03:03	J	Treat me?
03:03	A	Uh-huh.
03:04	J	Oh well, eh... I really like how they treat me, because, the children are always asking me, always, eh, being, eh, like, they are not afraid about me. They, they feel confident, confident, also. And my colleagues, also, they are, eh, like very, very kind to me? Yeah.
03:30	A	Thank you. Um, now that you have completed this practicum project then, you had different ideas about yourself as a teacher and your teacher ID. Can you please share these thoughts with me?
03:43	J	Yes. Okay, yes, I had different ideas, eh... eh, I think teaching is a challenge, because, eh, you're always like, eh, experiences new situations that you can't control. But now I think my identity is going to help me, because I'm, like, starting to know what, eh, the way I like to teach, and starting to, to, eh, to learn how to manage all that situations, and also to feel, eh, to feel happy inside the classroom, teaching to make my, my students happy but also me.
04:31	A	Okay, thank you. Um, would you like to share a critical incident that you had with your teaching during this term.?
04:37	J	Yes. Well, eh, there was a chil-a child. Ehhh, she was a girl. I think she was, yeah, she was ten years old, but she was always distracted. Eh, if you wanted to, to make work, eh, that if you wanted that they complete the activ-eh, that, eh, she completed the activities, you, eh, I had always to spend a lot of

		time on-only with her, because eh, she needed a lot of attention. So for me it was a critical incident, because I had a lot of students, but she needed like a, an special class. So I had to, to talk to the other students and then go with her and, and ask her to work and explain again, and also I had to, like, eh, play with her, like, eh, eh, we're going to, to paint now, and in that way, because she was always distracted.
05:35	A	It was something with her? Something to do?
05:37	J	Yeah.
05:38	A	With her learning process?
05:39	J	Yes, I think so.
05:40	A	Okay. Maybe she had some... some special learning needs?
05:44	J	Yes, I think so.
05:45	A	Okay. What about teacher agency? Teacher agency is how you make sense of what you can and cannot do. Um, how, who, who guided you through all this process of teaching? Were you on your own, with Andrea, or you... or you had someone supervising you?
06:04	J	Oh well, Andrea and, Andrea and I worked together a lot. We were always like, asking, eh, what should I do? What did you do? How do you think I can do this? Or is it, is this the correct way to do that? Or something like that. But also we had the, thee eh, support of our, our mentor. And also another teacher wh-wh-who was in charge of the general program, so I had like, the help of three people. Andrea, who was my partner inside the classroom, eh, my mentor and the other teacher[in charge of the EYL programme]. Yes. Oh, and they were always, well, um, the other teachers, were always asking us: "How do you feel now?" Eh, "Do you, do you have any problem? I can help you."
07:04	A	Ah, that was nice.
07:05	J	Yes, and al-and also for example, this situation, I talked about the inci-critical incidents with them, and they were trying to help us, eh, eh, giving us advice, advance, eh, advice, sorry, and... sharing how they work in that situations.
07:24	A	Okay, so that was very good?
07:25	J	Yes.
07:26	A	Um, you had to follow a set curriculum or you would design everything on your own?
07:31	J	Eh, no, I, I had it. Yes. Also we had the, the book, eh... the eh... like, the topics to see. I just had to, to select the activities according to my students.
07:45	A	Okay, thank you. Wh-What was the impact of your practicum, practicum on, here on the school and on the students that you had in this term?

07:55	J	Ehhh, well, here in the school, I think it, it has a big impact, because, eh, I, I saw ma-many of my classmates asking me about that project, because it was different. As I was working wi-with children, they were asking me if it was different, how I feel, eh, and also, with my, eh, what was the other? The...
08:25	A	With the, the students? How do you think the students see English now?
08:29	J	Oh, I think they like it, because they were asking us to, to continuing the program. And now they are going to sta-start another level, eh, but I don't know if I'm going to continue there. But I think it was po-uhhh positive.
08:46	A	Okay. Thank you very much. You're very kind. As you know, this will be used for investigation purposes and everything will be kept confidential.
08:55	J	Thank you.
08:55	A	Okay.
08:56	J	Thank you so much.

'Karla'.

(13 minutes 24 seconds)

Time	Turn	Discourse
00:02	A	Okay, good morning, today is August 5 th and I am interviewing Karla, who worked [at a technical high school] with teenagers who were, eh who required special tutoring to be able to pass the subject of English. Good morning Karla.
00:17	K	Good morning.
00:18	A	Um, Karla, after this practicum experiences of four hundred and eighty hours as an English teacher, how useful do you feel that this experience was for your professional development?
00:30	K	It was very useful because I got experience ehkh working with teenagers that is very difficult to control them, and ehkh I got ehkh experience too working with eh the students that had ehkh the lowest, the lowest eh levels of English. They needed to pass ehkh an, a special exam to continue studying in the [high school]. So I prepared them ehkh giving them classes eh extra classes and finally ehkh when the day arrived, ehkh they ehkh did the exam and all of them passed.
01:11	A	Ah. that's very nice!
01:12	K	Yes.
01:13	A	News, you must feel very, very happy?
01:15	K	Yes.
01:15	A	Okay. Did you feel, do you feel differently about teaching now

		that you have completed this experience?
01:21	K	Yes.
01:22	A	Why? What changed?
01:23	K	Because I feel... ehhh I have more confidence and I feel ehhh more prepared, because... working with teenagers is as I mentioned is very difficult and I, now I have more... ehhh control, wi... with very huge groups, because I had eight ehhh groups of second semester with fifty-four students per group.
01:54	A	Oh my God.
01:55	K	Yes, and it was a challenge.
01:57	A	It was a challenge?
01:59	K	Yes.
01:59	A	Okay. In addition, how poor is the school where you worked? Um, um, right now this project is working with economically disadvantaged schools. Was the school where you worked very very poor, or...?
02:11	K	No.
02:11	A	No? The students weren't that badly off?
02:14	K	Yes. The... they had the... ehhh, necess-necessa-the enough equipment. Ehhh they had ehhh computers with eh the... projectors and... something like that and I could work very well with ehhh lap, eh English lap?
02:37	A	Uh-huh.
02:37	K	Using the computer and videos and something like that in the classroom, because every class-classroom has, ehhh... ehhh projectors and something like that.
02:50	A	Ah! So the school is well off?
02:52	K	Yes.
02:52	A	Despite being a public school it has all the equipment. You didn't have to prepare a lot of equipme-uhhh a lot of resources for your...
02:58	K	No!
02:58	A	Classes?
02:59	K	Just take my lap and that's it.
03:01	A	Okay. So, um... before it how did you see yourself as a teacher, before you began the practicum?
03:09	K	Can you repeat the question?
03:10	A	How did you see yourself as a teacher? When you were in seventh semester?

03:13	K	Uh-huh.
03:13	A	When you finished seventh semester, you had a vision of being an English teacher.
03:16	K	Okay, yes.
03:17	A	What was that vision, and how did it change now that you have finished the practicum?
03:22	K	Okay. Uhhh... I had an idea that I was like a boring teacher.
03:30	A	Really?
03:31	K	Yes, because I'm not really talkative,
03:34	A	Uh-huh.
03:34	K	And, and I considered myself like shy and something like that, but now I, I took a-a course, Rassias?
03:44	A	Uh-huh.
03:45	K	And I feel like, with more confidence, I used that method and they really liked that, and they enjoyed my classes and I know now, that I can do my classes very dynamic and interactive too, for my students...
04:04	A	Even if they're fifty-four students?
04:05	K	Yes.
04:05	A	You were able to apply that method?
04:07	K	Yes. They really liked it, uh, because I used eh videos, cartoons, for example Pope-Popeye?
04:15	A	Popeye?
04:15	K	Popeye.
04:16	A	Uh-huh.
04:17	K	Popeye and songs, and they sang, and...
04:21	A	They had a dynamic time?
04:22	K	Yes.
04:23	A	Okay. How did other people in the school see you in the [high school]? Did they treat you as an equal, did, were they afraid of you, did they admire you, did they make your life difficult?
04:34	K	Uhhh my... advisor, eh was really kind with me, eh they h-eh, he, she helped me a lot eh with the equipment, with material, with the book...
04:51	A	Your advisor was Professor L?
04:53	K	No.
04:53	A	Who?

04:54	K	Ehhh B.
04:55	A	Ah, a teacher in the .. school?
04:56	K	Yes.
04:57	A	Okay. You had a mentor teacher in the school.
0458	K	Yes.
04:59	A	Okay.
04:59	K	Yes, and she ehhe... gave me a book too to have it, and, ehhe... the other teachers, the, the friends that, of my advisor were very cute with me, but, the uhhe another eh English teacher was like... I don't know... jealous?
05:25	A	Really?
05:25	K	Yes. Because ehhe, in thee, in the course that I gave to the teachers, he was there, and... he was always, ehhe like... no, no h-, ehhe... he didn't want to do the activities that I asked them to do.
05:46	A	Do you think he felt threatened by you because perhaps you know more than he does?
05:51	K	I don't know.
05:53	A	No?
05:53	K	No. But... heee, ehhe... was like, angry, with me. Yes. And uh he knew that I was working teaching English there, ehhe that semester, so I don't know.
06:12	A	Did you have to interact with him a lot or just (?)?
06:14	K	No. Yes, yes.
06:16	A	Okay, thank God. All the other people in the school were nice to you?
06:19	K	Yes.
06:19	A	All of the...?
06:20	K	Very nice.
06:20	A	Staff? The principal?
06:21	K	The principal, yes.
06:22	A	And all of the uhhe... all of the administrative uh, people?
06:25	K	Yes, yes.
06:26	A	Okay.
06:27	K	And he was, the principal was very flex-flexible with me because of the surgery.
06:32	A	Uh-huh.

06:33	K	And he told me that, eh... there was not any problem.
06:36	A	Okay, so they were very understanding of
06:38	K	Yes.
06:38	A	Your health issues?
06:39	K	Yes, yes.
06:40	A	Very nice. Okay. So, now that you finished this experience, how do you see yourself as a teacher in the future? Because this is part of your teacher identity.
06:49	K	Yes.
06:49	A	How do you see yourself, what kind of teacher do you hope to be?
06:53	K	Okay. I loved this project and...
06:56	A	Uh-huh.
06:57	K	Eh before I thought that I wasn't able to work with teenagers, just with children, but now, I love it.
07:08	A	Really?
07:09	K	Yes.
07:09	A	Despite....
07:10	K	I really liked this experience.
07:11	A	Despite being very close in age because, how old are you, twenty-one?
07:14	K	Twenty, twenty-one, yes.
07:16	A	Twenty-one, and your students were maximum seventeen, eighteen?
07:19	K	Uh-huh, seventeen.
07:21	A	Your age is very close.
07:22	K	Yes.
07:23	A	So did you have problems with classroom management because of that?
07:26	K	Uhhh, at the beginning.
07:27	A	Uh-huh.
07:28	K	Just at the beginning, because after that I... I used topics eh related to the age, and I liked, I liked the topics and they liked them too because of the age.
07:40	A	For example, what kind of topics?
07:41	K	Um, music, videos for example, songs of Bruno Mars or something like that, and the girls and the boys too were

		singing in that activity, of the video. Yes.
07:54	A	That's very nice.
07:54	K	Yes.
07:55	A	Okay.
07:56	K	And I, I, and I would like..... Sorry, and I would like to teach in high school.
08:00	A	Yes? Now, now, before you were afraid and now you want that?
08:04	K	Yes!
08:05	A	Okay. What about your teacher agency? Your teacher agency is how do you know what you can and cannot do in each different school. Were you allowed to do any activity you wanted or did your supervisor sometimes tell you: "No, don't do that, that's not a good idea"?
08:21	K	For example... she told me that when I, when I did the activity of describing celebrities.
08:29	A	Uh-huh.
08:30	K	Uh, do you remember my critical accident?
08:32	A	Yes.
08:33	K	Incident?
08:33	A	Yes.
08:33	K	That... the boy...
08:34	A	Tell me about the criti-...
08:34	K	Ah yes.
08:35	A	Remind us about the critical incident?
08:36	K	Yeah, the boy that described Lady Gaga.
08:38	A	Uh-huh.
08:39	K	Uh, the description was really good. So I asked hi-I asked him to read it aloud, eh-hh, but he didn't want to because he felt that, eh-hh... his classmates eh-hh were going to make fun of him.
08:58	A	Mmm-hmm.
08:59	K	And, I insisted, but, he didn't want. And another girl told me: "Teacher, this is very embarrassing," and I felt really bad.
09:09	A	Okay, so in the future you're not going to put someone on the spot?
09:12	K	Yes.
09:13	A	You're going to tell them who would like to share?

09:14	K	Yes.
09:15	A	And if they don't want to share you're going to respect...
09:17	K	Yes.
09:17	A	That they... they don't want to share something.
09:19	K	Yes. That was it.
09:20	A	Uh-huh.
09:21	K	The only thing that I couldn't do, but I was allowed to do many things.
09:26	A	Many things. So you....
09:26	K	Yes?
09:26	A	Didn't feel that they limited you?
09:28	K	No.
09:28	A	Very much?
09:29	K	No.
09:29	A	They supported you in almost everything?
09:31	K	Yes.
09:31	A	Very nice. Okay, so, in the end, what was your impact on the [high] school? Was it positive, was it negative? Do you think that they're going to remember you (?) although you tell me that you have a fan club in the street?
09:44	K	Okay. It was positive because I really liked working with them, but at the same time was negative because the level of the students is very low.
09:54	A	Uh-huh.
09:55	K	I think the program is... is not good because, eh... the first semester that includes eh some topic that are not basic for them. Uh for example, present perfect in the first semester? That's not logical.
10:13	A	It isn't logical?
10:14	K	No.
10:14	A	It's very difficult?
10:15	K	And the book that they use that is eh for all the [high school], eh... have the... the book has the topics mixed, yes, and it, and it is a mixture, and for example, when I talked to the students that had to pass a special exam, they were in third semester and they didn't know even the numbers or the alphabet. They didn't know anything.
10:48	A	What do you think about this? This happens a lot in Mexico.

		They take three years of English in, in secondary school. From seventh to ninth grade, and then they enter high school and they take more English, and, I don't know, it doesn't seem to be working. What's going on there?
11:03	K	I think that it... the problem are the teachers, because I observed, even my teacher and the other teachers and, they took like fifteen minutes per class for taking a breakfast or a break, to go to the bathroom. Twenty minutes! And they went like: "Ohhh the teacher always do this."
11:25	A	And what, do the students behave while this is going on?
11:28	K	Yes, they notice wha-what is happening, but they don't want classes, so it's better for them.
11:35	A	Okay, in, in theory, in educational theory, this is called la narra... <i>-la situación del simulacro</i> . People pretend that they're learning, teachers pretend that they're teaching, but in the end, the outcome is not really ...
11:47	K	Yes.
11:47	A	Favourable. It's a pity that this happens a lot in Mexico. Everyone just makes like they're doing their work, but things don't really go along. Do you think that in the future you can be a change agent and change this idea?
12:01	K	I think so. I don't want to be like that, because I was in the classroom and I got bored,
12:08	A	Uh-huh.
12:09	K	Too, because I was waiting for the teacher, because she went to the bathroom, twenty minutes, because, like, sheee, eh... was with another teacher,
12:21	A	Uh-huh,
12:22	K	And they start chatting and something like that. (?) and: "I don't want to do that."
12:28	A	Sometimes some teachers come out of the, out of the, the... their careers, out of the university, and they want to make changes, but the system absorbs you. And other teachers at school tell you: "Don't work so hard, you're going to make us look bad." Did you see this happening there?
12:46	K	Yes.
12:47	A	It's, it's something that we should be worried about, for the future.
12:51	K	Yes, and the majority of the students just care about the points and the grade, they don't care about the knowledge they gain.
12:59	A	They don't care about ...?
13:00	K	No.
13:00	A	Communicating ?
13:01	K	No, because in the last p-the last term, eh they said: "Teacher, I

		need eight points, I need eight points, pass me, please!" And the teacher said: "The most important is that you learn, not the points that you get," but they don't understand that... that way.
13:18	A	Our priorities are n-are... very incorrect. Okay. Thank you very much, remember this will be all confidential, it is
13:25	K	Yes.
13:26	A	For research purposes.
13:27	K	Okay.
13:27	A	Thank you so much.
13:28	K	You're welcome.

'Leonardo'.

(17 minutes 35 seconds)

Time	Turn	Discourse
00:01	A	Today is... August 5 th , and I am interviewing Leonardo who worked in [a technical high school] with students... who had problems with English. Good morning Leonardo, can you please tell us a little bit about your practicum experience? Tell us a little bit about your project?
00:22	L	Good morning, eh... mmm... My practice-practicum, was strengthening EFL at a technical high school. Eh... this project was, eh... was developed to help the most vulnerable, eh... people, inn the, in high school. Uhh... what I had to do was to eh, to help them, uh, the, to, to help them or to, e-eh improve their English skills. I... I taught, eh, all the groups in general. However, I focused on the, on the... most vulnerable as I said. Mmm... I think personally it was very good for me to teach because I like teaching teenagers and teaching uh, adults, young adults uh and all that. Eh... my experience was very eh... very important, because I could realize some problems that happen in the, in the classroom. When you try to manage, to... to, to include them, to solve goal-goals, problems, uh, such as the attitude of the students sometimes the, the, the... the attitude towards English, the attitudes towards the, towards the teacher, sometimes they felt t-uh mmm... very, eh, sometimes they felt disappointed, when they, when they changed from teacher to teacher because we were three, we were three people in this project. And, eh... sometimes they didn't want to work, but I, I, my work was to try to encourage them to improve and to try to, to learn to beat, uh, whatever thing they say that comes from my teaching I said: "Oh, I did it." That's, that's for me very good because I, I can say that I taught and my, my teaching

		was... good. In some way.
03:09	A	Okay, thank you Leo. Um, how useful then do you think this was for your professional development? As a future English teacher, was this practicum experience very helpful for you?
03:21	L	Yes of course, because uh, as I said I like working with teenagers and I, eh, confirmed that I want to work with teenagers all my life, it's, if, if the opportunity comes, I'm going to work with teenagers uhhh, however I'm uh I'm... open to work with, eh, any level of students. But I, I could confirm that I like teenagers, I like their attitude, I can comprehend them, I think, sometimes I think as them, I'm not as, I'm not as, eh, so old to, to, to think different, differently, and eh... the way of teaching I, I think I have to improve some things on my teaching because I'm not so creative, but I try to make eh... creative things, to, to improve my, my, my classes and my way of teaching.
04:20	A	Thank you. Ummm... before this experience, how did you see yourself as a teacher, and now that you got experience this, has this changed a lot? Your view of your... your vision of what you are as a teacher?
04:36	L	Yeah. Ehhh in some way, uhhh, my vision of being a teacher has changed. Eh, I think, eh, the most important fact that has, eh... been this time was that, eh, not every student is the same, not all students are going to work in the same way, you have different groups, you have different attitudes, you have different, eh... ways of thinking, different, eh... personalities, eh, and you have to manage all those personalities and with all those kinds of groups, with some groups I can work with images, for example, and with some groups I can work with songs, but with others I cannot work I have to do other activities, other dynamics and other things.
05:25	A	How many students did you have on average per group?
05:28	L	Average per group I had thirty-five students per group, eh... total of uh one hundred eh... twenty (?).
05:39	A	Okay, so you worked in a public school, um these students do not have the same resources as other students. Since they are in a public school, did you notice this as a challenge or was it... easy to deal with?
05:53	L	It was not uh very challenged because I worked in some other eh... other situations? Uh for example in this case I, in, as in the school we have eh overhead projectors and we have eh, eh tape recorders or computers, eh, in the classroom they didn't have that. So I had to do my class very visual but, in, with the sources I had, for example pictures, drawings or some flash cards or something like that and it helps me to bring forth my creativity and all that, if I don't have the technology I can work with other things and I learned that, to use my, my resources.
06:38	A	Okay so you learned to adapt to...

06:39	L	Yeah.
06:40	A	The situation. Very good. In the school where you worked, how did other teachers see you?
06:47	L	I had my <i>docente asesor (supervisor)</i> .
06:48	A	Uh-huh.
06:49	L	And she gave me, eh, feedback uh after my classes, and sometimes they uh they observed me, and told me: "Ah, you did very good and you can improve in this case," or: "Your lyrics are very, eh, very..."
07:09	A	Ambitious?
07:10	L	Yes, yes, they are uh very big.
07:13	A	Ah.
07:13	L	Uh I was going to say another thing. Eh eh, they were very big or were very tiny and...
07:20	A	Ah.
07:20	L	They couldn't see, um, sometimes they told me: "You can do this with this activity, with this group you can eh adapt to (?) if you want to apply the same activity to two groups you have to adapt it some ways, eh, orrr... you can eh, change the way you teach one class to another, a-although it was the same, the same topic but you can change, and sometimes I I had very good days at the, the, the, th-th... my <i>docente asesor</i> told me that, uh, it was very good I did a good effort, and they learned and they enjoyed, and she liked some, some classes I gave and, in my style.
07:58	A	Okay, so this supervisor, was your mentor?
08:05	L	It was.
08:06	A	Okay. So she was very helpful.
08:08	L	Yes.
08:08	A	Okay, was there any time that they told you: "You can't do that," and they limited your actions, they told you: "There's no way you're going to do that"?
08:15	L	Mmm... mmm no, (?) I didn't feel that.
08:20	A	Mmm-hmm.
08:21	L	Ehhh, my students, I think my students, eh... could, eh, worked they way I tried to work with them.
08:29	A	Mmm-hmm.
08:30	L	And th-the, my <i>docente asesor</i> [mentor] told me: "You're a very good teacher, you can do whatever you want, eh, if you want to teach in, in a university, in a high school, in a primary school, you can do it, you have the attitude, you

		have the attitude... and eh... but I had to continue working or to improve and have different methods, different eh, techniques or different, eh... different eh, ways of explain.
09:02	A	Okay, different approaches.
09:03	L	Yeah, approaches.
09:04	A	Okay, so, did you take a lot of risks? Trying new things out with the students, or you were you careful to try to stay with what you know?
09:14	L	Ehhh, sorry, eh...
09:15	A	Did you take risks? <i>¿Riesgos?</i>
09:17	L	Oh yeah, yeah, eh, eh, sometimes I had to take so many risks, because as a-a-as the situations come you have to... think very fast, very fast and you have to uh mmm... try to solve the problems that comes eh, in your class, and had to take so many risks for example sometimes I, I try to... sometimes I didn't know a word of the, of the book, although I had eh, s-searched i-in the dictionary, but I, I told them that ah the teachers are not a dictionary, (?) okay, let's, let's find it and I'm going to tell you what the word is, uh, although my students could think another things like: "Oh he doesn't know," but I had to tell them or sometimes I had to, uh uh to, sometimes they did an activity that I had planned, because I had to use the book, and, I had plenty to do an activity, and they had done, they had re-done it, and I had to "Ah okay, I have to think fast and say: 'Ah okay, there is another activity I have my backup, but it doesn't work, I have to do uh, I have to try to do other things or ask them something in order to do and not to lose the, that, eh... the rhythm of my class."
10:45	A	Okay, thank you very much. After this experience, how, what are your hopes for you as an English teacher? How do you see yourself in the future?
10:55	L	Okay I, uh, first of all I, I see myself as a... high school teacher? Eh... eh... I see li-as a... I can work in different areas but I enjoy teaching English to teenagers because, with them you are very, you cannot be as... as stressed as in some others, in some other situations such as primary or kindergarten schools, I think my personality permits me to work with them because I can manage them, for example, I ha-I, I never thought that I, that I was going to have a, a class with just male students. And I had, and I had one.
11:47	A	Oh really?
11:47	L	I had one with, with so-with a lot of men, and two or three women.
11:53	A	And was there a big difference? Did you notice a
11:54	L	Yes.

11:55	A	Different way?
11:56	L	But... for me was, was a surp-a surprise that... that was the group I worked the m-th-the best.
12:05	A	Oh really?
12:06	L	Yes, that was a very good group, they were, they were eh, boys and, I could work with them very good, they worked very fast and they, they learned. I could, um, focus on the ones that were eh, a little bit eh, they had to catch, they had to catch up uh their, their classmates but I could work with them and I s-I, I saw the at-the attitude towards, eh, the..., learning. Towards learning, okay? I see that, I saw that they tried to do the things I t... sometimes I, I had to encourage them but, somet.. sometimes they, they, they told me they participated and I said: "Okay, you did it. It doesn't matter if you, you have a mistake, you, you can tell me and, all we, we can eh, correct something that you say or, it's very good to try, it's very good to encourage your students.
13:04	A	Okay, thank you. Um, can you tell us about the critical incident? A critical incident in your teaching practice?
13:11	L	Yeah, as I told before I had to, um... change my activities as I, as I didn't plan it. Eh, the most critical incident was when, mmm... when I, okay, sometimes, there was one in which I tried to apply exam and they wanted to copy, and I s-and I haven't tell them I haven't told them h-eh, that they didn't have to copy or the consequences of copying.
12:42	A	Mmm-hmm.
12:42	L	Then I have to do, I have to do it after the exam was, has, had started. The good thing is that I could call the attention of all first and tell them: "This is going to happen if you copy, and this is going to happe-this is going to happen if you do something wrong. I'm going to mark your exam and you're going to have a... a point less."
14:09	A	Okay, so the consequences of...
14:11	L	Yeah.
14:11	A	Of, of that, which is very very...
14:13	L	Sí, yeah.
14:14	A	Important?
14:14	L	That was at the end and in the final exam.
14:17	A	Okay. Alright. So what a-what happened to your teacher agency in this project, how, how free did you feel to do whatever you considered pertinent? Were you allowed then to do whatever you thought was appropriate or did your, mentor sometimes tell you: "We don't do things that way here"?

14:36	L	Yeah. Eh.. sometimes for example, eh, the school have, uh, a policy, they, they, you have to use the material they give you, or sometimes you cannot, eh, take other ways to, to teach any topic, eh... in this case I had to use the book, uh, so more that I, that I (?), I didn't want to use, uh, the books, that book, mmm, that much.
15:04	A	So you had to follow their
15:05	L	Yeah yeah.
15:05	A	Curriculum.
15:05	L	Yeah I had to follow,
15:07	A	Yeah.
15:07	L	And the book was a little bit, mmm, weird because they, the book eh had, words or some eh structures that are very complex or sometimes the words are not understandable even for me were, were hard to understand these words. And I, I looked for them in the dictionary, and, even in Spanish I didn't know what those words meant.
15:33	A	It was very complicated?
15:34	L	Yeah.
15:35	A	They were not well designed then.
15:36	L	Yeah.
15:37	A	In your opinion.
15:38	L	Yeah, in my opinion.
15:39	A	So you were comfortable using
15:40	L	Yes.
15:40	A	it, but...
15:41	L	In some way
15:42	A	Uh-huh.
15:42	L	Uh the book, the book was very good it had eh, very good activities, very good eh... eh... layout, but, the content, the words, the structures sometimes were very, very high or very, very,, very complex for, uh, those students.
16:02	A	Okay. So, how do you feel now that this situation is over, now that you finished the practicum? How d-do you feel that the impact on the school was good or not?
16:12	L	I think yes uh, in (?) way I feel proud of me, because my students could learn, uh... sometimes my students could catch the things I told them and sometimes in o-in one class they taught something, and in the other class they applied, not all of them, because some of, some of them

		didn't want to work or they didn't take classes, but, eh, in some ways a lot of students I could eh I could make them work or make them participate or that was ma-made me happy.
16:48	A	So you feel that they feel more confident?
16:50	L	Yeah.
16:50	A	In communicating in English?
16:51	L	Yes.
16:52	A	Okay before your arrival do you think they enjoyed English as much?
16:56	L	I think they didn't and I think they still don't know. Don't enjoy English that much that I wanted but I could make that they remember things and they can use them in a daily life or in another classes, in other classes, in other levels they could use, I think, I consider they could use that language I could share.
17:19	A	Uh-huh, what is it? Review, recall, reuse?
17:24	L	Yeah.
17:24	A	They have to do that so that they can learn. Okay, thank you very much for your collaboration. Remember that this interview is anonymous; it will be used for research purposes.
17:33	L	Okay, thank
17:33	A	Thank you!
17:33	L	Thank you very much.
17:35	A	Perfect!

'Otto'.

(11 minutes 6 seconds)

Time	Turn	Discourse
00:00	A	Good morning, today is August 5 th , 2014 and I am with Otto, who worked in an orphanage with students...
00:11	A	With Otto, who worked in an orphanage with students who are in... high school? Junior high school?
00:17	O	Yeah, junior high school.
00:18	A	Okay. All right, how useful do you feel that this experience was for your professional development, Otto?
00:26	O	Mmm, I think it was important, the experience, because, eh, now I know that there are other students that don't have the same characteristics as the ones that are in public schools,

		because this is a kind of private school, because just the kids that live in the, in that place can go to the, the, to that junior high school.
00:56	A	Okay, it's exclusive.
00:58	O	Yes, just for them.
01:00	A	Only the students that live in the, in that orphanage?
01:03	O	Yes.
01:04	A	Okay. So how, how useful do you feel it was for you as a teacher, as a future English teacher?
01:10	O	Well, eh, as I said it's important because I know that there are other students, and they have special needs, because you cannot talk, in... you can't, you have to be careful with the topics you... you choose.
01:29	A	Why? What's...?
01:30	O	Why?
01:30	A	The problem there?
01:30	O	Because, for example, they, most of them don't, most of them don't have family. So I have to be very careful when I teach Family. So I cannot say: "Well, my family is this..." and show them all my family, because they can feel bad.
01:46	A	Mmm...mm.
01:47	O	Because they don't have family.
01:49	A	Okay. Thank you. Do you feel differently about teaching... now that you have finished this, this... stage in your career?
01:59	O	Yes, because... I think that I don't have to This purpose on English, because students are open to ask many different things, not just English. They, eh, I helped them with Spanish, Math, Science, Social Science and History, and that was kind of difficult for me, because I was not prepared for those topics.
02:28	A	How did you prepare for those topics?
02:29	O	Well, when they asked me something for... more information for their homework, so, I had to study and read about the topic, and then present them the information.
02:41	A	Okay. Thank you. Ummm, before this experience how did you see yourself as a teacher?
02:48	O	I think that I was a normal teacher, the ones that just... use the book and use homework and check homework and exams and no more.
02:59	A	A traditional teacher?
03:00	O	Yes.
03:00	A	Here's the book, teach the class?

03:02	O	Yes.
03:02	A	And now?
03:03	O	Now I, I know that I can use different things, different methods, to teach English.
03:09	A	Did you have an easy time teaching these students or w-was it challenging?
03:14	O	Ehhh it was challenging, because sometimes I didn't have the time and they were just studying for the other exams, so I just helped them study.
03:25	A	Okay, thank you. Um, how did others see you as a teacher in the school where you worked?
03:31	O	Well, they, the... the, principal, ehhh... knew me before, so, I was like a known person, and I had the... facilities to use the library, the... the radio and the books that I had. So... I was god-blessed.
03:59	A	Okay, thank you for that, Otto. Um, how did you expect to see yourself after, now that you've experienced this practicum experience of four hundred and eighty hours of teaching, how do you see yourself in the future?
04:13	O	Ehhh, well, I think that I will be a better teacher, because I have different methods, and now I believe that... I understand the students, because... most of the students have problems. In their house, with their friends, so I have to adapt myself to the students.
04:34	A	To their special needs. Okay. Ummm... what about your teacher ID? In the beginning, you saw yourself as a teacher that just had to go in, here's the book, teach the class. How has your ID, your, the way that you see yourself as a teacher evolved then?
04:51	O	Ehhh... well, now, eh... I think that I'm more flexible.
04:57	A	Mmm-hmm.
04:58	O	Because those students needed more time to do the homework, needed more time to read a book, or, or, they had to listen many times to understand a text. So, now I... I know that every student is different, and they learn in different ways.
05:18	A	Thank you very much. What about your teacher agency? Agency is how you determine what you are able and not able to do. Did they restrict your actions a lot in the school or were you, did you have the freedom to do many types of activities?
05:32	O	Mmm, I had the freedom to do many activities, because they already had a, an English teacher. But he mentioned that they were not good. So I made a research and I found out that in the primary school that is in the same place didn't have classes.
05:52	A	Mmm-hmm.

05:52	O	So, I thought that it was necessary to introduce classes in primary school in English. So they can be prepared for the junior high school and they will not be afraid of English, because they are really shy, and they were... not... they were not, uh... they, didn't talk too much. So, at the beginning it was kind of difficult,
06:21	A	Mmm-hmm.
06:21	O	Because they didn't talk, but I started to talk with them about things that they like, like movies, songs... TV and they started to talk.
06:31	A	Yeah.
06:31	O	And at the end,
06:32	A	Mmm-hmm.
06:32	O	We were like friends,
06:34	A	Uh-huh.
06:34	O	Because some of them were... li-at my, like my age, so twenty-one, twenty... and... I think that I made friends, good friends.
06:46	A	Okay, even though they were in, junior high school and high school, some of them were twenty, twenty-one?
06:51	O	Yes, because it's a special high school for old people,
06:55	A	Uh-huh.
06:55	O	Not kids.
06:56	A	Uh-huh.
06:57	O	So it's called <i>Centro de Estudios para Personas Mayores</i> (Center for Older Students).
07:03	A	Oh, I thought that it was an orphanage. After eighteen, bye-bye.
07:06	O	No, because most of the kids in primary are older.
07:10	A	Ahhh.
07:11	O	Than ... So...
07:12	A	Becau... because of the difficult circum-circumstances?
07:14	O	Yes, because sometimes they don't have papers.
07:16	A	Mmm-hmm.
07:16	O	And they don't have names. So, they just call it with a name, but they don't know if they, if it's his name or her name?
07:25	A	That's very difficult for them.
07:26	O	Yes.

07:27	A	How economically disadvantaged was the school where you were?
07:32	O	Well, they didn't have an English section in their... eh, library. But... eh, the teacher that was there, tried to bring material. So... they just had, like five books in English, but no material, no listen-no verb list, vocabulary...
07:54	A	And what did you do to s-to... to improve the situation?
07:58	O	Well, I made a, a book
08:00	A	Uh-huh.
08:01	O	With many activities and with material for them, so they can study verbs, vocabulary of the house, of their classroom and things like that.
08:10	A	Okay, thank you very much. So, what was the impact... on the whole school where you worked, of your... your... practicum? Do you feel that the students feel more comfortable with English or what do you think?
08:26	O	Yes, because they confessed me that they didn't like English,
08:31	A	Uh-huh.
08:31	O	But I mentioned them that they have to study, because it's important. And it's important also because in that place, people from United States or from other countries go there, and they visit it. So, they can share knowledge with them, and also that... people from, uh... from S-from USA came the place, and they said: (?). And it was good to see that they can talk.
09:02	A	They can communicate?
09:03	O	Yes.
09:03	A	That's very nice. Okay, did you have any critical incident? There must have been some moment in all of your practicum where, you were surprised by something that happened.
09:17	O	Well..., yes, there were many.
09:20	A	Uh-huh.
09:20	O	Eh, because... Ill... some of them are... are younger and old, so they try to be free, because they-th...-they h-they want to be independent. For example, they want to work and go out, to have a cell phone, to go to the movies, but... uh, the... the, their mother, or, (?) they call their mom. The, owner of the orphanage...
09:53	A	The director?
09:54	O	Yes,
09:55	A	Uh-huh.
09:55	O	Because there's the director and the director of the junior high school.

09:59	A	Okay.
10:00	O	It's different.
10:00	A	Uh-huh.
10:01	O	So, they... were always like, they didn't think the same. Students wanted to be free and the directors... had their reasons, because I think that, it's, they are like their so-li-like her sons, so, she's afraid to lose them. Or something that can happen.
10:23	A	Mmm. Too bad for them to get into trouble.
10:25	O	Yes. And sometimes... th... the director was in the library and talking with them, and I was just listening, because they stopped classes and, and that.
10:37	A	And that was critical for you?
10:39	O	Yes, because after the students t-told me
10:43	A	Uh-huh.
10:43	O	What happened,
10:44	A	Uh-huh.
10:44		And I said: "It's your mother, you have to listen... so... you have to behave." That's all I said.
10:54	A	Okay.
10:55	O	Yes.
10:55	A	Alright. Thank you very much for your collaboration, remember, your ID will beee, ummm... ehhh, this is all anonymous, and..., is for research purposes.
11:03	O	Mmm-hmm.
11:03	A	I thank you for this.
11:05	O	Thanks.
11:06	A	Okay? Thank you!

'Patty'.

(12 minutes 8 seconds)

Time	Turn	Discourse
00:02	A	Okay, good morning, today is the 5 th of August, 2014, and I am with Patty who worked in the nursery school, in the university day-care centre teaching English to very, very, young learners, in nursery school. Um, can you please tell us a little bit about your practicum project?

00:22	P	Okay, well, it was a great experience, because it's the first time that I have the chance to work with little children, and it's very demanding. It was like a challenge for me, because as you know they are still dev-developing her, his, their competences, and, eh, speaking competences so, I have to adapt a lot the materials, the resources, the procedures and the approaches for them, because they are really, they are just like babies. Okay and it was, uh... the environment of the day-care centre is really nice the-they are really, uh... kind, friendly, and the great thing is as they are children they are always curious. It's not easy to work with them because it's not easy to catch their attention, or to ,,,, how can I say? To get their interest on classes, but when you, uh, find, find out a strategy or a technique, eh... you can, uh... how can I say? You can, uh... motivate them? To learn English, well not learn, but I mean, it's acquire the-th-the bases of the language, the, mainly vocabulary and some commands and that's it.
01:36	A	Okay, so tell me a little bit more about the project, you worked with students that were in nursery school, one, two and three?
01:44	P	No just two and three.
01:45	A	Two and three?
01:46	P	Yeah.
01:46	A	Thes-th-these are students that are two y-and three years old?
01:50	P	Two, between two and three years old.
01:52	A	And how many students did you have per group?
01:55	P	Mmm it it was uh... it, eh... in two, level two were about eleven and the other were nine.
02:05	A	How many times a week would you meet with them?
02:08	P	Uh, three, three times.
02:10	A	How long was the duration of your...
02:11	P	Uhh....
02:11	A	Class?
02:12	P	The length of the class was, uh, half hour, uh... and Monday, Tuesday and Friday. Yeah.
02:20	A	Okay so half an hour?
02:22	P	Yeah.
02:22	A	Okay, afte-after this um, experience, this practicum experience, how useful do you feel it was for you and your own professional development?

02:31	P	Uh it's really, really useful, because as I said before it was a challenge, so I have to adapt and I-and look for information about the, the...., behaviour of the children, I have to learn more about approaches such as total physical response, such as suggestopedia, and I think that those uhhh, all that kind of things will help me in the future, uh not only with my practice as future English teacher but also in my, in my, uh, how can I say, in, in future researches that I, I'm planning to do, so I think it should be useful, and it was a...., I, I consider it as a step to get the goal of being a teacher.
03:16	A	Okay, so in the beginning, before you began the practicum, you had one idea, one concept of teacher identity. It has evolved, because of this experience. How different do you feel now?
03:28	P	Okay as, as everybody knows when you're uh studying uh something you have many ideas, you have many dreams, you have many concepts but when you have to face the reality, everything changes. Uhh, I, I know that, that working with children is not easy, uh because it demands a lot of things patience, uh, creativity, uhh... patience, creativity, and joy. And... but, when I have to face, eh that, the first d-the first day that I had to teach, uh, teach them was like, oh my God, really, really difficult, because, you know that nobody told you how, how difficult it would be. And... myyy, my, my ideas changed, because I know that being creative or being joy, joyful or being, uh, or preparing a, a, a lesson won't be enough to face a, a group of little children, because the-as they are really little humans they need a lot of things, a lot of attention and, yeah nobody tells how much difficult it would be.
04:40	A	Yeah it's.. It's very unpredictable.
04:42	P	Yeah. You d-uhh, sometimes you don't know what, what to expect about, about your lessons.
04:49	A	Ah, okay.
04:49	P	You have an idea about something and it doesn't work, so you feel frustrated, but then you have to keep working.
04:56	A	And you have to be able to adapt quickly.
04:58	P	Yeah.
04:59	A	Okay. So, how did others see you in the, in the day-care centre? Were they, how did other people in the day-care centre see you as a teacher?
05:07	P	Uh, I hope that they have a ve-a good idea of me, uhhh, they told that they were really happy because it was the first time that I, that this program was applied on the, on the day-care centre, and... I hope that they, uh... I wanted to create a team with the people who work there. Because, it's important, because nowadays if you work as individual, you won't have success, so I always try to speak with the, with

		the... with the people or with the teachers and say: "Oh! What do you think about this?" and they tell me: "No, maybe you can do this, you can improve your attention, please, eh uhh, be careful" because you, you don't have to, eh, you have to watch them e-everytime. Everytime, everytime. Eh, I think that they are happy, I hope, uh that they are happy with my work there...
06:04	A	And they all treated you well?
06:05	P	Yeah, really. They are the most friendly and kind people in the world.
06:10	A	Did they ever limit what you could do? Did they ever tell you: "You can't do that"?
06:14	P	What? Sorry.
06:15	A	Did they ever limit..?
06:16	P	No, no.
06:17	A	Your, your actions there?
06:18	P	No, uh, well, for example, uhh... I had to, uh, be careful with the materials, they told me that, eh, no little pieces, no little toys, but no they never limited me. Never, never, never!
06:35	A	Were you able to take risks?
06:37	P	Yeah.
06:38	A	Yes? Trying new approaches, new games...
06:40	P	Yeah.
06:40	A	New dynamics?
06:41	P	Uh, ah, on-once I tried to, eh, read them a sh-a very short short story but it doesn't work.
06:51	A	Their attention span is very...
06:52	P	Yeah.
06:52	A	Short?
06:53	P	Yeah, aaand... af-uh, something that really works to me was the total physical response, but the, their big challenge is to change, okay, not always: "Go and touch the red, uhh, the red point," because if you do-if you did that all, if you are.. That all that classes they will get bored. So, maybe use a Twister, maybe with roulette, maybe with aaa, some, uhh, toys, so, that's like the challenge.
07:24	A	Okay, thank you very much. Um, after this experience, you have a different vision of what it is to be a teacher. How do you see yourself as a teacher in the future?
07:34	P	Well, uhh...

07:36	A	Are you happy that you decided to work with very young learners?
07:39	P	Yeah, yeah I'm very happy because it was something that I already said. And I think that thee... I see myself as a future teacher, teacher, uhh I would like to keep, uhh... studying, because, uhh a teacher always must be, uhh how can I say, ummm... the teacher must keep in studying because, every day there are new information there are new approach so, I think that it should be necessary to, tooo keep in touch with that environ-environment. And also, I see myself as uhh, working with children, I hope so in the future. I would like to, to study maybe a master, maybe a PhD but, it's, that is in a really long future. Ehhh, I would like to keep studying, keep working and also do a little bit of research.
08:39	A	Okay, thank you. Ummm, during your practicum, can you tell us about a critical incident? In your practicum? Something that happened that you were: "Oh my God"?
08:49	P	Eh uh, my critical incident was, uhh, when I, when a, when a... a little boy came, he wa-he was new, and he's... really, really, really hyperactive. I cannot say that they have a problem or a disease, because I'm not a doctor, I'm not a psychologist, but it was really difficult to catch th-his attention, and, he, and he was three years old, he, does, he didn't speak a word, even in Spanish just, okay, yes, he speak-he spoke uh he told some words but not like a conversation, and it was really difficult to work with him. Uhhh, that, that I would say that was my critical incident, because... further than this, no... everything was okay.
09:37	A	Okay, thank you very much. Um... talking about teacher agency, how you determine what you can and can ... and cannot do in each unique institution? W-were you able to do almost everything that you... envisioned? Or did sometimes did you, did they tell you: "No, no, no, don't do that," ?
10:01	P	No, they never limited me. Except with the exception of: "Don't use small toys," because they're very young and they can have an accident.
10:03	A	No?
10:04	P	Maybe...
10:04	A	And everyone treated you as an equal?
10:07	P	Let me remember...
10:08	A	Mmm-hmm.
10:11	P	No, they never limited me, uh, never, never, never, never. And... no, no.
10:17	A	And they all treated you as an equal, uh, uh, with the teaching (?).
10:21	P	Yeah, the, the staff was amazing. They alway-they don't told

		me like my name, oh, me, "So teacher, welcome, we were waiting for you," and they are really, really nice...
10:33	A	A good environment. So...
10:34	P	Yeah, a good environment.
10:35	A	In, in general you taught twenty students?
10:39	P	Maybe I think twenty students, but, I think it was a great experience. It's difficult and I'm planning to keep, eh, teaching here.
10:49	A	Okay, did y... what response did you have from the parents?
10:52	P	Ohhh the parents, um, as, unfortunately, I was on the day-care only, maybe, few time, so, I couldn't have too much time to get along with parents, but... it's the same responsibility as the other.
11:10	A	What, what was your schedule for teaching the young, the..., the babies?
11:14	P	How the schedule?
11:15	A	The schedule, (?), at nine o'clock? From nine to ten? Or...
11:18	P	Ahhh.
11:19	A	What was the schedule?
11:19	P	Okay, it d-it was depending on the day, for example, um, Monday I work from nine to nine thirty with level three. And then, four... uh, one, to t-one thirty, to level, with level two. Wednesday was nine-nine thirty, no, nine-nine thirty for level three. Thursday I work with, uhh... level two, from nine to nine thirty, and Friday from nine thirty to, from nine to nine thirty to, with level, uhh... three, and to, one to, one to one thirty, level, it's, it's complicated.
12:01	A	A little complicated.
12:01	P	Yeah.
12:02	A	Okay, thank you very much, Patty, w-I appreciate this, remember that this will be used for research purposes. Thank you.
12:08	P	Okay, good morning.
12:08	A	Thank you.

'Vicente'.

(9 minutes 43 seconds)

Time	Turn	Discourse
00:00	A	Okay, today is... August 5th 2014. I am with Vicente, who did

		his practicum in the <i>Casa Hogar</i> ?
00:13	V	Yes..
00:14	A	Uh-huh... working with students in elementary school. Yes?
00:19	V	Yes.
00:19	A	Alright. Good morning Vicente. How, how useful did you feel that {the practicum} was for your professional development?
00:26	V	Okay ehhh... it was very useful because it had, well, I had the opportunity to use all the knowledge that I have acquired during this... bachelors? Degree? So...., it was, very useful.
00:45	A	Did you feel differently about teaching after the practicum? After this experience? Did you change a lot from seventh semester in to right now?
00:55	V	Yes because now I know that I have another identity because first I was like very, a very kind teacher but then I, like, became very strict in the... in that school. So I changed my, my way of being.
01:15	A	Okay. So you had to become strict. Why? What happened?
01:19	V	Because as I was ehhh teaching young learners I had to, like, ehhh troublemakers I-I don't know, and uh... they belong to a... orphanage? So I had to be very... firm with them to... say: "You have to do this and... you have to do it!" And... you cannot say: "I-I cannot," or... something like that.
01:50	A	Okay, thank you. How did you see yourself as a teacher before this experience?
01:56	V	Oh my God. I was like... as I said, I was... very kind, sooo... I said: "Ohhh I am in trouble because I am not like... have not that experience, in front of a group. So it was difficult, for me, to think that I was going to teach... eh... children.
02:19	A	Okay, how did others see you in the school?
02:21	V	Sorry?
02:22	A	How did others, how did the-th-the staff at the school, how did the-th-the students, how did everyone at the school see you, as a teacher?
02:29	V	There?
02:29	A	Yes, what was their impression of you?
02:31	V	Okay. First, uhh... they, we-...they were, very kind... people. Eh... they saw that I was a very... eh, disciplined, and... what else, like I was a, good person, that they can beee... confident with me. So they... give me more and more eh... activities to do because they said: "Yes, the teacher Vicente is going to do it." So they, they had me work like... how can I say it? (?) They think good of me. I don't know how to explain that, that... they... became my friends, there.
03:21	A	Okay, so, before this experience you saw yourself one way, and now you see yourself very differently. In the future what

		kind of teacher would you like to be?
03:32	V	I don't know, that's a difficult question. Uhh I would like to be... like... strict, also because I know that... if I want the childre-children to learn, I have to be firm with them, and then, eh... I would like also to be their friends. I mean I-I don't want to be a bad teacher, like, scolding them
03:57	A	Mmm-hmm.
03:57	V	All the time but... I want to be firm, and... so... as you know, I am a very... uh, kind... uhh... how can I say it? A good, teacher... I mean... I always say jokes and everything, but I don't want to be like that in the future.
04:18	A	It didn't work out?
04:20	V	Uh-huh.
04:20	A	Okay, so you can't be their friend, you have to be the teacher.
04:23	V	Yeah.
04:24	A	Okay, so now you have different, ideas about your teacher identity. What about agency? Agency is how you knew what-what you were able to do, what you had permission to do, and what you could not do. For example one day you told me that you had problems with, for example Mother's Day, because you were working in a ... in a school where the sss-students were not with their mothers, some of them had mothers but they're in jail or, they have some adverse circumstances in their lives. So these children are really... in a vulnerable situation.
04:54	V	Yes I... I was in trouble when we had to... to talk about that, or even in the classes when we talked about family... that was a topic that I said: "No, I don't, I cannot teach this topic," so... it was very difficult for me, like, I could not, like, take the... the what? The... I-I... I said: "I don't want to choose this topic, because no... they are going to feel bad." Something like that. So...
05:32	A	For you, for you was that your critical incident? Remember?
05:35	V	Yes.
05:35	A	I asked for you t-to answer the critical incident. It was very difficult?
05:38	V	Yes.
05:38	A	For you to learn how to... to manage that?
05:41	V	To take decisions...
05:42	A	Uh-huh.
05:43	V	On my own, it was very difficult. But now I think that th-the practicum helped me to take more, eh, or have more ideas about what I'm going to do in that incident.

05:57	A	Okay, thank you Vicente. Vicente what was the impact of your practicum on the, on the school where you worked?
06:04	V	Okay, I realized that these children receive a lot of visits all the year. And, I have to... I, first, the principal told me that I had to teach only vocabulary, but I said: "No, these guys need to communicate," so I changed the syllabus, and I, eh, I told them more, like, phrases and questions so they could, eh, communicate with, eh, Americans. So I think that was a very in-very big impact because they can communicate, and... I think that's all.
06:50	A	On average how many students did you have at a time? Were you there with all the students at the same time or you had them in groups?
06:57	V	Okay, first I had two groups, about... seven people per group. But, uhh then, as the circumstances there are very, like bad, because they had their time to practice other, eh, other subjects, so I decided to, like, mix the two groups, the fifth and sixth grade. So... I...
07:26	A	How, how many were they?
07:27	V	About fourteen, sixteen...
07:32	A	Okay, and now you feel comfortable teaching students of this age?
07:35	V	Yes. Uhh they were, from... uh, eleven years-old to sixteen years-old because there was a guy who cannot finish his elementary school because he had problems with the... with, his learning, so, it was difficult.
07:57	A	Okay, so right now that you finished your practicum, how important did you feel it was for you as-in your professional development, for your growth? Did you feel it was very... valuable for you as a future teacher?
08:10	V	Yes because now I have s-more experience.
08:13	A	Mmm-hmm.
08:14	V	Now I know how to treat people like, students, now I can... I am more confident.
08:23	A	Mmm-hmm.
08:24	V	Este... at the beginning I was like, uh, scared, because, I had to teach, I had to be the teacher. But now I say: "Oh it's easy, in some way." But, uhh it depends on the students because in this orphanage they were like: "Oh", they were... I-I thought: "They-They are poor people, uh, no, poor." Uh, I-I didn't...
08:53	A	How poor are they? Are they very vulnerable?
08:57	V	Yes, because they... eh, okay, the... manager of that orphanage, uh... helped them a lot. But... they are like... they have to get... like, uh... inexpensive things for them. But they have a lot of, like, what, what can I say, goods?
09:25	A	Uh-huh, so they have the necessary things to survive?

09:27	V	Yes, necessary. Yes.
09:28	A	They don't have luxuries, but they...
09:29	V	No, uh, exactly.
09:30	A	But they get by?
09:31	V	Yes, food.
09:32	A	And they eat, and...?
09:32	V	Yes, they have a lot of food.
09:33	A	And... they're not that bad off?
09:35	V	Yeah.
09:36	A	Okay. Thank you so much Vicente for this. I appreciate it and, um, remember all of this information will be used for research purposes.
09:43	V	Okay don't worry.

Appendix 11: FOCUS GROUP E-MAIL INVITATION MESSAGE.

(Sent August 20, 2014)

HAVE YOU EVER PARTICIPATED IN A FOCUS GROUP?



Preservice Teacher Identity Development throughout the Practicum Component of Second Language Teacher Education

I am conducting a research study to explore what factors influence your teacher agency and professional identity development in the 8th semester of your second language teacher education programme in an 80 minute focus group session.

The focus group is open to Spring 2014 LEI eighth semester pre-service teachers and will be held live on Friday, August 22, 2014 from 10:00 – 12:00 in the Audiovisual Room of the [university].

The focus group is totally anonymous and you are under no obligation to take part... But I would be very grateful if you do.

Thank You

Ana María Elisa Díaz de la Garza

amediaz57@hotmail.com 60-2-24-03

Appendix 12: FOCUS GROUP CONSENT FORM.

PRACTICUM

INFORMED CONSENT FORM: Focus Group

Participant Information

Date August 22, 2014 Version number 3

Study title: Pre-Service Teachers' Identity Construction throughout the Practicum Component of Initial Teacher Education

Researcher name: Ana María Elisa Díaz de la Garza

Staff/Student number: **25607812**

ERGO reference number: **6350**

Hello! As a teacher educator at the Tuxtla Language School I am asking 9th semester student teachers to participate in a focus group in order to explore and learn more about how you addressed the dilemma of agency and how it affected your teacher identity development during the practicum component of your TESOL teacher education program during the 2014 Spring term. I would greatly appreciate your participation. Your participation is voluntary and you can withdraw from the project at any point in time without giving any reasons.

This focus group session is expected to take 80 minutes. There are no known risks to participating in the focus group. Any information collected about your school or students will be anonymized and not shared, and no identifying information will be used in any written or oral reports about the session. Please read this information carefully before deciding whether to take part in this research study.

Thank you for your time,

Ana Maria Elisa Diaz de la Garza
Researcher

Statement of Consent

I have read and understood the information about this study. In consenting, I understand that my legal rights are not affected. I also understand that data collected as part of this research will be kept confidential and that published results will maintain that confidentiality. I finally understand that if I have any questions about my rights as a participant in this research, or if I feel that I have been placed at risk, I may contact the Administrator of the Ethics Committee, Humanities, University of Southampton, SO17 1BJ, UK. Phone: +44 (0)23 8059 4663, Email: I.Ghose@soton.ac.uk.

I certify that I am 16 years or older. I have read the above consent form and I give consent to participate in the above described research.

Please initial the boxes if you agree with the statements:

I have read and understood the information sheet (March 2014 Version 2) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data to be used for the purpose of this study.

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected

Data Protection

I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous. I consent to participating in this

interview and also authorize that this interview be recorded for research purposes.

I am aware that I may withdraw from the study at any time.

Name of participant (print name)

Signature of participant.....

Date.....

Appendix 13: FOCUS GROUP INTERVIEW PROMPT (Spanish Version)

*The focus group was held in Spanish since it is PSTs' native language

GUIA DE GRUPO FOCAL

VERSION 3 22 de agosto, 2014

Buenos Días a Todos.

Les agradezco la oportunidad de permitirme explorar sus experiencias y sentimientos acerca del desarrollo de su identidad docente y desarrollo profesional durante las 480 horas de práctica docente realizadas durante la primavera del 2014 para la realización de mi estudio 'Preservice Teacher Identity Construction throughout the Practicum Component of Second Language Teacher Education'. La información recabada se utilizará exclusivamente para fines académicos para la obtención del grado de doctorado a distancia (Distance PhD in Modern Languages/Applied Linguistics) de la Universidad de Southampton, R.U.

Les recuerdo que la participación en este grupo focal es voluntaria y que todos firmaron un formato de consentimiento.

Valoro la diversidad y solicito el respeto y tolerancia por todas las ideas que abarcaremos hoy, 22 de agosto, 2014.

Sus respuestas serán confidenciales. ¿Me permiten grabar esta sesión? Gracias.

Para comenzar, me gustaría que cada participante nos recordara en donde realizó su proyecto durante el 8° semestre, así como el nombre de su proyecto. Les agradecería que compartiéramos libremente las experiencias vividas durante este semestre. Me gustaría iniciar con preguntas claves y agradecería que compartieran todos, sus opiniones.

¿Cuándo piensan en identidad docente durante el 8° semestre de su programa de estudio, que ideas les vienen a la mente?

¿Pueden compartir con nosotros lo que les agradó acerca de las 480 horas de práctica docente en su formación profesional?

¿Qué opinan que ha sido más útil durante esta práctica profesional para la construcción de su identidad docente?

¿Qué opinan que ha sido menos útil para ustedes durante esta práctica profesional?

¿Qué aprendieron acerca de cómo manejar situaciones problemáticas durante esta etapa de su formación profesional?

¿Qué tan útil fue la práctica para tu desarrollo profesional?

¿Cómo se enfrentaron al asunto de agencia durante su práctica?

Muchas gracias por su participación. En resumen, pudiéramos decir que durante esta sesión se comentó XXXXXX-

¿Es correcta dicha percepción – resume efectivamente lo que compartimos?

¿Hay algo que hizo falta?

Nuevamente gracias por colaborar en este estudio que me será muy útil para la obtención de mi grado de doctorado con la Universidad de Southampton, Reino Unido con el tema: 'Preservice teacher identity construction throughout the practicum component of second language teacher education'. La información recabada se utilizará exclusivamente para fines académicos para la obtención del grado de doctorado a distancia (Distance PhD in Modern Languages/ Applied Linguistics) de la Universidad de Southampton, R.U.

Appendix 14: FOCUS GROUP INTERVIEW PROMPT (English Version)

Focus Group Session (Focus Group was held in PSTs' native language, Spanish)

FOCUS GROUP GUIDE English Version
VERSION NUMBER 3 August 22, 2014

Good morning.

I want to thank you for the opportunity to allow me to explore your experiences and feelings regarding your teacher identity and professional development during your 480 hours of practicum carried out in the Spring 2014 term for my research study **Preservice Teacher Identity Construction throughout the Practicum Component of Second Language Teacher Education**. The information gathered will be exclusively used for research purposes. This is a requirement of the Distance PhD in Modern Languages/ Applied Linguistics, a programme that is currently offered at the University of Southampton, UK. Your answers will be treated confidentially.

May I remind you that all of you signed a consent form to participate in today's session and that your participation is voluntary and you may withdraw from the project at any point in time without giving any reasons?

I value diversity and ask all of you to help me maintain an atmosphere of respect and tolerance towards all of the ideas which we shall share together today, the 22nd of August, 2014. Do you all provide your consent to audio record this session?

Thank you.

To begin I would like each of you to share some basic information about the type of school and the level where you conducted your practicum. I would appreciate it if you would freely share your experiences throughout this semester.

Thank You.

I would like to continue the session with some key questions and look forward to all of you sharing your ideas and opinions.

When you think of identity development during the 8th semester of your teacher education programme what ideas come to mind?

Would you please share what you liked about your 480-hour practicum in the Spring 2014 term?

What do you feel has been the most useful during your practicum and your preservice teacher identity development?

What do you feel has been the least useful during your practicum?

What have you learned about how to solve problems during this stage of your professional development?

How useful has your practicum been for your teacher development?

How did you address the issue of agency in your practicum?

Thank you very much for your participation. To sum up, today we commented on XXXXXXXXXX. Some of you feel XXXXXXXXX while others XXXXX.

Do you agree with this perception? Does it effectively summarise what we have shared today?

Would you like to add any comments?

Once again I would like to thank you for sharing your thoughts with me to conduct the study Preservice Teacher Identity Construction throughout the Practicum Component of Second Language Teacher Education. The information gathered will be used exclusively for research purposes for the Distance PhD in Modern Languages/ Applied Linguistics, a programme that is currently offered at the University of Southampton, UK. Your answers will be treated

confidentially.

Thank You.

Appendix 15: FOCUS GROUP TRANSCRIPT 10 PSTs (Spanish Version)

(Focus Group was held in PSTs' native language, Spanish)

Date: August 22, 2014 University Language Faculty 10:00 - 11:20 am

Participants: Alicia, Andrea, Elena, Isabel, Karla, Leonardo, Otto, Patty, and, Vicente.

*It was not possible for Julieta to attend so another PST from the same cohort, Frank, was invited to join the focus group.

Time	Turn	Discourse
00:02	Ana	Buenos días a todos. Buenos días a todos. Les agradezco la oportunidad de permitirme explorar sus experiencias y sentimientos acerca del desarrollo de su identidad docente y desarrollo profesional durante las cuatrocientas ochenta horas de práctica docente realizadas durante la primavera del dos mil catorce para la realización de mi estudio Pre-Service Teaching Identity Construction throughout the Practicum Component of Second Language Teacher Education. La información recabada se utilizará exclusivamente para fines académicos para la obtención del grado de doctorado a distancia Distance PhD in Modern Languages and Applied Linguistics de la Universidad de Southampton, Reino Unido. Les recuerdo que la participación en este grupo focal es voluntaria y que todos firmaron un formato de consentimiento. Valoro la diversidad y solicito el respeto y tolerancia por todas las ideas que abarcaremos hoy, el veintidós de agosto de dos mil catorce. Sus respuestas serán confidenciales. ¿Me permiten grabar esta sesión?
01:12	Todos	Sí.
01:13	Ana	Gracias. Para comenzar me gustaría que cada participante nos recordara en dónde realizó su proyecto durante el octavo semestre, así como el nombre de su proyecto. Les agradecería que compartiéramos libremente las

		experiencias vividas durante este semestre. Me gustaría iniciar con preguntas claves y agradecería que compartieran todas sus opiniones. Okay? Entonces empezamos, vamos a dar la vuelta para acá. Este... buenos días.
01:41	Andrea	Buenos días.
01:42	Ana	¿Me puedes comentar al-un-un poquito acerca de tu proyecto?
01:4	Andrea	Ehhh sí este mi proyecto fue realizado en la Universidad. Ehhh trabajé con niños de entre diez y doce años en un curso de inglés para niños English, uhhh for Young Learners, y esteee... fue con duración de cien horas. Ehhh... y, bueno...
02:14	Ana	Gracias.
02:15	Andrea	Básicamente eso.
02:15	Ana	Gracias.
02:16	Isabel	Ehhh el nombre de mi proyecto es Fortale-Fortalecimiento del inglés en la prepa. Ehhh ahí... di clases y esteee eran alumnos de cuarto semestre, de preparatoria yyy... constó de cuatrocientas ochenta horas de práctica.
02:38	Ana	Gracias, ¿y tú?
02:40	Otto	Eh el nombre de mi proyecto fue Enseñanza del inglés en una Casa Hogar. Ehhh, di clases ahí por cuatrocientas ochenta horas, pero en la sección secundaria, con adolescentes desde doce hasta diecinueve años.
02:52	Ana	Gracias.
02:53	Vicente	Okay, el nombre de mi proyecto es Impartición del idioma inglés en la sección primaria de la casa hogar. Estuve en un orfanato. Ehhh di cuatrocientas ochenta horas deee servicio dando clases a personas de... doce aaa dieciséis años.
03:14	Ana	Gracias. ¿Y tú?
03:17	Frank	Yo hice mi practica docente en la universidad. Mi trabajo consistió en analizar material didáctico ee en inglés para los estudiantes de la facultad para la materia de Historia. Yyy además de eso participé en, como apoyo, ehhh logístico en la organización del evento (?), de la novena cátedra del (?), y esteee, y estoy realizando un análisis de necesidades de la facultad, con respecto a las clases de inglés.
03:51	Ana	Muy bien, gracias, ¿y tú?
03:53	Alicia	Ehhh yo al igual que mi compañera Isabel estuve en el programa de Fortalecimiento del inglés en una prepa de la capital. Eee igualmente di clases aaa... varios grupos de cuarto semestre en el turno vespertino.
04:07	Ana	Muy bien, gracias, ¿y tú?
04:09	Elena	Yo estuve en una comunidad a 30 minutos de la capital. Es una Secundaria Técnica 'Uso y fomento de estrategias de escritura y formación integral de alumnos que estudian en contextos multiculturales'. Este, di clases aaa primeros grados con unos cinco grupos de cuarenta, cuarenta y dos chicos.

04:27	Ana	De secundaria, ¿verdad?
04:28	Elena	Sí, quince horas semanales.
04:30	Ana	Okay, y la mayoría de losss, de las personas son las que estudian ahí son hijos de campesinos, deee...
04:35	Elena	Sí.
04:35	Ana	Granjeros, ¿de qué?
04:36	Elena	Y hasta eso era, la secundaria se encuentra afuera, en las afueras de [el pueblo], entonces yo creo que por eso, pues los chicos que llegan son así como deee las afueras ya ni siquiera de laaa, de la comunidad.
04:48	Ana	¿Eh, se considera un pueblo o una ciudad...?
04:52	Elena	Mmm es, está considerado como un, ya comunidad, o sea co-tieneee... pertenece a los ciento treintaidós este municipios de...
05:03	Ana	¿Y todos los chicos hablaban español como lengua, este, materna?
05:07	Elena	Sí, bueno, a m-a mí me tocó esteee, hacerles un tipo encuesta donde ellos ex-eh decían que si ellos no hablaban, esteee otra lengua no, pero... pero tal vez por pena o algo así no quisieron ponerlo, eso es lo que yo creo.
05:19	Ana	Ajá, pero-
05:20	Elena	Todos hablaban bien español
05:21	Ana	Sí.
05:21	Elena	no me tocó...
05:23	Ana	No batallaste en ese aspecto, muy bien gracias ¿y tú?
05:25	Karla	Bueno, yo esteee m-el nombre de mi programa es Apoyo para alumnos rezagados en lengua adicional al español. Ehhh yo estuve en [una prepa], y pues ehhh... tuve dos enfoques, una fue dar asesorías para liberar a los alumnos con bajo rendimiento, y el otro era apoyar a, este, dar clases aaa los segundos semestres. Tuve ochooo sem-ehhh, grupos de cincuenta y cuatro alumnos de segundos semestres. Mmm-hmm.
05:53	Ana	(?), muy novedoso, ¿y tú?
05:55	Leonardo	Eh, sí. El nombre de mi programa es Fortalecimiento del inglés en [la misma preparatoria que Isabel]... (?) Ehhh mmm esteee, el programa constó de cuatrocientas ochenta horas en las cuales, yo, ehhh como mis compañeras di clases, pero me enfoqué en el área más vulnerable de, de lo que son los cuartos semestres.
06:20	Ana	Muy bien. Okay. Muy bien, comencemos entonces. Esteee, tienen la libertad de opinar, no es de tomar turnos, el que se ocurre que quiera platicar de esto. Okay? Eh, mi pregunta es... cuando piensan en, en identidad docente durante el octavo semestre de su programa de estudio, ¿qué ideas les vienen a la mente?
06:44	Otto	La manera en queee enseñamos el inglés, sería una.
06:48	Ana	Ajá.

06:49	Otto	Es lo primero que se me viene a la mente.
06:51	Ana	¿Alguien más?
06:52	Karla	Ennn identidad, identificarnos. Comooo, podría ser nuestra personalidad y como mmm... cómo somos como maestros, podría decirse, ¿no? Nuestras eh, debilidades, nuestras fortalezas, nuestras habilidades, qué hacemos bien, en qué podemos mejorar...
07:10	Ana	Muy bien, ¿alguien más?
07:11	Vicente	Es descubrir cómo somos como maestros, cuando damos clases, este descubriendo valores que tenemos, debilidades y fortalezas como dijo la compañera.
07:23	Andrea	El rol que tenemos en el salón de clases, ya sea de guías, de formadores, deee, bueno e-en sí el rol que podamos tener con los alumnos y como dicen igual las debilidades y fortalezas dentro del salón de clases.
07:38	Ana	¿Alguien más? ¿Identidad docente?
07:41	Patty	Ay, esteee, bueno, n-no sé de qué hayan hablado anteriormente perooo identidad docente creo que es, todo es cuandoo la teoría como que se pone o se confronta con la práctica ¿no? Porque una cosa es lo que aprendemos o cómo nos esperamos nosotros que sea el grupo, ooo las ideas que tenemos acerca de los estudiantes de nuestro método, de nuestra propia manera de ser como docentes, y otra lo que en realidad es, ¿no?, entonces, es... la identidad docente es para mí eso, como que, lo que tú eres y lo que realmente es.
08:20	Ana	Okay, algunos dicen que es, el maestro que debes ser para poder sobrevivir según el proyecto que te tocó. Porque cada escuela es única. Muy bien, ¿nos quieres comentar acerca, un poquito acerca de tu proyecto de esto Patty?
08:34	Patty	Ah, bueno, como ya saben, este estuve trabajando con los niños de la guardería, en las salas de maternal 2 y maternal 3. Aproximadamente tenía diecisiete alumnos en total, este distribuidos en las salas, yyy básicamente ellos desde la, la estancia eh, a mi proyecto le llamaron Iniciación al idioma inglés. Este, tenía queee, eh dar clases tres veces por semana a cada sala, este con una duración aproximada de media hora, y durante esas semanas esos meses que estuve yo trabajando con los niños, los bebés, esteee... abordé diversos temas, como colores, eh, animales... partes del cuerpo, comandos, sobre todo porque mi enseñanza o, que yo impartí estaba basada en el método de total physical response. Entonces, eso era, este... básicamente lo que hacía. Además eh, cuando, eh, los lunes y los viernes me quedaba yo a apoyar aaa, a la guardería, en las actividades que tuvieran, en cuidar a los niños, a los (?) de maternal 1, jugar con ellos, darles de comer, lavarles las manos, llevarlos al baño. Entonces, eso era básicamente mi servicio.
09:59	Ana	Muy bien. ¿Algún otro comentario? ¿No? Entonces s-seguimos. ¿Pueden compartir con nosotros lo que les

		agradó de las cuatrocientas ochenta horas de su proyecto? ¿Durante su formación profesional en octavo semestre? ¿Qué les agradó?
10:15	Andrea	Ehhh, principalmente trabajar con niños porque nunca había trabajado con estudiantes de entre esas edades, y pues es al-una experiencia nueva es una experiencia muy bonita porque son, eh, es la edad en que están más participativos, cooperan más contigo entonces eso fue lo más, más bonito de, mi proyecto.
10:36	Ana	¿Alguien más?
10:37	Isabel	Bueno, al igual que mi compañera ahhh la experiencia en sí porque realmente no había trabajado con adolescentes, y bueno creo que la experiencia más bonita de todo esto es de que al final del curso realmente pude ver que algunos alumnos que al inicio estaban mal, al final me mostraron que pues sí pudieron y que sí les sirvió el que yo hubiese estado pues con ellos, y los agradecimientos que recibí, me sentí muy, feliz pues porque realmente vi mi trabajo, el esfuerzo, en este... eh, ahí con ellos. Creo que eso fue lo más bonito como, ¿docente? ¿en ese rol?
11:17	Ana	Muy bien. Okay ¿alguien más? ¿Sí?
11:22	Karla	Bueno para mí lo más bonito fue que cambió mi perspectiva porque yo antes pensaba que: "No es que yo soy para niños y con grandes no." Perooo después de trabajar con ellos ahora puedo decir que sí puedo trabajar con adolescentes, queeee... también, el avance como dijo mi compañera el avance que ellos tuvieron... de queeee se divirtieron porque igual la maestra titular y yo teníamos muy diferente manera de enseñar, este les ponía videos, canciones, juegos, y este... y pues ellos lo disfrutaban, ¿no? Lo disfrutaban y al final también los agradecimientos, el que me preguntaran de que si iba a seguir ahí dando clases y que al decirles que no todos: "Ay ¿por qué profe?, siga aquí," y eso fue muy bonito para mí.
12:09	Ana	Es tu club de fans. Okay?
12:12	Alicia	Bueno, a mí me gustó mucho porque realmente no fue fácil, lidiar con alumnos casi de la m-bueno, no tanto de la misma edad pero que deberían más, o sea no tanto como maestra sino una compañera más, entonces, aprender a, a lidiar con esa barrera de: "Yo soy tu maestra y tú eres mi alumno," fue, no tan, bueno, no fue tan difícil ni tan fácil pero aprende uno a lo que se va a enfrentar realmente. Entonces este, igual, las clases, a veces era, eran muy dinámicas a veces a ellos no les gustaba participar, o no querían hacer nada entonces aprender a lidiar con todo eso a mí me, me reafirmó mucho de que realmente sí, estoy bien en lo que estudié, o sea me gustó mucho.
12:56	Ana	Muy bien ¿alguien más?
12:57	Elena	Yo. Bueno...
13:00	Frank	Pueden hablar libremente.

13:01	Elena	Sí este bueno de las cuatrocientas ochenta horas lo primero que pensé fue: “Bueno me va a probar realmente como maestra porque pues ustedes ya saben todos estos cuatro años yo nunca he trabajado ni como docente ni como, nunca... entonces llegar allá, y bueno para empezar ¿dónde queda [la comunidad que me toco]? entonces pues... me gustaba mucho viajar, me gustaba mucho ir, ir a [la comunidad] porque... el, el cambio de clima primero ¿no?, y luego, llegar y no conocía a nadie y, el proceso de adaptación y todo pasó. A fin de cuentas que-queda bien, este quedé agradecida con la maestra que me hospedó en su salón, y, y probarme como maestra fue creo que lo mejor, eh, lo mejor para mí porque pues no había trabajado nunca me había probado así frente a un grupo más que una hora y media hora que eran los microteachings y todo eso que dábamos.
13:53	Ana	Muy bien, ¿alguien más?
13:55	Patty	Ah, yo. Bueno para mí... lo mejor fue queee... esta practica docente yo lo había, este, pensado mucho antes de que nos tocara la hora de decidir qué íbamos a hacer, desde que estaba yo en quinto semestre y supe que iban a abrir una guardería yo dije: “Me gustaría mucho dar clases de inglés ahí,” yyy a veces lo platicaba con mis amigas, eh con mi familia, “Me gustaría mucho ir, dar mi servicio social ahí,” pero pues nunca pensé que fueraaa, que fuera po-posible. Entonces ya cuando llegó la hora y hablé con mi asesora, este ella me dijo: “Ay” que, que era muy buena idea, que ella iba a hacer las gestiones correspondientes para que se pudiera dar la oportunidad. Y afortunadamente se dio yyy saber, desde bueno cuando ya íbamos en séptimo, saber que en mi servicio social iba a hacer lo que siem-lo que yo ya había pensado desde un año antes, fue para mí muy, muy satisfactorio porqueee sabí-sé que trabajar con niños no es fácil, pero yo ya tenía como que ese, ese gusto. Yyy bueno, cuando llegué l-la primer semana y ver que todos en la guardería son personas muy, muy buenas, muy amables, este personas muy comprensivas, realmente me hizo sentir, eh, queee, que estaba en el lugar correcto, yyy... y también, aunque también como es trabajar con niños, la primer semana sí me desesperé y, y salía de, de laaa, de la estancia muy frustrada porque decía: “Ellos están esperando lo mejor de mí y yo siento que no lo estoy dando, siento que los niños no me están poniendo atención, siento que el material que yo llevo no les gusta, siento que las maestras, como que tienen que ayudarme mucho, y, y, y no estoy dando como que el ancho y la verdad ese sentimiento lo tuve como, el pri-las primeras dos semanas, pero con el tiempo pues le vas, este ahora sí que le vas agarrando a ver qué, qué les gusta, qué no les gustaaa, más o menos ya es la rutina de tu clase, bueno, “Primero vamos a presentar vocabulario, luego vamos a hacer las manualidades, luego vamos a ver los videos...” y ya, y poco a poco los niños también te van identificando,

		¿no? al principio de quedaban con cara de: “Bueno, ¿quién es?... ¿quién es ella?” pero al final te van reconociendo y pues la verdad es un cariño muy sincero, y ya al final no, pues no te dicen “Gracias” porque, para ellos tú vas a seguir llegando siempre y ellos van a seguir llegando, pero pues las maestras, este, y el personal administrativo de ahí estaban muy, muy contentos con lo que se había hecho, yyy... y pues también, gracias a ese servicio social que yo lo disfruté mucho que no se cómo pasaron las cuatrocientas ochenta horas, me dio oportunidad de, de conseguir es-una beca porque, realmente fue algo que empezó mucho cuando solicité una beca para... una, un... ¿verano internacional? Entonces, sí estoy muy agradecida con toda esta experiencia porque además de que me permitió trabajar con niños, me permitió alcanzar otros objetivos.
17:09	Ana	Muy bien.
17:10	Leonardo	Ah bueno pues, miii, en mi caso, pues yo también trabajé con adolescentes y lo que más me gustó fue en sí, fue, precisamente trabajar con adolescentes. Esteee, eh, por ejemplo, yo, mis grupos eran muy diferentes, eh tenía unos grupos, tenía unos grupos en donde casi todos eran hombres, y unos que eran de mujeres, y me gustaba, bueno, eel grupo que más me sorprendió fue el grupo en que casi todos eran hombres porque, eh, sí hacían relajo, querían salirse de, de lo que es pues la clase, perooo pues al final y al cabo les daba yo una indicación y trabajaban. Y eso es lo que me gustó, hice una muy buena relación con ese grupo pero al mismo tiempo poniéndoles las reglas del... de... deee maestro-alumno como maestro porque pues, ya habían mencionado ya mis compañeras que no eres pues, eh, que él es casi de tu edad o que es casi la misma etapa que ellos este, pues quieren tomar confianza pero (?) es que supe manejar eso, eh, y que me siento preparado para trabajar pues con mis grupos y, y con esteee, con adolescentes.
18:28	Ana	Muy bien, ¿alguien más?
18:30	Otto	Sí, que lo que me gustó fue que, ver que de verdad aprendieron algo, no sólo sobre el inglés, sino sobre la vida misma porque esos, ahora sé que hay también otros tipos de alumnos, como ellos, que no tienen padres, familia ni recursos para salir adelante, sino que, pues por sí solos vi como, de verdad se interesan, en realizar algo en la vida.
18:57	Ana	Muy bien.
18:58	Vicente	Sí este, yo también, como saben la casa hogar, pues me gustó porque hice muchas actividades, que tiene que hacer un maestro en ocasiones ¿no? en, en su vida como docente. Esteee estuve enseñando este cosas ahí también, cuadros de calificación, de evaluación... eh, también ayudaba a organizar eventos allá de Día de las madres, eventos para también, despedir a algunos extranjeros que llegaban ahí. Eh, hice varias cosas y fue lo que me gustó, además también como no, yo miraba mi servicio como un reto

		porque eran niños, este estudiantes de doce, catorce años, dieciséis incluso.
19:45	Ana	Aunque estaban en primaria.
19:46	Vicente	Sí, y creí queee estaban en primaria, yyy pues esteee como han crecido... han sufrido algún esteee, algún acontecimiento, han crecido a veces sin papá, sin mamá, entonces son muy difíciles de controlar, les hace falta mucha disciplina. Yyy pues yo este al principio sí tuve problemas porque este no sé, soy muy esteee como bonachón por decirlo así, yyy, pues al principio sí sufrí porque me tomaron la medida como se dice comúnmente... y empezaron a querer hacer de las suyas. Ahhh... fueee... terrible para mí, después tuve que ser un poco estricto, y esteee y por eso como que avanzaron un poco más ellos también, y eso fue también lo que me gustó, que pude ayudarles. A los niños.
20:41	Ana	Muy bien, ¿alguien más? ¿Sí?
20:44	Frank	Pues a mí lo que más me gustó de mi practica docente es que no lo disfruté mucho. Y-
20:48	Ana	¿Eso te gustó?
20:49	Frank	Sí, porque aprendí, aprendí muchas cosas, es que a veces, tenemos la idea de: "Bueno, voy a ser maestro de inglés o de lo que sea," y no sé siento que como que nos enfocamos a la parte de estar en el salón y dar clases que es la parte que se disfruta más. Perooo hay muchas otras cosas queee están detrás que no se disfrutan tanto pero también hay que aprenderlas y a veces, aprenderlas a la carrera digamos ya en, estando en un trabajo donde tienes responsabilidades, pues como que no resulta y siento que para muchos maestros eso como que les va amargando y les resta a la hora de estar en el salón de clases. Entonces, a mí me tocó vivir toda esa parte, digamos fuera del salón de clases, estando en la practica docente, y como son cosas queee, pues si no sabes cuestan, pues, para mí fueee algo positivo aunque no lo disfruté mucho porque ya aprendí cómo se mueve más o menos este, pues, eseee ámbito administrativo digamos, y este, y me va a permitir estar consciente de eso para que a la hora de que esté en un trabajo pueda sobrellevar mejor toda esa, esa parte, y pues estar mejor en el salón de clases que es lo que, finalmente, este, interesa más ¿no? Pero si no estás bien tú contigo mismo un maestro a la hora de estar en un salón pues, se refleja.
22:06	Ana	¿A-Alguien más o seguimos?¿Seguimos? Okay, ¿qué opinan que ha sido más útil durante esta práctica profesional para la construcción de su identidad docente? Ustedes est-estando allá dentro de los salones aprendieron muchas cosas, ¿qué es lo más útil... de todo lo que han vivido?
22:3	Vicente	Creo que... ¿ser proactivos? E-en el sentido de que hay que ver los, los problemas que se pueden tener para darles

		solución antes de que ocurran, porqueee, bueno allá habían muchos problemas donde yo estuve y, decía: “Si hago esta actividad puede ser que haya algún problema, entonces, no la voy a hacer. Si hago esta otra, también puede ser que haya un problema. Entonces no la hago. Pero, esta sí, es buena, pueden llevarse bien los niños, y entonces esa es la, la más indicada para hacer, y van a aprender algo.”
22:59	Ana	Gracias, ¿alguien más?
23:00	Frank	Sí.
23:01	Andrea	Sí. Este, bueno son, para mí dos cosas, una, eh, que se presentan situaciones inesperadas y tienes que aprender a manejarlas en el momento y después esas te quedan de experiencia para cuando se vuelva a presentar en el futuro. Yyy también esteee... ay, se me fue el avión. Bueno. Básicamente pues es eso ¿no? Esteee que las situaciones inesperadas te ayudan porque eh si se presenta alguna dificultad en el futuro, y yaaa, y no con el mismo grupo sino con grupos diferentes, o sea al menos ya sabes este... cómo lidiar con eso, y también te vas conociendo a tus mismos alumnos y ellos te van dando pautas para realizar actividades, y vas conociendo cómo trabajar con diferentes tipos de grupos y con diferentes tipos de alumnos y los diferentes estilos de aprendizaje
23:58	Ana	Muy bien, ¿alguien más?
24:00	Karla	Para mí lo más útil fue estar en grupos muy grandes, y con bastantes ah grupos o sea ocho grupos de cincuenta y cuatro alumnos cada uno, fue bastante útil para mí porqueee aprendí a manejar grupos grandes, y pues, así en un futuro porque pues la realidad, no, en las escuelas públicas es de que la mayoría son grupos demasiado grandes, ya pueden ir con esa noción y estar preparado para, para (?).
24:31	Ana	Muy bien, ¿alguien más?
24:32	Frank	Yo. Creo que lo más importante también, este, fue tomar en cuenta la opinión de los alumnos y no ser tan, no sé, confiados de uno mismo o, ser un poco más humildes porque a veces siempre nos pasa, bueno a mí me ha pasado no sé si a los demás, eh pensamos: “Voy a planear la clase perfecta y les va a gustar,” pero no siempre es así, entonces también escuchar a los alumnos a ver qué es lo que a ellos les interesa, qué es lo que quisieran aprender, porque a veces pues hay programas ya planteados de lo que tenían que aprender pero tal vez no les sirve o no, no quieren aprender eso porque no tiene un fin práctico en su vida. Entonces también aprender a escucharlos, se aprende mucho de los alumnos entonces creo que, que todos deberíamos tener un poco de humildad, también aprender de ellos, y este a nosotros nos sirve para mejorar porque quizá no sean los únicos eh alumnos que tengamos con, con esa misma situación, y nos puede servir en nuestro salón.

25:30	Patty	Bueno yo como, eh, dice Frank, creo que lo más importante fue, este, saber de que nuestro trabajo o nuestra práctica docente siempre necesita como que un feedback, no, y a veces te lo dan los alumnos, como dijo anteriormente, pero en el caso mío, este pues son unos chiquitos, unos bebés, y pues no, generalmente no te dicen: "Maestra ¿como que esta actividad?," no, no te lo dicen. Pero en cambio yo siento que fue muy útil aprender a trabajar en equipo con las demás este maestras de la estancia porque ellas sí notaban qué me faltaba o en qué cos-o algunas, eh... algunas áreas a mejorar, y ellas sí me lo podían decir, no, y también creo que debemos ser lo suficientemente humildes como para aceptar y reconocer: "Ah no pues sí... tiene razón maestra, gracias por decirme porque yo no lo había notado," y varias veces me ocurrió este esa situación, y al principio como que sí te queda el sentimiento de: "Ay, hice algo mal y a la maestra, a las maestras no les gustó." Pero al final te das cuenta que lo hacen porque realmente te quieren como parte de su equipo, y porque les gusta este les gusta que los niños tengan o sea tengan una, una clase pues de calidad. Y creo, y eso al final ya me hacía sentir bien porque yo sentía que ellas lo hacían porque me tomaban como si yo fuera una maestra más de la estancia y no sólo una servidora social.
27:07	Ana	Muy bien, ¿alguien más?
27:09	Isabel	Bueno pues yo creo que todo lo que mencionan mis compañeros es cierto aparte de estar en el salón de clases, y aprender pues de esa nueva experiencia también al menos en mi caso, bueno en nuestro caso, fuimos tres compañeros y tendría-teníamos que aprender a trabajar en equipo, a organizarnos, nos tocó de la realización, elaboración de, de exámenes, este, también este, poder escoger alumnos de este, para un concurso, quiénes eran los adecuados o sea el hecho de estar viendo en o sea estar dando la clase y enfocarnos en quién podrá ser un buen candidato, quién no y eso de ponernos de acuerdo, vernos fuera del salón de clases como, 'ora sí como docentes, ponernos de acuerdo qué temas se van a dar, yo voy a hacer esto y aquello, y también fue un poco difícil pero creo que también útil porque, el hecho de que teníamos que usar el libro de texto, porque ahí ellos lo compran y tenemos que usarlo a la de a fuerzas. Entonces yo quería a veces hacer una actividad y el libro me marcaba otra entonces era de que "Bueno no lo voy a poder hacer, pero ¿qué podemos hacer? Lo adaptemos, hagamos esto o aquello." Pero esa, lo de la comunicación sí fue algo difícil pero fue algo útil porque nos ayudó a nosotros como futuros docentes este para saber realmente que también eso tenemos que hacer en un futuro o sea no sólo es lo que yo quiero, lo que yo decida, lo que yo voy a hacer, sino qué es lo que los demás piensan, lo que la escuela me pide y... eso.

28:34	Ana	Muy bien. ¿Alguien más?
28:36	Otto	Sí este creo que lo más útil fue que me supe adaptar a los pocos recursos con los que contaba en la sección de secundaria porque no tenían libros de inglés. Los pocos libros de materias que tenían eran viejos, algunas enciclopedias ya estaban hechas pedazos, de viejas, y no contaban con computadoras, sólo una, que usaba a veces el maestro, y pues usar sólo una para tratar de mostrarles algún video o alguna canción, a los alumnos, eso fue algo difícil.
29:07	Ana	¿Y cómo acabaste resolviendo esa falta de recursos?
29:11	Otto	E-en el área de inglés lo que hice fue una antología.
29:14	Ana	Mmm-hmm.
29:14	Otto	Con lo básico, para que ellos por sí solos puedan ir y aprendan. Pero pues, por lo demás sí, hace falta mucho.
29:33	Ana	Gracias. ¿Alguien más? Okay, mencionaron algo muy importante. El contexto. Cada quien trabajó con una escuela específica y el contexto es único. ¿Qué tanto influyó ese contexto para su práctica docente durante estas cuatrocientas ochenta horas? ¿Qué tanto les limitaron o les permitieron crecer y evolucionar? ¿Sí?
29:47	Alicia	Bueno, eh... sí, yo sentí que sí nos limitaban un poco porque era de ley que teníamos que usar el libro. Y si queríamos hacer alguna otra actividad, eh... digamos una canción y llevarles copias, nosotros teníamos que pagar ese, ese material porque estaba prohibido pedirles dinero a ellos ¿por qué? porque se supone que la materia de inglés solamente se trabaja con el libro. Entonces eso nos limitaba, bueno, yo siento que a mí me limitaba mucho porque, no solamente tenía un grupo, sino que eran como tres entonces, sacar copias para tres grupos de cuarenta eh alumnos entonces, o sea, sí era un gasto bastante fuerte entonces, nos teníamos que enfocar más al libro y todo era el libro y el libro y el libro entonces a veces yo sentía que tanto ellos se aburrían de sólo trabajar con el libro como yo también, y no, tampoco podía hacer otra cosa. Pero de alguna manera u otra sí, a veces hacía actividades, llegaba antes de la clase para anotarlas en el pizarrón y ya que ellos las copiaran para poder este... sacarlos de, de esa rutina de todos los días el libro el libro el libro.
30:55	Ana	Claro.
30:56	Alicia	Sí.
30:56	Karla	Eh, para mí, eh perdón A1. Esteee, pues a mí sí me dieron la libertad de... hacer el libro o llevar actividades extras... la ventaja que tenía ese plantel es que... ellos llevan laboratorio de inglés. A parte de las clases de inglés es como el taller podría decirse ¿no? Donde se puede poner actividades dinámicas, videos, canciones como había mencionado. Y pues ya la maestra titular me daba la libertad de elegir las actividades, los videos que yo más prefiriera, lo que más les gustaba a los chicos. Yyy... y

		pues, igual al hacer el, el examen... ella me apoyaba, pues con los gastos de las copias... ah en ese caso ahí sí les cobraba cincuenta centavos a cada alumno. Este por un, por el examen pues que tenían cada parcial. Pero sí, lo, lo bueno de todo esto es que sí tuve la libertad de poder manejar diferentes actividades interactivas pues para que fuera atractivo para ellos.
31:57	Ana	Muy bien.
31:58	Andrea	En mi caso, este pues sí, estoy, eh más acercada a lo que dijo Alicia porque, este... eh igual este, nos requería un, un libro y seguir un método, una bibliografía. Entonces sí, este, era apegarse mucho a eso porque el tiempo que teníamos para las clases y para el curso en general era reducido y teníamos que abarcarlo. Porque en primera, los padres de familia siempre están pendientes de que, este bueno si pagué por un libro, tengo que u-o sea mi hijo lo tiene que usar, porque ellos, aparte de pagar el curso compran el libro. Entonces, son dos libros que nos requerían en el curso y los dos los tenía que abarcar, esteee, los teníamos que abarcar mi compañera y yo durante las clases, entonces eso nos limitaba de poder hacer otras actividades, no sé más dinámicas, para que los alumnos pudieran esteee trabajar no sé en, en grupos, o hacer actividades menos relacionadas con un libro de texto y más acercadas a la realidad pues, porque realmente para eso, para eso requieren ellos esteee pues la lengua. Entonces sí eso fue un poco limitante.
33:15	Ana	¿Y sí acabaron los libros?
33:16	Andrea	Sí en, en nuestro caso sí, la m-la mayor parte sí tuvimos que hacer unas adaptaciones esteee... tuvimos queee como que dejar a un lado unos temas que no eran tan necesarios, tan básicos, yyy pues abarcamos la, la, la mayor parte de la, lo más importante de, de los libros para el curso.
33:37	Ana	Muy bien ¿alguien más?
33:38	Elena	Bueno, en mi caso no, (?), no sé si se pueda llamar limitación o, ah, yo creo que es un aspecto el cual quiero observar, porque es una secundaria técnica, no es, para empezar en una secundaria técnica a parte de llevar las materias que lleva una secundaria federal, lleva... comooo oficios a los que... los chicos seee inscriben por ejemplo a ganadería, agricultura, entonces (?) había ahí apicultura. Entonces, muchos chicos tal vez ya no vayan a estudiar entonces, ¿para qué la materia de inglés? Habían chicos que no les interesaba mucho, y que pues... me tocó incluso observar chicos que empezaron a llegar porque era primer grado, "No que ya no va a venir porque su papá lo necesita ya no tiene que venir a la escuela." Entonces... (?) y eso sólo, bueno para los chicos no sé... m-me preocupó mucho en esa parte porque, pues bueno entonces, a algunos no les importa el inglés porque igual, ya tienen un oficio que hacer o, trabajan en las tardes pues ayudando a sus papás.

34:47	Ana	Se conforman con nada más saber leer y escribir.
34:51	Elena	Pues sí, de plano habían unos chicos que no, no, no les interesaba para nada.
34:56	Ana	Muy bien, ¿alguien más?
34:58	Frank	Yo tuve una ventaja que... no sé creo que pocas veces a mí me dijeron: "Haz lo que quieras." Y haz lo que quieras desde, en el sentido de que no tenemos nada porque, ahí en, en la facultad llevan inglés, este, bueno, les piden para graduarse tres semestres deee, de Departamento. Pero como cam-cambiaron el, el nue-el plan de estudios entró en vigencia en el 2013, se supone que debería haber un programa de primero a sexto de inglés, específico para la carrera pero no existe. Entonces, de entrada mi trabajo fue hacer el análisis de necesidades no q-qué quiere la, la facultad, que ni siquiera ellos sabían qué querían o sea no estaban de acuerdo en cómo, cómo querían que, que sus egresados salieran, este con respecto al inglés. Por otra parte, lo que quieran los alumnos, entonces, desde, desde ese momento yo tuve la oportunidad deee, digamos hacer el, no hacer el programa, porque hice una especie de, de borrador, y planear. Plantear un curso, este introductorio, en donde yo decidí, a partir de, de las opiniones de todo mundo, no de, cuáles eran los objetivos que querían, qué querían los alumnos, y hacer una serie de actividades, porqueee, básicamente lo que quieren es aprender inglés que les sirva, dentro de la carrera y una vez que hayan egresado. Entonces, todos decían: "No, que este, tecnicismos ooo..." bueno ellos... lo, lo llaman así, refiriéndose, no, a adquirir el registro de [la carrera], sobre todo para poder leer, que es lo que más les sirve durante la carrera y pues una vez que, que egresan lo mismo porque la mayoría, su contexto laboral va a ser aquí. O sea, el inglés no les va a servir para este, ir a parar una casa este, no, al centro. Pero sí les sirve para que ellos se enriquezcan en el sentido de saber, o sea, de estar actualizados en el tema. Entonces este yo tuve esa libertad de, de hacer mi programa como quise, y hacer las actividades que quise y, y pues todo mundo encantado no y, qué bueno, haz, haz lo demás, ¿no? Queremos seis semestres, queremos (?) una materia en inglés. Así que, fue, fue muy bueno o sea, fue tedioso, y un poco frustrante y como dije al principio no me gustó mucho esa parte de que, unos querían una cosa otros querían otro y entre ellos no sabían qué era lo que necesitaban, y este, y que tengan un plan que ya tienen algunos en segundo semestre y no saben qué es lo que quieren con respecto al inglés pues es como que tonto pero bueno, así es.
37:22	Ana	Muy bien. ¿Alguien más?
37:24	Isabel	Pue... pues bueno, a mí me gustaría, no sé, un comentario de que... me da gusto que a mis compañeros que sí tuvieron la libertad de hacer o sea, hayan aprendido algo bueno, yo creo que a los que, no es que nos hayan

		limitado, sino que simplemente en cada escuela, en cada institución hay reglas. Entonces, al menos yo lo tomé como si, bueno, tengo esto, puedo hacer esto, bueno, ¿qué puedo hacer para que mi clase sea un poquito mejor y no caiga en eso como que mencionaba mi compañera algo tedioso, aburrido y demás? Entonces digo que qué bonito para los que sí les permitieron pues hacer muchas cosas y a los que casi no, pues también que lo tomen como algo de que: “Ay, no lo pude hacer, ni modo” no, o sea no, sino que algo de que: “Bueno, no lo pude hacer, en un futuro podré mejorarlo, o ¿qué podré hacer en un futuro si no me permiten hacer esto? ¿Cómo me puedo adaptar? ¿Cómo tomarlo si me dicen: “No, no puedes hacer eso” o sea, no enojarme, porque es parte de, del área de trabajo, y así.
38:22	Ana	Muy bien.
38:24	Patty	No pues yo igual que otros compañeros sí tuve total libertad en el, en mi servicio social. Este, me dejaron elegir los temas que yo quería... enseñar hasta... darme el material con el que yo lo iba a hacer. Me dejaban elegir entre diversos papeles, foamy, figuras, e incluso, laaa directora me dijo que, me entregó unos libros que eran unos cuentos en inglés que dice que nadie los había usado y que yo los podía usar cuando yo quisiera, y sí, al menos en esa parte sí fue bastante cómodo mi servicio social, porque, fueee total libertad y total (?) de materiales, de actividades, obviamente cuidando la seguridad de los niños, pero más allá de eso sí tuve completa libertad.
39:12	Ana	Muy bien, ¿alguien más? ¿Algún comentario más?
39:14	Otto	Sí...
39:15	Ana	Sí.
39:16	Otto	Dentro de mi servicio... tenía libertad, pero también limitaciones, porque el director me decía: “Aquí están los alumnos, hay bastantes necesidades, y pues enséñales lo que creas que es conveniente.” Pero también me decía: “Pero todo lo que les vas a enseñar, me lo muestras a mí primero para que yo te diga si sí o no” porqueee ellos era-so-la casa hogar es, es de religión cristiana,
39:38	Ana	Mmm-hmm.
39:39	Otto	tienen ciertas reglas que no pueden romper.
39:42	Ana	Claro. Claro. Muy bien, entonces ya llegamos al tema de agencia. La agencia es cómo ustedes como docentes, practicantes, ¿cómo determinan qué pueden o no pueden hacer en cada institución? En tu caso por ejemplo te dijeron: “Somos cristianos, no permitimos canciones... utilizandooo...”
40:02	Otto	Sí.
40:03	Ana	Palabras que no son adecuadas según nuestro punto de ver, cosas así. ¿Cómo determinaban? ¿Alguien les daba las reglas y les decían: “Aquí es el reglamento y no puedes hacer esto, esto y esto”? O, ¿sobre la práctica decían: “¡Chin!

		Ya me di cuenta que si pongo un juego son un-son niños este... muy acelerados, pongo un jue-juego con una pelota que a lo mejor en otras escuelas sí funciona, aquí se pierde el control de grupo y se empiezan a, a agredir? ¿Cómo determinaban qué podían hacer y qué no podían hacer? Díganme algo acerca de agencia.
40:33	Andrea	En mi caso, este pues sí teníamos ciertas reglas, pero pues más que nada era sobre respeto hacia los alumnos y pues igual de ellos hacia nosotros. Pero más que nada, los alumnos son los que te van marcando qué es lo que puedes hacer y qué es lo que no puedes hacer. Porque, por ejemplo un día tuvimos una actividad donde queríamos aplicar un juego, y al momento de sacar el juego, los niños dijeron: "No. No lo vamos a hacer. No queremos y no vamos a trabajar." Entonces, en ese momento es en que tú dices: "Bueno, ¿y entonces qué hago?," tienes que adaptarte en el momento y, no sé, si no tienes un plan B improvisar otra actividad donde puedas utilizar el mismo vocabulario o el mismo tema que estás viendo, con... con esteee, con otra actividad, pues, porque sí, al menos en este caso sí, l-los niños eran los que nos marcaban las, y, conforme pasa el tiempo tú te vas conociendo y vas viendo: "Bueno, esto les puede gustar, esto no les va a gustar" y, tú misma vas planeando tus clases, conforme a eso también.
41:37	Ana	Claro. ¿Alguien más?
41:39	Vicente	Sí, en mi caso, eh, no conocía la política de, de la escuela ahí, pero como ya tenía algún conocimiento de quiénes eran, qué hacían, pues eso me permitía a mí razonar y ser responsable de las actividades que iba yo a elegir, para, para aplicar eh, a los niños. Por eso ... eso fue donde tomaba yo la, lo que me ayudó a tomar las decisiones, más que nada.
42:04	Ana	Mmm-hmm.
42:05	Otto	Igual en mi caso, tenía ya cierto conocimiento, pero como los alumnos eran adolescentes e incluso ya había, mayores de edad, ellos pedían... más. O sea, querían saber... más sobre la vida, qué se hace y qué no se hace, y pues conforme ellos iban preguntando, yo iba diciendo, tenía yo cierta libertad, pero siempre cuidando los valores de la, de la escuela.
42:31	Ana	Claro.
42:31	Otto	Y de la casa hogar.
42:33	Ana	Las políticas, ¿verdad?
42:34	Alicia	Bueno, en nuestro caso, uhhh al principio la maestra que fue nuestra asesora de servicio nos dijo más o menos algunas cosas que no podíamos hacer como por ejemplo no podíamos, bueno nosotras las chicas no podíamos ir con escotes, con faldas cortas, ¿por qué? porque, como son adolescentes, eso iba a implicar otra cosa. Entonces en eso, este, nos dijo ella, y por ejemplo en algunas actividades, como nosotros ya sabíamos que eran grupos grandes, y-ya

		sabíamos a quéee... qué cosas no podíamos hacer, y qué cosas sí. Por lo mismo de que, como eran, eran grupos muy grandes.
43:13	Ana	Sí, para el control.
43:14	Alicia	Ajá.
43:15	Elena	En ese caso, a mí me hubiera gustado que me dijeran: "No puedes hacer esto, puedes hacer esto" (?) a mí cuando me dijeron: "Sí, si puedes venir," no, me dijeron: "Trate con mucho respeto a los chicos y cuide que el respeto no se pierda," pero yo, yo estaba preocupada por cómo llegar vestida, o cómo, cómo tratar a los chicos y así todo porque era mi primera experiencia entonces, siempre, ummm... como que mi personalidad es más informal, me gustan los tenis y así entonces fue muy difícil. Eh decidir, primero qué es la ropa que iba a usar para, para que, no llevé, nunca llevé mallones porque era muy pegado. Y a mí, pues, me daba, este, miedo que los chicos me faltaran al respeto. Porque, sí bien vestida, como, bueno, me veo un poco menor de edad, este sí... pasaba, pasaba caminando y ya los chicos, pues me, me decían cosas, entonces, siempre procuraba llegar a la hora en que todos estuvieran en sus salones, porque, como, como era nueva llamaba la atención. Entonces, a mí en ese aspecto sí me... me preocupó un poco porque pues no sabía qué exactamente debía hacer y... así.
44:24	Ana	¿Alguien más?
44:26	Isabel	Sí pues como mencionó mi compañera, esteee, nuestra asesora, este nos indicó ciertas cosas que podíamos y que no podíamos hacer. Desde un principio fue tienen que usar el... el libro porque lo compran y lo tienen que usar. También, los lunes había que, como se hacía homenaje, pues teníamos que llevar este, camisa blanca y pantalón no tan apretado y si se podía de vestir, o sea teníamos que ir formales pues. Y sí, lo mismo que decía mi compañera, a nosotras las damas, nos dijeron: "No, no usar nada de escotado, este, nada corto y eso," y sí fue un poco difícil adaptarnos porque creo que no estamos acostumbrados a ser tan formales. A nuestra forma de hablar también de, cómo tratar a los alumnos, si se ofenden decía, porque como son jóvenes ellos dicen: "¡Oiga profe!" y "¡Oiga!" no se qué, y ellos mismos nos decían este: "¿Cómo quieren que les llamemos? ¿Qué les digamos?," que no sé qué y cosas así, entonces fue algo difícil eh... el decir: "¿Saben qué? Me van a decir así y el trato es este y..." ajá, el a-el... el adaptarnos pues, más que nada.
45:32	Ana	Muy bien, ¿alguien más? Okay. Um... entonces, durante su práctica, que era la primera vez para l-l-la mayoría de ustedes, ¿hay alguien que ya había trabajado anteriormente como docente de inglés? Entonces era su primera experiencia. Aprendieron que el contexto marca mucho, como tienen que comportarse, y qué actividades pueden o no pueden hacer. También se

		dieron cuenta que tienen que reflexionar en y sobre la práctica. En el momento tienen que decidir, casi casi como bomberos, que aquí esto, esto ahorita me va a a causar problemas, y lo tengo que apagar el fuego ahorita mismo, porque si no, se me van a salir de este, de control yyy esto me va a causar muchos problemas. Entonces, ¿qué tan útil es la práctica docente que realizaron durante estas cuatrocientas ochenta horas, para que ustedes ya tengan otro concepto? ¿Son otras personas, de lo que fueron en séptimo semestre, ahorita que ya están en noveno y ya hayan vivido esto? ¿cambiaron? Porque la identidad es cómo te ven los demás, cómo te ves a ti mismo y cómo te gustaría verte en el futuro. ¿Si alguien quiere compartir algo? Sí....
46:50	Frank	Yo creo que... precisamente no sólo lo que nos tocó vivir a cada uno sino escuchar las experiencias de los demás, nos abre los ojos a los diferentes contextos y a lo que nos gusta más, porqueee, por ejemplo, en el caso de la compañera que, tenía que usar el libro, no sé, a lo mejor hay maestros que se sienten cómodos usando un libro porque dicen: "Bueno, ya no tengo que planear una clase, nada más llevo el libro, actividades, y con eso me siento bien." Pero para aquellos que no les gusta ese contexto pues, no sé, o sea uno mismo hace cuenta, no me gusta dar clases así, qué voy a dar a ir a-a-a hacer, este, a esa escuela, a trabajar con, con ese esquema porque te frustras como maestro, y obviamente eso se transmite a los alumnos, ¿no? Y, yo creo que es más porque estamos acostumbrados a ese tema en general, aquí en México, donde todo es, es, como automática, ¿no? De... "Haz esto, aprende esto, repite," ¿no?
47:44	Ana	Como receta de cocina.
47:45	Frank	Exactamente, entonces, si no, comooo, si te (?) algún maestro no te sientes, pues este, identificado con ese tipo de, de sistema... pues no vayas a esos lugares, ¿no? Y si sabes que en otros lugares tienes la libertad de trabajar como tú quieras, pues adelante.
48:02	Ana	Muy b-muy bien, ¿alguien más?
48:03	Leonardo	Este, también pues, por ejemplo, en ese mismo contexto retomando lo el libro pues, en mi caso, en mi caso particular yo aprendí como que un poco a ser más creativo, no en, no en la en la forma de que ay, dibujitos... y así, pero... y que es una forma muy bonita y la respeto mucho, pero yo no soy así. Esteee, eh... pero, mi forma de ser creativo es de decir: "Bueno, tengo un libro, este, tengo que seguirlo, tengo que también investigar," pero, buscarte el tiempo, medir tu tiempo más o menos cómo desde cuándo a cuándo abarca tu clase, y este... es decir le voy a dar tiempo al libro, termino una actividad y puedo hacer un poco de mi propia cosecha, puedo este no soy tan creativo pero puedo incluir colores, puedo escribir algo en el pizarrón, puedo ponerles un dibujo, un diagrama o algo, y ya este como que lo complementa lo del libro y pues si hay

		una actividad del libro que se pueda adaptar o que se pueda, este... cambiar o de alguna forma se pueda poner lo mismo que viene ahí pero en otras cosas pues, adelante, pero, este, implementarla en, en, en realidad el objetivo es que el alumno aprenda... los temas.
49:15	Ana	Muy bien.
49:16	Andrea	<p>Eeen mi caso, pues sí fue una experiencia muy bonita. Independientemente de todas las, eh, no sé, todas las situaciones difíciles, en algunos casos problemas que se pudieran presentar, porque pues ninguna situación es perfecta. Siempre van a haber, este, cosas que no nos gustan a nosotros, o cosas que no le gustan a, a los alumnos, o cosas que no le gustan a los administrativos, va, va a haber siempre, este algún detalle pero siempre te tienes que, no sé, adaptar, ver las solu-las posibles soluciones que le, que le puedas dar a tus problemas, y pues... como docente, pues sí igual tuve, eh, como ya mencionaba muchas limitantes en el sentido del, del método, de trabajo, pero pues, eso me, me hizo darme cuenta queee no es el tipo de docente que quiero ser en un futuro. También me ayudó porque tuve, como ya mencioné igual, eh, que enfrentar situaciones difíciles, y que sé queee en mi futuro como docente me van a ayudar, porque siempre se van a presentar ese tipo de situaciones, y pues, me sirvió también para mejorar, para mejorar en algunas cosas queee no había, este, experimentado antes, mejorar en cosas que ya había hecho antes y que ahora sé que puedo hacerlas mejor, yyy pues básicamente eso, ¿no? ser mejor docente y mejor, persona, porque igual aprendes muchísimas cosas de, no solamente de como mencionó mi compañero, eh, no s-o sea no solo tú le enseñas a los alumnos sino que los alumnos te enseñan.</p>
50:52	Ana	Claro. ¿Alguien más?
50:53	Karla	<p>Yo. Ay, perdón. Yo me di cuenta queee que cambié. Porqueee cuando llegué... cuando llegué, esteee era así comoo mi compañero había mencionado muy buena ¿no? yyy así. De queee hacía eh, eh, trabajo en equipos, y decía tal, de tres personas, ¿no? Y ya luego me decían: “¿Profe puedo de cinco o de cuatro?” así de bastantes. Y yo: “Bueno, está bien.” Todos les decía que sí, ¿no? Y este, y pues, ya a la hora de controlarlos sí es donde veía lo difícil, porqueee... eh, les decía: “Ya, silencio” y así, y todos hablaban, también no me ponían atención, o sea les valía la clase, y este, pero ya después, la maestra solita, ella no me dijo nada, s-mis alumnos son así de: “No, ella lo que me dijo. Tú solita te vas a dar cuenta.” Y esteee, y pues ya, después, ella, ella intervenía, pero ya, con el tiempo, como que ya fui viendo de que era demasiado flexible, entonces ya dije: “No, hasta aquí (?), basta de ser la buena,” ¿no? Y esteee, y pues ya me puse un poco más estricta, ellos lo, lo vieron también porque a la hora de hacer equipos, me pasaba lo mismo otra vez y ya les decía: “No, ya di un</p>

		número y así tiene que ser,” y esteee, y pues ya los respetaban, yyy a la hora igual de, de que les llamaba la atención porque no, no estaban escuchando, o platicando igual, se ponían, así... a lo que estaban, ¿no? A hacer las actividades, ponían atención y todo y hasta la maestra me dijo: “¿Te diste cuenta como fuiste cambiando?” me dice. “Que tú solita ibas a ver porque cuando entras a trabajar no hay nadie que te diga: ‘Así son tus alumnos, así’ tú lo tienes que ir viendo, y este... y pues ya. Eso me ayudó bastante, yyy dar me cuenta también que trabajar con preparatoria es bastante difícil, ¿no? Porque muchos dicen: “No, que trabajar con niños es lo peor, que, ¿porque haces esto?,” pues cada nivel tiene su dificultad y, ¡uf!, pues sí también es muy difícil porqueee están en la edad de la punzada podría decirse, ¿no? Y este, y son demasiados, nadie pone atención, gritan, dicen groserías y ¡uf! Sí es bastante difícil. Pero pues gracias a Dios, pude sacar adelante a mis salones.
53:11	Ana	Muy bien, ¿alguien más? ¿Sí?
53:14	Alicia	Bueno, la verdad, mi perspectiva sí cambió bastante, porque al principio pues uno era así de que: “Ay, planeo mis clases, bien bonito, traje mi material y todo,” llegas al salón y te das cuenta que, o eran más alumnos, o no llegaron todos los alumnos y tenías una actividad planeada en equipos, no hay tantos alumnos, entonces... tienes que pensar en ese momento y ver cómo vas a solucionar tus problemas, entonces, a mí me, me, me sirvió mucho la verdad, porque, me doy cuenta de que realmente eso sucede cada día en los salones de clase. Entonces no todo es color de rosa y nunca lo va a ser, por supuesto. Entonces, uno tiene que aprender a manejar todo tipo de situaciones, tanto en eso como que de repente llegan los alumnos: “Ah, maestra, es que tengo un problema,” entonces, a veces no sólo eres la maestra sino que, eres una, no sé, como una consejera también para ellos, entonces, vas desarrollando diferentes tipos de roles durante todo ese tiempo.
54:10	Ana	Así es.
54:11	Alicia	A mí sí me sirvió mucho. Y sí sentí que cambié bastante, también porque al principio era así como que, ay los nervios de que: “¿Y si me dicen esto, y si me dicen el otro?,” y no sé cómo voy a responder y, pero, empecé así, y la verdad que terminé con mucha confianza, o sea a-ahorita tengo mucha seguridad de que, por ejemplo ahorita la maestra [del grupo] me pidió o-otra vez, eh el apoyo, entonces yo le dije que sí, con mucho gusto y le digo ya sé más o menos cómo se trabaja y ya voy a, voy a poder.
54:39	Ana	¿Alguien más?
54:41	Elena	Yo también cambié, soy otra. Bueno, yo recuerdo, y algo que no voy a olvidar, no solamente por el servicio social sino creo que toda la vida, una de las primeras semanas que llegué a observar... yo, yo estaba en el salón a lado de

		la maestra y la maestra, ella es de las más estrictas en la escuela, bueno, eso decían los chicos, queeee era, es muy regañona y así, pero, yo dije, y yo observé yyy dentro de mí qué ilusa fui, dije: "No, yo no voy a ser así en la clase," y, y, no est-eso de firmar los cuadernos, no, creo que eso te quita mucho tiempo, pero, ya, ya los primeros días que me tocó a mí estar frente a la clase, no, no los pude callar, no. Y si yo no hablaba fuerte, yo trataba de ser la buena, pero, al final de cuentas...
55:31	Isabel	Fui la mala.
55:32	Elena	No, sino que los chicos, no te respetan si tú no, no te ven como autoridad, no, no te respetan entonces, cómo, la perspectiva que yo tenía antes de, de llegar a clase como también era de: "Bueno, hay que hablar inglés en toda la clase porque pues es clase de inglés. Ehhh, ya en, sobre la marcha me di cuenta, como la maestra, los, bueno, se acostumbraron a hablar español y todo. Entonces iba cambiando de inglés, español, inglés, español. También esa fue una de las creencias que, sobre la marcha cambiaron y al final, pues, también.
56:05	Ana	¿Alguien más?
56:05	Vicente	Sí, yo. Este, también creo que, yo hice, yo tuve un cambio también, y en el sentido de que me volví estricto.
56:13	Ana	Mmm-hmm.
56:14	Vicente	Y, bueno, ustedes me conocen a mí, ¿no? Yyy saben cómo soy, y, pasó algo curioso porque cuandoo la maestra, eh, mi asesora, me recomendó ahí en el, en la casa hogar, pues este me recomendó bien ¿no? "Ese... no, ese chico es bien, eh, bien portado, es bien responsable, es muy serio, ahhh, cumple con todo lo que le (?)," y yo decía, yo estaba pensando: "¿Sí? ¿Soy así?"
56:43	Andrea	¿Ese soy yo?
56:44	Vicente	Y, y, y pues esteee, y dije: "Bueno, ya me comprometió la maestra que tengo que ser así, ni modo. Voy a tener que, que cumplir con todo lo que dijo ella." Yyy entonces, este, bueno, pues, al principio, cuando llegué era muy bueno con los niños ¿no? Yyy, me tomaron la medida, ya después no querían hacerme caso y tuve que hacerme
57:07	Isabel	Malo.
57:07	Vicente	un poco estricto, como el maestro malo. Y los maestros de ahí también se dieron cuenta de que, de que yo este era muy cumplido, responsable, y comenzaron a darme más este actividades. Yyy me tenían confianza, por decir, este, decían: "Hay que aplicar exámenes en tal escuela, ¿podría usted ayudarnos?" "¡Claro!" Y ya iba, ¿no? Les ayudaba. Ehhh, cuando no llegaban los maestros, me pedían, este, que les ayudara, para cubrir las clases de ciencias naturales, matemáticas, español, geografía, este historia. Después me decían: "Oiga, ¿sabe qué? Da bien sus, sus clases, es muy bueno. Yyy resulta que salió una, una maestra, de ahí, eh, tuvo que dejar, por la... recibió

		una mejor oferta de trabajo, porque ahí la verdad los maestros ganan poco, eh... después salió ella y tenía el cargo de, encargada de dirección, y tenía el grado de sexto. Entonces no podía, y, cuando salió dejó pues, el cargo de, de, de la dirección y el del grupo. Entonces dijeron: "Bueno, este, esta maestra se fue, puede, ¿puede usted ayudarnos con ese grupo?" y "Bueno, está bien." Y entonces este ya tuve que ser como el maestro, eh... suplente, el... auxiliar, de ahí y... no solam-no solamente di clases de, de inglés. Como vieron que era comprometido con todo lo que hacía me dieron esa... esa tarea, ¿no? de, de hacerme cargo del grupo.
58:46	Ana	Qué bonito.
58:46	Vicente	Y entonces, y, el problema que era y-yo estricto, como les dejaba tarea a los niños y, al principio me, querían siempre tomarme el pelo. Ya después, en los últimos días, decían: "Oh no, ahí viene el profe Víctor," entonces se escondían, se escondían, no querían, este ni verme. Porque sabían que, si estaban haciendo algo mal, los iba yo a corregir en ese momento porque lo que, lo que les hace falta a ellos es este, mucha disciplina, porque no, no tienen a un papá o una mamá que esté ahí constantemente diciéndoles: "No hagas esto, eso que hiciste está mal, no lo vuelvas a hacer." Había a veces chicos que se peleaban ahí, en, en los pasillos. Y cuando me miraban a mí, se hacían como que estaban jugando, cosas así. Y... pues ya ¿no? Este, me tuve que volver, este, estricto para... acabar con esos problemas.
59:41	Ana	Claro. ¿Alguien más?
59:43	Otto	Sí. Yo también creo que, cambié, pero de una manera diferente, porque mis estudiantes eran muy diferentes. En cuanto a disciplina, no tuve ningún problema. Lo que sí, este, aprendí a que... creo que necesito saber más sobre, depende, el área en que yo vaya a trabajar. Si es secundaria, pues necesitaría saber de otra materia. Porque como ellos no tenían apoyo del papá, mamá, hermanos, para hacer sus tareas, a mí me pedían el apoyo, de, igual, química, física, matemáticas, historia. (?), también, muy... y también, saber, comprenderlos porque me contaban sus problemas, y pues yo quedaba en una posición de que me voy con ustedes o me voy con sus... papás, sus maestros, pues. Y pues decía, les decía: "Pues, ni modos, ahora sí que es, es su mamá, es..." porque así le dicen a la, a la directora de la casa hogar, le dicen mamá. Pues si es su mamá, háganle caso porque pues ella los quiere y si algo les pasa a ustedes, ella es la responsable.
60:45	Ana	Claro.
60:46	Otto	Sí.
60:47	Ana	¿Alguien más?
60:48	Isabel	Ehhh, yo. Pues, bueno, en general, al final de todo el, el curso, pues sí creo que crecí, igual, como mencionan todos mis demás compañeros, no de estatura pues, claro, porque

		ya quedé así, y, y... y por lo mismo desde el inicio o sea los alumnos estaban más grandes que yo, entonces, era siempre mi preocupación, “¿Cómo le voy a hacer cuando yo esté explicando?” y así pues. Entonces ya, entonces ya al final, pues sí crecí, digo, como... como persona. Porque igual en el salón de clases había una chica que está embarazada, entonces era como que a veces ella se recargaba mucho conmigo y me dice: “Es que maestra, mire, tengo este problema en casa, con mi pareja, con mis papás, y a parte esto...,” entonces era como que lidiar en muchas cosas, o sea en la vida de los, muchachos. Entonces, aprendí a cómo sobrellevar mis problemas, sus problemas de ellos y la clase.
61:49	Ana	Claro.
61:50	Isabel	Entonces yo creo que me ayudó mucho y ahora sí me siento como mencionaba mi compañera capaz, porque también era de las que decían: “No yo sólo con niños y no me gusta trabajar con adolescentes y no, no me veo ahí.” Entonces ahorita pues ya cambió totalmente mi pensamiento y de hecho decir: “No, sí puedo y, ya sé lo que me espera si en un futuro decido enfocarme o encuentro trabajo pues, para trabajar ahí,” con adolescente pues, ya, me ayudó a, a saber, lo que es.
62:15	Ana	¿Alguien más o seguimos con más... discusión? ... Okay, entonces, se dan cuenta cómo fueron evolucionando. Eran un tipo de maestro al empezar la práctica y ahorita ya son otros. Este, se fijaron que durante la trayectoria de la práctica de la materia, ustedes tuvieron que hacer tres reflexiones. La primera e-era ‘El espejo’, ¿cómo me veo yo?, la segunda era ‘El microscopio’, cómooo, ¿cuál es el impacto de mis acciones aquí sobre la escuela?, y el tercero era ‘Los binoculares’, ¿cómo me veo en el futuro?, ¿qué ha dejado esta experiencia en mí? A parte también tuvieron que identificar un incidente crítico, porque ustedes durante toda la materia de Práctica docente hicieron exploratory practice. Estaban practicando y explorando al mismo tiempo, eh, aprendiendo cosas, este, de manera vivencial. Entonces, muchos de ustedes compartieron conmigo estas, esas, esos momentos críticos que sintieron que les marcaron en esta etapa, más o menos tenían catorce semanas de practica cuando se les dejó esa actividad. Entonces sí me gustaría que platicáramos un poquito acerca de esos, esos momentos críticos, y por qué ustedes lo identificaron como crítico. A parte, noventa y nueve por ciento del salón me puso cosas negativas. No puede ser un momento crítico cuando te das ese momento, en inglés se llama ‘the aha moment’. “Aha! I think I got it -I got it now.” Casi nadie me dijo algo positivo, siempre era algo, que se habían tropezado, que habían tenido un problema por un celular, que se habían sentido muy mal...
63:56	Frank	Es cultural.
63:57	Ana	Es cultural. Okay, platiquemos.

64:05	Frank	Bueno, no sé, siento que dentro de nuestra mentalidad estamos acostumbrados, como país, a pensar primero en lo negativo, somos, somos muy pesimistas, y siempre nos echamos tierra antes de, de, de buscar sacar un poquito (?). Bueno en mi caso pues... no sé un momento crítico creo que fue cuando me dijeron: "Oye haz un programa de inglés" y... "Oye tranquilo viejo."
64:32	Ana	¡No son enchiladas! ¡No son enchiladas!
64:35	Frank	Eh entonces este, dije: "Bueno. 'Ta bien pue'." Obviamente yo sé que no lo voy a hacer y, y tampoco soy este, ¿no?, las perlas de la virgen (?) y que les voy a entregar ese programa, no lo voy a hacer. Pero bueno, por lo menos puedo, no sé, mostrarles un poco de lo que ellos quieren, y ya después que busquen a, a la gente correspondiente, para hacerlo. Fue crítico para mí pensar que, que ellos pensarán que yo iba a hacer lo que, lo que me estaban pidiendo, pero pues... no me frustré en ningún momento porque desde el principio ya tenía bien claro: "No voy a hacer eso, mucho menos e-en el tiempo que tengo disponible," ¿no?, porque ya querían, en agosto que empiece ya primer semestre para... bueno. Pero sí.
65:17	Ana	¿Alguien más?
65:21	Elena	Bueno yo creo que, critical incident, para nosotros, bueno en... tal vez en nuestro pensamiento, incident tiene como una c-un-una carga negativa, ¿no?
65:29	Andrea	Sí, eso,
65:30	Elena	Entonces, yo creo que nos lo tomamos así.
65:30	Andrea	Esa es la razón.
65:33	Elena	En mi caso pues... comooo, bueno, en la escuela está prohibido usar celulares. Excepto los maestros. Entonces, uno de los chicos, entonces todos así, así como que, escondiendo, esteee... eh, la hora del receso todos así como que: "Se escucha una musiquita de un teléfono por ahí" pero, se acerca un maestro y entonces... desaparece. En el salón, hu-hu-hubo un caso de un chico que sacó su celular, yo lo tomé y le dije: "No puedes tener celulares en el salón." Pero, mi idea era devolvérselo al final de la clase entonces, llegó la maestra titular de la clase con la que... pues, la que, la que está, con ese grupo, y me dijo: "No, dame ese teléfono, se lo vamos a guardar aquí y no se lo vamos a dar." Entonces pasó, pasó un fin de semana, pasó una semana porque creo que, hubieron... no hubo clases en esos días, entonces el chico pues estaba... todo, desesperado por su teléfono, al final se lo devolvimos, pero... este, mmm, me asusté porque, yo, yo se lo iba a dar, yo se lo iba a dar, pero no se lo (?).... Entonces ya, al final pues habló con la maestra... este, llegó su mamá y, pues le explicamos y, todo. También, hubo otro caso que, que raramente fue preocupante, paraaa el futuro de los chicos y bueno, a mí como futura madre, en muchos años que vienen. Pues es que hay que preocuparnos por los

		chicos... en ese caso, pasó todo, eh, el ciclo escolar, porque pues, terminamos en julio entonces ya pasaban a segundo, y luego una madre de familia no había llegado, creo que no llegaba ni a las juntas entonces ya, faltaban, creo que, un mes para que terminara todo y llegó a ver a su, a, cómo iba su hija y su hija, bueno no es... no es de las que mejor se comportan en clase yyy, entonces pues... cre-creímos que fue un poco irresponsable de la madre entonces, a mí ver, ver tantas situaciones en la escuela, con los chicos... hubo una ocasión en que, hubieron dos chicas que metieron alcohol, a, al salón de clases, me-eh, lo mezclaron con refresco, y así. Yo ni siquiera me había dado cuenta, fue la maestra titular, porque yo... ella me dijo: "¿No oliste que había alcohol?" y yo: "¿Qué? ¿Cuál? ¿A qué hora?" Al final, al final de la clase me dijo, entonces, uno de los chicos se acercó y le dijo a la maestra: "Mire maestra fueron tal, tal, tal, tal." Entonces, ya al día siguiente se reportaron. Entonces, tantas situaciones, por las que hay que estar pendientes.
68:05	Ana	Ándale.
68:06	Elena	Entonces...
68:07	Ana	Exactamente, ¿alguien más?
68:09	Andrea	Este, sí, en mi caso, igual, este, tuvimos, algunas dificultades con eh, eh, más que nada en el manejo de grupo. Principalmente porqueee... había alumnos de escuelas públicas, y alumnos de escuelas privadas, en el curso. Y, habían, es-especialmente dos alumnas, las dos, de escuelas privadas, que... se la pasaban platicando toda la clase. Y, como ya traían un nivel más avanzado, entonces, sí era un poco complicado para nosotras, bueno, buscar actividades para que ellas trabajaran algo más avanzado, y para el resto del grupo. Entonces cuando ellas terminaban de trabajar una actividad queee ya se sabían, porque ya la habían visto antes, se ponían a platicaaar, o estaban con su caaara así de: "Ay, qué aburrido," entonces a nosotras, en, en parte nos estresaba y nos preocupaba un poco porque decíamos: "¿Qué vamos a hacer? ¿Cómo vamos a solucionar esto?" Entonces, les hablamos varias veces, no nos escuchaban, nos decían: "Ay profe, pero es que esto ya lo sé," y les decíamos: "Bueno sí, pero tus compañeros no." Y les poníamos actividades así, para que nos apoyaran ellas y sí, este, medio trabajaran pero sí les llamamos la atención varias veces, porque platicaban mucho, estaban con el celular y les hablábamos, y: "Participan esto" y: "Pero es que profe, no sé qué." Y con su actitud siempreee, negativa, pues un, un, un poco negativa hacia la clase. Entonces sí, varias veces les llamamos así igual a, a, les mandamos nota con sus papás, para queee, para ver si la situación cambiaba, pero sí... al principio no. No hubo, ninguna, ninguna respuesta, ningún cambio, este, pero, conforme pasaron las clases fuimos viendo las formas de, primero no ponerlas a trabajar juntas, porque era un problema,

		siempre. Yyy... segunda, o sea, no sé, buscar actividades más, esteee, como que representaran un reto más grande para ellas, paraaa poder trabajar mejor. Y de hecho una de ellas nos hizo un comentario una vez: "Ay profe, es que a mí, en el lugar en el que me ponga, yo voy a platicar. Yo así soy. Mis papás me regañan porque así soy, y mis maestros me mandan reportes, porque así soy, y no voy a cambiar, yo voy a platicar con quien yo quiera porque así soy." Entonces sí nosotras quedamos así: "¿Y qué vamos a hacer si, con todos platicaba?" literal, con todos los alumnos hasta el, hasta el alumno más callado lo hacía hablar. Entonces sí era así de: "¿Qué vamos a hacer si todos platican cuando esta niña está aquí?" entonces sí, era, fue un momento bastante difícil, pero, creo que afortunadamente, pudimos, sacarlo adelante.
71:01	Ana	Muy bien, ¿alguien más? ¿Sí?
71:03	Leonardo	Esteee... bueno, en uno de mis grupos, teníamos, bueno, (?) nos tocó a los tres darles clase. Este, teníamos unas, era un grupo, como que un poco separado, y cada quien tenía su personalidad, los, los callados se sentaban hasta atrás, los que participaban hasta adelante del lado izquierdo, los que platicaban sólo por platicar del lado derecho, y atrás pues, alumnos que, pues que ponían atención, pero no eran tan participativos, participativos. Entonces, ha-había un grupito de, de chavos que platicaban mucho y ellos participaban siempre, querían decirlo todo, estaban así. O se ponían a platicar de otra cosa y así pues, y ya este decía, este, "Bueno, ¿cuál es la clave para esto?," hasta que un día se me ocurrió, dije: "No. Tengo, tengo que ver quién es el que platica más para que lo cambie de lugar." Y lo hice. Y lo que, lo que hice le dije: "Mira, cámbiate de este lado por favor (?)," y como que se sintió, la, la muchacha. Se sintió y como que se enojó, ya no quería participar y tanto, pero, dije: "Bueno, al menos ya hice que fuera más equitativo", y en las siguientes clases ya ella decía: "No ya me voy a sentar de este lado para que no me diga nada." Entonces, este, ya pero ya después poco a poco ya ella ya se fue integrando, participaba y ya sabía que la, la (?).
72:20	Ana	¿Y cómo supiste que así tenías que enfrentar la situación? ¿Lo habías vivido alguna vez como alumno propio?
72:26	Leonardo	Sí-
72:26	Ana	¿O fue algo que aprendimos en la, la licenciatura o cómo, encontraste esa solución?
72:31	Frank	Ya lo habían cambiado de lugar.
72:3	Leonardo	Es que... no es que, bueno, fueron las dos cosas, lo observaba a veces que mis, mis, los maestros regularmente a veces, bueno, los que tenían más experiencia nos cambiaban de lugares, así, aunque no hiciéramos nada, pero para q-porque ya sabían...
72:46	Ana	Para evitar.
72:46	Leonardo	Quiénes platicaban

72:47	Ana	Sí.
72:47	Leonardo	y todo. Yyy otra, pues también en, en, en el lugar de clases, me acuerdo que un compañero, en un <i>microteaching</i> , hizo un cambio... no, este, cambio de lugar, así, así. Y ya, nos los hicieron puntualizar y entonces dije, este, en ese momento dije: "Voy a quitar esto y voy a hacer esto." Y ya este, lo intenté y pasó eso y al principio, pues, sentí, así como que: "¿Ahora cómo hago que se integre?," y "Ya no me quiere," y así. Pero, poco a poco ya ella solita ya se iba a su lugar, y... empezaba la clase, le daba la palabra, participaba y pues así.
73:21	Ana	Y ya.
73:21	Leonardo	Mmm-hmm.
73:22	Ana	Como si nada. ¿Alguien más?
73:23	Patty	Yo, yo tengooo... bueno, yo escribí el momento crítico. Fue cuandoo, como a mitad de semestre, este, ya como que ya había establecido una rutina y cómo trabajaban los niños, y de qué actividades hacíamos, pero, en eso llegó un niño nuevo, y este, y ese, se ve chistosito, es muyyy... inquieto, le encanta andar corriendo, su juego favorito es correr alrededor del salón. Uno cuenta corriendo, y luego gateando. Es, le encanta hacer eso. Yyy, este, no habla bien, español, todavía no ha desarrollado como que esa, competencia, eh... ¿lingüística? Ah, hablan como con: "(?)."
74:10	Ana	Ha de estar muy consentido y los papás le hacen caso, entonces no tienes que hablar si te hacen todo lo que les pides.
74:15	Patty	Entonces era así de que: "¡Eto! ¡Eto! ¡Eto! ¡Eto!," yyy... "¡Maeta!," pero muy, muy poquitas palabras. Yo le contaba como diez palabras. "¡Tina! ¡Tina!," la gelatina. O... o cosas así, muy muy básicas. Este, pero eso sí, quería, quiere mucho a su hermanita, su hermanita va en otra sala. Y: "¡Nena! ¡Nena!" y e-y, y era como que me desestabilizaba un poco la clase porque era de que, ya los demás, ya entendían que tenían que sentarse y tenían que hacer las actividades, tenían que poner un poquito de atención en la, en un momento dado. Pero él era de que: "¡No! ¡No! ¡No!," y se ponía a correr y a agarrar, sacaba los juguetes y, era así de que no, este, "¡Niño! Vete a sentar." Iba a decir el nombre. Eh, "¡Niño! Vete a sentar, v-ven aquí, aquí está la clase, aquí estamos todos." Y esteee... sí fue un momento, como que crítico. Pero, al final de cuentas, cuando les hice una evaluación, yo la verdad... ha puesto como que mi, ah mi, ¿(?)?
75:22	Ana	Ajá, (?).
75:23	Patty	Ajá, (?), cuando yo la verdad no le quería hacer el examen, porque dije: "Ay, Dios. ¡N-no lo vas a ver!," pero dije: "No, hay que, hay como que darle la oportunidad, a ver qué sabe, este bebé." Y este, y, ya, puse las cosas necesarias para el examen, y yo dije: "A ver, no, eh... niño, dame el, este, el pompón color rojo," todo eso en inglés. Yo dije: "No

		lo va a saber,” y fue, y me lo dio, y yo dije: “Bueno, igual y es casualidad,” y este, y le digo: “Dame el color verde,” y como que dudó, entre uno y otro, y me lo dio. Y le digo: “Ay, qué extraño.” Y le di-y ya, les fui pregustando los colores, y todos, y, y les, sólo falló a, a dos. Pero de ahí, la mayoría sí lo supo y bastante bien. Y yo dije: “A ver, puede que sea suerte,” y le pregunté: “¿Este es verde?” y me dijo: “No, ese es rojo, maestra.” Y fue así como que, ya había aprendido algo, a pesar de que todo el tiempo fue un relajo con ese niño, fue así de que...
76:35	Frank	Era así como Vicente.
76:37	Patty	y, y... “¿Y el bebé dónde está?” “Ah, fue a ver a su hermanita,” y así de que: “¡No, ven para acá, aquí es tu salón!” Este, sí era así como que un relajo, pero, también cuando le hice el examen, y darme cuenta que sí había aprendido algo, fue, muy, muy bonito. Y luego me sentí mal, porque dije: “Ay, tú que no lo querías evaluar.”
76:58	Ana	Hay que darles el beneficio de la duda.
77:00	Patty	De la duda, sí.
77:01	Ana	¿Alguien más?
77:04	Otto	Yo.
77:04	Ana	Sí.
77:05	Otto	Este, también en mi caso, bueno, tuve varios incidentes... porque, a veces eran, llegaban con problemas. Por ejemplo, los que eran mayor de edad, debían trabajar, pero... su mamá no les dejaba dar permiso... pensaban de manera diferente. Tenían razón, a mi juicio, tenían razón, tanto ellos, como la mamá. Y yo, pues tenía que quedarme neutral, no irme con ellos, pero tampoco irme con, con el lado de la mamá.
77:34	Ana	Claro.
77:34	Otto	Y porque se... si me iba con el lado de la mamá, después a ellos (?). Pero sí me iba con el lado de ellos, después iba, podría tener consecuencias con la directora.
77:43	Ana	Claro.
77:44	Otto	Sí, fueron varios. Y de temas muy, un poco delicados.
77:48	Ana	Y, ¿hay que estar bien con los administrativos?
77:50	Otto	Sí.
77:51	Ana	¿No?
77:51	Todos	Sí.
77:52	Ana	Sí. De ahí depende. Okay, pues muy bien. Este, muchas gracias por su participación. En resumen pudiéramos decir que durante, du-durante esta sesión se comentó, que ustedes de alguna manera han sido transformados,
78:09	Todos	Sí.
78:10	Ana	por la, este, la práctica docente que, realizaron durante cuatrocientas ochenta horas. Se dieron cuenta que tienen que tener sus planes de contingencia... que hay que estar

		<p>preparados porque no sabes, que ya aprendieron a detectar cuándo posiblemente pueden tener un problema y mejor, eh, prefieren, este, tomar sus medidas, de precaución para no tener algún problema. También se dieron cuenta que a lo mejor estaban muy bonachones al principio deee, este, su práctica, y se tuvieron que volver mucho más estrictos al final, porque si no, los alumnos les tomaban la medida. También, se mencionó mucho que los momentos críticos les hicieron reflexionar, que tenían que tener mucho cuidado de cómo manejar ciertas situaciones, para poder evitar problemas, pero que al fin y al cabo, todo el mundo aprendió bastante durante es-este, esta práctica docente. ¿Es correcto?</p>
79:09	Todos	Sí.
79:09	Ana	¿Puse atención?
79:09	Todos	Sí.
79:10	Ana	<p>¿Algún comentario que quisieran, este, hacer, antes de que yo cierre, este... esta sesión?</p> <p>¿No?Nuevamente les agradezco por colaborar en este estudio, que me será muy útil para la obtención de mi grado de doctorado de la Universidad de Southampton, del Reino Unido, con el tema Pre-Service Teacher Identity Construction throughout the Practicum Component of Second Language Teacher Education. La información recabada se utilizará exclusivamente para fines académicos, para la obtención del grado. Les agradezco muchísimo. Siendo, este, el veintidós de agosto de dos mil catorce, y, v-veinte minutos para las doce, doy por terminada a esta sesión. Muchas gracias.</p>

Appendix 16: FOCUS GROUP TRANSCRIPT 10 PSTs (English Version)

Date: August 22, 2014 Tuxtla Language Faculty 10:00 – 11:20 am

*This focus group was originally conducted in PSTs’ native language (Spanish) and has been translated into English for the purposes of this investigation.

Participants: Alicia, Andrea, Elena, Isabel, Karla, Leonardo, Otto, Patty, and, Vicente (pseudonyms have been used to protect participants’ privacy and all identifiers have been removed from the transcript)

*It was not possible for Julieta to attend so another PST from the same cohort, Frank, was invited to join the focus group.

Time	Turn	Discourse
00:02	Ana	Good morning. I appreciate the opportunity you have given me to explore your experiences and feelings regarding your teaching identity and professional development throughout the four hundred and eighty hours of teaching practice conducted during the Spring 2014 term for my Pre-Service Teacher Identity Construction throughout the Practicum Component of Second Language Teacher Education study. The gathered information will only be used for academic purposes for my Distance PhD in Modern Languages and Applied Linguistics at the University of Southampton, UK. I remind you that participating in this focus group is voluntary and that all of you have signed the consent form. I value diversity and ask you to respect and tolerate all the ideas that will be shared today, August 22 nd , 2014. Your answers will remain confidential. May I record this session?
01:12	Participants	Yes.
01:13	Ana	Thank you. To begin I will ask each participant to remind us where your project took place during the eighth semester and the name of your project. I would appreciate if you freely shared your experiences during this semester. I will start with key questions and would appreciate it if all of you shared your views. Okay? Let’s begin on this side. Good morning.

01:41	Andrea	Good morning.
01:42	Ana	Can you talk to me a little about your project?
01:4	Andrea	Yeah, my project took place at a university in the capital of the state of Chiapas. I worked in the English course with kids between ten and twelve, English for Young Learners which had a duration of one hundred hours. And well...
02:14	Ana	Thank you.
02:15	Andrea	Basically that.
02:15	Ana	Thank you.
02:16	Isabel	The name of my project is English Strengthening at a high school in the capital. I taught there and they were fourth semester students, this high school level consisted of... four hundred and eighty hours of practice.
02:38	Ana	Thank you. And you?
02:40	Otto	The name of my project was English Teaching in a foster home. And I taught there for four hundred and eighty hours, but in the secondary section with teenagers between twelve and nineteen.
02:52	Ana	Thank you.
02:53	Vicente	Okay, the name of my project is English Teaching in a foster home in Elementary School. And I worked there for four hundred and eighty hours teaching people from... twelve to sixteen.
03:14	Ana	Thank you. And you?
03:17	Frank	I conducted my practicum in a university located in the capital. My job was to analyse teaching materials in English for students for the History subject. And I also participated supporting the logistics of an academic event, and... conducting a needs analysis of the faculty regarding English classes.
03:51	Ana	Very good, thank you. And you?
03:53	Alicia	Just as Isabel I was in the English strengthening program at a high school in the capital. I... also gave classes to... several fourth semester groups in the afternoon shift.
04:07	Ana	Very good. Thank you. And you?
04:09	Elena	I was in a technical secondary school in a community located 30 minutes from the capital. My project was the use and development of writing strategies and comprehensive education of students studying in multicultural contexts. And... I gave classes to seventh grade groups, five out of... of ... forty..., with forty-two kids.
04:27	Ana	Secondary, right?
04:28	Elena	Yes, fifteen hours a week.
04:30	Ana	Okay and most of the... people who studied there are children from farming families, from...
04:35	Elena	Yes.
04:35	Ana	Farm workers or what?

04:36	Elena	But the school is outside the city, on the outskirts of the [community] so I think that is why the students are from... the outskirts and not from the community.
04:48	Ana	Is it considered a village or town?
04:52	Elena	Mmm... it is considered a community that... belongs to the one hundred and thirty municipalities...
05:03	Ana	And do the kids speak Spanish as their mother tongue?
05:07	Elena	Yes, well, I had to conduct a type of survey where they would say if they did not speak, or another language but perhaps they were too embarrassed to put it, that's what I think.
05:19	Ana	Yes, but...
05:20	Elena	They all spoke Spanish well.
05:21	Ana	Yes.
05:21	Elena	I did not get...
05:23	Ana	You did not have a hard time in that aspect. Very good. Thank you. And you?
05:25	Karla	Well my program is Support for Students in addition to the Spanish language. I was in a public high school located in the east of the capital, and well I had two approaches, one was giving advice to low achievers, and the other was supporting the school by teaching the second semesters. I had eight sem... groups of fifty-four students in the second semester...
05:53	Ana	Very innovative. How about you?
05:55	Leonardo	Yes. The name of my program is Strengthening English in high school. This program consisted of four hundred and eighty hours in which I, as well as my colleagues taught, but I also focused on the most vulnerable area, which are the fourth semesters.
06:20	Ana	Very good. Ok. Let's start then. You are free to give your opinion; we are not taking turns so whoever wants to speak can go right ahead. Okay? My question is when you think of your identity as a teacher during the eighth semester of your study program... what ideas come to mind?
06:44	Otto	The way in which we teach English would be one.
06:48	Ana	Yes.
06:49	Otto	That is what first comes to mind.
06:51	Ana	¿Anyone else?
06:52	Karla	In identifying ourselves, like our personality and how we are as teachers, we could say that, right? Our weaknesses, our strengths, our skills, what we do well and what we can improve...
07:10	Ana	Very good. Anyone else?
07:11	Vicente	It is to discover how we are as teachers, when we teach, finding the values that we have, weaknesses and strengths as she said.
07:23	Andrea	The role we play in the classroom, either as guides, trainers, and the role we have with students and as they say the strengths and weaknesses within the classroom.

07:38	Ana	Anyone else? Teacher's identity?
07:41	Patty	Well I don't know what we have previously said about teaching identity but I think it has to do with proving and confronting the theory with the practice, right? Because one thing is what we learn and how we expect the group to be, or the ideas we have about the students and our method, our own way of being teachers and the other is what it actually is, is it not? So, teaching identity to me is what you are and what you really are.
08:20	Ana	Okay, some say it is how the teacher must be to be able to survive according to the project they got. Because each school is unique. Could you comment a little about your project?
08:34	Patty	Well as you know, I was working with children in the nursery school, with groups 2 and 3. They were approximately seventeen students in total and the groups were distributed basically in rooms. My project was called Introduction to English. I had to teach three times a week to each room, this lasted approximately half an hour, and during those weeks and months I was working with the kids, babies, I covered various topics such as colours, animals, body parts, commands, especially because my teaching or what I taught was based on the total physical response method. So it was basically what I did. In addition, I would stay Mondays and Fridays to help out in the day care centre with any activity they had like taking care of the kids, playing with them, feeding them, washing their hands, take them to the bathroom... So that was basically my practicum.
09:59	Ana	Very good. Any other comments? No? Then let's continue. Could you share with us what you liked from the four hundred and eighty hours of your project? During your professional experience in eighth semester? What did you like?
10:15	Andrea	Mainly working with children because I had never worked with students between those ages, and it was a new experience and a really beautiful one because at that age is when they participate more, they cooperate more with you and that was the best and nicest thing about my project.
10:36	Ana	Anyone else?
10:37	Isabel	Well as my classmate, the experience itself because I had not really worked with teenagers, and I think the nicest experience was that at the end of the course I noticed that some of the students that were doing poorly at the beginning, they proved they could do it and it was good for them to have me there. They thanked me and I felt really happy because I saw all my effort and work right there with them. I think it was the nicest thing as a teacher, in that role.
11:17	Ana	Very good. Someone else? Yes?
11:22	Karla	Well for me the nicest thing was that my perspective changed because I used to think that I couldn't handle older kids and that I was meant for younger kids. But at the end I saw that I could really work with teenagers and as my classmate mentioned, I could also see how they improved and that they

		had fun because the head teacher and I had a different way of teaching, I would put videos, songs, games, and they really enjoyed it. They enjoyed it and at the end they also thanked me and even asked if I would continue teaching them and when I told them that I wouldn't they asked me why not and to stay, so that made me feel good.
12:09	Ana	It was your fan club. Ok?
12:12	Alicia	Well I really liked it because it wasn't easy to deal with students almost the same age, so I had to learn how to be their teacher and not their friend and deal with that barrier that I was their teacher and they were my students. It was nor difficult or easy but you really learn how to face that. So the classes were very dynamic and they didn't like to participate at times, or wouldn't do anything so I had to learn how to deal with that. I reaffirmed that I had made the right choice with what I had studied to be, and I really enjoyed that.
12:56	Ana	Very good. Anyone else?
12:57	Elena	I well...
13:00	Frank	You can talk freely.
13:01	Elena	Yes, well from the four hundred and eighty hours I thought it was really good to prove myself as a teacher because I had never taught during these four years so I had never worked as a teacher and then having to go to a farming community... I like travelling and going to the community and the first thing that I would change was the climate but to arrive to a place where you didn't know anyone and the adaptation process and all that. But after all I was really grateful with the INSET who mentored me and to prove myself as a teacher was the best for me because I had to be in front of a group for more than an hour and a half which is what the microteaching we gave consisted of.
13:53	Ana	Very good. Anyone else?
13:55	Patty	It was good! Maybe the best thing was... I had thought a lot about this practicum ever since we were in fifth semester and I knew they were going to open a day-care centre and that I would love to teach English there and I would even talk about it with my family and friends but I never thought it would be possible. And when I talked to my advisor she told me it was a good idea and that she would make the arrangements so I could be able to do it. And fortunately it was possible, when we were in seventh semester I already knew that my practicum was going to be what I always wanted and it was very rewarding because I knew it wouldn't be easy to work with kids, but I wanted to do it. And well, the first week, and be able to see that everyone in the nursery was so nice and understanding people that I knew I was in the right place but then I also got really frustrated because I thought they would be expecting the best from me and I was feeling like I wasn't giving my best, and I felt the kids weren't paying attention to me and that they didn't like my material and that teachers had to help me a lot... I felt like I wasn't helping at all for the first

		two weeks but after that and getting used to them and knowing what they liked and didn't like you start improving in class so I learned to give vocabulary and then do some crafts with them and then to see videos... and well the kids gradually start identifying you because at the beginning they didn't know who I was but then they start to recognize you and it is really affectionate. Although they can't say thank you because for them you are going to keep coming and they are going to keep going but the teachers and staff there were really very, very pleased with what I was doing and I really enjoyed it and I don't know how the four hundred and eighty hours passed by so quickly. It really gave me the opportunity to get a scholarship for a summer abroad. So yes, I was very grateful for this experience because it allowed me to work with children and to achieve other goals.
17:09	Ana	Very good.
17:10	Leonardo	In my case, as I also worked with teenagers was precisely that... I liked working with teenagers. For example, I was very different with my groups, I had a few groups, ones where most of them were men and some with almost only women, and I liked it. The group that surprised me the most was the one with more men because although they were a bit noisy and didn't want to work in the end they would pay attention to me and worked. And that is what I liked, I had a really good relationship with that group at the same time by stating the rules of student and teacher because they wouldn't consider me as a teacher since I was almost their age so I had to gain their confidence and I learned how to handle the situation, and I know I feel prepared to work with my groups and with teenagers.
18:28	Ana	Very good. Anyone else?
18:30	Otto	Yes, what I liked was that they really learned something, not only about English but about life itself, because I know now that there are other types of students like them, who have no parents, family or resources to succeed in life, but I was able to see that they are really interested in doing something for themselves on their own.
18:57	Ana	Very good.
18:58	Vicente	Yes, I was also in a foster home and I liked it because I did many activities which a teacher has to do... I was teaching other things too, evaluation... I also helped organize events for Mother's Day to going away parties for foreigners who came to visit there. I did several things and I liked that. My practicum was a challenge because they were children, students between twelve, fourteen and even sixteen.
19:45	Ana	Although they were in elementary school.
19:46	Vicente	Yes, I would think how grown they were to be in elementary school, but they had suffered a lot growing up without a father, or mother, so they are very difficult to control, they need a lot of discipline. At first I had trouble because I am too kind so they took advantage of that. It was terrible for me

		when I had to be strict but they began to improve. So I was glad I could help them, help the kids.
20:41	Ana	Very good. Anyone else? Yes?
20:44	Frank	Well what I liked the most about my [practicum] is that I really didn't enjoy it...
20:48	Ana	That is what you liked?
20:49	Frank	Yes, because I learned many things. We sometimes have the idea to teach English or whatever and I don't know why we focus on the part of being in a classroom when the most enjoyable part is teaching. But there are a lot of things that we don't enjoy much so you also have to learn sometimes and along the way, being in a job where you have responsibility and many teachers start feeling bitter and it deprives them when being inside a classroom. So I got to live that part outside of the classroom in my practicum and see if it was worth it. It was really positive for me even though I didn't enjoy it much but I learned how everything works more or less in the administrative side, and this will allow me to be aware of that and to cope better with it and be in a classroom where you are more interested being in, right? But if you are not okay with yourself as a teacher when it comes to be in a room...then it is reflected.
22:06	Ana	Anyone else or do we continue... Do we continue? Ok. What do you think has been really useful for this professional practice to build your teaching identity? Many of you learned a lot of things inside the classrooms. What was most helpful...of all that you have gone through?
22:30	Vicente	I think to be proactive. In the sense that you have to see the problems that some may have and resolve them before they happen because there were a lot of problems where I was and if I did any activity that could cause any trouble I preferred not to do it, and so on. So I would have to decide which activities to do and where they could get along for them to be able to learn something.
22:59	Ana	Thank you. Anyone else?
23:00	Frank	Yes.
23:01	Andrea	Yes. Well two things in my case, one was that unexpected situations arise and you have to learn how to handle them at the moment and that helps gain experience in case they happen again in the future. Also... I got distracted.... Well... basically that... unexpected situations that help you because you know what to do in case they happen again, and not only with the same group but in others where you learn how to deal with them, and you'll know your own students and they will give you guidelines for activities and you get to know how to work with different groups and different types of learners and different learning styles.
23:58	Ana	Very good. Anyone else?
24:00	Karla	To me, the most useful thing was to be in very large groups... I had groups of about fifty-four students each, and it was very

		helpful to me because I had to learn how to handle large groups which are very common in public schools where most groups tend to be very large groups, so I am ready for that.
24:31	Ana	Very good. Anyone else?
24:32	Frank	I think the most important thing is also to take into account students' views and not to be so confident and be more humble because we sometimes plan the perfect class and think they are going to like it and it's not always like that, so we also need to listen to the students and see what they are interested in and see what they want to learn because programs which are already set may not work for them because it will not have a practical purpose in their life. So learn to listen, we can learn a lot from the students, and to be humble, learn from them to help us improve because they may not be the only students with the same situation, and we can find that useful in our classroom.
25:30	Patty	As Frank says, I think the most important thing was to know that our work or our teaching practice always needs feedback, and that you sometimes get it from the students, but in my case it was babies, and well they don't usually tell you they don't like certain activity... But instead I feel it was very useful to learn to work together with the other teachers because they would notice if I missed something or needed to improve in certain areas and they could tell me... so I think you also need to be humble to accept and acknowledge what they tell you and say they were right and thank them for noticing. At the beginning it was hard because I felt like I had done something wrong and that the teachers didn't like it, but in the end you realize that they do it because they really want you as part of their team and they like the kids to learn and improve your quality and at the end I felt good because I knew they took me in as part of their team and not just a practicum student.
27:07	Ana	Very good. Anyone else?
27:09	Isabel	Well I think that everything my classmates have mentioned is true and part of being in a classroom and learning from new experiences or at least in my case we were three colleagues and we had to learn to work together as a team, to organize ourselves and make exams, and also to choose students for a contest and focus on who was the best candidate while giving the class so we would meet outside the classroom and agree on what subjects we would be teaching and decide who taught what, it was a bit difficult but also useful because although we had the textbook and had to use it... So I would sometimes want to do an activity when the book had another so we had to adapt it. But communication was something really difficult but that helped me to learn how to teach in the future and really know how to handle situations that even though you may not want to do it and decide what was best and not what the others expect or what the schools wants... and that.
28:34	Ana	Very good. Anyone else?
28:36	Otto	Yes, I think the most useful thing that I learned was to adapt

		to the few resources we had in the secondary section because they didn't have English books, the few books they had were really old and some encyclopaedias were in really bad shape because they were really old, and they didn't have any computers, just one which was used sometimes by the teacher in order to show them videos or songs to the students, so it was difficult.
29:07	Ana	And how did you end up solving the lack of resources?
29:11	Otto	I made an anthology for English.
29:14	Ana	Mmm-hmm.
29:14	Otto	With what is basic, so they can go and learn. But they really need a lot.
29:33	Ana	Anyone else? Okay. You mentioned something very important. The context. Everyone worked with a specific school and the context is unique. What influence did this context have on you for your teaching during these four hundred and eighty hours? How limited were you and were you allowed to grow and evolve? Yes?
29:47	Alicia	Well I did feel limited because it was a bit mandatory to use the book. And if we wanted to do any other activity like a song we had to make the photocopies and pay for them and other material because it was forbidden to ask them for money. Why? Because it was assumed to only work with the book for English. So it was very limiting. I myself felt limited because I did not only have one group but three so I would have to make photocopies for three groups of forty students so it was a little expensive, so we had to focus more on the book and it was only the book and the book and they would get bored only working with the book but I couldn't do otherwise. But some way or another I managed to make activities before class to write them on the blackboard and make them write them down to be able to break the routine from only using the book every day.
30:55	Ana	Of course.
30:56	Alicia	Yes.
30:56	Karla	For me... sorry... I had freedom to teach with the book or do extra activities. I had the advantage that they had an English laboratory in that campus so besides English classes you could also have a workshop where you could have activities which were more dynamic with videos and songs. And the head teacher gave me the freedom to choose the activities, the videos I preferred and what the kids liked the most, and also to make the exam. She would help me with the costs of the photocopies and I could also ask the students for fifty cents each for each partial exam. But yes, the good thing about this was the freedom I had in deciding and having different interactive ways to make it attractive for them.
31:57	Ana	Very good.
31:58	Andrea	In my case, I was also limited because I was also required to follow the book and a method, a bibliography, so I had to

		stick to it as much as possible because the time we had for classes and the course in general was limited and we had to cover it all, because at first, parents were always interested in thinking that that if they had paid for the book their child then they would have to use it because apart from paying for the YL course they also spent money on the book and they needed two for class so we had to cover both of them. So we were limited for more dynamic activities so students could work in teams and other activities not related to the textbook and brought them closer to reality because it was really for that reason that they require the language. So yes, we were a bit limited.
33:15	Ana	And did you finish both books?
33:16	Andrea	Yes, in my case yes, we had to make some adjustments and put aside some topics that weren't that necessary and really basic so we covered the most important parts of the books.
33:37	Ana	Very good. Anyone else?
33:38	Elena	Well not in my case, I don't know if I could call it a limitation or... I think it was an aspect which I want to talk about because it was a technical secondary school so you don't have the same subject as a federal secondary school. The students can enrol for example in subjects such as stockbreeding, agriculture, apiculture, so what would they want English for? Many didn't care about English and I even got to see some students stop coming to school because their parents told them not to go anymore. So it really worried me that some didn't care about English because they already had a job or worked in the evenings helping out their parents.
34:47	Ana	They are okay with only knowing how to read and write.
34:51	Elena	Yes, and some were not interested at all.
34:56	Ana	Very good. Anyone else?
34:58	Frank	I had the advantage of... I don't know because they told me to do what I wanted, and in the sense that in the Faculty where I conducted my practicum they take English, they are required to take three semesters of English in order to graduate but in 2013 it changed and now and they need to take English only until 6 th semester but for this career that doesn't exist. So my job was to analyse their needs and not what the faculty wanted. They didn't even know what they wanted, they couldn't agree on how their students should graduate regarding English, and moreover what the students wanted so when I had the chance to make a draft and plan a course, this introductory course where I decided based on everyone's opinions what were the objectives and what they wanted, what the students wanted and make a series of activities because they basically wanted to learn English to use it in their career and once they graduated. Then everybody said it couldn't be because of the technicalities or that is what they called it, not to acquire the registration of the career but to be able to read, which is what they need the most during the career and when they graduated because most would end up working here, so

		English would not be of use to them but it would be good for them to enrich and be updated in their field. So I had that freedom to plan my program as I wanted, put any activities I wanted and everyone loved it and they wanted me to do more because they wanted a subject in English for six semesters. It was very good and frustrating, and as I said I didn't like it much at the beginning that they wanted something and others wanted something else and they couldn't decide what they needed, so with them having a plan and wanting to respect English in second semester but others not knowing what they wanted was a bit silly... but that's the way it is...
37:22	Ana	Very good. Anyone else?
37:24	Isabel	Well I would like to comment that I am glad that my colleagues who did have freedom to do things learned something good. I believe that we weren't limited but that they have different rules in each institution. So I took it as doing things and working with what I had, I could do my class a little better without it being tedious and boring as my classmate mentioned. So it was nice for those who were allowed to do many things and who weren't well I prefer to take it as a challenge and not as a restriction and give up, if we could not do certain things, think that in the future we could improve it or know what to do if they don't let you do this, to be able to adapt and not get angry when they don't let you do certain things because it is all part of working and so on.
38:22	Ana	Very good.
38:24	Patty	I also had total freedom as other classmates in the practicum. I was able to choose the topics I wanted to teach and they would provide me with the material. They allowed me to choose different types of paper, foamy, figures and the director even gave me books with stories in English which no one had ever used before so I could use them if I wanted. And well that part was quite comfortable because it was total freedom regarding activities, materials and obviously taking care of the children's safety, but beyond that I had complete freedom.
39:12	Ana	Very good. Anyone else? Any other comment?
39:14	Otto	Yes...
39:15	Ana	Yes?
39:16	Otto	I had freedom in my practicum but I also had limitations because the director would tell me that many students had needs and to teach them what I thought was appropriate, but they would also tell me to show them to authorities before to check if they would allow me to do it or not because the foster home is Christian.
39:38	Ana	Mmm-hmm.
39:39	Otto	So they have certain rules they cannot break.
39:42	Ana	Sure. Okay, well it is time to talk about the subject of agency. Agency is how you as teachers and practitioners decide what

		you can do or not do in each institution. In your case they told you they were Christians and would not allow you to use songs using...
40:02	Otto	Yes.
40:03	Ana	Words which are not appropriate from their point of view and things like that. How was that determined? Would they give you the rules saying what you could do or not? Or was it in the way authorities behaved and you would then notice that you couldn't play certain games which would upset the kids or play with a ball that maybe in other schools it would work but if kids started playing that they would lose control and start attacking each other? How would you determine what you could do or couldn't do? Tell me about agency.
40:33	Andrea	In my case we did have certain rules but more than anything it was to respect the students and for them to respect us. But most of all, the students are the ones who mark what you can do and what you can't do. For example, one day we had an activity involving a game and when we took out the game they said they wouldn't play it, that they didn't want to and they would not work. And that is when you say what can I do? And you have to adapt in that moment and if you don't have a plan B you have to improvise other activities where you can use the same vocabulary or the same topic. So it was the kids in my case who would mark that and it was something you would learn along the way, what you could do or not do and plan your classes considering all that.
41:37	Ana	Of course. Anyone else?
41:39	Vicente	Yes, in my case I didn't know the policy of the school but since I already knew who they were and what they did that allowed me to think about issues and be responsible for the activities I was going to choose for the kids. This helped me to make decisions more than anything.
42:04	Ana	Mmm-hmm.
42:05	Otto	Like in my case, I already had some knowledge but the students were teenagers and others were older so they sometimes asked for more. They wanted to know more about life, what you do and don't do, and I would answer any questions they had so I had some freedom but always respecting school values.
42:31	Ana	Of course.
42:31	Otto	And the orphanage.
42:33	Ana	The policies, right?
42:34	Alicia	Well in our case, our practicum advisor told us some things we could not do, the ladies could not dress outrageously with cleavage or short skirts because since they were teenagers they could get the wrong impression. So that and for example for some activities we already knew it would be large groups and we had an idea of what we could do and couldn't do because they were very large groups.
43:13	Ana	Yes, for classroom management?

43:14	Alicia	Yeah.
43:15	Eva	I would of have liked them to tell me what I could do and couldn't do, when they told me I could go they said to treat the kids with respect and be careful not to lose that respect but I was worried about how to dress and how to treat them because it was my first experience and since my personality is more casual and I like sneakers it was very hard for me to decide what clothes to wear, I did not take leggings because that's really tight. And I was scared that the kids wouldn't respect me, because even though I was well dressed I still look young so they would tell me things when I walked by so I always tried to get there on time when they were all in their classrooms because since I was new, I would attract attention, so I was worried about that a little because I didn't know what to do...
44:24	Ana	Anyone else?
44:26	Isabel	Yes, as she just mentioned, our advisor told us certain things we could and could not do. From the beginning we had to use the book because they had bought it and had to use it. Also, on Mondays we had the event to honour our flag so we had to wear a white shirt and trousers; we had to go more formal that day. And as ladies we were told not to wear anything with cleavage or too short so it was difficult to adapt because we were used to being a little more casual, and the way we spoke and to deal with the students because if they got offended they would tell you hey! Or they would even ask what to call us, etc. so it was a little difficult to tell them to call us this way and to treat them this way, etc. so we had to adapt more than anything.
45:32	Ana	Ok, anyone else? So during your practicum - which was your first for most of you - is there anyone who had previously worked as an English teacher? No? ... So it was your first experience. You learned that the context matters a lot, the way to behave and what activities you could and couldn't do. You also realized that you had to reflect in and on practice. When you had to decide, almost as fire-fighters, what to do, if it was going to cause problems you had to put out the fire because if not it would get out of control and would cause you problems. So, how useful was teaching practice during these four hundred and eighty hours for you to have another concept? Are you different people from when you began seventh semester and now that you are in ninth and have gone through this? Have you changed? Because identity is how others see you, how you see yourself and how you would like to be seen in the future. Would anyone like to share something about this? Yes?
46:50	Frank	I think that... we did not only live that but we also listened to everyone's' experience so it opens our eyes to different contexts and what we like the most, because for example, in my classmate's case that she had to use the book, I don't know... but maybe there are teachers who are more comfortable using a book because they might not have

		planned a class so it is easy to do what the book says and the activities it has and that is enough, but for those who dislike the context because I don't know... maybe you realize you don't like teaching that way and you get frustrated as a teacher and that obviously gets transmitted to the students, right? And I believe that it is because we are used to that topic here in Mexico, where everything is more mechanized and it's do this, learn this and repeat, isn't it?
47:44	Ana	Like a food recipe.
47:45	Frank	Exactly, so if you don't feel like a teacher there, do not go to those places. And if you know that in other places you can have more freedom and work the way you want... then go ahead.
48:02	Ana	Very good. Anyone else?
48:03	Leonardo	Yes, for example, in the same context as the book, in my case I learned how to be a little more creative and not in the way of making drawings but dedicating time to research and follow the things the book said and measuring time on how long it would take to cover the class and time I would be dedicating to the book and maybe finish with another activity of my own but I could include colours, write something on the blackboard, draw something or make a diagram, so do something to complement the book maintaining the goal which is to teach the students and have them learn topics.
49:15	Ana	Very good.
49:16	Andrea	In my case it was a very nice experience. Regardless of all the difficult situations, in some cases problems might arise because no situation is perfect; there is always going to be something we do not like or things students don't like or even the other staff so you have to be able to adapt and come up with possible solutions to problems, and as a teacher I had many constraints but that made me realize the kind of teacher I want to be in the future. It also helped me learn how to deal with difficult situations which will help me as a teacher later on. I also improved in things I hadn't done before and which I can do better now, because that's what it's basically for, right? To be better teachers and better persons, because you learn many things from that, not only what my classmate mentioned, it's not only you teaching the students, but the students also teach you things.
50:52	Ana	Of course. Anyone else??
50:53	Karla	I noticed that I changed, because when I got there my colleague had mentioned I was too nice, that when I told the students to work in teams of three people they would ask me if it could be of five or four people and I would tell them it was fine. I would say yes to anything and when I had to control them it was difficult. I would tell them to be quiet and they wouldn't listen and keep talking, or they wouldn't pay attention to me or they didn't care about the class but in time I saw that I was being too flexible so I stopped being nice and began to be more strict, and when I said the number of team

		members they had to respect the number and would start paying more attention so the other teacher asked me if I had realized how I was changing and that I would do it on my own because no one was going to tell me how the students were going to be and it was something I had to learn. That helped me a lot and I also realized that high school students are really difficult because most people say it is hard to work with kids but every level has its difficulties, and they tend to be more rebellious I guess... and there were also many students so they wouldn't pay attention or they would shout and say dirty words and well... it was quite difficult. But thank God I was able to handle them.
53:11	Ana	Very good. Anyone else? Yes?
53:14	Alicia	Well, in my point of view I did change a lot because at first I would plan my classes and try to make them nice and bring my material and everything, but then you get there and you realize that there were more students or some wouldn't arrive when you needed exact numbers for teams, so I had to improvise and think at that moment how I would solve the problem. So that really helped me a lot because that happened a lot in the classroom. So it's not always perfect and it will never be, you have to learn how to handle all sorts of situations, from students coming to tell you their problems and also act like an advisor, so you develop different types of roles during that time.
54:10	Ana	That's right.
54:11	Alicia	It was really useful to me and I did feel I changed a lot, because at first I was like nervous thinking about what to say and not knowing what to answer if they asked certain things but I started well and I ended up being much more confident, so now that my mentor asked me to help again I said yes, and this time I know more or less how everything works so I'll be able to manage.
54:39	Ana	Anyone else?
54:41	Elena	I also changed. I am a different person now. I will always remember. The first few weeks I went to see how everything was I was beside the teacher, she was one of the strictest teachers in that school, or that's what the students would say, that she would yell at them and I remember saying I wouldn't be like that in class... I was naïve, I also saw she would sign their notebooks and also decided not to do that because it would take too much time, but the first days I got to teach them on my own... I wasn't able to keep them quiet, and if I didn't speak loudly... I tried to be good but in the end...
55:31	Isabel	You were the bad one?
55:32	Elena	No, but if not they don't respect you and do not see you as an authority... so I had to get to class and say we would speak in English the entire time because it was English class and I realized that the other teacher had made them get used to speaking in Spanish so I had to switch from English to Spanish, then English and Spanish. That was also one of the

		things that changed at the end too.
56:05	Ana	Anyone else?
56:05	Vicente	Yes, me. I also think I changed too, in the sense that I became strict.
56:13	Ana	Mmm-hmm.
56:14	Vicente	And well... you all know me right? You know how I am so it was funny when the teacher, my advisor recommended me in the orphanage, she made a good recommendation, she said I was responsible, well-behaved, and very serious and all that... And I was thinking, am I like that?
56:43	Andrea	Is that me?
56:44	Vicente	So since she said I was like that I had to act like that and behave and everything so at first when I got there I was really nice with the kids but then they took advantage of that and didn't want to listen or pay attention so I had to be...
57:07	Isabel	Bad?
57:07	Vicente	More strict, and the bad teacher. And other teachers there also realized that I was very responsible and hardworking so they gave me more activities and started trusting me more because they would ask me to help them with tests and when other teachers couldn't go they would ask me to cover their classes of natural science, mathematics, Spanish, geography and history. And they would tell me I was good, and when another teacher left because she got another job offer - because they earn very little there - she was in charge of directing and also sixth grade so they asked me if I could help them with that group and I said yes, so I was covering that teacher's place and not only English, since they saw I was committed to everything I was in charge of the entire group.
58:46	Ana	That's nice.
58:46	Vicente	So the problem was that I was strict and would leave them homework because at the beginning they would always try to take advantage of me so in the last days they would say 'oh no, here comes Vicente the teacher' and they would hide so they didn't even want to see me because they knew that if they were doing something wrong I would correct them because that's what they needed the most, a lot of discipline, since they didn't have a dad or a mom who was constantly telling them to stop doing that or that they did something wrong and to not do it again. And I even had some that would fight there in the halls and when they saw me they would say they were playing and things like that. So I had to be very strict for them to stop behaving like that.
59:41	Ana	Of course. Anyone else?
59:43	Otto	Yes. I also think I changed but in a different way, because my students were very different. As for discipline, I had no problem. What I did have to learn and I think I still need to work on is to know more about the area I am going to be working in. If I'll be in secondary then I need to know other subjects because since they don't have support from a parent,

		brothers to do their homework they would ask me to help them in chemistry, physics, mathematics, history... and I also had to listen to their problems and understand them. And I would tell them to listen to their mother, because that is how they call the director of the foster's home, they call her mother. So I would tell them to listen to their mother because she cared about them and if something happened to them, she was responsible.
60:45	Ana	Of course.
60:46	Otto	Yes.
60:47	Ana	Anyone else?
60:48	Isabel	Me. Well, in general, at the end of it all, I think I grew up, just as everyone has mentioned, I wasn't taller of course but that was one of my concerns that students were bigger than me, so how was I going to be able to explain things to them? ... So towards the end, I grew up as a person because in the classroom there was a girl who was pregnant so she would always reach out to me and tell me her problems at home with her parents and partner, so I had to deal with many things from their personal lives and I managed to learn how to overcome my problems, their problems and the class...
61:49	Ana	Of course.
61:50	Isabel	So I think that helped me a lot and as my classmate was mentioning, I would think that it was easier to work with younger kids and not teenagers, and now I think differently and now I think I can and know what awaits me and am ready to decide if I want to focus on or find a job with teenagers, so that helped me to figure that out.
62:15	Ana	Anyone else or do we continue with the discussion? Ok. Then you realize how you were evolving. You were a certain type of teacher at the beginning and now you are different. Did you notice that during the course you had to do three reflective tasks? The first one was the mirror, how you see yourself?; the second was the microscope, what is the impact of your actions in this school?; and the third one was the binoculars, how I see myself in the future? What did you learn from this experience? In addition, you had to identify a critical incident, because throughout the practicum you carried out exploratory practice. You practiced and explored at the same time, learned things experientially. So, you shared these critical moments you felt that marked you at this stage, it had been fourteen weeks more or less after you began the practicum. So I would like to discuss a little about those critical incidents and why you identified them as critical. In addition, ninety-nine percent of you put negative things. It can't be a critical moment when you realize at that time - in English it is called the "Aha!" moment when you think you got it now. No one said something positive, it was always something that had to do with mobile phones or that made you feel bad...
63:56	Frank	It is cultural!

63:57	Ana	It is cultural? Ummmm... Okay, let's discuss it.
64:05	Frank	Well... I don't know but I feel that our mentality is accustomed, as a country, to think first about the negative side, we are very pessimistic and always give up before trying. In my case, a critical incident was when they told me to design an English program, and well... hey....
64:32	Ana	It is not that easy!
64:35	Frank	So I said ok... I obviously knew I wasn't going to do it, and it was not a piece of cake, so how was I going to make the program and deliver it... I wasn't going to do that. But anyway, at least I was able to show them what they wanted and for them to get the appropriate people to do it. It was critical for me to think that they thought I was going to do it, but I was frustrated at the time because I had been very clear at the beginning that I wasn't going to be able to do it on time, because they wanted it for August when first semester started so... well... yeah....
65:17	Ana	Anyone else?
65:21	Elena	I think that critical incident to us was something negative... right?
65:29	Andrea	Yes, that.
65:30	Elena	So I think we considered it as that.
65:30	Andrea	That is the reason.
65:33	Elena	In my case, mobile phones were forbidden in my school, except for teachers. So one of the boys, and all of them as well were like hiding during recess and you could hear music from a phone but if a teacher was near them, it would stop. And one of the students took his phone out in the classroom so I took it and told him they weren't allowed to use phones in class. But I had planned to give it back afterwards but another teacher came in and she told me to give it to her and that we weren't going to give it back. So he spent a weekend or a few days more because there weren't any classes those days so the kid was desperate for his phone, and we eventually returned it but I was scared because I was going to give it back but he talked to the other teacher and his mother even went to school and we had to explain and everything. And there was also another case, which was good to learn as a future mother in years to come... we have to worry about the kids because in primary school the seventh graders had already passed to eighth grade and a mother had not gone, she wasn't going to the meetings and when I went to see her daughter - she doesn't behave that well - so we thought she was an irresponsible mother. In my view, to see many situations in schools and with the kids, and there was a time when two girls took alcohol to the classroom and mixed it with soda and so on. I hadn't even noticed, the other teacher was the one who did because she asked if it smelled a little like alcohol and I said what? And one of the kids at the end of the class went to tell me who it was so the next day they were reported. So there were a lot of situations in which you need

		to be on the lookout.
68:05	Ana	Oh my, yes.
68:06	Elena	So...
68:07	Ana	Exactly. Anyone else?
68:09	Andrea	Yes, I also had difficulties handling the group. Mainly because they were students from public and private schools in the course, and there were two girls from private school who spent the class talking and since they were in a more advanced level it was a bit difficult for us to look for activities so they could work with something more advanced than for the rest of the group. And when they finished their work or it was something they already knew they would just talk during class or be bored so it was a little stressful because we didn't know what to do. We would talk to them but they would say they already knew that and we would tell them that the rest of the group didn't, and we would have activities and asked them to help us so we would have to tell them to keep quiet because they talked a lot or they would play with their phones so we told them they had to participate but they always had a negative attitude towards the class. And we talked to them several times and even sent notes to their parents to see if the situation would change but it didn't at first... there wasn't any change but as classes went by we tried to make them work with different people because that was the problem, having them together, and we also had to look for other more challenging activities to make them work better. And one of them even said that even though I had changed her to another place she would keep talking because that was the way she was, and that her parents knew she was like that and she would talk to whoever she wanted because she was like that. So we couldn't believe it, she would even make the quietest student talk... so it was really difficult but we were able to pull it off.
71:01	Ana	Very good. Anyone else? Yes?
71:03	Leonardo	Well one of my groups was... we each got to teach them, but there was one group that was apart from the others because each of them had a personality, the quietest sat in the back row. The ones who would participate were on the left side and the ones who just spent time chatting were on the right, and the students in the back would pay attention but wouldn't participate much. So there was a group of kids who talked a lot amongst themselves but they would always participate, they wanted to do everything. So I had to think about what to do and I decided to relocate everyone... so I asked them to change places and one girl didn't like it and got angry and wouldn't participate as much but at least it was a little more balanced and in the following classes she would sit on the other side so I wouldn't tell her anything and little by little she would participate and get more involved...
72:20	Ana	And how did you know what to do? Did you experience that as a student?

72:26	Leonardo	Yes.
72:26	Ana	Or was it something you learned in the BEd or how did you come up with that solution?
72:31	Frank	They had made him change places.
72:3	Leonardo	No... oh well both... I sometimes noticed that teachers with more experience would make us change places, even though we did nothing, but just because they knew...
72:46	Ana	To avoid.....
72:46	Leonardo	Who were the ones talking.
72:47	Ana	Yes.
72:47	Leonardo	And I also remembered a classmate in Microteaching who had been changed and made a point... so I said I am going to take this and do this so I tried and at the beginning I didn't know how to make her get involved and that she wouldn't like me anymore and so on. But with time she would go to her new place and we would start the class, and she would participate.
73:21	Ana	And that's it.
73:21	Leonardo	Mmm-hmm.
73:22	Ana	Like nothing. Anyone else?
73:23	Patty	Well I wrote as a critical incident when in mid-semester I already had like an established routine and knew how the children worked and what activities we did, but then a new kid arrived and he was a bit misbehaved and loved to run around... his favourite game was running around the classroom. They love running or crawling and he wouldn't speak Spanish that well, so he hadn't developed his linguistic side...
74:10	Ana	He must have been very spoiled and the parents must pay a lot of attention to him, so you don't need to speak when they do everything you ask them to...
74:15	Patty	So he would speak a few words and I would tell him ten very basic words... He loved his sister a lot because she was on the other side of the room and would call her so that destabilized the class a bit because the others had already understood how to sit and do the activities but he was no, no, no and would just run around and I had to tell him to sit down and behave in class. So that for me was a critical incident but in the end I made an exam and well...
75:22	Ana	Yes...
75:23	Patty	I honestly didn't want to do the exam because I thought he wasn't going to answer it but I had to give him another chance and see what the baby knew and as I put the things I needed for the exam I asked the kid to give me the red pompom in English and I thought he wasn't going to know but he went for it and gave it to me which I thought was a coincidence. But when I asked for the green one he hesitated between the two but he gave me the correct one and I thought that was strange... and I kept asking for the rest of them and he only got two wrong and the rest... he knew them pretty well. And I

		said ok maybe this is luck, and when I asked him if it was green he said no teacher, it is red. So that's when I realized that he had learned something, even though he was a mess... so that was...
76:35	Frank	It was just like Vicente....
76:37	Patty	And then I couldn't find the baby and he had gone to see his sister and had to tell him to come back to class. He was a handful but when I did the exam and found out he had learned something it was very nice. And I felt bad because I didn't want to evaluate him...
76:58	Ana	You have to give them the benefit of the doubt.
77:00	Patty	Yes...
77:01	Ana	Anyone else?
77:04	Otto	Me.
77:04	Ana	Yes?
77:05	Otto	Yes, I had several incidents in my case because they would sometimes come with problems... For example, those who were of legal age, should work, but their mother wouldn't let them and they thought differently. To me they were both right.... And I had to remain neutral because I couldn't be on their side or on their mother's side.
77:34	Ana	Of course.
77:34	Otto	And if I took the mother's side, what about them? Because if I took their side they would have consequences with the director afterwards...
77:43	Ana	Of course.
77:44	Otto	So there were many... and subjects which were a bit delicate.
77:48	Ana	And you must respect the administrative staff...
77:50	Otto	Yes.
77:51	Ana	No?
77:51	Participants	Yes.
77:52	Ana	Yes... so it depends. Ok, good. Well thank you very much for participating. We could summarize that during this session we discussed how some of you transformed...
78:09	Respondents	Yes.
78:10	Ana	During the practicum you carried out during the four hundred and eighty hours you realized that you should have contingency plans and that you need to be prepared because you never know... You learned to detect when you could possibly have a problem and how to handle situations and how to avoid any problem. You also realized that maybe you were too nice at the beginning and you had to become much more strict in the end because if not the students would take advantage of you. You also mentioned that the critical incidents made you think and you learned to be careful regarding how to handle certain situations to avoid problems, but at the end of the day, everyone learned a lot during this practicum. Is this right?

79:09	Participants	Yes!
79:09	Ana	Did I pay attention?
79:09	Participants	Yes!
79:10	Ana	Any other comments you want to make before I end this session? ... Well thank you once again for collaborating in this study; it will be very useful for me to obtain my doctorate degree from the University of Southampton, in the UK. The title is Pre-Service Teacher Identity Construction throughout the Practicum Component of Second Language Teacher Education. The gathered information will only be used for academic purposes to obtain the degree. I really appreciate it. I am ending this session this August 22 nd at twenty to twelve. Thank you very much.

Appendix 17: SAMPLE ANALYSIS GRID

PST	Personal Factors	Contextual Factors	Reflective Practices
Otto	<p>Before I think that I was a normal teacher, the ones that just use the book and check homework and exams and no more. Now I, I know that I can use different things, different methods, to teach English.</p> <p>Now I'm more flexible. Because those students needed more time to do the homework, needed more time to read a book. I know that every student is different, and they learn in different ways. (focus group session, August 2014)</p>	<p>I know now that there are other types of students like them, who have no parents, family or resources to succeed in life, but I was able to see that they are really interested in doing something for themselves on their own.</p>	<p>Teaching was challenging. Now I believe that I understand the students, because most of the students [at the foster home] have problems: in their house, with their friends, so I have to adapt to the students.</p>

SAMPLE OF CRITICAL DISCOURSE ANALYSIS After Fairclough (2003)

Extract from Patty's post-practicum focus group interview

August 22, 2014

Patty

*I also changed. I am a different person now. I will always remember. The first few weeks I went to see how everything was I was beside the teacher, she was one of the strictest teachers in that school, or that's what the students would say, that she would yell at them and I remember saying I **wouldn't** be like that in class... I was **naïve**, I also saw she **would** sign their notebooks and also decided not to do that because it **would** take too much time, but the first days I got to teach them on my own... I **wasn't able** to keep them quiet, and if I didn't speak loudly... I **tried to be good** but in the end...*

Isabel

*You were the **bad** one?*

Patty

*No, but if not they don't respect you and do not see you as an **authority**... so I **had** to get to class and say we **would** speak in English the entire time because it was English class and I realized that the other teacher had made them get used to speaking in Spanish so I **had** to switch from English to Spanish, then English and Spanish. That was also one of the things that changed at the end too.*

REFERENCES

- Abrahams, M., & Farrias, M. (2010). Struggling for Change in Chilean EFL Teacher Education. *Colombian Applied Linguistics Journal*, 12(2), 110–118. Retrieved from <http://www.scielo.org.co/pdf/calj/v12n2/v12n2a09.pdf>
- Acquah, E. O. (2015). *Responding to Changing Student Demographics in Finland: A Study Teachers' Developing Cultural Competence*. University of Turku, Finland. Retrieved from <http://www.doria.fi/bitstream/handle/10024/117775/AnnalesB412Acquah.pdf?sequence=2>
- Adams, J. D., & Gupta, P. (2015). Informal Science Institutions and Learning to Teach: An Examination of Identity, Agency, and Affordances. *Journal of Research in Science Teaching*, 1–18. <http://doi.org/10.1002/tea.21270>
- Addleman, R. A., Brazo, C. J., Dixon, K., Cevallos, T., & Wortman, S. (2014). Teacher Candidates' Perceptions of Debriefing Circles to Facilitate Self-Reflection During a Cultural Immersion Experience. *The New Educator*, 10(2), 112–128. <http://doi.org/10.1080/1547688X.2014.898485>
- Akinbode, A. (2013). Teaching as Lived Experience: The Value of Exploring the Hidden and Emotional Side of Teaching through Reflective Narratives. *Studying Teacher Education*, 9(1), 62–73. <http://doi.org/10.1080/17425964.2013.771574>
- Akkerman, S. F., & Bakker, A. (2011). Learning at the Boundary: An Introduction. *International Journal of Educational Research*, 50(1), 1–5. <http://doi.org/10.1016/j.ijer.2011.04.002>
- Akkerman, S. F., & Meijer, P. C. (2011). A Dialogical Approach to Conceptualizing Teacher Identity. *Teaching and Teacher Education*, 27(2), 308–319. <http://doi.org/10.1016/j.tate.2010.08.013>
- Alkire, S. (2005). Subjective Quantitative Studies of Human Agency. *Social Indicators Research*, 74(1), 217–260. <http://doi.org/10.1007/s11205-005-6525-0>
- Avalos, B. (2011). Teacher Professional Development in Teaching and Teacher Education over Ten Years. *Teaching and Teacher Education*, 27(1), 10–20. <http://doi.org/10.1016/j.tate.2010.08.007>
- Azano, A. P., & Stewart, T. T. (2015). Exploring Place and Practicing Justice : Preparing Pre-Service Teachers for Success in Rural Schools. *Journal of*

- Research in Rural Education*, 30(9), 1–12. Retrieved from <http://jrre.psu.edu/wp-content/uploads/2015/06/30-9.pdf>
- Ballet, K., Kelchtermans, G., & Loughran, J. (2006). Beyond Intensification Towards a Scholarship of Practice: Analysing Changes in Teachers' Work Lives. *Teachers and Teaching: Theory and Practice*, 12(March 2015), 209–229. <http://doi.org/10.1080/13450600500467415>
- Bamber, P., & Hankin, L. (2011). Transformative Learning through Service-learning: No Passport Required. *Education + Training*, 53(2/3), 190–206. <http://doi.org/10.1108/00400911111115726>
- Bandura, A. (1989). Human Agency in Social Cognitive Theory. *The American Psychologist*, 44(9), 1175–84. <http://doi.org/10.1037/0003-066x.44.9.1175>
- Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*, 52(1), 1–26. <http://doi.org/10.1146/annurev.psych.52.1.1>
- Barkhuizen, G. (2010). An Extended Positioning Analysis of a Pre-service Teacher's Better Life Small Story. *Applied Linguistics*, 31(2), 282–300. <http://doi.org/10.1093/applin/amp027>
- Barkhuizen, G. (2016). Narrative Approaches to Exploring Language, Identity and Power in Language Teacher Education. *RELC Journal*, 1–18. <http://doi.org/10.1177/0033688216631222>
- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative Inquiry in Language Teaching and Learning Research*. London, G. B.: Routledge.
- Barnard, R., & Burns, A. (2012). *Researching Language Teacher Cognition and Practice*. (R. Barnard & A. Burns, Eds.). Bristol: Multilingual Matters. Retrieved from <http://www.myilibrary.com?ID=392100%3E>
- Bathey, D., & Franke, M. (2008). Transforming Identities: Understanding Teachers across Professional Development and Classroom Practice. *Teacher Education Quarterly*, 35(3), 127–149. Retrieved from [http://www.teqjournal.org/Back Issues/Volume 35/VOL35 PDFS/35_3/13bathey&franke-35_3.pdf](http://www.teqjournal.org/Back%20Issues/Volume%2035/VOL35%20PDFS/35_3/13bathey&franke-35_3.pdf)
- Beauchamp, C., & Thomas, L. (2009). Understanding Teacher Identity: an Overview of Issues in the Literature and Implications for Teacher Education. *Cambridge Journal of Education*, 39(2), 175–189. <http://doi.org/10.1080/03057640902902252>
- Beauchamp, C., & Thomas, L. (2011). New Teachers' Identity Shifts at the

- Boundary of Teacher Education and Initial Practice. *International Journal of Educational Research*, 50(1), 6–13.
<http://doi.org/10.1016/j.ijer.2011.04.003>
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering Research on Teachers' Professional Identity. *Teaching and Teacher Education*, 20(2), 107–128. <http://doi.org/10.1016/j.tate.2003.07.001>
- Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' Perceptions of Professional Identity: An Exploratory Study from a Personal Knowledge Perspective. *Teaching and Teacher Education*, 16(7), 749–764.
[http://doi.org/10.1016/S0742-051X\(00\)00023-8](http://doi.org/10.1016/S0742-051X(00)00023-8)
- Bergh, L. Van Den, Ros, A., & Beijaard, D. (2015). Teacher Learning in the Context of a Continuing Professional Development Programme : A Case Study. *Teaching and Teacher Education*, 47, 142–150.
<http://doi.org/10.1016/j.tate.2015.01.002>
- Blasco, M. (2004). "Teachers Should be Like Second Parents": Affectivity, Schooling and Poverty in Mexico. *Compare: A Journal of Comparative and International Education*, 34(4), 371–393.
<http://doi.org/10.1080/0305792042000294797>
- Block, D. (2013). The Structure and Agency Dilemma in Identity and Intercultural Communication Research. *Language and Intercultural Communication*, 13(2), 126–147.
<http://doi.org/10.1080/14708477.2013.770863>
- Block, D. (2015). Becoming a Language Teacher: Constraints and Negotiation in the Emergence of New Identities. *Bellaterra Journal of Teaching & Learning Language & Literature*, 8(3), 9–26.
<http://doi.org/10.5565/rev/jtl3.648>
- Block, D., Becker, G. S., Bernstein, B., Blommaert, J., Cameron, D. J., Clandinin, D., ... Jenkins, H. (2017). *Political economy in applied linguistics research. Language Teaching* (Vol. 50).
<http://doi.org/10.1017/S0261444816000288>
- Block, D., Gray, J., & Holborow, M. (2012). Introduction. In *Neoliberalism and Applied Linguistics* (pp. 1–12). Abingdon, Oxon: Routledge.
- Blommaert, J. (2005). Language Policy and National Identity. In T. Ricento (Ed.), *An Introduction to Language Policy: Theory and Method* (pp. 238–254). London, G. B.: Blackwell Publishing.
- Bold, C. (2011). *Using Narrative in Research*. London: SAGE Publications Ltd.

- Retrieved from <http://www.myilibrary.com?ID=563582%3E>
- Bolton, G. (2010). *Reflective Practice: Writing and Professional Development*. *British Journal of Guidance & Counselling* (3rd ed., Vol. 39). London: Sage Publications. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/03069885.2011.611410>
- Borg, S. (2003). Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe, and Do. *Language Teaching*, 36(2), 81–109. <http://doi.org/10.1017/S0261444803001903>
- Borg, S. (2009). Introducing Language Teacher Cognition. In A. Burns & J. C. Richards (Eds.), *The Cambridge Guide to Second Language Teacher Education* (pp. 163–170). Cambridge: Cambridge University Press.
- Borg, S. (2012). Current Approaches to Language Teacher Cognition Research : A Methodological Analysis. In R. Barnard & A. Burns (Eds.), *Researching Language Teacher Cognition and Practice: International Case Studies* (pp. 11–28). Bristol: Multilingual Matters. Retrieved from <http://www.myilibrary.com?ID=392100>
- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 3–15. <http://doi.org/10.3102/0013189X033008003>
- Borko, H., Liston, D., & Whitcomb, J. A.-. (2007). Genres of Empirical Research in Teacher Education. *Journal of Teacher Education*, 58(1), 3–11. Retrieved from [http://www.colorado.edu/education/sites/default/files/attached-files/Borko et al_Genres of empirical research.pdf](http://www.colorado.edu/education/sites/default/files/attached-files/Borko%20et%20al_Genres%20of%20empirical%20research.pdf)
- Brewer, M. B., & Gardner, W. (1996). Who is this “We”? Levels of Collective Identity and Self Representations. *Journal of Personality and Social Psychology*, 71(1), 83–93. <http://doi.org/10.1037//0022-3514.71.1.83>
- British Council. (2015). *English in Mexico: An examination of policy, perceptions and influencing factors*. Retrieved from <https://www.teachingenglish.org.uk/article/english-latin-america-examination-policy-priorities-seven-countries>
- Britzman, D. (2003). *Practice Makes Practice: A Critical Study of Learning to Teach*. Albany: State University of New York Press.
- Brookfield, S. D. (2002). Using the Lenses of Critically Reflective Teaching in the Community College Classroom. *New Directions for Community Colleges*, (118), 31–38. <http://doi.org/10.1002/cc.61>
- Buchanan, R. (2015). Teacher Identity and Agency in an Era of Accountability.

- Teachers and Teaching*, (June), 1–20.
<http://doi.org/10.1080/13540602.2015.1044329>
- Bukor, E. (2011). *Exploring Teacher Identity: Teachers' Transformative Experiences of Re-Constructing and Re-Connecting Personal and Professional Selves*. Exploring Teacher Identity: Teachers' Transformative Experiences of Re-Constructing and Re-Connecting Personal and P. University of Toronto. Retrieved from https://tspace.library.utoronto.ca/bitstream/1807/31700/6/Bukor_Emese_201111_PhD_thesis.pdf
- Burnett, B. (2011). *A Handbook for TESOL Student Teaching in Puebla, Mexico*. State University of New York at Fredonia. Retrieved from http://dspace.sunyconnect.suny.edu/bitstream/handle/1951/57445/Bonnie_Burnett_Masters_Project_December2011.pdf?sequence=1
- Burnett, B., & Lampert, J. (2011). Teacher Education and the Targeting of Disadvantage. *Creative Education*, 2(5), 446–451.
<http://doi.org/10.4236/ce.2011.25064>
- Burns, A. (2009). Action Research in Second Language Teacher Education. In *Cambridge Guide to Second language Education* (pp. 289–297). Cambridge.
- Burns, A., Freeman, D., & Edwards, E. (2015). Theorizing and Studying the Language-Teaching Mind: Mapping Research on Language Teacher Cognition. *The Modern Language Journal*, 99(3), 585–601.
<http://doi.org/10.1111/modl.12245>
- Burns, A., & Richards, J. C. (2009). Anne_Burns__Jack_C._Richards_Cambridge_Guide_to_Second_Language_Teacher_Education__2009_(1).pdf. In A. Burns & J. Richards (Eds.), *Cambridge Guide to Second Language Teacher Education* (p. 8). Cambridge.
- Burton, J. (2009). Reflective Practice. In A. Burns & J. C. Richards (Eds.), *Cambridge Guide to Second language Education* (pp. 298–307). Cambridge: Cambridge University Press.
- Cabaroglu, N. (2014). Re-Visiting the Theory and Practice Gap through the Lens of Student Teacher Dilemmas. *Australian Journal of Teacher Education*, 39(2), 89–149. Retrieved from <http://ro.ecu.edu.au/ajte/vol39/iss2/10/>
- Cadle, L. A., & Moran, M. J. (2013). Developing Professional Identities through Participation Within a Hybrid Community of Practice: Illustrating the Front-Line Experiences of Four Pre-K Mentor-Teachers. *Action in Teacher*

- Education*, 35(5-6), 387-404.
<http://doi.org/10.1080/01626620.2013.846178>
- Caudle, L. A., Moran, M. J., & Hobbs, M. K. (2014). The Potential of Communities of Practice as Contexts for the Development of Agentic Teacher Leaders: A Three-Year Narrative of One Early Childhood Teacher's Journey. *Action in Teacher Education*, 36(1), 45-60.
<http://doi.org/10.1080/01626620.2013.850124>
- Cazzell, M., Theriot, S., Blakey, J., & Sattler, M. (2014). Transformation Of, In and By Learning in a Service Learning Faculty Fellows Program. *Journal of Service Learning in Higher Education*, 3, 30-46. Retrieved from www.ulsystem.edu/JSLHE
- Chang-Kredl, S., & Kingsley, S. (2014). Identity Expectations in Early Childhood Teacher Education: Pre-service Teachers' Memories of Prior Experiences and Reasons for Entry into the Profession. *Teaching and Teacher Education*, 43, 27-36. <http://doi.org/10.1016/j.tate.2014.05.005>
- Clandinin, D. J., Murphy, M. S., Huber, J., & Orr, A. M. (2010). Negotiating Narrative Inquiries: Living in a Tension-Filled Midst. *The Journal of Educational Research*, 103(2), 81-90.
<http://doi.org/10.1080/00220670903323404>
- Clarke, M. (2008). *Language Teacher Identities : Co-constructing Discourse and Community*. Clevedon, GBR: Channel View Publications. Retrieved from <http://site.ebrary.com/lib/soton/detail.action?docID=10257281>
- Cochran-Smith, M., & Zeichner, K. M. (Eds.). (2009). *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*. Mahwah, New Jersey, USA: Taylor & Francis.
- Coffey, S. (2015). Reframing Teachers' Language Knowledge Through Metaphor Analysis of Language Portraits. *The Modern Language Journal*, 99(3), 500-514. <http://doi.org/10.1111/modl.12235>
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7th ed.). New York: Routledge.
- CONAPO. (2005). Índice de Marginación a Nivel Localidad [Index of Marginalization by Locality]. Retrieved from http://www.conapo.gob.mx/es/CONAPO/Indice_de_mar
- CONEVAL (Consejo Nacional de Evaluación de la Política de Desarrollo). (2011). *Porcentaje de la Población en Pobreza según Entidad Federativa, 2010*. Mexico City.

- Confederation of British Industry, C., & National Union of Students, N. (2011). *Working Towards Your Future*. London. Retrieved from http://www.nus.org.uk/Global/CBI_NUS_Employability_report_May_2011.pdf
- Connelly, F. M., & Clandinin, D. J. (Eds.). (1999). *Shaping a Professional Identity: Stories of Education Practice*. London, On.: Althouse Press.
- Coward, F. L., Hamman, D., Brown, D. S., & Lechtenberger, D. (2014). Inclined toward Attrition: Can Professional Identity Incline New Special--Education Candidates Toward Attrition? In *annual meeting of the American Educational Research Association* (pp. 1–19). <http://doi.org/10.1080/03057267.2014.937171>
- Cress, C. M., Collier, P. J., & Retenauer, V. L. (2005). *Learning through Serving*. Sterling, Virginia: Stylus Publishing.
- Creswell, J. W. (2007). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (2nd ed.). London: Sage Publishing.
- Creswell, J. W. (2008). Editorial: Mapping the Field of Mixed Methods Research. *Journal of Mixed Methods Research*, 3(2), 95–108. <http://doi.org/10.1177/1558689808330883>
- Creswell, J. W. (2009). *Research Design : Qualitative, Quantative, and Mixed Methods Approaches* (3rd ed.). Los Angeles.
- Creswell, J. W. (2012). *Designing a Qualitative Study. Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd ed.). London: Sage Publishing.
- Creswell, J. W., & Miller, D. L. (2000). Determining Validity in Qualitative Inquiry. *Theory into Practice*, 39(3), 124–130. Retrieved from http://people.ucsc.edu/~ktellez/Creswell_validity2000.pdf
- Curwood, J. S. (2014). Between Continuity and Change : Identities and Narratives within Teacher Professional Development. *Teaching Education*, 25(2), 156–183. <http://doi.org/10.1080/10476210.2012.755159>
- Czerniawski, G. (2011). Emerging Teachers–Emerging Identities: Trust and Accountability in the Construction of Newly Qualified Teachers in Norway, Germany, and England. *European Journal of Teacher Education*, 34(4), 431–447. <http://doi.org/10.1080/02619768.2011.587114>
- Danielewicz, J. (2001). *Teaching Selves: Identity, Pedagogy, and Teacher Education*. Albany, New York: SUNY Press.
- Davies, P. (2009). Strategic Management of ELT in Public Educational Systems:

- Trying to Reduce Failure, Increase Success. *The Electronic Journal for English as a Second Language*, 13(3), 1–22. Retrieved from <http://tesl-ej.org/pdf/ej51/a2.pdf>
- Davis, M., Kiely, R., & Askham, J. (2009). InSITEs into Practitioner Research: Findings from a Research-based ESOL Teacher Professional Development Programme. *Studies in the Education of Adults*, 41(2), 118–137.
- Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The Personal and Professional Selves of Teachers: Stable and Unstable Identities. *British Educational Research Journal*, 32(4), 601–616.
<http://doi.org/10.1080/01411920600775316>
- de Ibarrola Nicolín, M. (2012). Los Grandes Problemas del Sistema Educativo Mexicano. *Perfiles Educativos*, XXXIV, 16–28.
- Despaigne, C. (2013). *An Investigation Into Identity, Power and Autonomous EFL Learning Among Indigenous and Minority Students In Post-secondary Education: A Mexican Case Study*. Western University London, Ontario, Canada.
- Dewey, J. (1933). *How We Think*. Boston: D. C. Heath & Co.
<http://doi.org/10.1037/10903-000>
- Diaz-Maggioli, G. (2004). Teacher-Centered Professional Development. In *Teacher Centered Professional Development* (pp. 1–15). Alexandria, Virginia, USA: Association for Supervision and Curriculum Development.
- Díaz Barriga Arceo, F., & Pérez Rendon, M. (2010). El Portafolio Docente a Escrutinio : Sus Posibilidades y Restricciones en la Formación y Evaluación del Profesorado. *OBSERVAR*, 4, 6–27.
- Dobson, E. (2013). *Examining the Impact of Early Field Experiences on Teacher Candidate Readiness*. East Carolina University.
- Dórnyei, Z. (2007). *Research Methods in Applied Linguistics Quantitative, Qualitative, and Mixed Methodologies*. Oxford: Oxford University Press.
- Dowling, F., Garrett, R., & Wrench, A. (2013). Narrative Inquiry in Physical Education Research: The Story so Far and Its Future Promise. *Sport, Education and Society*, 0(0), 1–17.
<http://doi.org/10.1080/13573322.2013.857301>
- Duff, P. A. (2008). How to Conduct Case Studies: Research Design, Data Collection, and Ethics. In *Case Study Research in Applied Linguistics* (p. 233). New York: CRC Press. Retrieved from <http://www.mylibrary.com?ID=112213>

- Duff, P. A. (2012). Identity, Agency, and Second Language Acquisition. In A. Mackey & Gass.S. (Eds.), *The Routledge Handbook of Second Language Acquisition* (pp. 410–426). London: Routledge.
- Dunham, N. (2016). *The Academic Identity of Students in Early Childhood Field-Based Initial Teacher Education*. Unitec Institute of Technology,. Retrieved from <http://unitec.researchbank.ac.nz/bitstream/handle/10652/3284/NicolaDunham.pdf?sequence=1>
- Edge, J. (1992). Co-operative Development. *ELT Journal*, 46(January), 62–70.
- Eppley, K. (2015). “ Hey , I Saw Your Grandparents at Walmart ”: Teacher Education for Rural Schools and Communities. *The Teacher Educator*, 50(1), 67–86. <http://doi.org/10.1080/08878730.2014.975061>
- Eteläpelto, A., Vähäsantanen, K., & Hökkä, P. (2015). How do Novice Teachers in Finland Perceive their Professional Agency? *Teachers and Teaching*, 21(6), 660–680. <http://doi.org/10.1080/13540602.2015.1044327>
- Eun, B. (2011). A Vygotskian Theory Based Professional Development: Implications for Culturally Diverse Classrooms. *Professional Development in Education*, 37(3), 319–333. <http://doi.org/10.1080/19415257.2010.527761>
- Fairclough, N. (2003). *Analyzing Discourse. Textual Analysis for Social Research*. Routledge Taylor and Grancis Group London and New York. London, G. B.: Routledge. <http://doi.org/10.1016/j.actamat.2005.01.043>
- Fairclough, N. (2012). Critical Discourse Analysis. In J. P. Gee & M. Handford (Eds.), *The Routledge Handbook of Discourse Analysis* (pp. 1–14). London, G. B.: Routledge.
- Farrell, T. S. C. (2001). Tailoring Reflection to Individual Needs: A TESOL Case Study. *Journal of Education for Teaching*, 27(1), 23–38. <http://doi.org/10.1080/02607470120042528>
- Farrell, T. S. C. (2007). Failing the Practicum : Narrowing the Gap Between Expectations and Reality With Reflective Practice. *TESOL Quarterly*, 41(1), 193–201.
- Farrell, T. S. C. (2008a). ‘Here’s the Book, Go Teach the Class’: ELT Practicum Support. *RELC Journal*, 39(2), 226–241. <http://doi.org/10.1177/0033688208092186>
- Farrell, T. S. C. (2008b). Critical Incidents in ELT Initial Teacher Training. *ELT Journal*, 62(1), 3–10. <http://doi.org/10.1093/elt/ccm072>

- Farrell, T. S. C. (2009). The Novice Teacher Experience. In A. Burns & J. C. Richards (Eds.), *Cambridge Guide to Second Language Teacher Education* (pp. 182–189). Cambridge: Cambridge University Press.
- Farrell, T. S. C. (2011). Exploring the Professional Role Identities of Experienced ESL Teachers through Reflective Practice. *System*, 39(1), 54–62. <http://doi.org/10.1016/j.system.2011.01.012>
- Farrell, T. S. C. (2012). Novice-Service Language Teacher Development: Bridging the Gap Between Preservice and In-Service Education and Development. *TESOL Quarterly*, 46(3), 435–449. <http://doi.org/10.1002/tesq.36>
- Farrell, T. S. C. (2015a). Second Language Teacher Education ; A Reality Check. In T. S. C. Farrell (Ed.), *International Perspectives on English Language Teacher Education: Innovations from the Field*. New York: Palgrave Macmillan. Retrieved from https://www.palgrave.com/resources/sample-chapters/9781137440051_sample.pdf
- Farrell, T. S. C. (2015b). The Practices of Encouraging TESOL Teachers to Engage in Reflective Practice: An Appraisal of Recent Research Contributions. *Language Teaching Research*, 1–25. <http://doi.org/10.1177/1362168815617335>
- Farrell, T. S. C. (2016). The Practices of Encouraging TESOL Teachers to Engage in Reflective Practice: An Appraisal of Recent Research Contributions. *Language Teaching Research*, 1–25. <http://doi.org/10.1177/1362168815617335>
- Farrell, T. S. C., & Ives, J. (2014). Exploring Teacher Beliefs and Classroom Practices through Reflective Practice: A Case Study. *Language Teaching Research*, 1–17. <http://doi.org/10.1177/1362168814541722>
- Feiman-Nemser, S. (2001). From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching. *Teachers College Record*, 103(6), 1013–1055. <http://doi.org/10.1111/0161-4681.00141>
- Fenwick, L., & Cooper, M. (2013). Learning about the Effects of Context on Teaching and Learning in Pre-Service Teacher Education. *Australian Journal of Teacher Education*, 38(3), 96–110. <http://doi.org/10.14221/ajte.2013v38n3.6>
- Ferrera Barcelos, A. M. (2015). Unveiling the Relationship Between Language Learning Beliefs, Emotions, and Identities. *Studies in Second Language Learning and Teaching*, 5(2), 301–325.

- <http://doi.org/10.14746/sslIt.2015.5.2.6>
- Finlay, L. (2008). *Reflecting on " Reflective practice "* (No. 52). *PBPL paper 52*. Retrieved from [http://www.open.ac.uk/opencetl/sites/www.open.ac.uk/opencetl/files/files/ecms/web-content/Finlay-\(2008\)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf](http://www.open.ac.uk/opencetl/sites/www.open.ac.uk/opencetl/files/files/ecms/web-content/Finlay-(2008)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf)
- Flores, M. A. (2016). Contexts of Teaching and Professional Learning. *Teachers and Teaching, 22*(2), 127–130. <http://doi.org/10.1080/13540602.2015.1055421>
- Flores, M. A., & Day, C. (2006). Contexts which Shape and Reshape New Teachers' Identities: A Multi-Perspective Study. *Teaching and Teacher Education, 22*(2), 219–232. <http://doi.org/10.1016/j.tate.2005.09.002>
- Flores Pacheco, A. L. (2009). *Educacion y Cultura: Resistencia al Cambio*. Mexico D. F.: Gernika.
- Flyvbjerg, B. (2006). Five Misunderstandings About Case-Study Research. *Qualitative Inquiry, 12*(2), 219–245. <http://doi.org/10.1177/1077800405284363>
- Freeman, D., & Johnson, K. E. (1998). Language Teacher Education. *TESOL Quarterly, 32*(3), 397–417. <http://doi.org/10.2307/3588114>
- Friesen, M. D., & Besley, S. C. (2013). Teacher Identity Development in the First Year of Teacher Education: A Developmental and Social Psychological Perspective. *Teaching and Teacher Education, 36*, 23–32. <http://doi.org/10.1016/j.tate.2013.06.005>
- Fullan, M. (2007). Change the Terms for Teacher Learning. *National Staff Development Council, 28*(3), 35–36. Retrieved from <http://www.michaelfullan.ca/media/13396074650.pdf>
- Fullan, M. G. (1991). *The New Meaning of Educational Change*. Teachers College Press.
- Furlong, C. (2013). The Teacher I Wish to Be: Exploring the Influence of Life Histories on Student Teacher Idealised Identities. *European Journal of Teacher Education, 36*(1), 68–83. <http://doi.org/10.1080/02619768.2012.678486>
- Gaikhorst, L., Beishuizen, J. J., Zijlstra, B. J. H., & Volman, M. L. L. (2014). Contribution of a Professional Development Programme to the Quality and Retention of Teachers in an Urban Environment. *European Journal of Teacher Education, 38*(1), 41–57.

- <http://doi.org/10.1080/02619768.2014.902439>
- Gan, Z. (2014). Learning from Interpersonal Interactions during the Practicum: a Case Study of Non-native ESL Student Teachers. *Journal of Education for Teaching*, 40(2), 128-139.
<http://doi.org/10.1080/02607476.2013.869969>
- Garrison, D. R., & Kanuka, H. (2004). Blended Learning: Uncovering its Transformative Potential in Higher Education. *The Internet and Higher Education*, 7(2), 95-105. <http://doi.org/10.1016/j.iheduc.2004.02.001>
- Garza Buentello, M. T., González Estrada, M. B., & González Rivera, P. E. (2012). Distintas Miradas a Problemas Similares y Prospectivas de Acción. In N. H. Martínez (Ed.), *Alzando el Vuelo: Problemas y Modelos de Acompañamiento al Docente Novel* (pp. 150-165). Monterrey, Nuevo Leon, Mexico: Fondo Editorial de Nuevo León.
- Gee, J. (2000). Identity as an Analytic Lens for Research. *Review of Research in Education*, 25, 99-125. Retrieved from <http://www.jstor.org/stable/1167322>
- Gee, J. P. (2011). *An Introduction to Discourse Analysis: Theory and Method. An introduction to discourse analysis Theory and method* (3rd ed., Vol. 2nd). London, G. B.: Routledge. [http://doi.org/10.1016/0346-251X\(88\)90022-X](http://doi.org/10.1016/0346-251X(88)90022-X)
- Gewirtz, S., Cribb, A., Mahony, P., & Hextall, I. (2006). Changing Teacher Roles, Identities and Professionalism: A review of key themes from the seminar papers. In *Changing Teacher Roles Identities and Professionalism Seminar Series Kings College London*. London, G. B. Retrieved from https://www.researchgate.net/profile/Pat_Mahony/publication/265455819_Changing_Teacher_Roles_Identities_and_Professionalism_A_review_of_key_themes_from_the_seminar_papers/links/54b81b440cf28faced6203a7.pdf
- Gillham, B. (2000a). *Case Study Research Methods*. London, G. B.: Continuum. Retrieved from [http://dspace.utamu.ac.ug:8080/xmlui/bitstream/handle/123456789/138/\[Bill_Gillham\]_Case_Study_Research_Methods_\(Real_W\(BookFi.org\).pdf?sequence=1&isAllowed=y](http://dspace.utamu.ac.ug:8080/xmlui/bitstream/handle/123456789/138/[Bill_Gillham]_Case_Study_Research_Methods_(Real_W(BookFi.org).pdf?sequence=1&isAllowed=y)
- Gillham, B. (2000b). *The Research Interview*. London, G. B.: Continuum.
- Giovanelli, M. (2015). Becoming an English Language Teacher: Linguistic Knowledge, Anxieties and the Shifting Sense of Identity. *Language and Education*, (April), 1-14.

- <http://doi.org/10.1080/09500782.2015.1031677>
- Gleeson, J., Sugrue, C., & O’Flaherty, J. (2017). Research Capacity and Initial Teacher Education Reform: Irish Experiences, International Perspectives. *Teaching and Teacher Education, 62*, 19–29.
<http://doi.org/10.1016/j.tate.2016.11.001>
- Golombek, P., & Doran, M. (2014). Unifying Cognition, Emotion, and Activity in Language Teacher Professional Development. *Teaching and Teacher Education, 39*, 102–111. <http://doi.org/10.1016/j.tate.2014.01.002>
- Golombek, P., & Johnson, K. E. (2004). Narrative Inquiry as a Mediation Space: Examining Emotional and Cognitive Dissonance in Second-Language Teachers’ Development. *Teachers and Teaching: Theory and Practice, 10*(3), 307–327. <http://doi.org/10.1080/1354060042000204388>
- Golombek, P. R. (1998). A Study of Language Teachers’ Personal Practical Knowledge. *TESOL Quarterly, 32*(3), 447–464.
<http://doi.org/10.1097/00000433-198206000-00020>
- Goodson, I. (2008). *Investigating the Teacher’s Life and Work*. Rotterdam, The Netherlands: Sense Publishers. Retrieved from <http://eprints.brighton.ac.uk/6884/>
- Goodson, I. F. (2014). Investigating the Life and Work of Teachers. *Eesti Haridusteaduste Ajakir, 2*(2), 28–47.
<http://doi.org/10.12697/eha.2014.2.2.02b>
- Graebner, M. E., Martin, J. A., & Roundy, P. T. (2012). Qualitative Data: Cooking without a Recipe. *Strategic Organization, 10*(3), 276–284.
<http://doi.org/10.1177/1476127012452821>
- Gray, J. (2010). Culture and English Language Teaching. In *The Construction of English: Culture, Consumerism and Promotion in the ELT Global Coursebook* (pp. 21–36). New York: Palgrave Macmillan.
- Greene, H. C. (2005). Creating Connections: A Pilot Study on an Online Community of Learners. *Journal of Interactive Online Learning, 3*(3), 1–21. Retrieved from www.ncolr.org
- Grushka, K., & Young, B. (2014). Using Arts-based Methods in Pre-service Teacher Education: Perzine Pedagogies. *Studying Teacher Education*, (August), 1–15. <http://doi.org/10.1080/17425964.2014.949655>
- Gu, M. M., & Benson, P. (2015). The Formation of English Teacher Identities: A Cross-cultural Investigation. *Language Teaching Research, 19*(2), 187–206. <http://doi.org/10.1177/1362168814541725>

- Gunnþórsdóttir, H. (2014). *The Teacher in an Inclusive School: Exploring Teachers' Construction of their Meaning and Knowledge Relating to their Concepts and Understanding of Inclusive Education*. University of Iceland. Retrieved from http://skemman.is/stream/get/1946/19431/44997/1/Hermína_Gunnþórsdóttir-nytt.pdf
- Guskey, T. R. (1995). Professional Development In Search of the Optimal Mix. In *Professional Development in Education: New Paradigms and Practices* (pp. 114–131). New York: Teachers College Press.
- Hamiloglu, K. (2013). *Turkish Student Teachers' Reflections on their Professional Identity Construction and Reconstruction Porcess during the Practicum*. University of Leicester. Retrieved from <http://ethos.bl.uk/DownloadOrder.do?orderNumber=THESIS01067283>
- Hamilton, J., & Tee, S. (2013). Blended Teaching and Learning: a Two-Way Systems Approach. *Higher Education Research & Development*, 32(5), 748–764. <http://doi.org/10.1080/07294360.2012.711301>
- Hamilton, L. (2015). Early professional development in the Scottish context: pre-service high school teachers and the management of behaviour in classrooms. *Teacher Development*, (May 2015), 1–16. <http://doi.org/10.1080/13664530.2015.1032338>
- Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). How Teachers Learn and Develop. In L. Darling Hammond & J. Bransford (Eds.), *Preparing Teachers for a Changing World* (pp. 359–389). London: Jossey-Bass.
- Hang Khong, T. D., & Saito, E. (2014). Challenges Confronting Teachers of English Language Learners. *Educational Review*, (June), 1–16. <http://doi.org/10.1080/00131911.2013.769425>
- Hanington, L., & Ellis, M. (2013). Communication Skills: a Blended Learning Approach for Pre-service Teachers. In J. Edge & S. Mann (Eds.), *Innovations in Pre-service Education and Training for English I Language Teachers* (pp. 115–131). London: British Council. Retrieved from file:///C:/Users/Administrador/Desktop/PhD Upgrade July 21/2013_Edge_Innovations_BC.pdf
- Hargreaves, A. (1994). *Changing Teachers, Changing Times*. London: Cassell.
- Hargreaves, A. (1998). The Emotional Practice of Teaching. *Teaching and Teacher Education*, 14(8), 835–854. <http://doi.org/10.1016/S0742->

051X(98)00025-0

- Hargreaves, A. (2000). Mixed Emotions: Teachers' Perceptions of their Interactions with Students. *Teaching and Teacher Education*, 16(8), 811–826. [http://doi.org/10.1016/S0742-051X\(00\)00028-7](http://doi.org/10.1016/S0742-051X(00)00028-7)
- Harré, R., Moghaddam Fathali, M., Cairnie, T. P., Rothbart, D., & Sabat, S. R. (2009). Recent Advances in Positioning Theory. *Theory & Psychology*, 19(1), 5–31. <http://doi.org/10.1177/0959354308101417>
- Harré, R., Tracey, M., Pilkerton-Cairnie, F. M., Rothbart, D., & Sabat, S. R. (2009). Recent Advances in Positioning Theory. *Theory Psychology*, 19(1), 5–31. <http://doi.org/10.1177/0959354308101417>
- Heineke, A. J., & Davin, K. J. (2014). *Situating Practice in Schools and Communities: Case Studies of Teacher Candidates in Diverse Clinical Experiences with English Language Learners*. Chicargo. Retrieved from <https://www2.nau.edu/nabej-p/ojs/index.php/njrp/article/.../31/27>
- Hickson, H. (2011). Critical Reflection: Reflecting on Learning to be Reflective. *Reflective Practice*, 12(6), 829–839. <http://doi.org/10.1080/14623943.2011.616687>
- Hobbs, V. (2007). Faking It or Hating It: Can Reflective Practice be Forced? *Reflective Practice*, 8(February 2015), 405–417. <http://doi.org/10.1080/14623940701425063>
- Hobson, A. J. (2009). On Being Bottom of the Pecking Order: Beginner Teachers' Perceptions and Experiences of Support. *Teacher Development*, 13(4), 299–320. <http://doi.org/10.1080/13664530903578256>
- Hodge, S. (2014). Transformative Learning as an “Inter-Practice” Phenomenon. *Adult Education Quarterly*, 64(2), 165–181. <http://doi.org/10.1177/0741713613520405>
- Holland, D., Lachicote, W., Skinner, D., & Cain, C. (1998). *Identity and Agency in Cultural Worlds*. Cambridge, Massachusetts: Harvard University Press. Retrieved from http://www.infoamerica.org/documentos_pdf/holland02.pdf
- Howell, E. (2008). *Struggling to Write: Learner Identity and Agency in a Pre-University Intensive English for Academic Purposes Program*. University of Exeter.
- Hurst, D., Cleveland-innes, M., Hawranik, P., & Gauvreau, S. (2013). Online Graduate Student Identity and Professional Skills Development. *Canadian Journal of Higher Education*, 43(3), 36–55. Retrieved from

- <http://ojs.library.ubc.ca/index.php/cjhe/article/view/184674/184310>
- INEGI. (2010). INEGI. Retrieved July 16, 2013, from <http://www3.inegi.org.mx/sistemas/mexicocifras/default.aspx?src=487&e=7>
- Izadinia, M. (2012). A Review of Research on Student Teachers ' Professional Identity. *British Educational Research Journal*, 1926(48), 1-20.
- Izadinia, M. (2014). Teacher Educators' Identity: A Review of Literature. *European Journal of Teacher Education*, (August), 1-16. <http://doi.org/10.1080/02619768.2014.947025>
- Jackson, A. (2015). *Language Teacher Development : A Study of ESOL Preservice Teachers ' Identities , Efficacy and Conceptions of Literacy*. Georgia State University. Retrieved from http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1009&context=mse_diss
- Janet Alsup. (2006). *Teacher Identity Discourses: Negotiating Personal and Professional Spaces* (1st ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.
- Jensen, B., Pérez Martínez, M. G., & Aguilar Escobar, A. (2015). Framing and Assessing Classroom Opportunity to Learn: The Case of Mexico. *Assessment in Education: Principles, Policy & Practice*, (December), 1-24. <http://doi.org/10.1080/0969594X.2015.1111192>
- John, P. D. (1996). Understanding the Apprenticeship of Observation in Initial Teacher Education. In G. Claxton, T. Atkinson, M. Osborn, & M. Wallace (Eds.), *Liberating the Learner* (pp. 90-107). London: Routledge.
- Johnson, K. A. (2003). "Every Experience is a Moving Force": Identity and Growth through Mentoring. *Teaching and Teacher Education*, 19(8), 787-800. <http://doi.org/10.1016/j.tate.2003.06.003>
- Johnson, K. E. (2006). The Sociocultural Turn and Its Challenges for Second Language Teacher Education. *TESOL Quarterly*, 40(1), 235-257. Retrieved from http://203.72.145.166/TESOL/TQD_2008/VOL_40_1.pdf#page=235
- Johnson, K. E. (2009a). *Second Language Teacher Education: A Sociocultural Perspective*. London: Routledge. Retrieved from file:///C:/Users/Anita/Documents/PhD/Distance PhD 2015/2009_Johnson_Second Language Teacher Education - A Sociocultural Perspective.pdf
- Johnson, K. E. (2009b). Trends in Second language Teacher Education. In A.

- Burns & J. C. Richards (Eds.), *The Cambridge Guide to Second Language Teacher Education* (pp. 20–29). Cambridge: Cambridge University Press.
- Johnson, K. E. (2015). Reclaiming the Relevance of L2 Teacher Education. *The Modern Language Journal*, 99(3), 515–528.
<http://doi.org/10.1111/modl.12242>
- Johnson, K. E., & Freeman, D. (2001). Teacher Learning in Second Language Teacher Education : A Socially-Situated Perspective. *Rev. Brasileira de Lingüística Aplicada*, 1(1), 53–69. Retrieved from
<http://www.scielo.br/pdf/rbla/v1n1/04.pdf>
- Johnson, K. E., & Golombek, P. R. (2003). “Seeing” Teacher Learning. *TESOL Quarterly*, 34(7), 729–737. Retrieved from
<http://onlinelibrary.wiley.com/doi/10.2307/3588221/abstract>
- Johnson, K. E., & Golombek, P. R. (2011). The Transformative Power of Narrative in Second Language Teacher Education. *TESOL Quarterly*, 45(3), 486–509. <http://doi.org/10.5054/tq.2011.256797>
- Johnston, D. H. (2015). “Sitting Alone in the Staffroom Contemplating My Future”: Communities of Practice, Legitimate Peripheral Participation and Student Teachers’ Experiences of Problematic School Placements as Guests. *Cambridge Journal of Education*, (September), 1–19.
<http://doi.org/10.1080/0305764X.2015.1069793>
- Johnston, J. P. (2015). *A Discourse Analysis of Beginning English Teachers’ Identity Development*. University of Tennessee, Knoxville. Retrieved from
http://trace.tennessee.edu/cgi/viewcontent.cgi?article=4796&context=utk_graddiss
- Jordell, K. O. (1987). Structural and Personal Influences in the Socialization of Beginning Teachers. *Teaching and Teacher Education*, 3(3), 165–177.
[http://doi.org/10.1016/0742-051X\(87\)90001-1](http://doi.org/10.1016/0742-051X(87)90001-1)
- Judkins, M. M. (2014). *Narrating Teacher Leader Identities: Voices from the Field*. University of Arizona. Retrieved from
http://arizona.openrepository.com/arizona/bitstream/10150/325229/1/azu_etd_13395_sip1_m.pdf
- Jyothi, S., McAvinia, C., & Keating, J. (2012). A Visualisation Tool to Aid Exploration of Students’ Interactions in Asynchronous Online Communication. *Computers & Education*, 58(1), 30–42.
<http://doi.org/10.1016/j.compedu.2011.08.026>
- Kang, Y., & Cheng, X. (2014). Teacher learning in the workplace: A study of the

- relationship between a novice EFL teacher's classroom practices and cognition development. *Language Teaching Research*, 18(2), 169–186. <http://doi.org/10.1177/1362168813505939>
- Kelchtermans, G. (2005). Teachers' Emotions in Educational Reforms: Self-understanding, Vulnerable Commitment and Micropolitical Literacy. *Teaching and Teacher Education*, 21(8), 995–1006. <http://doi.org/10.1016/j.tate.2005.06.009>
- Kelchtermans, G. (2009). Who I am in How I Teach is the Message: Self-understanding, Vulnerability and Reflection. *Teachers and Teaching*, 15(2), 257–272. <http://doi.org/10.1080/13540600902875332>
- Kelchtermans, G. (2013). Dilemmas, Theory, Pedagogy , and Learning in Teachers ' Work Lives. *Teachers and Teaching: Theory and Practice*, 19/1(January), 1–3. <http://doi.org/10.1080/13540602.2013.744202>
- Kelchtermans, G. (2014). Context Matters. *Teachers and Teaching*, 20(1), 1–3. <http://doi.org/10.1080/13540602.2013.848519>
- Kelchtermans, G., & Ballet, K. (2002). The Micropolitics of Teacher Induction. A Narrative-biographical Study on Teacher Socialisation. *Teaching and Teacher Education*, 18(1), 105–120. [http://doi.org/10.1016/S0742-051X\(01\)00053-1](http://doi.org/10.1016/S0742-051X(01)00053-1)
- Ketelaar, E., Koopman, M., Den Brok, P. J., Beijaard, D., & Boshuizen, H. P. A. (2013). Teachers' Learning Experiences in Relation to their Ownership, Sense-making and Agency. *Teachers and Teaching*, 20(3), 314–337. <http://doi.org/10.1080/13540602.2013.848523>
- Khan, A. (2014). *A Narrative Ethnography of Teachers' Language Perceptions, Preferences, and Practices in a Multilingual Context, and its Implications for Language-in-Education Policy and Planning*. The International Research Foundation for English Language Education. Monterey, CA.
- Kiely, R. (2007). Review: Succeeding with English Language Learners: A Guide for Beginner Teachers & Learning and Teaching English: A Course for Teachers. *English Language Teaching Journal*, 61(3), 283–286. <http://doi.org/10.1093/elt/ccm040>
- Kiely, R. (2014a). Connecting with Teachers: The Case for Language Teaching Research in the Social Sciences. *ELT Journal*, 68(October), 442–450. <http://doi.org/10.1093/elt/ccu041>
- Kiely, R. (2014b). English Language Teacher Identity: A Framework for Teacher Learning and Professional Development. In D. Evans (Ed.), *Language and*

- Identity: Social Groups and Cultures in the World* (pp. 207–228). London, G B: Bloomsbury.
- Kiely, R., & Askham, J. (2011). *Certification TESOL Impact Study (TCTIS) Final Report*. Plymouth. Retrieved from [http://eprints.soton.ac.uk/362206/1/TCTIS Final report v5 OCT4 2011.pdf](http://eprints.soton.ac.uk/362206/1/TCTIS%20Final%20report%20v5%20OCT4%202011.pdf)
- Kiely, R., & Askham, J. (2012). Furnished Imagination: The Impact of Preservice Teacher Training on Early Career Work in TESOL. *TESOL Quarterly*, 46(3), 496–518. <http://doi.org/10.1002/tesq.39>
- Kiely, R., & Davis, M. (2010). From Transmission to Transformation: Teacher Learning in English for Speakers of Other Languages. *Language Teaching Research*, 14(3), 277–295. <http://doi.org/10.1177/1362168810365241>
- Kiely, R., Davis, M., & Wheeler, E. (2010). *Investigating Critical Learning Episodes: A Practical Guide for Continuing Professional Development*. Bristol: CfBT Education Trust. Retrieved from <http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2010/r-investigating-critical-learning-episodes-2010.pdf>
- Kiley, M. (2009). Identifying Threshold Concepts and Proposing Strategies to Support Doctoral Candidates. *Innovations in Education and Teaching International*, 46(3), 293–304. <http://doi.org/10.1080/14703290903069001>
- Kiss, T. (2012a). The Complexity of Teacher Learning : Reflection as a Complex Dynamic System. *Journal of Interdisciplinary Research in Education*, 2(1), 17–35. <http://doi.org/2232-0180>
- Kiss, T. (2012b). The Complexity of Teacher Learning : Reflection as a Complex Dynamic System. *Journal of Interdisciplinary Research in Education*, 2(1), 17–35. <http://doi.org/2232-0180>
- Körkkö, M., Kyrö-Ämmälä, O., & Turunen, T. (2016). Professional Development through Reflection in Teacher Education. *Teaching and Teacher Education*, 55, 198–206. <http://doi.org/10.1016/j.tate.2016.01.014>
- Korthagen, F. A. J. (2001). *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. London: Taylor & Francis. Retrieved from <http://www.myilibrary.com?ID=232637>
- Korthagen, F. A. J. (2004). In Search of the Essence of a Good Teacher: Towards a More Holistic Approach in Teacher Education. *Teaching and Teacher Education*, 20(1), 77–97. <http://doi.org/10.1016/j.tate.2003.10.002>

- Korthagen, F. A. J. (2011). Making Teacher Education Relevant for Practice : The Pedagogy of Realistic Teacher Education. *Orbis Scholae*, 5(2), 31–50.
- Krueger, R. A., & Casey, M. A. (2009). *Focus Groups: A Practical Guide for Applied Research* (4th ed.). London, G. B.: Sage.
- Krutka, D. G., Bergman, D. J., Flores, R., Mason, K., & Jack, A. R. (2014). Microblogging about Teaching: Nurturing Participatory Cultures through Collaborative Online Reflection with Pre-Service Teachers. *Teaching and Teacher Education*, 40, 83–93. <http://doi.org/10.1016/j.tate.2014.02.002>
- Kumaravadivelu, B. (2001). Toward a Postmethod Pedagogy. *TESOL Quarterly*, 35(4), 537–560. <http://doi.org/10.2307/3588427>
- Kumaravadivelu, B. (2003). Forum on critical language pedagogy : A postmethod perspective on ELT Article in World Englishes. *World Englishes*, 22(4), 539–550.
- Kumaravadivelu, B. (2012). *Language Teacher Education for a Global Society : A Modular Model for Knowing, Analyzing, Recognizing, Doing and Seeing*. New York: Routledge.
- Lai, C., Li, Z., & Gong, Y. (2016). Teacher Agency and Professional Learning in Cross-Cultural Teaching Contexts: Accounts of Chinese Teachers from International Schools in Hong Kong. *Teaching and Teacher Education*, 54, 12–21. <http://doi.org/10.1016/j.tate.2015.11.007>
- Lasky, S. (2005). A Sociocultural Approach to Understanding Teacher Identity, Agency and Professional Vulnerability in a Context of Secondary School Reform. *Teaching and Teacher Education*, 21(8), 899–916. <http://doi.org/10.1016/j.tate.2005.06.003>
- Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
- Lereth, K. A. (2013). *Identity Development Among Pre-Service Teacher Candidates*. Iowa State University. Retrieved from <http://lib.dr.iastate.edu/etd>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Newbury Park, California: Sage Publishing.
- Lipponen, L., & Kumpulainen, K. (2011). Acting as Accountable Authors: Creating Interactional Spaces for Agency Work in Teacher Education. *Teaching and Teacher Education*, 27(5), 812–819. <http://doi.org/10.1016/j.tate.2011.01.001>
- Liu, Y., & Xu, Y. (2011). Inclusion or Exclusion?: A Narrative Inquiry of a

- Language Teacher's Identity Experience in the "New Work Order" of Competing Pedagogies. *Teaching and Teacher Education*, 27(3), 589–597. <http://doi.org/10.1016/j.tate.2010.10.013>
- Loh, C. E., & Liew, W. M. (2016). Voices from the Ground: The Emotional Labour of English Teachers' Work. *Teaching and Teacher Education*, 55, 267–278. <http://doi.org/10.1016/j.tate.2016.01.016>
- Lortie, D. (1975). *Schoolteacher: A Sociological Study*. Chicago: Chicago University Press.
- Loser, C., & Kohli, H. (2012). A New Vision for Mexico 2042: Prosperity for All. *Global Journal of Emerging Market Economies*, 4(2), 155–195. <http://doi.org/10.1177/097491011200400203>
- Loughran, J. (2013). Taking Teaching Seriously. *Teachers and Teaching*, 19(4), 359–362. <http://doi.org/10.1080/13540602.2013.770235>
- Lu, Y., & Curwood, J. S. (2014). Update Your Status: Exploring Pre-service Teacher Identities in an Online Discussion Group. *Asia-Pacific Journal of Teacher Education*, (September), 1–12. <http://doi.org/10.1080/1359866X.2014.960802>
- Luehmann, A. L., & Markowitz, D. (2007). Science Teachers' Perceived Benefits of an Out of School Enrichment Programme: Identity Needs and University Affordances. *International Journal of Science Education*, 29(9), 1133–1161. <http://doi.org/10.1080/09500690600944429>
- MacLeod, R. A. (2013). *TESOL Practitioner Identities in the United Arab Emirates: Discourses of Neoliberalism*. The University of Exeter. Retrieved from <https://ore.exeter.ac.uk/repository/bitstream/handle/10871/13979/MacLeodR.pdf?sequence=1&isAllowed=y>
- Mahn, H., & John-Steiner, V. (2008). The Gift of Confidence : A Vygotskian View of Emotions. In G. Wells & G. Claxton (Eds.), *Learning for Life in the 21st Century: Sociocultural Perspectives on the Future of Education* (Vol. i, pp. 1–26). Oxford: Blackwell Publishing. <http://doi.org/10.1002/9780470753545>
- Makina, B. (2014). Re-sourcing of Resources: An Investigation into Student Teachers' Manipulation of Resources in Disadvantaged Teaching Contexts. *African Identities*, 12(3–4), 295–313. <http://doi.org/10.1080/14725843.2015.1009617>
- Malderez, A., Hobson, A. J., Tracey, L., & Kerr, K. (2007). Becoming a Student

- Teacher: Core Features of the Experience. *European Journal of Teacher Education*, 30(3), 225–248. <http://doi.org/10.1080/02619760701486068>
- Maro, W. (2013). *Design and Evaluation of a Professional Development Programme to Support Activity Based Biology Teaching and Learning in Tanzanian Secondary Schools*. University of Southampton.
- Martínez, N. H. (2014). Everybody's Problem: Novice Teachers in Disadvantaged Mexican Schools. *International Journal of Qualitative Studies in Education*, 27(8), 959–973. <http://doi.org/10.1080/09518398.2014.924637>
- Martínez Sánchez, N. H. (2012). ¿Por Qué Estudiar la Situación del Docente Novel? In N. H. Martínez Sánchez (Ed.), *Alzando el Vuelo: Problemas y Modelos de Acompañamiento al Docente Novel* (pp. 1–175). Monterrey, Mexico: Fondo Editorial de Nuevo León/Universidad de Monterrey. Retrieved from <http://www.fondoeditorialnl.gob.mx/pdfs/Alzando.pdf>
- Maxwell, J. A. (2013). Conceptual Framework. In *Qualitative Research Design: An Interactive Approach* (pp. 39–72). <http://doi.org/10.4324/9780203431917>
- McCann, T., & Johannessen, L. (2004). Why Do New Teachers Cry? *The Clearing House*, 77(4), 138–145. <http://doi.org/10.3200/TCHS.77.4.138-145>
- Meijer, P. C., de Graaf, G., & Meirink, J. (2011). Key Experiences in Student Teachers' Development. *Teachers and Teaching*, 17(1), 115–129. <http://doi.org/10.1080/13540602.2011.538502>
- Mercer, N. (2000). *Words and Minds*. London: Routledge.
- Mercer, N. (2004). Sociocultural Discourse Analysis: Analysing Classroom Talk as a Social Mode of Thinking. *Journal of Applied Linguistics*, 1(2), 137–168. <http://doi.org/10.1558/jal.v1i2.137>
- Merriam, S. B., & Bierema, L. L. (2014). Culture and Context, Theory and Practice in Adult Learning. In *Adult Learning : Linking Theory and Practice* (pp. 238–258). San Francisco, Calif.: Jossey-Bass. Retrieved from <http://www.mylibrary.com?ID=516124>
- Meyer, J. H. F., & Land, R. (2005a). Threshold Concepts and Troublesome Knowledge (2): Epistemological Considerations and a Conceptual Framework for Teaching and Learning. *Higher Education*, 49(3), 373–388. <http://doi.org/10.1007/s10734-004-6779-5>
- Meyer, J. H. F., & Land, R. (2005b). Threshold Concepts and Troublesome Knowledge (2): Epistemological Considerations and a Conceptual

- Framework for Teaching and Learning. *Higher Education*, 49(3), 373–388.
<http://doi.org/10.1007/s10734-004-6779-5>
- Mezirow, J. (1997). Transformative Learning: Theory to Practice. In *New Directions for Adult and Continuing Education* (Vol. 1997, pp. 5–12).
<http://doi.org/10.1002/ace.7401>
- Mezirow, J. (2000). Learning to Think Like an Adult Core Concepts of Transformation Theory. In *Learning as Transformation* (pp. 3–33). San Francisco, Calif.: Jossey-Bass.
- Mezirow, J. (2003). Transformative Learning as Discourse. *Journal of Transformative Education*, 1(1), 58–63.
- Miles, M. B., & Huberman, M. (1994). Qualitative Data Analysis: An Expanded Sourcebook. *Evaluation and Program Planning*. London, G.B.: Sage Publications. [http://doi.org/10.1016/0149-7189\(96\)88232-2](http://doi.org/10.1016/0149-7189(96)88232-2)
- Miller, J. (2009). Teacher Identity. In A. Burns & J. C. Richards (Eds.), *Cambridge Guide to Second Language Teacher Education* (pp. 172–181). Cambridge University Press.
- Moloney, R., & Oguro, S. (2014). The Effect of Intercultural Narrative Reflection in Shaping Pre-service Teachers' Future Practice. *Reflective Practice*, (November 2014), 1–13. <http://doi.org/10.1080/14623943.2014.969699>
- Moon, J. A. (2001). *Reflection in Higher Education Learning* (PDP No. 4). Exeter. Retrieved from <https://www.google.com.mx/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=jennifer+moon+reflection+in+learning>
- Moon, J. A. (2004). *A Handbook of Reflective and Experiential Learning*. London: RoutledgeFalmer.
- Moon, J. A. (2005). *We Seek it Here* Bristol: ESCalate.
- Moore, C. (2015). *Learning to See, Seeing to Learn: The Learning Journey of Three Pre-service Teachers in a Video Club Setting*. Edith Cowan University; Perth, Western Australia. Retrieved from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=2598&context=theses>
- Mora Vazquez, A., Trejo Guzmán, N. P., & Roux, R. (2013). Can ELT in Higher Education be Successful? The Current Status of ELT in Mexico. *TESL Electronic Journal*, 17(1), 26. Retrieved from <http://tesl-ej.org/pdf/ej65/a2.pdf>
- Morton, T., & Gray, J. (2008). The Mediating Role of Talk-in-Interaction in Guided Lesson Planning in a Pre-service TESOL Training Course: An Ethnomethodological and Activity-Theoretic Perspective. In *"Sociocultural*

- Perspectives on Teacher Education and Development” conference* (pp. 1–31). Oxford, UK.
- Morton, T., & Gray, J. (2010). Personal Practical Knowledge and Identity in Lesson Planning Conferences on a Pre-Service TESOL Course. *Language Teaching Research*, 14(3), 297–317.
<http://doi.org/10.1177/1362168810365243>
- Mosvold, R., & Bjuland, R. (2016). Positioning in Identifying Narratives of / about Pre-service Mathematics Teachers in Field Practice. *Teaching and Teacher Education*, 58, 90–98. <http://doi.org/10.1016/j.tate.2016.05.005>
- Murphy, B. (2015). A Corpus-based Investigation of Critical Reflective Practice and Context in Early Career Teacher Settings. *Classroom Discourse*, (April), 1–17. <http://doi.org/10.1080/19463014.2015.1030762>
- Musset, P. (2010). *Initial Teacher Education and Continuing Training Policies in a Comparative Perspective : Current Practices in OECD Countries and a Literature Review on Potential Effects* (No. 48). Retrieved from <http://www.oecd-ilibrary.org/docserver/download/5kmbphh7s47h.pdf?expires=1377187957&id=id&accname=guest&checksum=BC6D9C66EC583373420B152EF8BF0D36>
- Negroponete, D. (Ed.). (2013). *The End of Nostalgia: Mexico Confronts the Challenges of Global Competition*. Washington D- C-.
- Newman, D. (2002). *Sociology: Exploring the Architecture of Everyday Life* (4th ed.). Thousand Oaks, Ca: Pine Forge Press. Retrieved from <http://www.sagepub.com/newman4study/resources/constructing.htm>
- Numrich, C. (1996). On Becoming a Language Teacher: Insights From Diary Studies. *TESOL Quarterly*, 30(1), 131–153.
<http://doi.org/10.2307/3587610>
- O’Sullivan, D. (2014). *Beginning Primary Teachers ’ Perspectives on Becoming a Teacher in the Workplace : Contextual , Emotional , and Temporo-spatial Dimensions of Identity Shaping*. University College Cork, National University of Ireland. Retrieved from https://cora.ucc.ie/bitstream/handle/10468/1320/O’SullivanDJ_PhD2014.pdf?sequence=2
- OECD. (2012). *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*. OECD Publishing.
<http://doi.org/10.1787/9789264130852>

- OECD. (2013). Resources Invested in Education. In *What Makes Schools Successful? Resources, Policies and Practices, Volume IV* (Vol. IV, pp. 93–125). New York: OECD Publishing. Retrieved from <http://www.oecd.org/pisa/keyfindings/Vol4Ch3.pdf>
- Ogan-Bekiroglu, F. (2014). Quality of Preservice Physics Teachers' Reflections in Their Teaching Portfolios and Their Perceived Reflections: Do They Intersect? *Action in Teacher Education*, 36(2), 157–170. <http://doi.org/10.1080/01626620.2014.901197>
- Olsen, B. (2008a). How Reasons for Entry into the Profession Illuminate Teacher Identity Development. *Teacher Education Quarterly*, 35, 23–40. <http://doi.org/10.2307/23478979>
- Olsen, B. (2008b). Introducing Teacher Identity and This Volume. *Teacher Education Quarterly*, 35(3), 3–6. Retrieved from [http://www.teqjournal.org/Back Issues/Volume 35/VOL35 PDFS/35_3/05introduction-35_3.pdf](http://www.teqjournal.org/Back%20Issues/Volume%2035/VOL35%20PDFS/35_3/05introduction-35_3.pdf)
- Orland-Barak, L. (2014). Mind the Gap: Teacher Learning, Teacher Development, and Teacher Inquiry. *Teachers and Teaching*, 20(6), 667–671. <http://doi.org/10.1080/13540602.2014.885701>
- Parr, G., Bulfin, S., Castaldi, R., Griffiths, E., & Manuel, C. (2014). On Not Becoming “a Mere Empirical Existence”: Exploring “Who” and “What” Narratives in Pre-service English Teachers' Writing. *Cambridge Journal of Education*, (August 2014), 1–16. <http://doi.org/10.1080/0305764X.2014.930416>
- Patterson, M. E., & Williams, D. R. (2002). *Collecting and Analyzing Qualitative Data: Hermeneutic Principles, Methods, and Case Examples*. Champaign, IL: Champaign, IL: Sagamore. Retrieved from <http://www.treesearch.fs.fed.us/pubs/29421>
- Pavlenko, A. (2007). Autobiographic Narratives as Data in Applied Linguistics. *Applied Linguistics*, 28(2), 163–188. <http://doi.org/10.1093/applin/amm008>
- Pedroza Flores, R., Villalobos Monroy, G., & Reyes Fabela, A. M. (2015). Compensatory Policies Attending Equality and Inequality in Mexico Educational Practice among Vulnerable Groups in Higher Education. *Journal of Education and Learning*, 4(4), 53. <http://doi.org/10.5539/jel.v4n4p53>
- Pennington, M. C., & Richards, J. C. (2016). Teacher Identity in Language

- Teaching: Integrating Personal, Contextual, and Professional Factors. *RELC Journal*, 1-19. <http://doi.org/10.1177/0033688216631219>
- Pennycook, A. (2004). Critical Moments in a TESOL Praxicum. In B. Norton & K. Toohey (Eds.), *Critical Pedagogies and [language Learning]* (pp. 327-345). Cambridge: Cambridge University Press.
- Peña-Sandoval, C. (2015). *Learning from Contexts: A Multicase Study of Secondary Preservice Teachers in Chile*. University of Washington. Retrieved from https://digital.lib.washington.edu/researchworks/bitstream/handle/1773/33757/PenaSandoval_washington_0250E_14406.pdf?sequence=1
- Peña Nieto, E. Reforma Educativa 2012 - 2018, Estados Unidos Mexicanos. (2012). Mexico. Retrieved from <http://www.presidencia.gob.mx/wp-content/uploads/2012/12/Reforma-Educativa.pdf>
- Pereira, Í. S. P. (2014). Writing and the Situated Construction of Teachers' Cognition: Portfolios as Complex Performative Spaces. *Language and Education*, (May), 1-18. <http://doi.org/10.1080/09500782.2014.908904>
- Piaget, J. (1975). *The Development of Thought*. New York: Viking.
- Pillen, M. T., Den Brok, P. J., & Beijaard, D. (2013). Profiles and Change in Beginning Teachers' Professional Identity Tensions. *Teaching and Teacher Education*, 34, 86-97. <http://doi.org/10.1016/j.tate.2013.04.003>
- Pinho, A. S., & Andrade, A. I. (2014). Redefining Professional Identity: the Voice of a Language Teacher in a Context of Collaborative Learning. *European Journal of Teacher Education*, (November 2014), 1-20. <http://doi.org/10.1080/02619768.2014.902440>
- Poesen-Vandeputte, M., & Nicaise, I. (2015). Rich Schools, Poor Schools. Hidden Resource Inequalities between Primary Schools. *Educational Research*, 57(1), 91-109. <http://doi.org/10.1080/00131881.2014.983722>
- Polkinghorne, D. E. (2005). Language and Meaning: Data Collection in Qualitative Research. *Journal of Counseling Psychology*, 52(2), 137-145. <http://doi.org/10.1037/0022-0167.52.2.137>
- Priestley, M., Biesta, G., & Robinson, S. (2012). *Understanding Teacher Agency: The Importance of Relationships* (Teacher Agency and Curriculum Change project). Vancouver. Retrieved from file:///C:/Users/Anita/Desktop/Distance PhD/PhD Upgrade/Chapter 2_Lit_review_Dec 2013/2012_Priestley_Understanding_Teacheragency_AERApaper_final-

libre.pdf

- Putnam, R. T., & Borko, H. (2000). What Do New Views of Knowledge and Thinking Have to Say about Research on Teacher Learning? *Educational Researcher*, 29(1), 4-15. Retrieved from <http://edu312spring13.pbworks.com/w/file/fetch/64649998/Borko%26Putnam.pdf>
- Reynolds, C. (1996). Cultural Scripts for Teachers: Identities and their Relation to Workplace Landscapes. In M. Kompf, T. Boak, W. R. Bond, & D. Dworet (Eds.), *Changing Research and Practice: Teachers' Professionalism, Identities and Knowledge* (pp. 69-77). London, G. B.: Falmer Press. Retrieved from [https://books.google.com.mx/books?hl=en&lr=&id=vqP9afj8BasC&oi=fnd&pg=PA69&dq=Cecilia+Reynolds+'teacher+identity'&ots=ANYJQUs7GM&sig=K_o7dX_f4HUWHQhyWzxqZ8FJCpQ#v=onepage&q=Cecilia Reynolds "teacher identity"&f=false](https://books.google.com.mx/books?hl=en&lr=&id=vqP9afj8BasC&oi=fnd&pg=PA69&dq=Cecilia+Reynolds+'teacher+identity'&ots=ANYJQUs7GM&sig=K_o7dX_f4HUWHQhyWzxqZ8FJCpQ#v=onepage&q=Cecilia+Reynolds+'teacher+identity'&f=false)
- Richards, J. C. (2008). Second Language Teacher Education Today The growth of SLTE. *RELC Journal*, 39, 158-177. <http://doi.org/doi:10.1177/0033688208092182>
- Richardson, J. C., & Alsup, J. (2015). From the Classroom to the Keyboard : How Seven Teachers Created Their Online Teacher Identities. *The International Review Of Research In Open And Distributed Learning*, 16(1), 1-21. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1814/3197>
- Rinke, C. R., Mawhinney, L., & Park, G. (2014). The Apprenticeship of Observation in Career Contexts: A Typology for the Role of Modeling in Teachers' Career Paths. *Teachers and Teaching*, 20(1), 92-107. <http://doi.org/10.1080/13540602.2013.848517>
- Rodesiler, L., & Pace, B. G. (2015). English Teachers ' Online Participation as Professional Development : A Narrative Study. *English Education*, 47(4), 347-378.
- Rodgers, C. R., & Scott, K. H. (2008). The Development of the Personal Self and Professional Identity in Learning to Teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. Demers (Eds.), *Handbook of Research on Teacher Education* (3rd ed., pp. 732-755). New York: Routledge. Retrieved from https://www.academia.edu/1879050/Rodgers_and_Scott_2008_The_devel

- opment_of_the_personal_self_and_professional_identity_in_learning_to_teach
- Rojas Moreno, I. (2010). Formación y Profesionalización de la Docencia en el Nivel Superior en el Contexto de la Posmodernidad. Reflexiones Sobre el Caso Mexicano. *Revista Iberoamericana de Evaluación Educativa*, 3(1e), 202–217. Retrieved from http://www.rinace.net/riee/numeros/vol3-num1_e/art16.pdf
- Rolwing, K. (2006). Education in Mexico. Retrieved from <http://www.wes.org/ewenr/PF/06jun/pfpractical.htm>
- Ruohotie-Lyhty, M. (2013). Struggling for a Professional Identity: Two Newly Qualified Language Teachers' Identity Narratives During the First Years at Work. *Teaching and Teacher Education*, 30, 120–129. <http://doi.org/10.1016/j.tate.2012.11.002>
- Ruohotie-Lyhty, M., & Moate, J. (2014). Proactive and Reactive Dimensions of Life-course Agency: Mapping Student Teachers' Language Learning Experiences. *Language and Education*, (June), 1–16. <http://doi.org/10.1080/09500782.2014.927884>
- Sachs, J. (2005). Teacher Education and the Development of Professional Identity: Learning to be a Teacher. In P. Denicolo & M. Kompf (Eds.), *Connecting Policy and Practice: Challenges for Teaching and Learning in Schools and Universities* (pp. 5–21). Oxford: Routledge.
- Salmons, J. (2014). How to Use Cases in Research Methods Teaching : An Author and Editor's View. In *SAGE Research Methods Cases* (pp. 1–14). London: SAGE Publications, Ltd. <http://doi.org/10.4135/978144627305014534935>
- Sandoval Flores, E. (2009). La Inserción a la Docencia: Aprender a Ser Maestro de Secundaria en México. *Profesorado. Revista de Currículum Y Formación de Profesorado*, 13(1), 183–194. Retrieved from <http://www.redalyc.org/pdf/567/56711733013.pdf>
- Sandoval Flores, E., Blum-Martinez, R., & Andrews, I. H. (Eds.). (2009). *Challenges and Possibilities in Teacher Education A North American Perspective*. Mexico: Universidad Pedagógica Nacional. Retrieved from <http://portal.oas.org/LinkClick.aspx?fileticket=KxLZmpaM59M%3D&tabid=1406>
- Santiago, P., McGregor, I., Nusche, D., Ravela, P., & Toledo, D. (2012). *OECD Reviews of Evaluation and Assessment in Education*. OECD P.

- <http://doi.org/10.1787/9789264172647>
- Santibañez, L. (2007). Entre Dicho y Hecho. *Revista Mexicana de Investigación Educativa*, 12(32), 305-335.
- Santibañez, L. (2016). The Indigenous Achievement Gap in Mexico: The Role of Teacher Policy Under Intercultural Bilingual Education. *International Journal of Educational Development*, 47, 63-75.
<http://doi.org/10.1016/j.ijedudev.2015.11.015>
- Santibañez, L., & Fagioli, L. (2016). Nothing Succeeds Like Success? Equity, Student Outcomes, and Opportunity to Learn in High and Middle-Income Countries. *International Journal of Behavioral Development*, 1-30.
<http://doi.org/10.1177/0165025416642050>
- Saraví, G. A. (2015). Unequal Inclusion: Experiences and Meanings of School Segmentation in Mexico. *International Journal of Educational Development*, 45, 152-160.
<http://doi.org/10.1016/j.ijedudev.2015.09.013>
- Schatz-Oppenheimer, O., & Dvir, N. (2014). From Ugly Duckling to Swan: Stories of Novice Teachers. *Teaching and Teacher Education*, 37, 140-149.
<http://doi.org/10.1016/j.tate.2013.10.011>
- Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
- Schutt, R. K. (2015). *Investigating the Social World* (8th ed.). London, G. B.: Sage.
- Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive Research Design*. New Yourk: Routledge. Retrieved from
<http://www.myilibrary.com?ID=500558%3E>
- SEDESOL. (2013). SEDESOL. Retrieved from
<http://www.microrregiones.gob.mx/zap/datGenerales.aspx?entra=pdzp&ent=07&mun=086>
- Sexton, D. (2008). Student Teachers Negotiating Identity , Role , and Agency. *Teacher Education Quarterly*, 35(3), 73-88. Retrieved from
http://www.teqjournal.org/Back Issues/Volume 35/VOL35 PDFS/35_3/10sexton-35_3.pdf
- Silas-Casillas, J. C., & Perales-Franco, C. (2014). Making a Difference in Poor Communities: Relations Among Actors in Mexican Schools. *International Journal of Qualitative Studies in Education*, 27(8), 992-1019.
<http://doi.org/10.1080/09518398.2014.924639>

- Silverman, D. (2011). *Interpreting Qualitative Data* (4th ed.). London: Sage.
- Simons, H. (2009). *Case Study Research in Practice*. London, G. B.: Sage.
- Sisson, J. H. (2016). The Significance of Critical Incidents and Voice to Identity and Agency. *Teachers and Teaching*, 602(March), 1-13.
<http://doi.org/10.1080/13540602.2016.1158956>
- Slimani-Rolls, A., & Kiely, R. (2014). "We are the Change that We Seek": Developing Teachers' Understanding of their Classroom Practice. *Innovations in Education and Teaching International*, (March 2014), 1-11.
<http://doi.org/10.1080/14703297.2014.894328>
- Smith, B., & Sparkes, A. C. (2008). Contrasting Perspectives on Narrating Selves and Identities: An Invitation to Dialogue. *Qualitative Research*, 8(1), 5-35.
<http://doi.org/10.1177/1468794107085221>
- Smith, K., & Lev-Ari, L. (2005). The Place of the Practicum in Pre-Service Teacher Education: The Voice of the Students. *Asia-Pacific Journal of Teacher Education*, 33(3), 289-302.
<http://doi.org/10.1080/13598660500286333>
- Smith Risser, H. (2013). Virtual Induction: A Novice Teacher's Use of Twitter to Form an Informal Mentoring Network. *Teaching and Teacher Education*, 35, 25-33. <http://doi.org/10.1016/j.tate.2013.05.001>
- Soini, T., Pietarinen, J., Toom, A., & Pyhältö, K. (2015). What Contributes to First-Year Student Teachers' Sense of Professional Agency in the Classroom? *Teachers and Teaching*, (June), 1-19.
<http://doi.org/10.1080/13540602.2015.1044326>
- Stake, R. E. (2005). *Multiple Case Study Analysis*. New York: The Guilford Press. Retrieved from <http://www.myilibrary.com?ID=186917>
- Stets, J. E., & Burke, P. J. (2003). A Sociological Approach to Self and Identity: A Sociological Approach to Self and Identity Thoughts on Social Structure. In M. Leary & J. Tangney (Eds.), *Handbook of Self and Identity* (pp. 128-152). New York: The Guilford Press. Retrieved from [file:///C:/Users/Anita/Desktop/PhD Upgrade July 21, 2014/Chapter 4 Methodology/2003_Stets_Burke_Self_Identity.pdf](file:///C:/Users/Anita/Desktop/PhD%20Upgrade%20July%2021,%202014/Chapter%204%20Methodology/2003_Stets_Burke_Self_Identity.pdf)
- Stone-Johnson, C. (2014). Parallel Professionalism in an Era of Standardisation. *Teachers and Teaching*, 20(1), 74-91.
<http://doi.org/10.1080/13540602.2013.848514>
- Sumara, D. J., & Luce-Kapler, R. (1996). (Un)Becoming a Teacher : Negotiating Identities While Learning to Teach. *Canadian Journal of Education*, 21(1),

- 65–83. Retrieved from <http://www.csse-scee.ca/CJE/Articles/FullText/CJE21-1/CJE21-1-06Sumara.pdf>
- Swenson Ticknor, A. (2010). *Becoming Teachers : Examining How Preservice Elementary Teachers Use Language to Construct Professional Identities, Learn within Relationships, and Take Risks in the Classroom*. University of Iowa. Retrieved from <http://ir.uiowa.edu/etd/609>.
- Taylor, F., Busse, V., Gagova, L., Marsden, E., & Roosken, B. (2013). *Identity in Foreign Language Learning and Teaching: Why Listening to our Students' and Teachers' Voices Really Matters* (TeachingEnglish No. ELT Research Papers 13-02). London. Retrieved from [http://englishagenda.britishcouncil.org/sites/ec/files/C683 Identity in foreign language report_A4_WEB ONLY_FINAL.pdf](http://englishagenda.britishcouncil.org/sites/ec/files/C683%20Identity%20in%20foreign%20language%20report_A4_WEB_ONLY_FINAL.pdf)
- Thomas, G. (2013). From Question to Inquiry: Operationalising the Case Study for Research in Teaching. *Journal of Education for Teaching*, 39(5), 590–601. <http://doi.org/10.1080/02607476.2013.852299>
- Thomas, L., & Beauchamp, C. (2011). Understanding New Teachers' Professional Identities through Metaphor. *Teaching and Teacher Education*, 27(4), 762–769. <http://doi.org/10.1016/j.tate.2010.12.007>
- Thomson, M. M., & Palermo, C. (2014). Preservice Teachers' Understanding of their Professional Goals: Case Studies from Three Different Typologies. *Teaching and Teacher Education*, 44, 56–68. <http://doi.org/10.1016/j.tate.2014.08.002>
- Thrupp, M., & Lupton, R. (2006). Taking School Contexts More Seriously: The Social Justice Challenge. *British Journal of Educational Studies*, 54(3), 308–328. <http://doi.org/10.1111/j.1467-8527.2006.00348.x>
- Ticknor, A. S. (2014). Negotiating Professional Identities in Teacher Education: A Closer Look at the Language of One Preservice Teacher. *The New Educator*, 10(4), 289–305. <http://doi.org/10.1080/1547688X.2014.965094>
- Timošćuk, I., & Ugaste, A. (2010). Student Teachers' Professional Identity. *Teaching and Teacher Education*, 26(8), 1563–1570. <http://doi.org/10.1016/j.tate.2010.06.008>
- Tirado, F., & Gálvez, A. (2007). Positioning Theory and Discourse Analysis : Some Tools for Social Interaction Analysis. Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/248/547>
- Toom, A., Pyhältö, K., & Rust, F. O. (2015). Teachers' Professional Agency in

- Contradictory Times. *Teachers and Teaching*, 21(6), 615–623.
<http://doi.org/10.1080/13540602.2015.1044334>
- Trent, J. (2010). “ My Two Masters ”: Conflict , Contestation , and Identity Construction Within a Teaching Practicum. *Australian Journal of Teacher Education*, 35(7), 15. Retrieved from
<http://ro.ecu.edu.au/ajte/vol35/iss7/1>
- Trent, J. (2012). Becoming a Teacher: The Identity Construction Experiences of Beginning English Language Teachers in Hong Kong. *The Australian Educational Researcher*, 39(3), 363–383. <http://doi.org/10.1007/s13384-012-0067-7>
- Trent, J. (2013). From Learner to Teacher: Practice, Language, and Identity in a Teaching Practicum. *Asia-Pacific Journal of Teacher Education*, 1–16.
<http://doi.org/10.1080/1359866X.2013.838621>
- Trent, J. (2014). When Communities Collide : The Shared Construction and Defence of Community and Identity during a Teaching Practicum. *Teacher Development*, 18(1), 29–45.
<http://doi.org/10.1080/13664530.2013.867896>
- Trent, J. (2015). “Inclusive and Different?” Discourse, Conflict, and the Identity Construction Experiences of Preservice Teachers of English Language Learners in Australia. *Australian Journal of Teacher Education*, 40(10), 106–124. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1078750.pdf>
- Trent, J. (2016). Discourse, Agency and Teacher Attrition: Exploring Stories to Leave By Amongst Former Early Career English Language Teachers in Hong Kong. *Research Papers in Education*, 1522(February), 1–22.
<http://doi.org/10.1080/02671522.2016.1144215>
- Tsui, A. B. M. (2007). Complexities of Identity Formation : A Narrative Inquiry of an EFL Teacher. *TESOL QUARTERLY*, 41(4), 657–680.
<http://doi.org/10.1002/j.1545-7249.2007.tb00098.x>
- Vanassche, E., & Kelchtermans, G. (2016). A Narrative Analysis of a Teacher Educator’s Professional Learning Journey. *European Journal of Teacher Education*, 9768(May), 1–13.
<http://doi.org/10.1080/02619768.2016.1187127>
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing Language Teacher Identity: Three Perspectives and Beyond. *Journal of Language, Identity & Education*, 4(1), 21–44.
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2009). Three

- Perspectives and Beyond Theorizing Language Teacher Identity. *Journal of Language , Identity & Theorizing Language Teacher Identity*, 37-41.
- Veenman, S. (1984). Perceived Problems of Beginning Teachers. *Review of Educational Research*, 54, 143-178.
- Vetter, A., Hartman, S. V., & Reynolds, J. M. (2016). Confronting Unsuccessful Practices: Repositioning Teacher Identities in English Education. *Teaching Education*, 6210(February), 1-22.
<http://doi.org/10.1080/10476210.2016.1145203>
- Vygotsky, L. (1978). *Mind in Society: The Development of Psychological Processes*. London: Harvard University Press.
- Vygotsky, L. (1986). *Thought and Language*. Cambridge MA: MIT Press.
- Walker-Gibbs, B., Ludecke, M., & Kline, J. (2015). Pedagogy of the Rural: implications of Size on Conceptualisations of Rural. *International Journal of Pedagogies and Learning*, 552(October), 1-9.
<http://doi.org/10.1080/22040552.2015.1086292>
- Wallace, C. S., & Brooks, L. (2014). Learning to Teach Elementary Science in an Experiential, Informal Context: Culture, Learning, and Identity. *Science Education*, 99(1), 174-198. <http://doi.org/10.1002/sce.21138>
- Walsh, S., & Mann, S. (2015). Doing Reflective Practice: A Data-Led Way Forward. *ELT Journal*, 69(4), 351-362. <http://doi.org/10.1093/elt/ccv018>
- Walsham, G. (2006). Doing Interpretive Research. *European Journal of Information Systems*, 15, 320-330.
<http://doi.org/10.1057/palgrave.ejis.3000589>
- Watkins, N. S. (2013). *Social Networking for Addressing Teacher Isolation : A Phenomenographic Inquiry*. University of Oklahoma. Retrieved from <https://shareok.org/bitstream/handle/11244/7891/NicoleWatkins.pdf?sequence=2>
- Weiner, J. M., & Torres, A. C. (2016). Different Location or Different Map? Investigating Charter School Teachers' Professional Identities. *Teaching and Teacher Education*, 53, 75-86.
<http://doi.org/10.1016/j.tate.2015.11.006>
- Wellington, J. (2000). *Educational Research: Contemporary Issues and Practical Approaches*. London, G. B.: Continuum.
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning and Identity*. Cambridge: Cambridge University Press.
- Wenger, E. (2005). Communities of Practice. Retrieved from

- <http://www.ewenger.com/theory/>
- Wrench, A. (2015). Spaces and Physical Education Pre-Service Teachers' Narrative Identities. *Sport, Education and Society*, 3322(October), 1-14. <http://doi.org/10.1080/13573322.2015.1094046>
- Wright, T. (2010). Second Language Teacher Education: Review of Recent Research on Practice. *Language Teaching*, 43(3), 259-296. <http://doi.org/10.1017/S0261444810000030>
- Xu, H. (2013). From the Imagined to the Practiced: A Case Study on Novice EFL Teachers' Professional Identity Change in China. *Teaching and Teacher Education*, 31, 79-86. <http://doi.org/10.1016/j.tate.2013.01.006>
- Yang, B. (2012). *Supporting the Professional Learning of Student Teachers of Primary Education: the Teaching Practice Period in Taiwan*. University of London. Retrieved from <http://ethos.bl.uk/DownloadOrder.do?orderNumber=THESIS01025465>
- Yang, Y.-T. C. (2012). Cultivating Critical Thinkers: Exploring Transfer of Learning from Pre-service Teacher Training to Classroom Practice. *Teaching and Teacher Education*, 28(8), 1116-1130. <http://doi.org/10.1016/j.tate.2012.06.007>
- Yazan, B. (2015). "You Learn Best When You're in There": ESOL Teacher Learning in the Practicum. *The CATESOL*, 27(2), 171-200. Retrieved from http://www.catesoljournal.org/wp-content/uploads/2015/12/CJ27.2_yazan.pdf
- Yin, R. K. (2004). Case Study Methods. In G. Camilli (Ed.), *Complementary Methods for Research in Education*.
- Yin, R. K. (2009). *Case Study Research: Design and Methods*. Thousand Oaks, Ca.: Sage.
- Yuan, R., & Lee, I. (2014a). Pre-service Teachers' Changing Beliefs in the Teaching Practicum: Three Cases in an EFL Context. *System*, 44, 1-12. <http://doi.org/10.1016/j.system.2014.02.002>
- Yuan, R., & Lee, I. (2014b). The Cognitive, Social and Emotional Processes of Teacher Identity Construction in a Pre-service Teacher Education Programme. *Research Papers in Education*, (July), 1-23. <http://doi.org/10.1080/02671522.2014.932830>
- Yuan, R., & Lee, I. (2016). "I Need to be Strong and Competent": A Narrative Inquiry of a Student-Teacher's Emotions and Identities in Teaching Practicum. *Teachers and Teaching*, 602(May), 1-23.

- <http://doi.org/10.1080/13540602.2016.1185819>
- Zeichner, K. (2010). Rethinking the Connections Between Campus Courses and Field Experiences in College- and University-Based Teacher Education. *Journal of Teacher Education*, 61(1), 89–99.
<http://doi.org/10.1177/0022487109347671>
- Zeichner, K., & Tabachnick, B. R. (1981). Are the Effects of University Teacher Education “Washed Out” by School Experience? *Journal of Teacher Education*, 32(3), 7–11.
- Zembylas, M. (2003a). Emotions and Teacher Identity: A Poststructural Perspective. *Teachers and Teaching: Theory and Practice*, 9(3), 213–238.
<http://doi.org/10.1080/13540600309378>
- Zembylas, M. (2003b). Interrogating “Teacher Identity”: Emotion, Resistance, and Self-Formation. *Educational Theory*, 53(1), 107–127.
<http://doi.org/10.1111/j.1741-5446.2003.00107.x>
- Zembylas, M. (2005). Three Perspectives on Linking the Cognitive and the Emotional in Science Learning: Conceptual Change, Socio-Constructivism And Poststructuralism. *Studies in Science Education*, 41(1), 91–115.
<http://doi.org/10.1080/03057260508560215>
- Zembylas, M. (2012a). Transnationalism, Migration and Emotions: Implications for Education. *Globalisation, Societies and Education*, 10(2), 163–179.
<http://doi.org/10.1080/14767724.2012.647403>
- Zembylas, M. (2012b). Transnationalism, Migration and Emotions: Implications for Education. *Globalisation, Societies and Education*, 10(2), 163–179.
<http://doi.org/10.1080/14767724.2012.647403>
- Zotzmann, K. (2011). The Creation of a Transitional Discourse Community to Enhance Academic Writing in a Resource-Poor Environment. *Journal of Academic Writing*, 1(1), 79–87. Retrieved from
<http://eprints.soton.ac.uk/186301/>
- Zotzmann, K., & O’Regan, J. P. (2016). Critical Discourse Analysis and Identity. In Sian Preece (Ed.), *The Routledge Handbook of Language and Identity* (pp. 1–35). London, G. B.
- Zotzmann, K., & Scott, D. (2010a). *Analysis of the Consultative Interviews* (Consultative Interviews, State of Nayarit, Mexico No. Project Report 2) (Vol. 2). London.
- Zotzmann, K., & Scott, D. (2010b). *Teacher Development Guidelines*. London.