COLECCIÓN
INVESTIGACIÓN

STUDENT-TEACHERS' IDENTITY CONSTRUCTION AND ITS CONNECTION WITH STUDENT-CENTERED APPROACHES: A NARRATIVE STUDY

Bertha Ramos Holguín
Jahir Aguirre Morales
Nancy María Torres Cepeda

EDITORIAL
U P T C

Bertha Ramos Holguín

Holds a Ph.D in Education Sciences from Universidad Pedagógica y Tecnológica de Colombia (UPTC), an M.A in Applied Linguistics to the Teaching of English as a Foreign Language and a B.A in Modern Languages from Universidad Distrital Francisco José de Caldas. She is currently a researcher and an English professor in the School of Languages at UPTC. As part of the research group TONGUE, she has authored and coauthored research academic papers and English textbooks as a result of her research interest in EFL learning and teaching. She has also been part of diverse academic and scientific committees in tertiary institutions in Colombia.

Jahir Aguirre Morales

Holds an M.A in English Didactics and a B.A in Modern Languages from Universidad de Caldas. He is currently a researcher and an English professor in the School of Languages at Universidad Pedagógica y Tecnológica de Colombia (UPTC). He was a VIF teacher (Visiting International Faculty) while teaching ESOL (English for Speakers of Other Languages) and Spanish teacher in North Carolina and Virginia, in USA. As part of the research group TONGUE, he has coauthored research academic papers and an English textbook as a result of his research interest in EFL learning and teaching.

STUDENT-TEACHERS' **IDENTITY CONSTRUCTION** AND ITS **CONNECTION WITH STUDENT-CENTERED APPROACHES:** A NARRATIVE STUDY

Bertha Ramos Holguín
Jahir Aguirre Morales
Nancy María Torres Cepeda

EDITORIAL UPTC

Student-teachers' identity construction and its connection with student-centered approaches: a narrative study / Ramos Holguín, Bertha; Aguirre Morales, Jahir; Torres Cepeda, Nancy María. Tunja: Editorial UPTC, 2018, 92 p.

ISBN 978-958-660-316-4

1. Identity construction. 2. Teacher identity 3. Student-teachers. 4.Student-centered approaches. 5. Narratives.

(Dewey 32/21).











Primera Edición, 2018
200 ejemplares (impresos)
Student-teachers' identity construction and its connection with student-centered approaches: a narrative study.
ISBN 978-958-660-316-4

Colección de Investigación UPTC No. 116
© Bertha Ramos Holguín, 2018
© Jahir Aguirre Morales, 2018
© Nancy María Torres Cepeda, 2018

© Universidad Pedagógica y Tecnológica de Colombia, 2018

Editorial UPTC
Edificio Administrativo – Piso 4
Avenida Central del Norte No. 39-115,
Tunja, Boyacá, Colombia
comite.editorial@uptc.edu.co
www.uptc.edu.co



Rector, UPTC
Alfonso López Díaz

Comité Editorial
Hugo Alfonso Rojas Sarmiento, Ph. D.
Enrique Vera López, Ph. D
Yolima Bolívar Suárez, Mg.
Sandra Gabriela Numpaque Piracoca, Mg.
Olga Yaneth Acuña Rodríguez, Ph. D.
María Eugenia Morales Puentes, Ph. D.
Rafael Enrique Buitrago Bonilla, Ph. D.
Nubia Yaneth Gómez Velasco, Ph. D.
Carlos Mauricio Moreno Téllez, Ph. D.

Editora en Jefe
Ruth Nayibe Cárdenas Soler, Ph. D.

Coordinadora Editorial
Andrea María Numpaque Acosta, Mg.

Corrección de Estilo
Claudia Helena Amarillo Forero

Impresión
Búhos Editores Ltda.
Tunja Boyacá

Libro financiado por la Dirección de Investigaciones de la UPTC. Se permite la reproducción parcial o total, con la autorización expresa de los titulares del derecho de autor. Este libro es registrado en Depósito Legal, según lo establecido en la Ley 44 de 1993, el Decreto 460 de 16 de marzo de 1995, el Decreto 2150 de 1995 y el Decreto 358 de 2000.

Libro resultado del Proyecto de investigación UPTC con SGI número 1521.

Citación: Ramos, B., Aguirre, J. & Torres, N. (2018). *Student-teachers' identity construction and its connection with student-centered approaches: a narrative study.* Tunja: Editorial UPTC.

CONTENT

INTRODUCTION 7

CHAPTER 1
Where this story begins 11

CHAPTER 2
The way theory helps construct this story 17

2.1 Identity 17
2.2 Teacher identity construction 19
2.3 Student-centered approaches to EFL learning 25

CHAPTER 3
Social actors and actresses on their stage 31

3.1 Approach 31
3.2 Type of study 31
3.3 Stage 33
3.4 Social actors and actresses 34
3.5 Ethical issues 35
3.6 Data Collection Procedures 36

CHAPTER 4
The eye of the narratives 39

CHAPTER 5
What stories narrate 43

5.1 Thematic elements 43
5.2 Student-teachers' beliefs about student-centered approaches 44
5.2.1 Conceiving students as central agents in the teaching and learning processes 45
5.2.2 Understanding the nature of barriers when implementing changes in education 49
5.3 Student-teachers fluctuating from teacher-centered to student-centered approaches 54
5.3.1 Reflecting upon daily teaching experiences 54
5.3.2 Constructing student-teachers' projected identities as future teachers 60

CHAPTER 6
How the stories go on 65

6.1 What is in our surroundings 67
6.2 What future brings and what limited students' voices 68

REFERENCES 71

Appendix a: initial survey to student-teachers 83

Appendix b: consent letter of student-teachers 85

Appendix c: guidelines to write narratives 87

LIST OF TABLES

Table 1. Pedagogical component in the program of Modern Languages (Based on the Syllabus). 35

Table 2. Protagonists of the research study 36

*Table 3.*Procedures in data analysis..... 41

Table 4. General themes and specific subthemes. 43

INTRODUCTION

One of the main interests of the research group TONGUE (Teaching on New Grounds Unexplored English Possibilities) from the Universidad Pedagógica y Tecnológica de Colombia (UPTC) is to comprehend how teacher development takes place. Recently, the group has started describing and interpreting the subjectivities that are part of this complex process. In doing so, the group has been developing various research studies that can help understand pre-service teachers' identities as language learners and future EFL teachers. In this book, we present a narrative study as a first step towards the profound comprehension of the construction of student-teachers identities.

> "One day I talked with the students about their pessimistic attitudes and I told them that they were free to do whatever they wanted. So I told them that if they developed the exercises well, I would not leave homework. The students seemed to be committed and decided to have a better attitude for the class. I realized that students are used to receiving grades for their work". (Socrates, Narrative # 3) [Sic]

The excerpt above came from a student-teacher during his first experience teaching English at a public school. He expressed his worries about the fact that teachers are authoritarian in nature and students act upon that authoritarianism. That is, students tend to react to control mechanisms. Authority becomes a dominant value. From that pivotal moment, he started to wonder about himself in the role of a teacher.

We, as researchers, also started to wonder about those critical incidents, like the one that had guided his teaching. In fact, we became aware that in EFL, more research is needed so that learning a language is not just seen as a product, but also as a dialogical process. In this sense, we considered it important to understand student-teachers' first experiences

as English teachers and see if those experiences were permeated by a view of language as a product or as a socially-constructed process. To do so, we wanted to see how these student-teachers see themselves as EFL teachers. Furthermore, we aimed at exploring how they construct their identities as future EFL teachers.

In the manuscript, which follows, we will examine life experiences, such as the one mentioned above, because we consider that it is of paramount importance to listen to students' perceptions about their lives. In fact, to deeply comprehend reality, one needs to touch and be touched by that reality. In this sense, one can really comprehend the meaning of lived experiences, while avoiding superficial understanding.

By listening to student-teachers' life experiences, as part of their first teaching practicum, one can understand the factors that contribute to the construction of student-teachers' identities. One can eventually understand student-teachers' unwillingness to implement changes and innovations in their teaching practice, as well as be able to understand the reasons why teacher-centered approaches or student-centered approaches are prioritized in English classes.

Teachers' identity has been the focus of several studies(Gómez, 2012; Fajardo, 2013; Diaz,2013; Lamot & Engels, 2010; Anspal et al., 2012; Izadinia, 2013). These studies reveal a tendency to include an understanding of the nature of professional identity, which is the relationship between personal and social identity, and the relationship between agency and structure in identity formation (Tsui, 2007). However, in the Colombian context, few studies focus on student- teachers' identities as future EFL teachers or their first teaching experiences. If teacher educators are able to understand how student-teachers' identities are constructed and the issues that affect them, then they may be able to engage student-teachers in innovation and change based on student-centered approaches, as discussed by Kiely (2011).

The concern about addressing the importance of engaging teachers, in this case student-teachers, in innovative teaching practices has been widely described (Waters, 2009; Wedell, 2009 & Fullan, 2007). Thus, it is a fact that teachers'commitment is essential for successful educative innovations. Teachers, as innovators in the EFL classroom, make decisions that usually produce changes in their teaching environments. Those small changes in testing, methodology or pedagogical beliefs are, according to Fullan (2007),

the most important dimension of teaching and learning. Then, as stated above, we believe that if student-teachers' identities and the connection with learner-centered approaches are explained and analysed in depth, teacher educators might help future teachers engage and succeed in innovative decision making processes within their teaching practices (Kiely, 2011).

Before going further, we need to briefly explain some of the important concepts that will appear in this book. In this research study, we considered the definition of identity presented by Norton (2011) and Wenger (1998). On the one hand, Norton (2011) posits that identity, or subjectivity, as it is called under the poststructuralist framework, "is defined as multiple, contradictory, and dynamic, changing across historical time and social space" (p. 172). There is no "real me", and there is place for "possible selves"instead of one static notion of "self". That is why, we refer to "identities" rather than to "identity". Thus, subject positioning is "constructed within diverse discourses or sites of practice" (p. 172). On the other hand, Wenger proposes that identities are formed amid the "tension between our investment in the various forms of belonging and our ability to negotiate the meanings that matter in those contexts" (p. 188). Therefore, identity formation is a dual process between *identification* and *negotiation of meanings*. By identification, the author means the investment of the self in building associations and differentiations. Identification is reificative: we identify, or are identified, as belonging to socially organized categories, roles, and so on. It is also participative: the lived experiences of belonging constitute who we are (Wenger, 1998). Therefore, identification is both relational and experiential. Hence, this qualitative narrative research study revealed the ways student-teachers' identities as future EFL teachers were constructed.

We also use the term "student-teachers" instead of "pre-service teachers". Student-teachers are perceived as active and critical agents, as mentioned in the mission of the UPTC. These student-teachers are enrolled in a teacher education program, and their experience in language teaching is just starting to take place in their academic development process. The term "student-teachers" is used, among other reasons, because students who have not had any teaching experience develop their teacher identity based on a large number of beliefs about the work of teaching (Stenberg, Karlsson, Pitkaniemi & Maaranen, 2014), rather than having a consolidated and contextualized meaning of what it truly implies.

From the perspective described above, this research study was conducted amid the transition of these two items: from having just merely founded beliefs about the work of teaching and starting to address real teaching contexts. The first item is of great relevance to understand why the term "student-teachers" was used in this research study.In contrast, the term "pre-service teachers" is not used because they are perceived as more experienced in language teaching. This term refers to the students of a teaching program, who are in their final teaching practicum.

In this book, we start off by narrating how and where this story began. The first chapter attempts to contextualize the reader in terms of where and when we, as a research group, started to think about the complexities of student-teachers during their first teaching experience.

Secondly, we present the point of view of different authors and how they guided us in fully comprehending student-teachers' identities, and the intricate relationship they hold with learning as a product or as a process. Thus, we discuss identity, teachers' identity, and student-centered approaches to EFL learning. In line with poststructuralist notions, identity is understood as a multifaceted, dynamic and constantly changing process in which multiple "selves" are possible (Norton, 2011), according to the negotiation meaning carried out in different places (Wenger, 1998). Teacher identity becomes a vital component in meaning and decision- making in education, in which a myriad of dynamic factors constitutes the ways of constructing their identities. In the same way, student-centered approaches were introduced as a reminder that traditional-centered approaches needed to be re-thought as a means to stop passiveness and transmission of knowledge perspectives (Cooper, 2004).

The third chapter presents the protagonists and the context of this story. We introduce the reader with the actors and actresses that shared their narratives. We also attempt to show the context in which those stories were narrated. Subsequently, the fourth chapter presents narratives as a method to understand life-stories and to comprehend how identities are constructed. In the fifth chapter, we describe, interpret and comprehend what the narrations told us about student-teachers identity construction and its relationship with student-centered approaches. In the sixth chapter, we account for the way those stories went on.

CHAPTER 1
WHERE THIS STORY BEGINS

Most undergraduate teacher education programs have considered the teaching experiences as one of the most crucial components student-teachers have to deal with. The agents in charge of running teacher education programs are aware of the impact and importance of teaching experiences, but these experiences might lack the necessary attention it requires.

The teaching practicum, as a component that has become crucial in all teaching programs, has received special attention by Colombian educational policies. The National Ministry of Education of Colombia (MEN due to its acronym in Spanish) has paid more attention to the pedagogical, didactical, and practicum components in the ultimate years. Academic credit hours devoted to the teaching practicum have increased in the last decade, as stated in Resolution 2041 issued in 2016 (MEN, 2016).

> This educational act also stresses the need to increase teaching practices *in situ*. It establishes that fifty credits should be devoted to this practicum. If we take into account the fact that Colombian teaching programs have a number of credits that oscillates between 120 and 160, what this education act proposes is that one third of the credits should be allotted to the teaching practicum. (Ramos-Holguín, 2017, p. 44)

This has the purpose of enabling student-teachers with more pedagogical tools in order to have better and meaningful teaching practices in different educational contexts. That is to say, student-teachers not only need to have more hours of practice, but more support in their teaching experiences as well. Thus, creating a space for student-teachers' voices to

be heard is a starting point to address the inquiries and needs they may have in their teaching contexts.

In this sense, some authors state that the transition from student to teacher during the first years of teaching involves "sudden and dramatic experiences" (Flores& Day, 2006, p. 219). These experiences can be used to understand what teachers do and think, and why they get involved in educative changes. In fact, according to Izadinia (2013), student-teachers start shaping their teacher identity by reflecting upon their own values, beliefs and feelings as portrayed in their first teaching practices and experiences.

At this point, it is important to discuss the context where this story takes place. Both the teaching practicum standards, as proposed by the Ministry of Education, and the raise in teaching-devoted-time have been implemented in the public university where we work as teacher educators. In this Modern Languages Program, teacher educators are expected to have a great sense of commitment to enable future teachers with high linguistic, pedagogical, and didactic knowledge, as well as teaching experience to contribute as agents of change in education. Because of this, it is student-teachers are encouraged to participate and account for needs in their teaching contexts, so that they can innovate in the teaching of the language.

Considering the previous facts and our experience as teacher educators, especially as guides in the English Didactics courses in the undergraduate languages program,we became aware of the importance of analyzing several factors in which student-teachers struggle with in their first teaching experiences. Based on this, we decided to listen to student-teachers' voices in the English Didactics II course in order to understand their lived experiences at the schools where they conducted their teaching practicum.

As part of the syllabus in this course, student-teachers are requested to go to schools and teach English sessions. Thus, it is in this course in which their teaching experience starts. Student-teachers are required to instruct eight teaching sessions at a school. One of the suggestions for student-teachers is to innovate in their teaching sessions. This is based on a student-centered approach because, as stated by Fullan (2007), changes and small-scale innovations are of paramount importance in teaching processes. Thus,

student-teachers are asked to think about innovative practices they could utilize when teaching English as a foreign language.

However, they seem to be reluctant to do so. We noticed that student-teachers keep following structuralist language perspectives when teaching. They tend to account for prescriptive uses of the language, rather than adopting a more functional view. One of the ways in which they have adopted a structural linguistic approach is by focusing on presenting the grammatical component through worksheets, which encompass isolated lists of words and explanations of grammatical rules. All this occurs without including contextualized uses of the language, which actually favor teacher-centered approaches. These structural linguistic activities do not allow for the integration of all language skills. In some cases, the activities were confined to writing by means of filling in the gaps, translating passages, transcribing information, and providing written responses to open-ended questions. Consequently, the student-teachers' choices end up favoring the implementation of teacher-centered approaches in language teaching.

A teacher-centered approach emphasizes the teacher's needs and subject experience above and beyond that of the students' desires and unique, sharable knowledge. This approach also sees knowledge as a product that is transmitted from the teacher (the expert) to the students. In such a way, students are asked to repeat what they were taught without questioning the authority of the teacher. These aspects puzzled us because this course (Didactics II) is considered an indispensable subject meant to outline the pedagogical and didactical competences that all teachers should possess in order to approach educative communities in current contexts and beyond (syllabus of the English Didactics II course).

Since we wanted to understand these aspects from the perspective of the student-teachers themselves, we applied a survey (See Annex A). We implemented the survey to listen to the student-teachers' voices and understand their emotions, as well as the struggles they face as first-time English teachers. The student-teachers stated that teaching has become a demanding and difficult process for them because there are many factors involved. In other words, they considered teaching English a complex and demanding process. They mentioned that some of their problems had to do with classroom management, students' commitment, and innovative practices. The following excerpts illustrate responses to the question: "What

are your strengths and the aspects you need to improve in your teaching sessions?"

> "When I am planning lessons, I give my best. I propose funny and creative activities that my teachers at the university did with us; nevertheless, results are good, but not as good as expected. When students start to develop the funny and creative activities is in that moment when I lost [sic] classroom management". (Survey 1, Mary[1])
>
> "Sometimes through practices I felt badly because it is difficult to comprehend students and their needs. I listen to them but I do what the homeroom teacher or the coordinator in the schools tells me to do". (Survey 1, Alisson)

Thus, becoming an English language teacher entails a process in which individuals face the transition from being students to becoming teachers. Student-teachers mightbe reluctant to implement changes in their teaching practicum.When they want to follow innovative strategies, they struggle with some factors that do not allow them to meet the proposed goals. They also seem to be interested in their students' needs, but they do not know how to cope or address them.

At times, some student-teachers tend to perpetuate the way they were taught, or they stick to school policies without innovating in their classrooms. The following excerpts are responses to the question: "What challenges have you had in your teaching experiences?", illustrate what has been stated:

> "One of the challenges I have had in teaching is that sometimes I do not know many strategies to implement in my classes and my students seem to be demotivated to learn English. Then, what I try to do is to remember the way my teachers taught me English, so I do similar activities with my students". (Survey 1, Paquita)
>
> "It seems like students are not aware of their learning process. So I have to turn back to traditional activities, we are innovative teachers but the big challenge is to have innovative students,

1 All personal names mentioned in this book correspond to student-teachers' pseudonyms.

> conscious and aware of their learning process". (Survey 1, Lusiana)

These issues also puzzled us because the purpose of being involved in the teaching process is not only to repeat previous models, but to propose alternatives according to different teaching contexts. Besides, repetition can become instrumental, which is not consistent with the nature of teaching. In a similar sense, when student-teachers stick to school policies, it means that they are fixing themselves to those policies without inquiring and analyzing their appropriateness for each context. In fact, student-teachers are not permitted to change school policies, but they need to reflect upon them to make informed decisions in their classrooms. Reflection upon teaching practices, behaviors, and life experiences have been the foundation for conducting research on teachers' identities (Veen & Sleegers, 2006).

Accordingly, we wondered about the role of those lived experiences in student-teachers first teaching practicum, and how those experiences shaped their identity construction as future language teachers. Knowing about the construction of student-teachers' identities as future EFL teachers helps teacher educators understand the factors involved increating these identities. It also promotes changes in the curriculums so that reflective spaces can be promoted. These spaces allow student-teachers to reflect upon those factors that shape their identities as EFL teachers (Bullough, 1997). Besides that, reflective spaces also help student-teachers comprehend why sometimes they tend to adopt instructional and teacher-centered approaches in their teaching practices.

In addition, most research studies have been conducted when student-teachers are in their final practicum (pre-service teachers). Because of this, little attention has been paid on student-teachers' first teaching experiences. Hence, by understanding student-teachers' identity construction early on, complexities in regard to teaching could be addressed when it comes time to face the final teaching practicum. More opportunities for reflection and empowerment could also take place.

By the same token, as stated above, once student-teachers' identities are revealed, teacher educators can understand how student-teachers' identities are constructed. Thus, teacher educators could engage student-teachers in innovation and changes in education as discussed by Kiely (2011). This understanding of student-teachers' identities construction

can then contribute to guiding the decision-making process regarding the teaching and learning processes in the Modern Languages undergraduate program, which is focused on educating future EFL teachers.

Considering the issues above and the fact that we believe that students can be empowered by teachers when their voices are heard, we wanted to listen to student-teachers' voices through their narratives. Furthermore, we wanted to describe, interpret and comprehend student-teachers' identities construction as future EFL teachers and the connection with student-centered approaches in EFL learning. Thus, this research study focused on understanding the relationship between the identity construction process of future EFL teachers and the connection between student-centered approaches in EFL learning.

Thus, we proposed the following research question to guide this study:

What do student-teachers' narratives unveil about the construction of their identities as future EFL teachers and its relation to student-centered approaches in EFL learning?

CHAPTER 2
THE WAY THEORY HELPS CONSTRUCT THIS STORY

Far from fixating on one definition for identities, we would like to pursue the essence of its evolutionary and dynamic path and the bonds it creates with other terms. The term "identities" has undergone a journey, in which its definition continues to build on itself and grow depending on the context. In our social context, we found that identities could not be regarded as an isolated term. Due to its social essence, the concept of identities has created a network with other terms, such as teacher identity, student-teachers´ identities and student-centered approaches in the context of EFL learning. By finding links among these terms, we want to spread a limitless platform that shows how theory helps construct this story.

The purpose of this chapter is to introduce conceptualizations regarding the construction of identities with the social perspective as the main focus of this inquiry. Additionally, we want to explore the theory behind teacher identity, student-teachers' identities, and student-centered approaches in EFL learning. At the same time, we will discuss and question some theoretical foundations considering student-teachers' identities as future EFL teachers. These main constructs permeate the way student-teachers construct their identities as future teachers and its relation to understanding student-centered approaches in EFL learning.

2.1 Identity

Language used to describe changes and dynamics in identity greatly differs from one author to another: "development" (Watson, 2006; Olsen, 2008), "construction" (Coldron & Smith, 1999), "creating" an identity (Parkison,

2008), "shaping" an identity (Flores & Day, 2006), "formation"(Rodgers & Scott, 2008), "identity-making" (Stard & Prusak, 2005), "building" an identity (Sfard & Prusak, 2005), among others. Even though a majority of authors use the term "shaping", the term "construction" was used for this research study. Construction entails that identities are socially constructed and negotiated, which depicts a multifaceted dimension in which diverse contexts and the individual play a significant role.

In the same way, Wenger (1998) proposes that identities are formed amid the "tension between our investment in the various forms of belonging and our ability to negotiate the meanings that matter in those contexts" (p. 188). Therefore, identity formation is a dual process of *identification* and *negotiation of meanings*. By identification, he means the investment of self in building associations and differentiations. Identification is reiterative: we identify, or are being identified, as belonging to socially organized categories, roles, and so on. It is also participative: It is the lived experience of belonging that constitutes who we are. Therefore, identification is both relational and experiential. The author further states that when working with identity, the following dimensions need to be considered: Identity as a negotiated experience, Identity as a community membership, Identity as a learning trajectory, Identity as a nexus of multi-membership, Identity as a relation between the local and the global.

In this sequence of ideas, negotiation is equally as important as identification when it comes to identity formation. Individuals might possess a sense of belonging and investment with numerous communities, but they might not be given a voice. One way to ensure that the individual is heard is by providing agency, such as decision-making, community contribution, and ability to make changes. Hence, for identity formation, the level of involvement, or agency,is quite determinant for the individual self and social identification.Wenger (1998) elucidates that the individuals' investment is necessary to "contribute to, take responsibility for and shape the meanings that matter within a social configuration" (p.197). It is in this sense that agency plays an essential role in the way actors make their voices heard by means of making decisions, taking actions, and contributing to the communities they feel identified with. However, agency implies negotiability, and this involves power and representation of peoples´ positioning in the different communities they are involved in.

In line with teacher identities construction, according to Pennington (2002), there are two different orientations to teacher identity: social psychology, which relates to *social identity* and teacher education literature, that relates to a *teachers' professional identity*. This study intended to focus on both types of directions, bearing in mind student-teachers might start constructing their professional identities in the teacher education programs.

2.2 Teacher identity construction

Defining the who and what of becoming an EFL teacher is not easy. Whenever a definition pops up in the literature, there are critiques and agreements that go with it. New terminology is incorporated or rejected in further research studies (Barkhuizen, 2017). There is no single definition in regard to identity construction, which also makes it a fertile ground for research to continue to be theorized upon. Nonetheless, for this research study, an EFL student-teacher is understood as an individual who is involved in a dynamic process of understanding, contextualizing, and experiencing what teaching English in different contexts means and implies. In this process, student-teachers construct their multifaceted selves as EFL student-teachers and future EFL teachers. Through this process, student-teachers attribute meanings to themselves within their profession and undergo perspectives of identification by means of positioning themselves in different contexts.

A general identification of student-teachers is teaching a language. Because of this, a related definition to what language teachers' identities construction entails is provided by Barkhuizen (2017):

> Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical- they are both inside the teacher and outside in the social, material and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and *over* time-discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community,

> and in material interaction with spaces, places and objects in classrooms, institutions, and online. (p.4)

Thus, student-teachers are likely to construct their identities as future teachers through individual-social inner and outer factors. By means of recalling experiences, imagining themselves as future teachers, and telling stories through a process of introspection, reflection, and prospection, EFL student-teachers can start constructing their professional identities. These professional identities are inherent to the ways they perceive themselves as future EFL teachers. Moreover, the individual-social factor involves making decisions towards teaching approaches, methodologies, beliefs, feelings, emotions, and many other components. Thus, teacher identity relates to student-centered approaches in EFL learning because it portrays part of the pedagogical decisions made by student-teachers.

On the one hand, it suggests a process of identification with teachers they have had at various stages in their lives as pupils, who demonstrate knowledge, skills and positive attitudes towards teaching, learning processes, and their students in and outside of their classrooms. On the other hand, this self-image as teachers is linked to the interaction and collaboration with cooperating teachers, supervisors and peers. These agents have some features that identify them as mentors because they foster self-reflection, guide classroom processes and management, and share clear and convincing perspectives on language and the teaching-learning process.

From these two dimensions, reported by Castellanos (2005), one can say that the first is displayed in student-teachers' identities construction because they have gone through a process of identification as language learners. Regarding the second, student-teachers might project apossible future interaction with colleagues, mentors, peers, and agents of education. Accordingly, when looking into student-teachers' identities construction, Knowles (1992) argues that student-teachers have ideal images of teachers and the profession of teaching when studying in their teacher education programs. This is of vital importance to construct a positive image of 'self' as professional teachers. That is why, teachers' professional identities are connected with significant others and the situations they encounter within the learning process and profession (Goodson & Cole, 1994).

Research suggests that teachers' "self-image", the ways teachers view themselves as professionals, is crucial when determining how well they do

as teachers, their expectations about their profession, and the way they feel as teachers in the classroom (Hong, 2010). That is why, teacher identity, sometimes referred to as teacher professional identity, relates to the core of the teaching profession. "It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is fixed either imposed; rather it is negotiated through experience and the sense that is made of that experience" (Sachs, 2005, p. 15).

Regarding teacher identity construction, in this case student-teachers' identities construction, there is no set guideline to consider when delving into this topic for research. However, Hong (2010) asserts there are "five interrelated parts" that include "self-image, self-esteem, job-motivation, task perception and future perspective" (p. 153). In the same line of thought, Geijsel and Meijers (2005) refer to identity formation as a "learning process" (p. 423). In other words, it is a dynamic learning process that is lived day-to-day, in which many aspects are constructed, interpreted, and re-constructed around the nature of constructing an identity (ies) as a teacher. The myriad of aspects involved in teacher identity can be classified or described within two main dimensions: external factors, such as life experiences (Flores & Day, 2006), and internal factors, such as emotions (Rodgers & Scott, 2008).

In relation to the literature about student-teachers' identities, several research studies have been conducted on this topic. Most of these studies have looked at student-teachers in their final teaching practicum, but few have focused on the identities construction process during their first teaching experiences. In the literature, the terms "pre-service teachers" (Quintero, 2016; Fajardo, 2013; Castellanos, 2005; Aguirre & Ramos, 2011; Ramirez, 2013) and "student-teachers" (Izadinia, 2013; Anspal, Eisenschmidt & Löfström, 2012; Lamot & Engels, 2010; among others), have been used, but no explicit definition for each of these terms has been provided. However, the term used in this research study is student-teachers in order to emphasize the fact that they are just beginning their first teaching experiences.

Upon reviewing other research studies on student-teachers' identities, it was found that having student-teachers reflect upon their own values, beliefs, feelings, teaching practices and experiences helps shape their professional identity (Izadinia, 2013). Likewise, the processes

of introspection, reflection, and prospection account for attitudes toward teaching, beliefs about the self as a teacher and teaching. The previous aspects might be connected to the findings of this study regarding the ways student-teachers' identities might be constructed or deconstructed as future EFL teachers.

Another important research study was carried out by Nagatomo (2012) in Japan in order to examine in detail how professional identity was developed among four teachers who were new to teaching English in Japanese universities. The study revealed that younger teachers' educational experiences were quite different than teachers who had taught for several years. The more experienced professors had a completely different outlook on English language teaching that the entry-level teachers. The previous statement is supported by the way current teachers in Japan are requested or want to enroll in graduate programs, from specializations to doctoral ones. Hence, feeling qualified is an essential component of teachers' professional identity. As this study focuses on unearthing the way student-teachers construct their identities as future teachers, imaginary and projected professional development is an emerging significant component in such dynamic processes.

Correspondingly, Anspal et al. (2012) drew attention to student-teachers' identity. They aimed at exploring professional identity development among student-teachers in a teacher education program in Estonia. The participants were thirty-eight students across different cohorts in the first through fifth year of their primary school teacher education program. These authors reported that the change agent perspective is a central component linked to an emerging teacher identity. In the same way, the participants' stories indicated that change, reflection, and consolidation were key aspects of their narratives. In this regard, some authors share the assertion that reflection is a critical process in the construction of teacher professional identity (Korthagen, 2004; Sutherland, Howard, & Markauskaite, 2010), through which student-teachers "construct their own learning through an interaction among their beliefs, their prior knowledge and their experiences" (Lin, Gorrell, & Porter, 1999, p.5). Reflection has been conducted in various ways, such as portfolios (Antonek, Mccormick & Donato, 1997), cycles of reflective meetings (Webb, 2005), and videos of their own teaching (Maclean & White, 2007).

Similarly, Lamot and Engels (2010) delved into the development of student-teachers' professional identity. The informants were students enrolled in a three-year course in secondary education teaching at the bachelor level. Data were collected by means of questionnaires, which were filled out by students from two different colleges. The questionnaire included four scales: commitment to teaching, professional orientation, task orientation and self-efficacy. The results revealed that there was a main difference in professional identity based on gender. Male students were more concerned in dealing with the discipline, while female students focused more on student involvement. This demonstrates just another myriad of the complexities behind student-teachers' identities construction.

In accordance with the scope of the present research study, local teacher-researchers have also looked at identities construction. Díaz (2013) carried out a research study at a public university in Colombia with pre-service teachers. The aim of this study was to establish how language pre-service teachers constructed their identities at schools. The researcher argues that teacher's identity is influenced by day-to-day interactions that language students experience in educational institutions. Being able to perform the identity of a teacher means that the individual must adopt the dimensions of being a teacher,which allows him/her to identify himself/herself as such. Once again, we see that this study does not look at how student-teachers construct their identities as future EFL teachers, nor does it account for the construction of identities during their first teaching experiences. These are some of the differences between this study and our current research study.

Equally important, Quintero (2016) conducted a pedagogical intervention in which he intended to bridge life stories and narrative perspectives to examine pre-service English language teachers' (re)construction of their true selves through a three-step introspective practice (Retrospection, Interpretation, and Prospection). Data were collected by means of life stories. The findings suggest that relatives, teachers, and classmates are social actors that play an essential role in pre-service teachers shaping of the *self-as-teacher.* Furthermore, a significant outlier in formation of English teachers was the human dimension. Also displayed in this study was the vision of being transformative over being transmissionist. Quintero's pedagogical intervention, based on a research dimension, is highly related to this study in various elements, some of which are a common data collection instrument and some patterns within the focus of understanding the self-as-teacher. That is why, his intervention

serves as an alternative approach to look at identities construction in this research study.

Subsequently, there is another research study carried out by Fajardo (2013), which focused on understanding how teachers' identities were co-constructed and shaped through their interactions. He followed the Conversation Analysis (CA) approach to collect and analyze spoken interactions. English classes were video-recorded as a way to gather data, and a two-hour lesson was transcribed. The findings showed that the teacher exerted levels of power through the control and regulation of social actions taking place in the classroom. These happenings characterize the way identities are co-constructed through asymmetrical interactions between the teacher and students. In this case, the role of the teacher is empowered. His study is relevant in this field because similar aspects could be unveiled through student-teachers' written life stories and they can help explain why some student-teachers are keen on using teacher-centered approaches.

By the same token, Gómez (2012) carried out a research study at a private university in Colombia. She intended to analyze and identify the identities that students displayed when learning a foreign language, and the effect of those identities in their learning process. In this sense, that study can be used as a referential point to address the current one. Her study supports the idea that learners can perform different identities. Students' discourse can reveal certain aspects or dimensions of identity that deserve to be analyzed. For example, teachers can analyze students' identity as learners, as foreign language learners, as readers of academic texts, or in this case, student-teachers' identities as future teachers.

A common feature that is shared among the studies on teacher identity is the paradigm and type of research. The methodologies used to investigate identity and agency have been based on four methods: case study methods, narrative inquiry, ethnographic research and conversation analysis or discourse analysis; and, of course, any combination of these methods. Actually, it would be fair to say that a combination of participants and life stories would be enough methodology to ascertain results that reflect both self-image and understanding of the participants' own learning processes with non-observable data. These life stories could be in the form of narratives, and the participants could be analyzed through conversations, discourse, and narratives, among others.

As a way to end this section on identity-teacher construction, we would like to mention that student-teachers float between two worlds. One world has to do with teacher-centered classes, which is the one student-teachers try to imitate as it is the one they have been more exposed to as students. And a second world, which is more student oriented, is the one in which the learners have more diverse chances to learn. Although we cannot declare that one of these two world scenarios is better than the other, we can perceive that they are a part of a process in the construction of student-teacher identities. Through the construction of identities, the student-teacher can find his/her essence in his/her evolutionary and dynamic path, and in turn, can move toward a student-centered approach in the EFL learning context. In the following section, the concept of student-centered approaches in EFL will be explored.

2.3 Student-centered approaches to EFL learning

The concept of student-centered approaches is perceived as a process of teaching and learning in which the learners are active agents in the process. Also, knowledge is not obtained in a traditional way as transmittable matter, but rather, it is a matter constructed by the learners with experiences in their learning environment. In this way, knowledge can be seen from a sociocultural perspective (Lengeling, 2010), in which the knowledge is socially constructed. This leads to the idea that student-teachers construct their knowledge on a daily basis by having contact with their learners and experiencing issues inside the classroom. Opposite to the fact of perceiving teachers as very well organized professionals full of theories and content language knowledge ready to deliver lessons at any given time.

Nowadays, learners occupy an important place in education. Therefore, teachers integrate learners' contexts and necessities in their teaching practices. Thus, future EFL teachers are invited to adopt a student-centered perspective. The learner-centered approach has been a concern for many researchers, teachers, and education professionals, as a reminder that change needs to be implemented in education (O'Sullivan, 2004; Schweisfurth, 2011; Bremner, 2015; Mednarodna, 2016; among others).

Attempts to define the student-centered approach have undergone a long and dynamic process in terms of attributing meanings and denotations to it (Farrington, 1991). Hence, it might not be so easy to adopt a single idea

as a general definition. The term "student-centered" was introduced as a reminder that traditional teacher-centered approaches, in which learners were conceived and regarded as a *tabula rasa* (Bean, 1996), needed to stay away from the educational system in order to stop the era of passiveness and transmission of knowledge (Cooper, 2004). In the same way, there has been an increased effort to replace grammar-based teaching with a more communicative one, where student-centered approaches can be implemented. One example for this can be seen in Greece (Mattheoudakis, 2007), China (Tsui, 2007) and the Ukraine (Smotrova, 2009).

Within the features of the learner-centered approach, there is "reliance upon active rather than passive learning, emphasis on deep learning and understanding, increased responsibility and accountability on the part of student, an increased sense of autonomy in the learner, an interdependence between teacher and learner" (Lea, Stephenson & Troy, 2003, p. 322). Thus, learners should be provided with plenty of opportunities to express their ideas, emotions, and feelings, and to interact with their partners in order to socially construct knowledge (Vygotsky, 1979).

The aforementioned aspects are sometimes far from what happens in EFL teaching and learning processes in Colombia, where teacher-centered approaches have remained (Cadavid, McNulty, & Quinchía, 2004; Herazo Rivera, Jerez Rodríguez, & Lorduy Arellano, 2012). Despite the variety of teaching methods in this field, decisions made by teachers continue to perpetuate more teacher-centered approaches (Hitotuzi, 2005). Teaching methods, such as grammar-translation, English for general purposes, memorization and rote learning, and language structure are commonly selected in English classes, while Task-Based Learning (TBL), Communicative Language Teaching (CLT), Competence-Based Learning, or English for Specific Purposes (ESP) are rarely implemented. Task-Based Learning, for example, emphasizes the student-centered learning process as "it is designed to develop learners' ability to engage in meaningful and fluent communication" (Ellis, Willis &Willis, and Dickinson, as cited in Mustafa, 2012, p. 270).

Several versions of student-centered approaches have been introduced and encouraged by different education systems around the world, for example, in Colombia (Ministerio de Educación Nacional, 2014), Argentina (Zappa-Hollman, 2007), Bangladesh (Obaidul Hamid, 2010), China (Ouyang, 2000), Greece (Mattheoudakis, 2007), Thailand (de Segovia & Hardison, 2009) and Ukraine, (Smotrova, 2009), to name a few. However,

no major changes have been evident in EFL teaching practices carried out by student-teachers, which makes us think that there might be a reason preventing them applying student-centered approaches.

Whenever a change is meant to be implemented, it is not that easy to do. The move from theory to practice is not a smooth one (Murphy, 1997; Fullan, 2007; Wedell, 2009), yet the change has to start somewhere. In order to support a shift in student-teachers' English teaching practices, approaches for change are needed. According to Miles, Thangaraj, Dawei, and Huiqin (2002, p.3), "the initial underpinnings of an approach to change are based on the assumptions of the initiator concerning the nature of the individuals or system to be changed". Thus, logic, information, and knowledge are key contributors of change because they have a high level of reliability. It is more likely that people will support the initiative, as well as documenting sufficient data to make changes in policy, practice, and philosophy (Miles et al, 2002). In the same way, "one reason for initiating change that seems to be felt in many national contexts today is linked to the technological and economic effects of globalization" (Wedell, 2009, p.15).

The process of implementing a change in education entails a long-term process in which student-teachers' classroom practices and beliefs may need to be transformed. This process is referred to as "reculturing" (Fullan, 2007 as cited in Wedell, 2009). Accordingly, "reculturing means that it would first be necessary for these people to begin a process of adjusting many of their established professional (and possibly personal) behaviors, and eventually also beliefs about their roles and responsibilities" (Wedell, 2009, p.17). It implies a change in their long standing professional behaviors or beliefs, which may not happen so quickly. However, a change in education not only relies on teachers, but also on future teachers and students, who apparently, seem to be the direct agents in such change:

> Teachers, children and parents all need to adjust their beliefs as well as their behaviors if they want to satisfy the curriculum. In addition, educational leaders need to modify their beliefs so that they could accept the new teaching and learning ways. (Zeng 2005, as cited in Wedell, 2009, p.22)

If this is the case, all members of the educative community are in charge of the success of an educational change. It depends on everyone's thoughts and actions, not just the teachers' who represent only one "part"

of the educational change process. Failure in education, especially in EFL teaching practices, might be caused by a lack of awareness, understanding and emancipation from all members of the system. If everybody is not convinced of the necessity to change, the "lack of at least some understanding of the change among the different affected groups will only increase the complexity of implementation" (Wedell, 2009, p.26).

One person alone cannot make a difference because of the countless factors that might prevent student-teachers (in this case) from adopting such an approach. In Colombia, English language teachers and teachers in general, have to cope with limiting issues, such as lack of resources, no clear guidelines to make curriculum decisions, large class sizes, demotivated students, and little or no support from school leaders, among others (Cadavid, et al., 2004).

The huge number of barriers affects the implementation of learner-centered approaches for future EFL teachers, and teachers who by obligation must teach English in their classrooms due to school policies in Colombia. In some of these cases, teachers do not hold a degree in English language teaching, and they are aware they do not have an appropriate language proficiency to teach English. Cadavid, et al., (2004, p. 38) asserted that "public school teachers consider themselves lacking an adequate level of proficiency in English", which might be understood as an initial (of several more) failures in EFL teaching and learning success.

This idea of failure in the Colombian EFL classroom is similar to what a variety of countries also face in EFL teaching. With regards to language proficiency, Murphey (2004, p.1) states that "the reality of the EFL situation in many Asian countries is that ministries are demanding that regular content teachers in primary schools teach English to their students with little or no training in English". In the same way, Crooks (1997, p. 68) has remarked that, "almost all the public sector elementary FL instruction in my home state of Hawaii is conducted by untrained teachers because there are no permanent full-time positions", which demonstrates a clear emerging breakdown in EFL teaching practices.

The aspects mentioned above permeate just the beginning of an enormous description of constituents affecting the success of English teaching and learning, and the list continues. Not enough time to "cover" the

syllabus is another constraint seen in Colombia (Herazo Rivera et al., 2012), Mexico (Sayer, 2012), Argentina (Zappa-Holman, 2007), Turkey, (Haser & Star, 2009), and several others. Likewise, overpopulated classrooms, with up to forty-five students per class, is another huge limitation, for example in Colombia (Cadavid et al., 2004), Tanzania (Barrett, 2007), Uganda (Altinyelken, 2010), Ukraine (Smotrova, 2009), Argentina (Zappa-Hollman, 2007), and so forth.

Inappropriate classroom facilities are another factor, such as in Mexico (Pamplón Irigoyen & Ramírez Romero, 2013) and Malawi (Croft, 2002). A lack of learning resources has been mentioned in articles from Bangladesh (Obaidul Hamid, 2010), China (Dello-Iacovo, 2009) and Jordan (Mustafa and Cullingford, 2008). These issues might contribute to a lengthy list of inadequacies because "classroom materials such as worksheets and paper products are available, but books, posters, flashcards, and games are scarce in most of the schools in Colombia" (Cadavid, et al., 2004, p.43). Additionally, students' attitude and lack of motivation can be added to the inventory; as it is mentioned in Mexico (Quezada, 2013; Ramírez Romero, 2013), Argentina (Zappa-Hollman, 2007) and China (Ouyang, 2000).

The difficulties we have just described provide only a general perspective of some of the apparent deficiencies in EFL classrooms in Colombia. These are made even more evident in student-teachers' teaching practices at the beginning of their teaching program. All of these factors may be able to provide a certain degree of justification as to why teachers adopt more teacher-centered approaches in their classrooms. According to Cadavid et al. (2004), teachers in the EFL classrooms are class organizers, models, and class controllers. This idea conflicts with that of student-centered approaches because it demands:

> that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different styles, they have different abilities and talents, their feelings of efficacy may vary, and they may be in different stages of development. (TEAL, 2010, p.1)

The implementation of more student-centered approaches, so far, gives the impression of being challenging. Fortunately, an initial step relies onEFL student-teachers recognizing the importance of following student-centered approaches. At the very least, they must push themselves to

implement a hybrid approach. With a hybrid approach, it may not possible to implement an extremely-focused student-centered approach, but it ensures that a teacher-centered approach is not fully implemented anymore. Hence, student-teachers are invited to adopt a "hybrid approach" in their EFL classes, in which "teachers use a mixture of teacher- and student-centered approaches depending on their appropriateness and specific situations" (Bremner, 2017, p. 317). Hawi(2010, p. 56) states that, "currently, the teaching and learning environment is a hybrid between teacher-centered and student-centered approaches".

In this chapter, we embarked on the theoretical perspectives of identity, teacher identity and student-centered approaches in EFL learning, made a revision on the studies that have been carried out in the light of student-teachers' identities as future EFL teachers, and described some research components. Thus, we proceed to give an account of the research perspectives we adopted, the context we lived in this story, the social actors who made this research possible, and the procedures we followed to gather the data.

CHAPTER 3
SOCIAL ACTORS AND ACTRESSES ON THEIR STAGE

3.1 Approach

In order to provide complex understandings regarding the way human beings perceive their reality, an approach favoring qualitative research was chosen (Berg, 2004; Denzin & Lincoln, 2005). By doing so, life issues are understood "in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them" (Denzin & Lincoln, 2005, p.10). A qualitative approach to education, according to Eisner (1998), starts from the analysis of experiences and it is characterized by focusing on any representative aspect of education.The "self" is used as the main instrument, and in this way, it accounts for the researcher's subjectivities in making decisions on what is significant. It is interpretive in nature, makes use of expressive language and the presence of the voice in the text. It focuses its attention on the concrete and is credible because of its coherence, intuition and instrumental utility. For this research study, we seek to analyze the experiences that social actors have had in relation to their formation in order to understand the meaning they attribute to these lived experiences.

3.2 Type of study

This study followed some principles of Narrative Inquiry as a wider concept that involves stories (Barkhuizen, Benson & Chik, 2014).There is a distinction between analysis of narratives and narrative analysis in this type of research study (Polkinghorne, 1995 as cited in Barkhuizen, 2009). The former refers to the use of stories as data, while the latter refers to

both using narrative data to understand a phenomenon and pursuing a narrative style to present findings. Webster and Mertova (2007) argue that, "Narrative inquiry provides researchers with a rich framework through which they can investigate the ways humans experience the world depicted through their stories, […as humans] experiencethrough the construction and re- constructionof[them]" (p.1). Hence, student-teachers wrote life stories which took the form of narratives because they accounted for three moments (beginning, middle, end) in their lives. Barkhuizen, et al., (2014) claim that:

> A fairy tale is a story and a person who tells a fairy tale is a storyteller, but fairy tales are not research. The same may be said of stories about language teaching or learning, although here the issue is more complicated because much depends on how the stories are produced and what we can learn from them. Narrative inquiry brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings. (p.3)

From this perspective, richness on stories relies on the form of telling stories and the content behind them as it was previously suggested by Pavlenko (2007). We also accounted for storytelling and research perspectives as discussed in the lines above. Czarniawska (2004), argues that a narrative is understood as "a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected" (p.17). It offers writers a chance to think and write about themselves. When participants of the inquiry make narrative expository writing, they attempt to think through events and what they value. Ricoeur (1995, as cited in Bolívar 2002, p.4) states that a narrative "is a particular reconstruction of the experience, by which through a reflective process, meaning is given to what happened or was lived by an individual". Hence, experiences lived by a person are understood as a story which involves meaning through description and biographical analysis of data.

Narrating means telling a story with all of its elements. This includes adding sensory details and selecting vivid and precise verbs carefully. The purpose of a narrative is to describe something. Bolívar (2002) affirms that narratives are related to people's narrations about their life stories, lived experiences, biography, and important episodes of their lives. In this research study, protagonists use narratives to write their impressions, feelings, and

emotions in relation to specific situations, in this case, "the landslide". Here, the "landslide" refers to myriad constituents that are displayed and interconnected when protagonists get involved in storytelling. In addition, Ricoeur (2000) states that a narrative is a worthwhile strategy. One can describe, analyze, and reflect on the lived experiences of an individual in order to make sense of them. Through narratives, participants are open to reflect on more than just the way they perceive their surroundings.

Narratives give teachers the tools to understand their own teaching experiences. Different authors who have studies narratives state that what teachers know about teaching should be highly constructed from their own experiences.The literature suggests that narrative inquiry, through autobiographies, transforms teachers into active learners. This creates in-depth understanding of the self, which can facilitate changes and learning; and therefore, a more conscious professional development at an early stage.

Beattie (2000) demonstrates that narratives not only account for the learning process in teacher education, but also for teachers' identities, beliefs, and ideologies as part of teacher professional development (TPD henceforth). This study was about narrative accounts written by prospective teachers who presented how they have built their professional knowledge through inquiry. In the same way, Webster and Mertova (2007) stated that "people make sense of their lives according to the narratives available to them. Stories are constantly being restructured in the light of new events, because stories do not exist in a vacuum but are shaped by life long personal and community narratives" (p.2). In this sense, narratives were the primordial source that helped us understand the way student-teachers construct their identities as future EFL teachers.

3.3 Stage

The research study took place at a public university in Tunja, Colombia, in the Modern Language program. This program is unique in that it focuses on educating future teachers. The Modern Language program emphasizes the necessity of educating well-rounded, professional foreign language educators with a broad vision in pedagogy, research, and strong communicative skills.

Likewise, first semester students are immersed in a process of acquiring theoretical bases to put into practice in later semesters. In this undergraduate program, student-teachers are expected to contribute as agents of change and innovation in the schools where they carry out their teaching experiences.In order to graduate, students must also complete the ten-semester Modern Language program. In their eighth semester, they start their teaching practices at school. We chose eighth-semester students because we wanted to focus on student-teachers' lived experiences during their first teaching practices. These student-teachers were selected because this research study is focused on student-teachers' identities as future teachers and their connection with student-centered approaches.

3.4 Social actors and actresses

Ten English language student-teachers in their eighth semester were the protagonists for this research study. Their ages are around 21 to 25 years. These student-teachers had gone through an academic process in which they had developed their linguistic and teaching skills prior to starting their teaching practice. The following table explains how the pedagogical component is generally integrated and carried out in the Modern Language program. Here, it is evident that student-teachers do not take any subjects related to pedagogy when they are in their first and sixth semester, correspondingly. In the first semester, student-teachers take courses which are more related to the linguistic component in order to strengthen their communicative skills in the target language. Similarly, when they are in sixth semester, they devote more time to the research component.Therefore, these semesters have been omitted in the table below.

SEMESTER	***COURSE***	***GENERAL CONTENT***	***PRACTICAL COMPONENT***
2nd	Pedagogical and Research Project I	Pedagogic contemporary trends	Observation at schools
3rd	Pedagogical and Research Project II	Educative policies and management	Observation at schools
4th	Pedagogical and Research Project III	Pedagogy, Curriculum, and Didactics	Observation at schools
5th	Pedagogical and Research Project IV	Pedagogy, its recipients and problems	Observation at schools
7th	English Didactics I	First and second acquisition theories, Teaching methods, Post-method Pedagogy	Observations of English classes at schools. Eight hours of assistanship

8th	English Didactics II	How to teach all language skills (speaking, listening, reading, and writing), research, and microteachings	Eight English teaching sessions at schools
9th	English Teaching practicum I	Class management in teaching practices, microteachings, research, and ICT	Up to eight English teaching lessons at schools
10th	Final Pedagogical and Research Practicum	Lesson planning and research	Teaching practicum at schools (the whole academic semester)

Table 1. Pedagogical component in the program of Modern Languages (Based on the Syllabus).

Thus, as part of the educational process, the participants took the Didactics II course, which mainly focuses on the practical teaching component as part of their first teaching experiences at schools. In this Didactics II course, student-teachers have eight teaching sessions at schools. It means that student-teachers visit schools in order to teach English according to previously assigned language content given by the homeroom teachers. Therefore, student-teachers also had to plan their lessons before teaching at the schools.

3.5 Ethical issues

Accounting for ethical issues in this research study, a consent letter was given to student-teachers at the very beginning of the process. In this letter, they were informed that there was no financial or academic compensation for participating in this study. The researcher could provide information about the status of the project when participants desired. The results of the research study could be used only to produce research reports, present the results of the research in academic events and/or compose scientific articles and/or books (See Appendix B).

Given that confidentiality is a vital aspect in this research study from the very beginning, they were kindly asked to assign themselves a pseudonym. Thus, personal names mentioned in this book are all pseudonyms. In the same way, all students of the course were the protagonists in this research study because all of them completed the whole research process as they provided the teacher-researchers with information across the two data collection procedures.

PSEUDONYM	*GENDER*	*AGE*
Lusiana	Female	22
Alisson	Female	23
Paquita	Female	24
Antonela	Female	23
Dragon	Male	25
Socrates	Male	24
Ortiz	Female	22
Prosecutor	Female	21
Mary	Female	24
Milu	Female	22

Table 2. Protagonists of the research study

3.6 Data Collection Procedures

Constructing and reporting insights regarding the future teachers' identity construction required the implementation of specific data collection procedures. Both non-observable written and oral data were gathered. The data were obtained through life stories (narratives) and individual in-depth interviews. In terms of written data, student-teachers wrote narratives during an academic semester. By doing so, they narrated and reflected on personal and professional experiences, therefore portraying the way they construct their identities as future teachers. Hence, written life stories accounted for introspective and narrative data that were framed within a reflective process. The guidelines to write their narratives were provided (See Appendix C).

Narratives are autobiographical accounts that can be told or written, heard or read. Thus, "people have stories in their minds, and these internalized and evolving narratives about their past, present, and imagined future provide people with a sense of meaning" (McAdams, 1985, p.1). It is not only about trying to define and describe who we are, but also understanding what each set of key moments in our life experiences means for us. Thereby, life stories help a person identify who she/he is in that moment and the person that she/he will become in the future, taking into consideration both dimensions: personal and social. Personal involves the meanings a person attributes to himself/herself, and the social encompasses the meanings that are attributed by others.

Written narratives helped us in finding issues related to the construction of meaningful teaching and learning experiences. These experiences could be part of the process of student-teachers' identities construction as future EFL teachers. In order to assure the quality and appropriateness of data, students were immersed in a training process that shared the guidelines in writing narratives. At the beginning, students wrote their first narrative within a piloting process. The purpose of using narratives was to make the way student-teachers construct their identities as future teachers visible.

We also established a dialogical agenda with the protagonists in this research story. Face-to-face interviews were used to back up the aspects of validity and reliability, therefore, expanding on data, enriching interpretation, and attributing meaning to reality. The in-depth interviews helped us expand on the information gathered in student-teachers' written narratives. According to Punch (2005), "it is a very good way of accessing people's perceptions, meanings, and definitions of situations and constructions of reality" (p.168). The purpose of these interviews was to expand on the same information that was found in the narratives as a way to gain deeper understanding. The questions for the in-depth interviews were delivered in Spanish (native language) in order to set a harmonic and natural environment that favored student-teachers' storytelling. The interviews were transcribed verbatim and indexed using the following codes: interview, pseudonym of the participant, and time.

The data collected from the interviews helped to profoundly understand the realities regarding the way student-teachers constructed their identities as future teachers. Data emerged from students' processes of introspection, sense-making, reflection, and prospection. In relation to reflection, student-teachers underwent a reflective process while writing their life stories in order to make sense of their identities. Reflection is a means for deepening understanding of reality (Bain, 1999). Similarly, it is a meaningful tool to empower student-teachers as future reflective teachers (Insuasty & Zambrano, 2010).

After gathering the information, it was organized, analyzed, and narrated. The following chapter presents the findings of this research study, which emerged from the analysis and understandingof data across the two data collection procedures.

CHAPTER 4
THE EYE OF THE NARRATIVES

The purpose of this chapter is to present the data analysis procedures we used once the data were collected. The core of this chapter focuses on the interpretation of the data collected, which aimed to answer the research question that we set at the beginning of this research study.

We used a narrative analysis given the need to comprehend the way student-teachers construct their identity and its relation with student-centered approaches. As the narratives were "lived" we explored what they told us. Thus, we were trying to understand human being phenomena through discourse. In this sense, we attempted to look for a deeper comprehension about the construction of their identity.

The analysis of narrative data in language learning and teaching focuses on several levels regarding content, form, context and thematic analysis (Pavlenko, 2007). Hence, narrative research literature suggests that analysis should not only focus on content, but also on the "forms of telling about experience, not simply the content to which language refers to" (Riessman, 1993, p.2). Regarding content, we refer to the events happening in student-teachers' stories. According to Bruner (2006), events constitute the "landscape of action on which events unfold" (p.133).

In this research story, we tried to bring together a focus on content, form, and context to analyze narratives. This approach has been used, to varying degrees, in narrative research focused particularly on teacher's identity (Kramsch & Lam, 1999; Tsui, 2007). Then, narrative research helps in displaying identities as "much of research on personal narratives focuses on the bigger narratives we tell about ourselves, the stories about our lives

that we have reflected on and present as the polished accounts of who we are" (Watson, 2007, p. 372), and the meaning we make out of those realities presented.

In such a way, we initially read the narratives, then tried to understand and summarize them in a phrase. Later on, we read the narratives again paying close attention to the specific words used to narrate the stories. Moreover, we constructed a dialogue with the participants in order to co-construct understanding. Those initial phrases and the specific words used in the narrations, as well as the themes in the co-constructed dialogue were linked to theoretical constructs about identity. Finally, we wrote reflexive and interpretative paragraphs that aimed at answering the initial research question.

In this sense, the steps used to analyze our data can be summarized as follows:

» Thematic analysis: In this step, we focused on the content of each life story. We wanted to understand what was said. Thus, we found common thematic elements.

» Structural analysis: In this analysis, we focused on those words that were used by the protagonists to tell their stories.

» Interactional analysis: Here we focused on the interaction between the teller and the listener. In other words, we paid attention to the context of the setting. We also constructed a dialogue with the participants using an individual in-depth interview based on the most outstanding themes. Thus, identities come into existence when storytellers' engagement emerges (Bamberg, 2004).

» Performative analysis: This analysis helped us to look at body language, what protagonists said with their body, their movements, etc. The former aspects set up the "interactional means employed for getting the story accomplished" (Bamberg, 2004, p. 137).

CRITICAL STATEMENTS	*KEY WORDS*	*CONTEXT*
I concluded that I am concerned with understanding my students, as they are the real foundation, the basis, the main characters in the educational process.	Students as main characters	school
When I sit down to have a coffee, I think of my teaching experiences, of my students, of the context.	Teaching experiences	home
I noticed that when the class is planned based on students' needs, they have the chance to learn by doing and find out some answers on their own.	Students' needs	school
I am glad to hear about the student-centered approach. It has been complex for me to implement it, but this method is the opposite to the traditional method.	This method is the opposite to the traditional method	school
Today I encouraged my students not only to learn English, but also to grow as human beings.	Growing as human beings	school

*Table 3.*Procedures in data analysis

CHAPTER 5
WHAT STORIES NARRATE

The following lines interpret the main critical factors underpinning the dynamic process of the construction of identities of EFL student-teachers as future teachers and the connection with student-centered approaches to EFL learning.

5.1 Thematic elements

At the end of the analysis the following thematic elements emerged. They were related to the main research question. We divided each of them into two subthemes as illustrated in the following table.

RESEARCH QUESTION	*GENERAL THEME*	*SPECIFIC SUB-THEMES*
What do student-teachers' narratives unveil about their identity construction as future teachers and its relation to student-centered approaches to EFL learning?	Theme 1 » Student-teachers' beliefs about student-centered approaches	Conceiving students as central agents in the teaching and learning processes
	Theme 2 » Student-teachers fluctuating from teacher-centered to student-centered approaches	Understanding the nature of barriers when implementing changes in education
		Reflecting upon daily teaching experiences
		Student-teachers' projected identities as future teachers

Table 4. General themes and specific subthemes.

5.2 Student-teachers' beliefs about student-centered approaches

We found that student-teachers were usually validating their beliefs and ideas about student-centered approaches. Student-teachers expressed optimism and positive perspectives about the importance of including students' interests, concerns, academic needs, learning styles, pacing, etc., in their lessons. Great importance was given to the students in the learning process, as they are the most crucial agents in meeting their academic and personal goals.

From the beginning, they showed a strong conviction towards the implementation of student-centered approaches. However, over time and after implementing teaching practices, they did not change their minds. Nonetheless, they identified, analyzed and understood the nature of a myriad of existing challenges and barriers when trying to implement a more student-centered approach in the teaching of English. The construction and reconstruction processes in student-teachers' beliefs display how their teacher identity is being formed and reformed based on their day-to-day experiences. With this in mind, "teacher identity is based on the core beliefs one has about teaching and being a teacher; beliefs that are continuously formed and informed through experience" (Walkington, 2005, p.54). From this assertion, student-teachers presented the core beliefs they had about EFL learning approaches as a way to identify and affiliate as future teachers.

Having said this, the way student-teachers think, what they expect to happen when they become EFL teachers, and the identification of challenges in the EFL classroom provide insights of the type of teacher they will be. Thus, student-teachers are on the path of constructing their identity as future teachers. Among several other aspects, student-teachers are highly concerned with giving students a relevant role in the teaching and learning process. Student-teachers perceive students as the agents who make learning happen, who construct knowledge, and who are in charge of the learning process. This means that the teacher stopped being the only source of information and the sole person who solved students' difficulties. When raising awareness of the crucial role students have in their own learning, "students are willing to learn, to explore and to look for their own solutions to any issues they might have, without (solely)relying on the teacher to solve all of their problems" (Bremner, 2017, p.15). In the following lines, we

describe the first subtheme that emerged in this research study. This section illustrates the perceptions student-teachers had about students.

5.2.1 Conceiving students as central agents in the teaching and learning processes

Alongside the undergraduate program focused on language teaching, student-teachers had the opportunity to go to schools to teach English for first the time. Understanding the different factors involved in student-teachers' teaching practices provides us with key defining characteristics of how they are likely to act as future language teachers. It also helps us to identify what student-teachers' priorities are, the aspects immersed in the decision-making process towards teaching, and the teacher's functional roles. In the following excerpt, we can say that many issues intertwine in the teaching practices.

> "In my English practices, I discovered the different strengths and weaknesses in my own methodologies and strategies, but at the same time, I concluded that I am concerned with understanding my students, as they are the real foundation, the basis, the main characters in the educational process". (Dragon, In-depth interview) [Sic]

By reading the lines above carefully, we can see how Dragon acknowledges that his teaching experiences were fruitful not only to gain understanding about the pedagogical aspect, but also about his students. He highlights the important conclusion that recognizes students as the principal characters in education. We can say that this student-teacher is convinced that giving students a crucial place in education is the most concerning matter. This is a concern that should be of interest not only for teachers, but also for the government and education policy-makers. If we accept that students are the most important characters, we (teachers, policy-makers, mentors, government) should provide them with better quality opportunities in education. Hence, this student-teacher is probably going to start making positive progress or change in education, using his beliefs as a catalyst.

Students are not the only ones who benefit from well-designed teaching practicesfor their academic needs. Teachers also benefit when they

follow the correct direction in education and deliver meaningful lessons. The excerpt below better illustrates what we have said.

> "When I sit down to have a coffee, I think of my teaching experiences, of my students, of the teaching context. My students are quite different, they have different attitudes, different expectations and distinct needs. When I teach, I can handle my boat to the right direction when I understand that students are not passive agents in the teaching and learning process, they are the reason by which education can change the world. They acquire knowledge to carry out a life's project and to define a position and an identity in the world. When I attempt to create a plan in my educational practices, I think first of my population. I don't refer to the names of my students or their codes, but I refer to their needs, context, previous knowledge, knowledge about the world where they live, and other things that go beyond the four walls of the classroom". (Dragon, In-depth interview) [Sic]

Through a careful line-by-line reading, it can be illustrated that to Dragon it is imperative to know who his students are in order to make teaching and learning decisions. In addition, he thinks about students' academic lives, their future personal and professional lives, the goals students have for their future, and the possible contributions he can make in the English class. By doing so, it is necessary to have teachers who truly care about their students on a personal dimension (feelings, emotions, needs). The ethics of teaching are the boundaries of the teacher's responsibilities, in which a teacher is considered as a person who cares deeply for his/her pupils' learning and well-being (Anspal, 2012).

> "In my teaching sessions, I feel like a curious baby-girl trying to question everything about my students, their different roles. They behaved differently according to the variety of topics covered in class. I felt very satisfied when my students took risks to express their ideas in English, even if they made some mistakes. On that day, I noticed that when the class is planned based on students' needs, they have the chance to learn by doing and find out some answers on their own. It is what the student-centered approaches are about. It is amazing". (Milu, Narrative # 5) [Sic]

In these lines, Milu also recounts the relevance of including students' needs in the teaching process in order to approach contextualized contents in the classroom. This common aspect mentioned by Milu and Dragon relates to what Nieto (2013) calls culturally responsive pedagogy. When accounting for a culturally responsive pedagogy, students' voices, cultural background, and their particular ways of learning, thinking, behaving and interacting become part of the classroom agenda (Nieto, 2013 as cited in Ramos, Aguirre & Torres 2018). In the same way, Lusiana mentions the importance she gives to students as relevant agents in education. Furthermore, she found that in her classes she provided students with spaces to develop autonomous and active learning, which is one of the principles of student-centered approaches. Lusiana's excerpt is described as follows:

> "When I refer to my experiences of pedagogical practice, I remember of my students, my main motivation in my profession because students are important individuals in the education. During the pedagogical practices most of the time I tried to give opportunities to all students to practice, to increase their motivation and develop autonomous procedures of thinking". (Lusiana, In-depth interview) [Sic]

When accounting for student-centered approaches to learning, there are two main perspectives. On the one hand, the economic perspective is mostly followed by its nature. On the other hand, the cognitive perspective encompasses the assumption that student-centered approaches are more likely to drive students to "increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes toward the subject being taught" (Felder and Brent, 1996, p. 43). The previous quote relates to what a student-teacher asserts about the implementation of student-centered approaches to learning. This is illustrated in the excerpt below.

> "After school, when I arrived at home, I felt tired, a little bit disappointed because my students were not highly motivated to learn English, but if we are to make changes in education, I need to start. I am glad to hear about the student-centered approach. It has been complex for me to implement it, but this method is the opposite to the traditional method because of the student centered approach is based on developing student autonomy and independence on the part of the student, and it emphasizes each student's abilities and learning styles, placing

> the teacher as a facilitator of learning for individuals rather than for the class as a whole while traditional method only looks for giving information". (Lusiana, Narrative # 6) [Sic]

Lusiana continues emphasizing that a change in education is necessary. Such a change has to deal with the movement from teacher-centered to student-centered approaches to learning. Hence, a change or transformation in beliefs and actions is required as stated by Fullan (2007). Thus, this student-teacher highlights that the movement from teacher-centered towards student-centered approaches is needed in our context in order to have a shift in teachers and students' roles. Similarly, this is one of the most prominent changes in the educational contexts all over the world (Schweisfurth, 2013; Elkind, 2004).

If we are to accept such a change, a deep understanding of one's role in education must mandatorily be clear. Also, the dynamics of the teaching and learning processes might change because students assume the responsibility of their own learning as well as teachers' functions should be transformed as stated by Bremner (2017):

> The students are aware that it is, to a great extent, their own responsibility to work and to learn. Because of this, the role of the teacher begins to change from merely an "instructor" of knowledge to a "facilitator" of students' learning. (p.15)

In this way, there is a common perspective in perceiving students as relevant actors in the classroom, who are responsible of their learning. Moreover, a change in beliefs and actions is needed from students as well as from teachers in order to ideally have more student-centered classrooms as stated in the following two excerpts.

> "Today I encouraged my students not only to learn English, but also to grow as human beings. I found out that using the student centered model we as teachers are giving them the real relevance that they have in the classroom, so they are at the Centre of the educational system, because many times we do not let that students express their ideas, thoughts, feelings and knowledge because we still tend to believe that teachers only can do so in the classroom". (Alisson, Narrative # 1) [Sic]

> "Some days ago I got interested and inspired with the student-centered approaches. Sometimes I thought managed everything related to such approach, but while planning my lessons, I felt blurred and worried. I made my best effort to be focused on student centered approach at the moment of planning a lesson and I kept in mind the importance of allowing the individual and autonomous learning process in students. I took into account students' features, perspectives, previous experiences, talents, interests, abilities and needs". (Ortiz, In-depth interview) [Sic]

There are some optimistic beliefs in the attempt to implement student-centered perspectives. However, there is also a large number of barriers and difficulties found throughout the development of such processes as described in the second subtheme.

5.2.2 Understanding the nature of barriers when implementing changes in education

In this subtheme we describe why implementing changes in education is not easy to do because there are always obstacles and difficulties that impede meeting the proposed teaching and learning goals. When student-teachers had the opportunity to teach English at schools they went through an informing and re-informing process regarding their previous beliefs about student-centered approaches. The re-informing process happened because student-teachers identified some contextual constraints which prevented them from implementing a student-centered approach to learning. Furthermore, student-teachers gained a better understanding of the teaching panorama at some schools. The following excerpt illustrates some concerns student-teachers had.

> "Yesterday I talked with the students about their pessimistic attitudes and I told them that they were free to do whatever they wanted. So I told them that if they developed the exercises well, I would not leave homework. The students seemed to be committed and decided to have a better attitude for the class. I realized that students are used to receiving grades for their work". (Socrates, Narrative # 3) [Sic]

By reading and analyzing in detail the lines above, we can see how Socrates noticed that his students had no interest in the class, so he decided

to change the dynamics of the learning process by providing an incentive. This was a strategy used to observe student-teachers' response to change. In the case of Socrates' class, there was a change in the attitude of the students. The absence of change also depends on the teacher's discourse and the situations lived in the classroom. Thus, teaching is about making spontaneous decisions based on the context. There was a common constraint related to the lack of motivation from students as discussed by Ramírez (2013), de Segovia and Hardison (2009). From this, it was understood that students were not sufficiently aware that the nature of learning was not simply a result, but rather a process. This is why they asked for grades for every single activity, which can be reflected in the following excerpts:

> "My dear students were used to receiving grades for every single activity. When said the activities were not going to be marked, they seemed demotivated, I do not know why. I told them that learning and teaching is not only about assigning grades. After that, I perceived some behavioral changes in students and the started to enjoy the activities". (Prosecutor, Narrative # 5) [Sic]

> "At the end of the class, I picked up the assignment of the previous class, but most of the students did not do it. With this, I could understand that when I am flexible and do not use authority over the students, they do not efficiently develop the educational process, that is, they do not learn. I am very concerned with this; it is likely to be culturally driven". (Socrates, Narrative # 4) [Sic]

From the lines above, we can deduce that students' beliefs and practices need to be changed because the way students perceive the learning process does not allow the implementation of student-centered approaches. Students expected the teacher to push them to move forward, but they do not take any initiative. This is just one of many potential obstacles in the classroom. Hence, student-teachers make decisions on a daily basis according to the particularities of each given context, sometimes to make changes and other times just to adapt themselves to the teaching contexts.

> "Embarking on the path of teaching is a curious, funny and worrying issue. I do not really understand everything teaching entails. My students express they are bored of learning English in the same way, but they liked this way because they do not cooperate in having student-centered activities. As a matter of

> fact, a student told me that he was accustomed to his previous teacher's norms. I have a huge work to do". (Socrates, In-depth interview)

Through teaching experiences student-teachers started to interpret and re-interpret attitudes and habits from students. This constantly changing interpretation provided student-teachers with different interpretations about the current situation of education at schools. Student-teachers discovered the influence of functional teacher roles in students' attitudes and habit formation in learning. Such constituents are part of the factors involved in the identification or disaffiliation process in teacher identity construction, so "changed thinking and attitudes about teacher education roles are closely related to the thinking and attitudes that the pre-service teacher develops" (Walkington, 2005, p.54). The factors shaping the way student-teachers think about education and their teaching practices largely depends on the dissonance existing amongst teacher educators and the in-school mentors where student-teachers started taking part in the learning process.

In the initial teaching process student-teachers were involved in the supporting mentoring process seemed like a logical requirement. However, there is a notion that every teacher is a unique person who has original methodologies and approaches to teaching based on his/her own personal teacher identity, which makes the classrooms look different from one teacher to another (Walkington, 2005). In such a way, student-teachers need to take initiatives in the language classroom in order to make changes in their own attitudes, beliefs, and actions. They cannot confine themselves to what the mentor or homeroom teachers have done, but they need to go forward by means of implementing changes based on their own student-teachers' beliefs, feelings, attitudes, and thinking towards education.

> "Every day I learn many things about teaching and student-centered approaches. Student-centered approaches should be the ones to be adopted in the Colombian classrooms; however, this approach requires teachers to be provided with the enough resources and equipment, due to it is necessary that students could have different sources from they can learn, not only from the teacher if we talk about the importance of listening and where they can practice and produce English". (Paquita, Narrative # 3) [Sic]

Paquita asserts that student-centered approaches are the ideal ones to be implemented in the EFL classrooms. However, the lack of available resources and proper equipment is a constraint hindering student-teachers from doing so. This is not a constraint happening only in the Colombian classroom, but it also occurs in other countries such as Mexico (Mendoza & Puón, 2013), Bangladesh (Obaidul, 2010), China (Dello-Iacovo, 2009), and Turkey (Haser & Star, 2009). All these authors share the common notion that the lack of learning resources is a concerning issue in the attempt to follow more student-centered approaches in EFL classrooms.

> "At the school where I teach English, I do not have the conditions or appropriate resources to facilitate the implementation of student-centered approaches, it is frustrating. I have tried to bring into the classroom more communicative activities, but the large-size class impedes the development. I think it is a general situation for teachers in Colombia. Student-centered approach is what is supposed to be followed in the classroom but nothing of that is happening; the journey for executing this way of teaching is still long but with disposition of teachers and learners in the process, this approach could be a true story in our classrooms". (Mary, In-depth interview) [Sic]

> "I have undergone a complex, sometimes disappointing, but pleasing experience. Giving students the responsibility they should assume is a challenge in the field of education. It is necessary to get out of the habit of being the teacher who does everything and rules all classes because the learners also know their own kills, their strengths and weaknesses and their learning styles". (Antonela, Narrative # 1) [Sic]

Despite having a large number of contextual constraints in the teaching and learning processes, there is still a bit of optimism in continuing to make an effort to get out of the habitual roles of teachers and students. Therefore, education, especially the teaching of languages, is going through a crucial period when new generations of teachers really want to make a change; a change in their attitudes, roles, perceptions, and habits. All in all, it is a positive initiative towards educational reforms. Student-teachers not only identified the main reasons why implementing student-centered approaches has been difficult, but also the constraints preventing educational actors from doing so. This relates to Fullan's (2007) words when he points out that:

> Understanding why most attempts at educational reform fail goes far beyond the identification of specific technical problems such as lack of good materials, ineffective professional development, or minimal administrative support. In more fundamental terms, educational change fails partly because of the assumptions of planners, and partly because solving substantial problems is an inherently complex business. (p. 96)

With the aforementioned aspects in mind, we can say that trying to make a change in education is not a straightforward process, as many people and social actors need to be involved. However, wanting to change some aspects in education is a crucial starting point. If student-teachers are aware of such needed changes from their very first teaching practices, the future of education will be more compromising and hopeful. The following lines better describe what has been said.

> "I had to search for ways of teaching in which students engage in the education. I think that this learning has been lost on both sides the disinterest of the students is becoming more noticeable and how I as a teacher sometimes do not pay attention to this problematic situation because my students give much importance to grades rather than learning". (Milu, Narrative # 1) [Sic]

> "Based on my little experience in teaching, I changed my way of explaining topics because I used to do it explicitly and I did not allow students to develop some activities by themselves; I consider this was a mistake because I know that students are able to develop the activities proposed, sometimes, the only thing that they need is motivation and a good implicit explanation, but it is not necessary to explain everything in a traditional and boring way". (Paquita, in-depth interview) [Sic]

Understanding the main difficulties, challenges, barriers and constraints of applying student-centered approaches in the classroom is a positive step forward, one which has already been taken by student-teachers in their different EFL teaching environments. Nonetheless, just understanding is not enough if actions are not taken. The following topic describes the factors involved in student-teachers' real teaching practices, and how they are connected with student-centered approaches. This is because making decisions based on real teaching situations entails a situated, reflective perspective.

5.3 Student-teachers fluctuating from teacher-centered to student-centered approaches

This second topic shows how the teaching experiences helped student-teachers identify themselves as future teachers and reflect upon emerging factors in EFL classes. This reflective process is essentially framed within understanding and implementing student-centered approaches to learning. Throughout their daily teaching practices, student-teachers followed teacher-centered and student-centered approaches, which in Fullan's (2007) opinion is "hybrid teaching". According to the factors student-teachers faced in the classroom, they moved from teacher-centered to student-centered approaches and viceversa.

Furthermore, student-teachers experienced a series of emotions, feelings, concerns, and worries, which emerged from the teaching process. These sensations happened daily and were pillars in the construction and re-construction of student-teachers' identity as future teachers. In such a way, student-teachers reflected upon their teaching practices and, based on that and some other factors, they projected their roleas future. The upcoming lines describe the main issues involved in the reflective process student-teachers conducted.

5.3.1 Reflecting upon daily teaching experiences

The name of this subtopic is due to the reflective practices student-teachers made upon their daily teaching experiences. Such reflections provided them with situated insights of what happened in the classroom in relation to student-centered approaches. Reflecting is a relevant and unavoidable process teachers go through because it is an inherent task of teaching. Alongside reflective practices, teachers analyze, evaluate, think, re-think, and make decisions about pedagogical, didactical and dimensions of content-matter. In this sense, student-teachers embarked on the path of reflection from their very first teaching practices.

> "In this first class, I felt so nervous because I did not know how to begin the class and how to talk to them, and the students did not pay attention to me and did not do the assignments in the correct way because they could not understand the topic because they were playing, laughing and disturbing the class". (Alisson, Narrative # 1) [Sic]

When delving into teacher identity, the role of positive and negative emotions based on experiences in the socio-cultural, historical, and institutional context help individuals construct and re-construct their teacher selves (Zembylas, 2003). There is a strong connection between emotions and teacher identity because student-teachers make sense of what they feel, live, and experience. Based on that, they form and reform their previous, current, and future beliefs about teaching. The way student-teachers think about their future profession can define what they want and expect as future teachers. This provides insights about who they might become as future EFL teachers. Every single teaching experience is an essential element in student-teachers' self-transformation and development.

> "When I started my teaching experiences, I was feeling stronger, and then, in my personal case, I knew it was what I wanted to do because there is nothing more satisfying than witnessing that there is a person who is grateful to you. It is rewarding when you know there is a person who received your help, somebody who learned something from you, and who developed autonomously. From that, I was convinced of becoming a teacher and I would like to teach through music". (Socrates, In-depth Interview)

Throughout the development of teaching sessions, Socrates makes sense of his lived teaching experiences. In other words, meanings are attached to his teaching sessions on a daily basis, which helps him become stronger as a teacher and strengthen his convincement that his choice of profession was the right one. Given that "language teacher identities are constantly evolving and are developed through pedagogicalpractice" (Barkhuizen, 2017, p.9), Socrates' identities as a future teacher are constructed each day through the interactions and negotiations that take place in the classroom. At the same time, these identities become part of his "self-image as a teacher". Equally as important, he feels a certain satisfaction of being a student-teacher when he is acknowledged as a language teacher by his students. Thus, he reiterates confidence in his choice of profession.

> "It was the first time that I was going to teach a class. Obviously, I knew that the conditions in rural schools are not the same than in urban ones. However, I got confused and surprised about how those little kids study. It is about neither building nor teachers. It is about how those children can walk like an

> hour to arrive at school. Also, they did have neither garments nor tools to attend the school". (Ortiz, Narrative#1) [Sic]

This narrative shows how Ortiz understands that rural schools greatly differ from urban ones. Nevertheless, the actual teaching experience astonishes her because it goes beyond her previous background and understanding. It is something she did not expect to witness. The impression she had was related to her students' effort arriving to school and the scarcity of available resources they have for learning. These statements are expanded through Barkhuizen's (2017) assertion,

> teachers will inevitably face challenges to their identities, contradictions between their ideal concept and the concrete realities that shape and embody their everyday teaching worlds, teacher educators need to maximize opportunities for beginning teachers to anticipate these inevitable tensions and design instructional activities for located teaching contexts that address both claimed and positioned identities appropriate for those contexts. **(**p. 153)

Particular attention has been paid to teaching experiences as a way to better explore and understand education in its situated context, though there are other ways to understand teaching practices. Teaching experiences have also served as motives for student-teachers to reassert their decisions in becoming future EFL teachers.

> "I had a friend who was at risk academically, and one day in the café, she asked me to explain to her a topic, so she realized that my way of explaining was understandable to her. Then, I started to convince myself that I was going on the right way and that my work as a teacher can be effective in the future". (Interview, Prosecutor, Narrative # 2) [Sic]

By analyzing these lines, Prosecutor narrates her experience in explaining a topic. The explanation has a relevant place here because it is one of many components of teaching, which can be managed from a two-fold perspective: explicit or implicit. This initial experience in explaining a topic lets her discover that she has made the correct decision in choosing to be a teacher, as she makes a clear connection between being a teacher and the responsibilities that it entails. Accordingly, being a language teacher

means a mixture of past and anticipated future experiences that deserve to be told through a narrated process (Block 2011, as cited in Barkhuizen 2017). In line with past experiences, Prosecutor discovered teaching as a meaningful endeavor in her profession. In relation to anticipated aspects, she had an optimistic perspective towards her profession as she expects to be an efficient future English language teacher. Thus, it appears that she is making sense of those life experiences, and she is constructing her "self" as a teacher by describing the type of language teacher she imagines being (Tsui, 2007).

> "I get in surprise every single day. I am in favor of changing in education, but it has really been arduous to me. Today students had to pay all their attention to me, my explanations and orders. I did it in that way because they did not participate actively during the class because of the mess inside the classroom and the noise of the other students out of the classroom". (Alisson, Narrative # 1) [Sic]

Alisson expresses that her class probably followed a teacher-centered approach due to behavioral issues. Students were not committed enough in class and did not actively participate. Although student-teachers were concerned with implementing student-centered approaches,it is meaningful for them to reflect upon the factors that allowed or impeded such implementation. Thus, it is worth highlighting that student-teachers were able to engage in a reflective process once they started teaching. As Walkington (2005) asserts, "reflection on one's own perceptions, beliefs, experiences and practices is core activity for all teachers-pre-service and in-service, in schools and universities" (p.59). From this perspective, both teachers and students must constantly reflect upon their roles, what they do every day, and the possible ways in which they can improve their teaching or learning (Bremner, 2017).

> "In this opportunity, I felt a little bit more convinced in making some changes in my strategies and methodology. Last Monday's was something motivated me and gave a different perspective because in that class I had more interaction with my students. Also, students could work or do the activities in a collaborative way with the other partners, interchanging information and correcting mistakes among them". (Lusiana, Narrative # 2) [Sic]
>
> "my class was focused on students, their needs, likes, they were able to participate and they felt comfortable, confident

> and there was something important to stick out that they participate and there was no problem if they made mistakes, the hole group was joined and they helped each other creating sentences, developing the activities, and was something rewarding for students and me". (Ortiz, Narrative # 2) [Sic]

In contrast to the previous excerpt, student-teachers were able to follow some principles of a student-centered approach in their classes. That is why, they emphasized students' interaction and collaborative work. This relates to the fact that in a more student-centered approach, students actively participate in class (Bremner, 2017). Recalling teaching sessions helps student-teachers attach meaning to their role as a teacher and the functions they will carry out as future teachers. By recalling teaching sessions, student-teachers also display how they start to construct their teacher identities.

> "My students were the main agents of knowledge and interaction inside the classroom, it was very nice because it is very important that in some occasions the students are the builders of their own knowledge and English educational process and do not let all the work to the teachers". (Alisson, Narrative # 3) [Sic]

Once student-teachers had the possibility to implement some tenets of student-centered approaches, they realized it was a worthwhile experience to encourage students to construct knowledge, take risks, participate, and negotiate meaning, just to name a few. When learners are builders of their own knowledge, the possibilities for them to identify real-world applications increases. They also retain information, which might be of use in their lives (Bremner, 2017).

> "I was very anxious preparing my class. Last night, I was watching TV and thinking of my class at the same time. Lately, this is a topic that has become part of mi life. It was the day to teach. I did my best. Al the end, it was fifty- fifty. At the beginning they could participate and ask for explanations and directions about the topic and the activities, and in the same time, they worked together in order to create a fantastic story, but the class was not extremely focused on students". (Milu, Narrative # 6) [Sic]

In reading this excerpt, we can say that student-teachers implement a hybrid teaching approach. It is well-known that moving "from teacher-centered to a more student-centered approach is a complex phenomenon" (Bremner, 2017, p.7). From this, student-teachers have made significant progress, as most classrooms have remained completely teacher-centered. Describing, telling and reflecting upon teaching practices and experiences help student-teachers shape their professional identity (Izadinia, 2013).

> "A mixture of feelings. Do I really want this to my life? I love teaching, it is a truth, but sometimes everything seems confusing to me. I always try to understand my students, but sixth graders are really earthquakes! Students were very unbearable and undisciplined because the titular teacher could not attend to this class for a medical appointment and for this reason they did not pay attention to my explanations and instructions, and they did not stop laughing and talking. No doubt this was the worst class for me because of the mess into the classroom and they did not let to develop the class in a correct form". (Paquita, Narrative # 8) [Sic]

In the narrative above, the student-teacher tells us her deep-feelings on that day at school. Emotions, regrets, decisions, and conclusions constitute Paquita's teaching dynamics at school. This type of feelings makes part of the agenda of a human being, as sometimes issues go well, some other they do not. In teaching, these issues are everyday's bread. Classroom practices, beliefs, daily life experiences, feelings, and emotions are all correlated aspects in the construction of teacher identities. This student-teacher realized that she could not manage the class without the mentoring teacher at school, which portrays a lack of independence in completing her tasks.

> "Over time I see the endless list of aspects in the nature of teaching. Time constraints, spontaneous-decisions, etc. For instance, I did not write too much last week, I focused on lesson planning. Last week, I used a poster that had some pictures which represented some international festivals and behind the pictures there were some words. The students, in groups, had to create some sentences using that words. It was another problem because the students just talked and talked but they did not want to do anything, only some students did a few sentences, so I had to move to other activities". (Prosecutor, Narrative # 7) [Sic]

Spontaneous decision-making initiatives are required because sometimes student-teachers are able to write well-structured lesson plans, but they do not know what to do in real teaching contexts (Walkington, 2005). One way in which student-teachers construct a strong sense of teacher identity as pre-and in-service teachers is by taking risks in decision-making processes. These decisions are based on their core beliefs about their teaching role. For instance, a spontaneous decision to continue developing a specific activity displays the student-teacher's capability to respond to specific teaching situations and challenges in the EFL classroom. Hence, student-teachers move back and forth from teacher-centered to student-centered approaches, which was part of their identity construction process as future teachers. The excerpts below represent the perceived or projected image student-teachers have toward their future professional lives.

5.3.2 Constructing student-teachers' projected identities as future teachers

Student-teachers have reflected upon their teaching practices and shared their beliefs towards student-centered approaches. In doing so, they have kept in mind those positive and essential aspects in education that allow them to imagine themselves as future teachers. They think of becoming the ideal EFL teacher who responds to the context's needs. Student-teachers construct their imagined self-image as teachers, while perceiving students as the most important actors deserving the best education.

> "I felt very well and I realized that this is a very beautiful and hard work because every student has a different learning process. As future teacher I have a very big challenge because students need to learn English in a pleasant and durable way". (Socrates, Narrative # 2) [Sic]

By carefully reading the excerpt above, Socrates expresses that he had a gratifyingly nice teaching experience, but he also recognizes that teaching is a complex phenomenon. Moreover, he points out some goals and challenges he has as a future teacher. In other words, the student-teacher connected with the endeavor of teaching, so he was pleased with his first teaching phase. Based on this, teachers' professional identities are connected with significant others and situations they encounter within the learning process and profession (Goodson & Cole, 1994). In this case, being able to teach was a critical event that shaped his identity as a future teacher.

> "Through history, teachers have had to face many changes and challenges which have built their own profession. I will be a teacher, which is a fact, an important goal for me. In my academic process, I have been aware of the different responsibilities that my profession implies and in those terms, I noticed the importance of teacher's role inside classroom". (Dragon, In-depth interview)

Here, Dragon remarks on the reformations teachers have lived throughout history, which have been factors in helping them construct an identification as teachers. It seems that there are some common features attributed to this specific career. He is also convinced of becoming a teacher, which for him means accomplishing some personal and professional goals. Such a trustworthy decision depicts self-esteem and job-motivation as interrelated components in identity construction (Hong,2010). Along the same line, student-teachers' outlooks are compromising.One can suggest that they are going to be committed and responsible professionals, who love what they do, and who will reflect this in their daily teaching practices. Having confidence in his role as a teacher is another concern of this student-teacher. A similar perception about having vocation and empathy towards the profession is shared by Ortiz in the upcoming lines.

> "It is important to know this profession of being teacher is not easy, it is about loving what we do, because there is no way to be engaged in this process if there is not a connection". (Ortiz, Narrative # 2) [Sic]

Regarding the sense of teaching as a vocation, Ortiz clearly asserts that teaching is a complex endeavor that requires a positive outlook on the profession. She also declares that a core aspect in becoming engaged as a teacher involves loving what you do. In addition to this characteristic, wanting to serve the educational community is another trait of having a vocation for teaching.

> "We as future teachers and teachers in formation should know about this approach and adopt it in our classes to have better experiences in our teaching practices. I think this approach could be useful for the teachers and also for students because it is more focused on the student learning process and how a student can learn in different ways not only through traditional methods but also through the design of the course or the

> content about what they really want to learn". (Alisson, In-depth interview)

Alisson imagines her future teaching practices based on student-centered approaches. Therefore, she invites pre and in-service teachers to engage in the process of understanding the advantages in implementing these types of approaches, which favor students' learning styles and autonomy.

> "For me like future teacher it's important that the student has learner autonomy and also the teacher needs to give clear basis according with their learning and exist a reflexive approach between the teaching process and the learning process". (Antonela, Narrative # 1) [Sic]

> "In the future I would like to apply this 'student-centered approach' in my classroom because is important that we renovate the ancestral education and we like younger teachers have the opportunity to reestablish this type of learning". (Mary, In-depth interview) [Sic]

Research suggests that teachers' "self-image", the ways teachers view themselves as professionals, is crucial when determining how well they do as teachers, their expectations about the profession, and the way they feel as teachers in the classroom (Hong, 2010). In this respect, Antonela and Mary share their imagined or projected self-image as future teachers. They state beliefs in relation to possible changes in teaching methodology and implementation of reflective practices in order to transform education.

> "As a future teacher I would like to mix both approaches in order to create a better understanding, dynamic with rules and with creativity from students and making a good environment". (Prosecutor, Narrative # 3) [Sic]

> "Another relevant and hard part of being teacher is to think of students as the central part. Therefore, because some teachers plan their classes without taking into account their students interests and needs. And that is what we as future teachers must change because we should look for our students achieve the goals proposed for each lesson. We as future teachers must teach English differently to how it has been taught last years. I mean not to teach grammar, rules, and structures". (Paquita, Narrative #7) [Sic]

By reading and analyzing the excerpt above, we can see that Paquita includes herself in the description of teachers who follow student-centered approaches in their teaching processes. Moreover, she projects a self-image in the future and provides some qualities of "who" she would like to become as a future teacher. When "envisioning entering the profession of teaching, the students would emphasize the social nature of learning English in contrast to their past experiences as learners of the language" (Barkhuizen, 2017, p. 5). Through these narratives, we can conclude that the student-teachers show a willingness to shift towards using student-centered approaches, and ultimately changing the educational system.

CHAPTER 6
HOW THE STORIES GO ON

The research question that guided this qualitative narrative study was: What do student-teachers' narratives unveil about the construction of their identities as future EFL teachers and its relation to student-centered approaches in EFL learning? With the research question in mind, the findings suggest a myriad of elements as part of the consolidation of an answer, and which were discussed in the previous chapter. First, the narratives revealed central factors immersed in the dynamic process of student-teachers' identities construction. The construction of student-teachers' identities implies a multi-faceted process that encompassed both academic and personal experiences. Hence, experiences involved factors within these two main dimensions: understanding and implementation of student-centered approaches to learning.

Student-teachers' prior teaching experiences comprised a dynamic and shifting process in which harmonic and complex momentums were lived. In this way, teachers perceived students as significant agents in education who deserve a contextualized learning process. In doing so, student-teachers understood that establishing a dialogical agenda with students was necessary in order to know their interests, academic needs, concerns, among others. Thus, student-teachers went through a day-to-day, dynamic process in which they comprehended limitations and challenges found in education, especially when trying to implement changes.

In this respect, real teaching experiences helped student-teachers either increase or decrease their motivation to implement student-centered approaches to EFL learning. However, most student-teachers had strong positive beliefs towards student-centered approaches and their profession *per se,* as they were committed to becoming teachers. Then, they

considered every teaching session as an opportunity to grow personally and professionally. Besides that, they became more aware of the inequalities, disparities, barriers and challenges when moving from teacher-centered to more student-centered approaches. Raising awareness changed future EFL teachers' vision of education and encouraged them to re-think their roles as future teachers.

The relevance of reflection was displayed through a process that entailed recalling, thinking and re-thinking teaching experiences. Hence, reflection played an essential role in problematizing phenomena within and outside the teaching context. The student-teachers deeply analyzed the pros and cons of implementing activities where students could construct knowledge. Therefore, student-teachers imagined themselves as language teachers who care about their pupils' learning process and personal dimensions. In addition to this, they preferred assigning imagined meanings to themselves in the future, rather than talking about "who they were" at that moment.

In addition, the student-teachers considered their teaching practices and reflection on their connections with student-centered approaches when constructing their identities. They constructed, de-constructed, and re-constructed their projected identities according to the experiences they live every day.They emphasized the fact that a teacher is characterized by his/her commitment in growing personally and professionally as educators, as well as including students' needs in the teaching process.

In sum, some critical elements that help student-teachers construct their identities as future teachers are their beliefs towards student-centered approaches, perceptions about students in today's society, their understanding of challenges and barriers in teaching and learning, and their own projection towards the future based on prior experiences and reflection. It is to say that the critical factors in student-teachers' identity construction fluctuated between implementing teacher-centered or student-centered approaches as future teachers. In the end, a hybrid teaching approach was stated to be the most likely to be implemented in their future teaching practices.

6.1 What is in our surroundings

We have had the great privilege of working with student-teachers and pre-service teachers for many years as mentors, teachers and friends, and we are always inspired by those who keep enthusiasm and commitment to their subject matter, and, of course, their students. But given the conditions in the teaching practicum, many of them continue perpetuating the way they were taught or they abandon their career. We are saddened by those who stay still or the ones who leave because many of them were talented student-teachers, and it makes us wonder what we can do, as educators, to help those students remain and become transformative teachers. Narratives proved to be a good opportunity to listen to those invisible voices that need to be heard and thus, start comprehending the realities that these student-teachers live while they are immersed in their first teaching experience.

We used narratives because student-teachers' voices are usually missing from current conversations about education. We wanted those voices to be heard. Wink (2000) claims that our voices express who we are, what we believe in, and what we have lived and experienced. We knew there were many stories student- teachers were eager to share and we wanted to listen to them. We found those stories were a space for resistance and reflection. Maimon (2009) suggests that "small stories from classrooms are emblems of resistance" (p.217).

Not only did we wanted to listen to those student-teachers' stories, but also we learned the power those narratives had. We actively heard those voices. It meant those stories transformed our capability of a much better understanding of their realities. By hearing their stories, we were seeing and perceiving what we could not witnessed with our own eyes. Those student-teachers´ have developed sensibility for their students´ and context and this is something that cannot be perceived just being a first and direct observer. Now those student-teachers have a story to tell and a reality to transform. It means they want to be an active part of the story because they do not want to perpetuate an unfinished educational system.

Narratives were also a way to reflect on student-teachers' practices of everyday life. It is to say, they were able to reflect on their lived experiences and make meaning on them based on the pre-reflective experience of recovering critical moments during their first teaching experience. In such a

way, we were able to deeply comprehend their reality. We were also given the opportunity to touch and to be touched by that reality. In this sense, superficial understandings were avoided and real comprehensions took place.

While sharing their experiences, student-teachers could analyze the complexities of their classrooms. As such, those school experiences lived by them were a formative reality for their growth, learning and transformative becoming (VanManen, 1991). Sudent- teachers started to develop the active and reflective sensitivity to comprehend particular situations.

6.2 What future brings and what limited students' voices

If narratives are to be seen as "emblems of resistance" that can provide us a different way of understanding in-service teachers voices, more research studies should focus on these stories not only as a way of reflecting upon educative issues but as a way to resist to current educative conditions. Narratives are an effective, close –up way of gaining a personal perspective. Student- teachers had the chance to talk about what was important to them and why. However, it would be interesting to comprehend the experiences of those people with whom a student-teacher interacts every day (students, partners, parents, etc.) because they might describe them from a different perspective.

Narratives and the way they are conducted are also subjective. Although they helped us to understand the reality of these student-teachers, most probably these social actors were limited by what we wanted to disclose. Future studies can consider the possibility of listening to the voices of the social actors about what those stories and life experiences they also want to make visible.

We acknowledge the fact that student-teachers were remarkably honest. Nevertheless, we also understand that no one wants everybody to know everything. Thus, it is probable that student-teachers omitted some embarrassing experiences they had lived. In future opportunities it would be advisable to listen to student-teachers' voices during a longer period of time so that those unseen situations can become visible.

All in all, this narrative study helped us understand that diverse human experiences can be explored using different methodologies. Narratives can guide us to investigate social phenomena that might, in turn, contribute the process of human understanding.

As Gadamer states (2002) "it is not the word what we can see: It is the universe what we try to comprehend"[2] (p. 68). So it is inside these narratives what we see and perceive about our educational system. By hearing these narratives, we try to comprehend all the school context surroundings and the student-teachers´ realities. In fact, these student-teachers are the ones who can help to transform and improve our educational system.

We also learned that hearing is inherent to language teachers. It is an essential element to promote dialogue and understanding. Gadamer (2002) points out that "hearing has to do with the universe of language[3]" (p. 68). Consequently, language teachers need to be opened to hear all stories and narratives in order to comprehend the others, the world, the school contexts, students and other teachers as well. In this way hearing is articulated to comprehending.

We believe we are not far from the future in terms of listening student-teachers voices. On the one hand, those narratives are already there, those stories are woven every day, in every school, with every single teacher and every student. In other words, those narratives are alive. On the other hand, we just need to create more spaces to hear these narratives. This is the task that the future brings us now. It would be imperative to be more open to student-teachers´ narratives, because by hearing those narratives we get the opportunity to shape the future.

2 Translated by the authors
3 Translated by the authors

REFERENCES

Aguirre, J. & Ramos, B. (2011). Fostering skills to enhance critical educators: a pedagogical proposal for pre-service teachers. *HOW, A Colombian Journal for teachers of English, 18*(1), 169-197.

Anspal, T., Eisenschmidt, E., & Löfström, E. (2012). Finding myself as a teacher: exploring the shaping of teacher identities through student teachers' narratives. *Teachers and Teaching*, *18* (2), 197-216.

Antonek, J., Mccormick, D. & Donato, R. (1997). The student teacher portfolio as autobiography: Developing a professional identity. *Modern Language Journal*, *81*, 15–27.

Bain, J., Ballantyne, R., Packer, J. & Mills, C. (1999). Using journal writing to enhance student teachers' reflectivity during field experience placements. *Teachers and Teaching:Theory and Practice, 5*, 51-74.

Bamberg, M. (2004). Positioning with Davie Hogan: stories, tellings and identities. In C. Daiute& C. Lightfoot (eds.),*Narrative analysis: studying the development of individuals in society.* London: Sage Publications.

Barrett, A. (2007). Beyond the polarisation of pedagogy: Models of classroom practice in Tanzanian primary schools. *Comparative Education*, *43*(2), 273–294.

Barkhuizen, G. (2009). An extended positioning analysis of a pre-service teacher's better life small story. *Applied Linguistics,31*(2), 282-300.

Barkhuizen, G. (Ed.). (2017). *Reflection on language teacher identity research.* New York: Routledge.

Barkhuizen, G., Benson, P. & Chik, A. (2014). *Narrative inquiry in language teaching and learning research.* New York: Routledge.

Bean, J. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom.* San Francisco: Jossey-Bass.

Beattie, M. (2000). Narratives of Professional Learning: Becoming a Teacher and Learning to Teach. *Journal of Education Inquiry, 1*(2), 1-23.

Berg, B. (2004). *Methods for the social sciences* (5th Ed.). Long Beach, CA: Pearson Education.

Bolivar, A. (2002). "De nobis ipse silemus?": Epistemology of Biographical-Narrative Research in Education. *Revista electrónica de Investigación Educativa*, *4*(1), 1-24.

Bremner, N. (2015). Reculturing teachers as just the tip of the Iceberg: Ongoing challenges for the implementation of student-centred EFL learning in Mexico. *MEXTESOL Journal*, *39*(3), 1-14.

Bremner, N. (2017). *The evolution of Mexican EFL teachers' beliefs about student-centred learning in relation to their teaching practices.* University of Leeds: Unpublished doctoral thesis.

Bruner, J. (2006). *In search of pedagogy.* Volume II: The selected works of Jerome Bruner. Oxfordshire: Routledge.

Bullough, R. (1997). Practicing theory and theorizing practice. In J. Loughran, & T. Russell (Eds.), *Purpose, passion and pedagogy in teacher education* (pp. 13-31). London: Falmer Press.

Cadavid, I., McNulty, M. & Quinchía, D. (2004). Elementary English language instruction: Colombian teachers' classroom practices. *PROFILE Issues in Teachers' Professional Development*, *5*, 37–55.

Castellanos, J. (2005). *Preservice Teachers' Construction of Self-Image as Teachers. Unpublished master´s dissertation.* Universidad Distrital Francisco José de Caldas, Bogotá, Colombia.

Coldron, J. & Smith, R. (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies,31***,** 711-726.

Colombia, *Ministerio de Educación Nacional* (MEN). (2016). Resolución No. 02041 [Educational Act 02041]. Retrived from: http://www.mineducacion.gov.co/1759/articles-356982-recurso-1-pdf.

Cooper, P. (Ed.). (2004). Learning and teaching: Challenges for the future. *The Newsletter of the Leicester Doctorate of Education, January*, (11), 1-12.

Croft, A. 2002. Singing under a tree: Does oral culture help lower primary teachers to be learner-centred? *International Journal of Educational Development, 22*(3–4), 321-337.

Crooks, G. (1997). What influences what and how second and foreign language teachers teach. *The Modern Language Journal*, *81*, 67- 69.

Czarniawska, B. (2004). *Narratives in Social Science Research*. UK: Sage Publications.

Dello-Iacovo, B. (2009). Curriculum reform and "Quality Education" in China: An overview. *International Journal of Educational Development*, *29*, 241-249.

Denzin, N. & Lincoln, Y. (2005). *The Sage Handbook of Qualitative Research*. Thousand Oaks, CA: Sage.

De Segovia, L.& Hardison, D. (2009).Implementing education reform: EFL teachers' perspectives. *ELT Journal*, *63*(2),154–162.

Eisner, E. (1998). *El ojo ilustrado. Indagación cualitativa y mejora de la práctica educativa.* Buenos Aires: Paidos.

Elkind, D. (2004). The problem with constructivism. *The Educational forum*, *68*(4), 306-312.

Fajardo, A. (2013). Learning to teach and professional identity: Images of Personal and Professional Recognition. *PROFILE, Issues in Teachers' Professional Development, 16* (2), 49-65.

Farrington, I. (1991). Student-centred learning: Rhetoric and reality. *Journal of Further and Higher Education*, *15*(3), 16–21.

Felder, R. & Brent, R. (1996). Navigating the bumpy road to student-centred instruction. *College Teaching*, *44* (2), 43-47.

Flores, M. & Day, C. (2006). Contexts which shape and reshape new teachers' identities: a multi-perspective study. *Teaching and Teacher Education, 22*(2), 219–232.

Fullan, M. (2007). *The new meaning of educational change*. London: Cassell.

Gadamer, H. (2002). *Acotaciones hermenéuticas*. Madrid: Editorial Trotta.

Geijsel, F. & Meijers, F. (2005). Identity learning: The core process of educational change. *Educational Studies*, *31*(4), 419-430.

Gómez, J. (2012). Language learners' identities in EFL settings: resistance and power through discourse. *Colombian Applied Linguistics Journal*, *14*(1), 60-85.

Goodson, I. & Cole, A. (1994). Exploring the teachers' professional knowledge: Constructing identity and community. *Teacher Education Quarterly, 21*(1), 85–105.

Haser, C. & Star, J. (2009). Change of belief after first year of teaching: The case of Turkish national curriculum context. *International Journal of Educational Development*, *29*,293-302.

Hawi, N. (2010). The exploration of student-centred approaches for the improvement of learning programming in higher education. *US-China Education Review, 7* (9),47-57.

Herazo, J., Jerez, S., & Lorduy Arellano, D. (2012). Opportunity and incentive for becoming bilingual in Colombia: Implications for Programa Nacional de Bilingüismo. *Revista de Lenguaje y Cultura*, *17*(2),199-213.

Hitotuzi, N. (2005). Teacher talking time in the EFL classroom. *PROFILE Issues in Teachers' Professional Development*, *6*, 97-106.

Hong, J. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching & Teacher Education*, *26*(8), 1530-1543.

Insuasty, E. & Zambrano, L. (2010). Exploring Reflective Teaching through informed Journal Keeping and Blog Group Discussion in the Teaching Practicum*. PROFILE, Issues in Teachers' Professional Development,12*(2), 87-105.

Izadinia, M. (2013). A review of research on student teachers'professional identity. *British Educational Research Journal*, *39* (4), 694-713.

Kiely, R. (2011). *Teacher Learning and Professional Identity: Making the connection.* Paper presented at the ELTC conference, Seremban.

Korthagen, F. (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.

Knowles, G. (1992). Models for understanding pre-service and beginning teachers' biographies: Illustrations from case studies. London: Routledge.

Kramsch, C. & Lam, W. (1999). Textual identities: the importance of being non-native. Mahwah, NJ: Erlbaum.

Lamote, C., & Engels, N. (2010). The development of student teachers' professional identity. *European Journal of Teacher Education*, *33*(1), 3-18.

Lengeling, M. (2010). *Becoming an English teacher: Participants' voices and identities in an in- service teacher training course in Central México*. Mexico: Universidad de Guanajuato.

Lin, H., Gorrell, J. & Porter, K. (1999). *The road to pre-service teachers' conceptual change.* Paper presented at the Mid-South Educational Research Association, Point Clear.

Maimon, J. (2009). Practitioner Research as mediated emotion. In M. Cochram-Smith & S. Lyte (Eds.), *Inquiry as Stance: practitioner Research for the Next Generation.* (pp. 213-228). New York: Teachers College Press.

Maclean, R. & White, S. (2007). Video reflection and the formation of teacher identity in a team of pre-service and experienced teachers. *Reflective Practice, 8*, 47–60.

Mattheoudakis, M. (2007). Tracking changes in pre-service EFL teacher beliefs in Greece: A longitudinal study. *Teaching and Teacher Education*, *23*,1272–1288.

Miles, M., Thangaraj, A., Dawei, W., & Huiqin, M. (2002). Classic theories-contemporary aplications: A comparative study of the implementation of innovation in Canadian and Chineese public sector environments. *The innovation journal: The public sector innovation journal, 7* (3),1-20.

Mendoza, J. & Puón, Y. (2013). The challenge of teaching English in public schools: Beyond academic factors. *MEXTESOL Journal,37*, (3), 1-11.

Murphy, E. (1997). *Constructivism: From philosophy to practice.* Retrieved from http://www.stemnet.nf.ca/~ elmurphy/ emurphy/cle.html.

Murphey, T. (2004). Primary teachers co-learning English with their students. *The language teacher, 28(2), 15-18.*

Mustafa, M. & Cullingford, C. (2008). Teacher autonomy and centralised control: The case of textbooks. *International Journal of Educational Development*, *28*,81–88.

Mustafa, Z. (2012). Teachers' encountered challenges in the adoption of task-based language teaching in Malaysian classrooms*. International Journal of Arts & Sciences*, *5*(3), 269-279.

Nagatomo, D. (2012*). Exploring Japanese University English Teachers' Professional Identity.* Bristol: Multilingual Matters.

Nieto, S. (2013). *Finding Joy in Teaching Students of Diverse Backgrounds*.United States: Heinemann.

Norton, B. (2011). Language and identity. In N. Hornberger and S. Mckay (Eds.), *Sociolinguistics and language education* (pp. 349-369). Clevedon, UK: Multilingual Matters.

Obaidul, M. (2010). Globalisation, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh. *Current Issues in Language Planning*, *11*, 289-310.

Olsen, B. (2008) Reasons for entry into the profession illuminate teacher identity development. *Teacher Education Quarterly, 35*(3), 23–40.

O'Sullivan, M. (2004). The Reconceptualisation of Learner-Centred Approaches: A Namibian Case Study. *International Journal of Educational Development,24*(6),585-602.

Ouyang, H. (2000). One-way ticket: A story of an innovative teacher in Mainland China. *Anthropology and Education Quarterly*, *31*(4), 397–425.

Pamplón, E. & Ramírez, J. (2013). The implementation of the PNIEB's language teaching methodology in schools in Sonora. *MEXTESOLJournal*, *37*(3), 1 - 14.

Parkison, P. (2008). Space for performing teacher identity: Through the lens of Kafka and Hegel. *Teachers and Teaching: Theory and Practice,14*, 51-60.

Pavlenko, A. (2007). Autobiographic narratives as data in applied linguistics. *Applied Linguistics, 28* (2), 163-188.

Pennington, M. (2002). *Teacher Identity in TESOL*. Paper presented at the inaugural meeting of QuiTE. Trevor Grimshaw: University of Northumbria.

Punch, F. (2005). *Introduction to social research*. London: Sage Publications.

Quezada, R. (2013). Transforming into a multilingual nation: A qualitative analysis of Mexico's initiative to develop language teachers. *MEXTESOL Journal*, *37*(3), 1 - 15.

Quintero, A. (2016). Creating a pedagogical space that fosters the (re) construction of self through life stories of pre-service English language teachers. *HOW, 23* (2), 106-124.

Ramos-Holguín, B. (2017). Homogeneity or interculturality in foreign language pre-service teachers' education: a reflection on Education Act 02041. *Voces y Silencios: Revista Latinoamericana de Educación, 8*, (2), 141-151.

Ramos, B., Aguirre, J. & Torres, N. (2018). *Enhancing EFL Speaking in Rural Settings: Challenges and Opportunities for Material Developers*. Tunja, Colombia: Unidad Editorial Universidad Pedagógica y Tecnológica de Colombia.

Ramirez, A. (2013). *The way pre-service teachers shape their practicum through reflective teaching.* Unpublished master's dissertation. Universidad Pedagógica y Tecnológica de Colombia, Tunja, Colombia.

Ramirez, J. (2013). La enseñanza del inglés en las primarias públicas de México: Las problemáticas de los sujetos. *MEXTESOL Journal*, *37* (3) 1 - 12.

Ricoeur, P. (2000). *Fenomenología y hermenéutica desde Husserl.* Ensayos de Hermenéutica. Fondo de Cultura Económico: México.

Riessman, C. (1993). *Narrative analysis.*Newbury Park, CA: Sage Publications.

Rodgers, C. & Scott, K. (2008). The development of the personal self and professionalidentity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. McIntyre & K. Demers (Eds.), *Handbook of research on teacher education: ensuring questions in changing contexts* (pp. 732-755*)*. New York: Routledge.

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* (5-21). Oxford: Routledge.

Sayer, P. (2012). *Ambiguities and tensions in English Language Teaching: Portraits of EFL teachers as legitimate speakers*. New York: Routledge.

Schweisfurth, M. (2011). Learner-centred education in developing countries contexts: from solution to problem? *International Journal of Educational Development*, 31, 425-432.

Sfard, A. & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher,34***,**14-22.

Smotrova, T. (2009). Globalization and English language teaching in Ukraine. *TESOL Quarterly*, *43*(4),727–732.

Stenberg, K., Karlsson, L., Pitkaniemi, H. & Maaranen, K. (2014). Beginning student teachers' teacher identities based on their practical theories. *European Journal of TeacherEducation, 37* (2), 204-219.

Sutherland, L., Howard, S. & Markauskaite, L. (2010). Professional identity creation: examining the development of beginning preservice

teachers' understanding of their work as teachers. *Teaching and Teacher Education,26*, 455–465.

TEAL (2010). *Student-centred learning.* Retrieved from https://lincs.ed.gov/sites/default/files/6%20_TEAL_Student-Centered.pdf.

Tsui, A. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly*, *41*(4), 657–680.

Van Manen, M. (1991). The tact of teaching: the meaning of pedagogical thoughtfulness. New York: Routledge.

Veen, K. & Sleegers, P. (2006). How does it feel? Teachers' emotions in a context of change. *Journal of Curriculum Studies,38***,** 85-111.

Vygotsky, L. (1979). *Mind in Society*. Cambridge, MA: Harvard University Press.

Walkington, J. (2005). Becoming a teacher: encouraging development of teacher identity through reflective practice. *Asia-Pacific Journal of Teacher Education,33*(1), 53-64.

Watson, C. (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching: Theory and Practice,12***,** 509-526.

Watson, C. (2007). Small stories, positioning analysis, and th doing of professional identities in learning to teach. *Narrative inquiry, 17*(2), 371-389.

Waters, A. (2009). Managing innovation in English language education. *Language Teaching, 42*(4), 421–58.

Webb, M. (2005). Becoming a secondary-school teacher: the challenges of making teacher identity formation a conscious, informed process. *Issues in Educational Research*, *5*(2), 206–224.

Webster, L.& Mertova, P. (2007). *Using narrative inquiry as a research method*. New York: Routledge.

Wedell, M. (2009). *Planning for educational change: Putting people and their contexts first*. London, England: Continuum.

Wenger, E. (1998). *Communities of practice, learning, meaning, and identity.* New York: Cambridge University Press.

Wink, J. (2000). Critical Pedagogy. What in the World Is It? In J. Wink (Ed.), *Critical Pedagogy. Notes from the Real World* (pp. 27- 74). New York: Addison Wesley Longman.

Zappa-Hollman, S. (2007). EFL in Argentina's schools: Teachers' perspectives on policy changes and instruction. *TESOL Quarterly, 41*(3), 618–625.

Zembylas, M. (2003). Emotions and Teacher identity: a poststructural perspective. *Teachers and Teaching: theory and practice,9* (3), 213-238.

APPENDIX A: INITIAL SURVEY TO STUDENT-TEACHERS

UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA
SCHOOL OF EDUCATION SCIENCES

Dear student-teacher:

Thanks for answering this survey which is one of the data collection instruments for the research "Student-teachers' identities construction as future EFL teachers". The information gathered will be used for academic purposes only. Your answers will be treated confidentially. Thank you so much for your cooperation and sincerity in your responses.

Objective: to gather information about your personal background.

1. How old are you?

_____

2. Where did you go to school? Was it a rural or urban school?

_____

3. What did you want to study when you finished your high-school?

_____

4. Why did you decide to study Modern Languages?

_____

_____
_____

5. Have you ever been convinced of becoming a teacher? Why?

_____
_____
_____
_____

6. How have you felt in your teaching practices?

_____
_____
_____

7. What are your strengths and aspects to improve in your teaching sessions? (from planning to delivering the class).

_____
_____
_____
_____
_____

8. What has been your biggest challenge in your teaching practices?

_____
_____
_____

9. What are your short/long term goals as a student-teacher?

_____
_____
_____

Thank you so much for your answers and time!

APPENDIX B: CONSENT LETTER OF STUDENT-TEACHERS

UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA
FACULTAD CIENCIAS DE LA EDUCACIÓN
CONSENTIMIENTO INFORMADO

Tunja,_____

Estimado docente en formación:

El grupo de Investigación TONGUE, adscrito a la Escuela de Idiomas de la Universidad Pedagógica y Tecnológica de Colombia (UPTC), se encuentra adelantando un estudio de investigación derivado del macro proyecto intitulado "Towards the exploration of pre-service teachers' identities as language learners and future EFL teachers", con código SGI 1521 y financiado por esta Universidad. El objetivo principal de este subproyecto de investigación es entender las maneras como los docentes en formación construyen su identidad como futuros maestros y la conexión con enfoques centrados en el estudiante, y por tanto impactar en las prácticas pedagógicas en la enseñanza del inglés.

Durante varias sesiones se les solicitará escribir algunas narrativas sobre acontecimientos y experiencias de vida que coadyuven en la construcción de creencias, ideales, proyecciones y afiliación como futuros docentes de inglés. De igual manera, se llevará a cabo una entrevista en profundidad con el fin de expandir y entender mejor algunas aseveraciones y creencias presentadas en las narrativas. Se usarán nombres ficticios para mantener la identidad de los participantes en el anonimato y se brindará la posibilidad de conocer los resultados de la investigación a los docentes en formación

que así lo soliciten. En este proyecto, el manejo ético y de confidencialidad de la información se suscribe a las normas colombianas constitucionales y legales relacionadas con los datos personales y de derechos de autor.

El docente en formación (usted) hará parte de este proceso durante un semestre académico y se puede retirar del estudio cuando así lo desee. No habrá ninguna compensación económica por participar en este estudio. Los resultados de esta investigación se utilizarán únicamente para elaborar informes de esta investigación, presentar los resultados de investigación en eventos académicos y elaboración de artículos y/o libros de tipo científico.

Finalmente, esta investigación no traerá ningún tipo de perjuicio para usted como docente en formación. Por el contrario, se espera que este proyecto investigativo lo beneficie en cuanto usted tendrá la oportunidad de reflexionar sobre sus prácticas pedagógicas, y asimismo, empoderarse como futuro docente.

Apreciaríamos sinceramente su consentimiento para poder contar con usted como participante en este proyecto.

Cordialmente,

Investigadores principales

_____

_____

_____

APPENDIX C: GUIDELINES TO WRITE NARRATIVES

UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA
SCHOOL OF EDUCATION SCIENCES
GUIDELINES TO WRITE NARRATIVES

Objective: To document your experiences, issues, concerns, expectations, and situations that are relevant and have influenced your life as an English language learner and student-teacher. In this reflective process you are invited to recall and reflect upon some academic experiences, people, or places that have influenced your life as a language learner and student-teacher. You are going to narrate those academic experiences in a written way describing what, when, where, how and to whom happened those events.

1. Recall an experience you had at school that was critical for you as an English language learner. Try to think about places, people, and events and explain what happened, how you felt, and why those situations were relevant to you. You can use diagrams, drawings, and/or pictures to portray your experiences. Likewise, you can use your mother tongue (spanish) to better describe them if you want.

2. Now, try to think about the experiences you have had as a student-teacher of the Modern Language Program (first teaching practices, academic events, a class, a subject, and/or a professor), which are remarkable to you. Narrate how and why those experiences have affected or changed you as a student-teacher, and what this means to your future. Hence, as you are going to become an in-service teacher very soon, illustrate your short/long time goals you have towards language teaching practices and professional growth as an English language teacher. Provide reasons why draw those expectations and/or predictions in your future professional life.



Esta edición se imprimió en Búhos
Editores Ltda., en diciembre de 2018
con una edición de 200 ejemplares.

Nancy María Torres Cepeda

Holds an M.A in Language Teaching and a B.A in Modern Languages Spanish-English from Universidad Pedagógica y Tecnológica de Colombia (UPTC). She is a full-time English language teacher at El Divino Niño school in Úmbita Boyacá, Colombia. She is also a member of the research group TONGUE at UPTC. As part of the research group TONGUE, she has authored and coauthored research academic papers as a result of her research interest in EFL learning and teaching. Her research interests encompass teacher identity construction, critical pedagogy, and material development.

COLECCIÓN INVESTIGACIÓN No. 116

This book shows the paths student-teachers embark on the construction of their identities within the frame of a student-centered approach perspective. Understanding teacher identity construction suggests perceiving a broad and socially-driven dimension. In such a way, humans are contextual, political, and culturally situated to continually make sense of their "selves" on a daily-basis. Delving into teacher identity construction issues is a relevant constituent for the continual professional development of English language teachers. In recent years, language teachers have attempted to move to a student-centered approach, and in most cases, they follow a combination of both student and teacher centered approaches. When using a hybrid approach, possibilities to meet students' goals increase. It was one of many other reasons why we inquired about the myriad factors influencing student-teachers' identities construction as future English language teachers. This book displays a narrative study that sought to analyze student-teachers' identity construction as future EFL teachers and its relation to student-centered approaches in EFL learning. Those student-teachers´ narratives told us that the construction of student-teachers' identities implies a multifaceted process covering academic and personal experiences.

Uptc® Universidad Pedagógica y Tecnológica de Colombia

ACREDITACIÓN INSTITUCIONAL DE ALTA CALIDAD MULTICAMPUS
RESOLUCIÓN 3910 DE 2015 MEN / 6 AÑOS

Vie Vicerrectoría de Investigación y Extensión

EDITORIAL UPTC

DIN Dirección de Investigaciones

TONGUE Teaching on New Grounds Unexplored English Possibilities

9 789586 603164