

**“UNVEILING” ENGLISH TEACHERS’ IDENTITIES. A COMPARATIVE STUDY
WITH LICENSED AND NON-LICENSED TEACHERS.**

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This research is dedicated to all of those who yearn for knowledge, are passionate about investigation and aspire to enact change through education.

“Here's to the ones who dream
Foolish as they may seem...
A bit of madness is key
To give us new colors to see
Who knows where it will lead us?
And that's why they need us”

Stone, E. (2016).
The Fools Who Dream.
On *La La Land*:
Original Motion Picture Soundtrack.
Summit Entertainment.

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Abstract

This research explores the different scenarios and experiences that shape non-licensed English teacher's identity through their career development. Understanding that non-licensed teachers, are defined as professionals that do not hold a teaching degree, but possesses the linguistic abilities to work as language teachers. To validate the results, a point of contrast was established with licensed teachers, who are professionals with specific training and skills to teach. The research was conducted with six non-licensed and six licensed English teachers who were willing to share their opinions, perceptions and points of view regarding their experiences in the teaching profession.

The research follows the principles of the qualitative paradigm, as the gathered data explores professional and personal life decision-making processes, values, beliefs and other factors that shape teacher's identity. A narrative inquiry was implemented as a tool to examine the systems of meanings that teachers presented through their narratives. These narratives were then coded, analyzed and categorized, to identify those factors that shape and build the identities of licensed and non-licensed teachers based on their different experiences.

Additionally, in-depth interviews were used to explore the systems of meanings looking over the teacher's opinions, points of view and notable situations in their teaching experiences. Finally, teachers were asked to write narratives describing their most positive and most negative teaching experiences. These narratives were contrasted to identify those identity dimensions, revealing a strong relationship between identity negotiation and factors such as working conditions, teaching roles and duties. The results show that both actors are considered as social

actors and teachers regardless of their degrees, the non-licensed teacher's identity results from an experience-based approach their identity results from adaptability, practice, and error and self-reflection scenarios. While licensed teachers shape their identities based on the theoretical and practical foundations they receive during their major. Their identity is refined, and reaffirmed in teaching practice, considering the context, strategies and prior experiences.

Keywords: Identity, Teacher's identity, English teacher's identity, professional development, teaching English, non- licensed professionals, career development, self.

Resumen

Esta investigación tiene como objetivo encontrar aquellos factores y experiencias están presentes en el desarrollo del aula del profesor de inglés y transforman su identidad. El foco de estudio son los docentes no licenciados, docentes que en el contexto colombiano se definen como profesionales que no poseen el título de licenciatura, pero que tienen habilidades para desempeñarse como docentes. Para validar los resultados, se definió el punto de contraste con docentes licenciados, profesionales con formación específica y habilidades para enseñar. La investigación se llevó a cabo con seis profesores de inglés no licenciados y seis licenciados que estaban abiertos a compartir sus opiniones, percepciones y puntos de vista con respecto a sus experiencias en la profesión docente.

La investigación sigue los principios del paradigma cualitativo, ya que los datos recogidos exploran los procesos de toma de decisiones de la vida profesional y personal, los valores, las creencias, etc. que conforman la identidad del profesor. Se implementó una indagación narrativa como herramienta para examinar los sistemas de significados que los

docentes presentaban a través de sus narrativas. Luego, estas narrativas fueron codificadas, analizadas y categorizadas, para encontrar aquellos patrones de identidad que surgen de las experiencias de los docentes licenciados y no licenciados.

Además, se aplicaron entrevistas en profundidad como herramienta para explorar esos sistemas de significados revisando las opiniones, puntos de vista, situaciones, etc. del profesor. Que fueron notables en sus experiencias docentes. Por último, se pidió a los profesores que escribieran una narración en la que presentaran la experiencia docente más positiva y una narración escrita con la experiencia docente más negativa a la que se hayan enfrentado durante su trayectoria docente. Acto seguido, estas herramientas fueron contrastadas para encontrar esos factores que le dan forma a la identidad de los profesores de inglés. Los resultados evidencian que ambos actores son considerados como docentes sin importar su título, que la identidad de los profesores no licenciados se forma a partir de la práctica, el error y los escenarios de autoevaluación, Mientras que los licenciados forman su identidad a partir de las bases teóricas y prácticas que reciben durante el pregrado, su identidad se refina y reafirma en la práctica docente teniendo en cuenta su contexto, creencias y estrategias.

Palabras clave: Identidad, identidad docente, identidad de los docentes de inglés, desarrollo profesional, enseñanza de inglés, profesionales no licenciados.

Chapter I

This document reports the process and results of a study on English teachers' professional identity. In this chapter, I present the reasons that motivated me to develop this research by outlining the following elements: problem statement, context, rationale, research question, and objectives.

Statement of the problem and context:

In Colombia, bachelor's degrees in foreign languages have traditionally focused on developing professional abilities in education and pedagogy. However, in the last decade, specialized language programs have emerged with a focus on business, translation, administration and tourism. These programs aim to equip students with specific skills for these fields, responding to current economic and social realities such as globalization, diversity policies, new economies, and immigration (King, 2018). These programs promote professional flexibility by preparing individuals with multiple skills, including linguistic expertise, soft skills, organizational procedures and corporate communication. This skill that allow them to develop in different scenarios, and meet job market demands in areas such as communication, customer service, leadership, sales, and management (Bessalel, 2024).

Resulting from these in-demand job skills, these educative programs offer a specific curriculum for those that are interested in learning languages. They include career development options in different markets, such as communication advisors, public relations consultants,

professionals in public relations, public relations officers, international purchase agents, marketing department advisors, customer service agents and more (TIEMPO, 1998).

In this context, this research emerges because of my career path. When I graduated from high school, I did not have any interest in developing a teaching career, but I was good at English and Spanish. So, I decided to look for a program that provided me with additional skills besides teaching. I attended a university in Bogota, that emphasized business besides a variety of language courses (English, French, German, Portuguese, etc.)

Through my career studies, I could notice that some of my peers were working as teachers, while some others worked in foundations, call centers, logistics, tourism, and other companies. What really caught my attention, was that most of these language professionals were working as teachers, without having the pedagogical tools to do it. Despite not having pedagogical training during their major, foreign language professionals have linguistic skills that are necessary to teach, these skills ensure that these professionals possess high levels of proficiency, adapt the use of language to different contexts, they clearly identify the language abilities such as speaking, writing, listening and reading and culture awareness, answering to the student's and institution's needs in terms of language.

About this respect, Wang mentions that in the process of career development, foreign language professionals are “pushed and pulled between their own desires and the cultural forces of their contexts” emphasizing on this decision-making process, which is influenced by their *alma mater*, in terms of national curriculum, school culture, and the graduate profile previously defined by the learning institution (Wang, 2020). As exposed by foreign language professionals, their

decision-making process is evidenced in the career they choose, as well as the jobs they apply, and employ themselves considering desires like: money, experience, knowledge etc., and cultural forces like motivations, values, tradition, pride, etc.

In an interview about foreign language professionals, and their career development, Cecilia Belalcazar de Bucher, Founder of the Department of Languages and Sociocultural Studies at Los Andes University, affirms that foreign language professionals develop a critical vision of the language, analyze sociocultural contexts, do research on linguistics, and on sociocultural knowledge, from the countries where the language they learn is spoken. Their expertise includes a good foundation in literature, and art, as well as in sociology, economy, history, and geography (TIEMPO, 1998). These characteristics, point at some of the perceptions that society might have around the profession of language professionals, in different “nichos” besides teaching, which define them as actors that can develop different tasks using languages as a medium to reach certain objectives, and that count with some foundations in areas like administration or sociology to develop in different scenarios.

Besides the graduate profile, career development represents an impact on the identity construction, as it is a process that is developed in different stages such as: previous training (before the career studies), initial training (during the studies), professional insertion, and continuing education. In these stages, identity construction depends on the individual's performance, employability, education level, and other factors that will be presented throughout this research (Coulon-Oliero, 2020).

Another defining factor for identity construction, is evidenced in the individual's emotions, and interpersonal situation. Accordingly, effective relationships and social recognition are necessary to "survive in this ecosystem". Thus, identity is verified by a social ecosystem, the global meaning of self is defined by the context and other actors like students, colleagues, administrators etc. So, identity construction is characterized as a challenging process, where the individual is subject to analysis and criticism (Han, 2022).

As a result, professional identity is defined as a metacognitive process that allows professionals to manage cognition, emotions, and actions. Actions that might enrich their cultural capital, such as managing more than two languages, join continuing education programs, create innovative working plans etc. In addition, perspectives towards job and professional expectations, rely on the individual's value in an organization, depending on what he/she can offer and give to their companies or organizations (Han, 2022).

Perhaps identity can be a multiple process or concept that is constructed, re constructed, competed, and negotiated in personal, social, and historical contexts. Identity as a concept, is made of multiple affiliations or categories such as: person identity, national identity, teacher identity and gender identity, that can be negotiated or prioritized depending on the context (Han, 2022).

In addition to Han's considerations about identity and professional growth, Kolde & Meristo state that identity is a construct that is defined by the context in which the subject is. Thus, the context is a critical point for identity shaping, as it relies in the way in which the individual develops in certain space, depending on the norms, beliefs, status etc. (Kolde & Meristo, 2020).

Besides the context, identity can also be defined as a human need since the security of belonging is necessary to advance in a "social system". A person needs to be socially acceptable to perform a certain role in human relations, this acceptability process conducts the person to develop various identities through life stages. As usual, identities mark transitions from childhood to adolescence, and from adolescence to adulthood (Bartholomew, 2009).

By developing a sense of identity, self-esteem is a construct that allows the individual to act in daily-life challenges, traumatic situations, and experiences that alter or benefit the identity construction in specific contexts. For instance, social, and cultural forces are an essential component for the teacher's identity formation. In this case, teacher's perceptions towards their identity might vary, regarding the materialistic value that has been given to education, a tool that always answers to the market needs (Kolde & Meristo, 2020).

There is a significant difference between teaching role and teaching identity in respect, Lawal states that roles and actions related to the career development, determine and shapes the individual's identity. Making a distinction between the emotional filter that a teacher has when he or she describes his labor, it might be a passion or just a job to be financially stable:

The teaching role captures the actions that the teacher does as a teacher, pointing to particular functions that carry out the role of a teacher (regular job duties and functions). Whereas a teaching identity has been shaped over a long period and involves core beliefs about how one identifies with being a teacher and how one feels as a teacher (Lawal, 2011, p. 23).

Along with the reasons for being and becoming a teacher, identity is shaped in different life stages. These life stages allow the abilities to emerge in such a way that the teacher can value what he/she may offer in certain educative, and working contexts. Not only licensed teachers develop their career in educative institutions, but also non-licensed teachers that have decided to pursue this path, despite of not being trained for this “role”.

An essential part of the teaching identity construction is provided in universities, as they constitute the first interaction with the “teaching world”. In the case of non-licensed teachers, they did not receive this training, or first interaction, making them dependent upon the context and experiences, being subject to adapt to an unknown ecosystem that challenges them to act according to the context. As a result, this research aims to understand the different scenarios and experiences that shape non-licensed English teacher’s identity through their career development, by contrasting their career path with the licensed English teachers’ experiences.

Rationale

In this section, I present the reasons that support the research problem that caught my interest to work on this subject:

Lynn Thomas and Catherine Beauchamp affirm that there is a close connection between the personal and professional self through the statements Who am I? and Who am I as a teacher? How to be and how to act? (Thomas & Beauchamp, 2010, p. 763). On the other hand, Castañeda defines teaching identity as encompassing both “what a teacher is and what a teacher does”. The teacher identity refers to the professional and personal sense of self, this includes the teacher’s beliefs, values and experiences. While the teaching identity makes reference to what the teacher does in the classroom, it encompasses professional practices and responsibilities such as classroom management, assessment and instructional practices (Castañeda, Alarcón, & Osorio, 2022, p. 46). This research presents the importance of analyzing the non-licensed professionals’ identity in the educational field, as their professional careers did not constitute a process of pedagogical training.

Professional identity has become a research interest to understand and promote the professionalization of teaching. Beauchamp states that the sense of identity is crucial for professional growth and development, even more in the case of teaching professionals, as a strong sense of identity is evidenced the teacher's practices, and decision-making processes (Thomas & Beauchamp, 2010).

Thus, teacher's identity development depends on the individual and its relationship with the context. Identity might represent advantages or disadvantages for the teacher's development

process, by means of the teacher's development process, identity awareness fosters a healthy and sustainable workforce that recognizes "how to be, how to act and how to understand their work and place in society" (Sachs, 2005, p. 15). However, undervaluing identity within the teaching environment hinder the professional growth and effective teaching practices. (Rushton, Smith, Steadman, & Towers, 2023) Respectively, identity construction requires more effort in a constantly changing context, that could imply a constantly changing identity (Thomas & Beauchamp, 2010).

In a certain way, licensed teachers have notions of the concept of teacher identity, as the pedagogical seminars and pedagogical practices given during their studies, provide them mechanisms to build a sense of identity based on peers' experiences, narratives, theories, etc. that give them the opportunity to decide the teacher they want to be. In fact, this background knowledge, how immersed they are in what they are teaching, decisions (how to act in some scenarios depending on the moral or ethical background, what works or what does not work), and instructional experiences (pedagogical skills), are the bricks that teachers use to construct their identities (Castañeda, Alarcón, & Osorio, 2022).

In the case of non-licensed teachers, it is clear that their primary focus was not teaching or pedagogy, as these fields were not the primary focus of their academic journey. Therefore, identity construction happens during the exercise of the teaching activity. Non-licensed teachers might feel out of place or over challenged in a context that is not well known for them. Some might say that non-licensed professionals have a different "sense" of identity compared with licensed teachers,

as they received training with different perspectives and expectations through their major (Castañeda, Alarcón, & Osorio, 2022).

When non-licensed professionals face the education field, they must re(construct) their identities through their practice as teachers as they didn't have contact with pedagogical issues during their major. To these professionals, things like teaching efficacy, self-confidence, adaptability and self-development are dimensions that only arise during their teaching path in different contexts (Thomas & Beauchamp, 2010).

This research project emerged from my journey to a new environment, going from a working from home scenario to a constantly changing context that challenged me to adapt to various teaching scenarios in a constantly changing context. This experience sparked my interest on this research, as I realized that I was not alone in encountering this transition.

I constantly asked myself if the pedagogical training was necessary to perform as a good teacher, as I am a foreign language professional that did not have the training to make a strong sense of identification with this profession because. Sometimes, I feel that I have missed *el empuje*¹ to be aware of who I am and how to use language to externalize myself.

Perhaps the topic of identity is a trend, it is necessary to investigate how it is constructed or what dimensions may arise comparing the experience of a non-licensed professional that works as a teacher set side by side with a teacher that has pedagogical background and experience. In Colombia there are studies that focus in the teachers identities with various perspectives such as

¹ *El empuje*: expression that refers to the individual's impulse or motivation to do something.

Language and teacher's identities decolonial lens to English language teaching from a teacher educator's experience (Ubaque, 2021), pre teacher's identity (Micán, 2019), Graduate student's identities (Mosquera-Pérez & Losada-Rivas, 2022), queer English language teacher identity (Lander, 2018) which cover many dimensions of identity in different contexts, however, there is a gap on research towards the non-licensed English teachers identity.

As a result of this gap on research towards non-licensed English teacher's identities, the use of the term "unveiling" metaphorically captures the essence of the research project, as this study examines into the personal and professional experiences of English teachers, emphasizing in the introspective nature of this research towards the complex factors that shape teacher's identities. By comparing the identities of licensed and non-licensed teachers, another gap is filled, shedding light to their potential differences or similarities in their professional experiences and self-perception.

Meeting the demand for diverse skills: Bachelor programs combining languages, management and Business

Answering to the interest to know how many programs are offered in Colombia in the area of languages, a search was conducted using the universities websites and analyzing programs 'offer and graduate profiles. The result of this search targeted over 40 undergraduate programs specializing in foreign language teaching in many cases English and French. The chart with programs information was gathered from the institution's websites based on the graduate profile presented in their websites (Ruiz, 2023) (see foreign languages program chart, annexes).

In response to the market needs, or trends in terms of language and job skills like management, administration, customer service and so forth. Nowadays, eight institutions provide this kind of training besides the pedagogical instruction (Universidad de Cartagena, Universidad Nacional de Colombia (linguistics), Universidad de la San Buenaventura, Universidad del Norte, Universidad EAN, Universidad ECCI, Universidad de los Andes, Universidad de Antioquia) and Institución Tecnológica Colegio Mayor de Bolívar, that provides a Title as a technologist in tourism and languages. However, some of them include strategies in applied linguistics and education as part of the curriculum extending the range of professional development possibilities for its graduates.

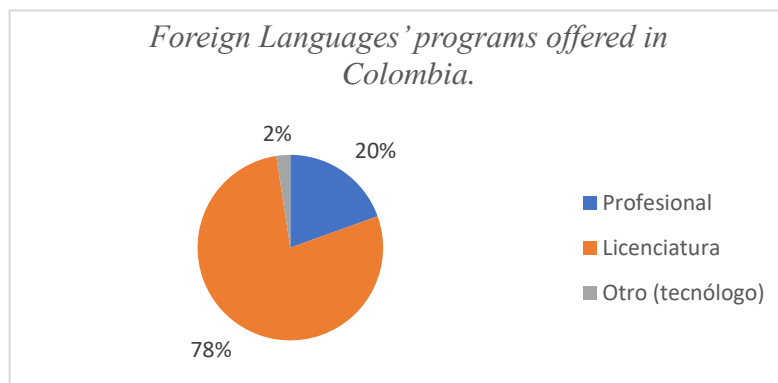
As shown on figure 1, most of the foreign language's programs offered in Bogota are centered on the education field, however, students look for professional or technical programs that train them to develop in different work scenarios. This, because they are required to train professionals with integral capacities like leadership, adaptability, resilience, multitasking,

creativity and so on, that make them unique and appealing to large companies, or give them the tools to create their businesses based on their interests.

Besides that, English is a requirement for schools and higher education institutions to provide more advantages to their graduates following the National Bilingual Program relying on the Common European Framework of Reference for Languages (CEFR) to enhance Colombia's competitiveness in the global economy (Carroll, Reyes, & Trines, 2020).

Figure 1

Foreign Languages programs offered in Colombia



Note. The figure is the result from a search of the Foreign Languages programs offered in Colombia at professional, licensed and technical studies level. It is important to note the distinction between “título” or degree and professionalism. While “título” makes reference to an academic achievement attained, being a professional entitles the integral capacities and skills that are requires to advance and grow in the chosen field. Source: Author's creation.

In this context, non-licensed Modern Languages professionals are assuming a role that was not part of their graduate profile previously determined by their alma mater, but that are working as teachers as an additional skill for their career path. These non-licensed professionals are actors

that do not have pedagogical training for this work but have come up with different tools or strategies to share their linguistic knowledge, they develop themselves in an unknown field. As a result, this research aims to investigate the elements and or dimensions that shape teacher's identity over their career by comparing non-licensed teacher's path with the licensed teacher's trajectory and career development.

Research question:

How do teaching experiences shape and influence the licensed and non-licensed teacher's identity construction across different contexts?

General objective

To analyze and explore the identity construction of non-licensed and licensed teachers based on their teaching experiences, and to understand how these identities are shaped and influenced by different contexts.

Specific objectives

To determine how teaching experiences, contextual influences and individual factors interact to shape the professional experiences of licensed and non-licensed teachers.

To analyze significant experiences that teachers face during their training, professional insertion, and present-day work contexts, and how these experiences contribute to their identity construction.

To understand the differences and similarities in their identity configurations between licensed and non-licensed English language teachers.

Chapter II: Theoretical framework

The pathway to find self and professional identities

As the study of identity is the research interest, the theoretical support for this research is built up from different topics that construct the “landscape” of someone’s way of being. Identity is analyzed in three different dimensions: professional identity, situated identity and personal identity, perhaps this concept has additional dimensions and theories that set up the roots for this research.

The notion of self

The notion of self delves into a deep understanding of someone’s reason for being, and displays representations of their theories, attitudes, and beliefs. These representations allow the person to construct a system that defines their identity. The concept of self is present in a person’s mind and connected to context, power, and culture. The definition of self is considered a phenomenon since it involves systems of complex meanings, such as cognition, time, physical location, actions, environment, values, and so on. (Castañeda, 2011).

Consequently, the meanings associated with the concept of “self” are mental images that are socially constructed to establish paradigms shaping an individual’s actions, senses, and

behaviors. These paradigms continually adapt and evolve in a daily life basis. From the very first moments of life, a human must adapt to a social group, where these paradigms evolve across different life stages, making the individual socially acceptable for that group (Castañeda, 2011).

The sense of self is designed to be applied on a daily basis, the self is also shaped by language, one of the most important constructs of an individual's life. Language represents the global image of the culture in which a person has been raised. Ubaque states that "language has been used to construct superior notions of self", meaning that language influences the self-perception. As individuals, we adapt our behavior according to the context and actors that are involved in our social circle (Ubaque-Casallas, 2021, p.207). In consequence, the language we use when speaking reflects our cultural symbolic capital. This capital either enhances or diminishes the individual's possibilities of social recognition, revealing the cultural background and the value that the individual contribute to the community. (Villegas, Fergusson, & Cárdenas, 2021).

The concept of self refers to an intangible aspect of a person that is not physically visible, but can be expressed through emotions, feelings, thoughts and actions. Han states that emotions are an expression of self, because they show responses that express agreement or disagreement during a discussion, supporting or resisting to certain idea. These emotional expressions reflect the tendencies that someone might follow according to the individual's and context's needs (Han, 2022).

Perhaps, there is a correlation between the concept of self, and what Han cites as "identity control theory" which consists of relating the notion of self to a social system, that leads the individual to participate in scenarios that are under constant change. These scenarios challenge the

individual to act according to the context and adapt his/her identity to develop appropriately in a social ecosystem (Han, 2022, p.p 1-2).

Being on a social ecosystem requires the individual to interact with others to establish a sense of belonging, as a result, this process leads the subject to conduct self-evaluation, comparison processes, and contrasting exercises. These exercises reveal how valuable is the subject within specific environments, around this topic, Han states that:

“Being under constant evaluation and or comparison might arise positive or negative emotions from the individual, as identity is under verification. In effect, the notion of self and perhaps the identities, can be modified or adapted looking for approval, affiliations, and communities of practice, in which the person feels accepted and comfortable” (Han, 2022, p.3).

Another perspective highlights the existence of an inner voice or internal dialogue within every individual. This inner voice mediates, regulates, and controls actions depending on the context. Defined as self-dialogue, it serves as a tool that guarantees a coherent and consistent sense of self. Within this self-dialogue, complementary and conflicting narratives coexist shaping the person’s understanding of what is known. Ultimately, individual’s present this constructed self to the community they belong to (Henry, 2019).

Incidentally, Beauchamp and Thomas (2010, p.763) state that “the perceptions of self must be understood in the close connection between the personal and professional self”. Meaning that the personal perceptions of who an individual is, might not be separated from the definitions of self in the personal field, to the professional field; as it would arise some confusing scenarios for the social communities that surround this individual. (Thomas & Beauchamp, 2010).

On the narratives field, the concept of self is a tool that not only provides information about someone's inner reflection in the past, but it also allows to define one's identity in the and possible projections for the future. This is what Han names the dialogical self, the perception of someone's self under temporary configurations, taking into account the self in the present is located close to the subject (here), and far from the subject (there), combining experience and imagination (Han, 2022).

The Concept of Identity

Identity is a concept that continuously arises curiosity in the research field. Articles referring to the identity topic did not present a high trend between 2010 and 2015. From 2016 and above, this research interest has increased by the double, positioning identity as a topic that needs to be analyzed in different areas such as, education, social sciences, sociology, psychology etc. (Elsevier, 2022). Consequently, the concept of identity as a conducting topic for this research, aligns with the current research trends, and innovation. By examining the identities of both licensed and non-licensed teachers within a different contexts, this research looks forward to present the importance of analyzing the non-licensed professionals' identity in the educative field. This focus addresses a gap in existing research focusing on this group. Through this exploration, we can uncover the dimensions, contributions and dynamics that these actors bring to the educational context.

Identity can be analyzed considering three different perspectives that affect the individual depending on the context where he or she is located. Firstly, the concept of multiplicity allows to

identify the numerous perspectives that a single person has, regarding certain topics or situations that define the ways of acting or being in different scenarios.

Identity can be viewed as a cognitive process influenced by different contexts, allowing the individual to conceptualize, think and, adapt their actions or self-perceptions, according to the scenarios that each individual face. This cognitive facet is evidenced in decision-making, solving problems and categorizing information as relevant or not to oneself.

Secondly, the notion of discontinuity shows that identity is fluent and changes from moment to moment context to context. In effect, teacher's identity is an ongoing process of interpretation, and re-interpretation of experiences, as well as a process of construction, reconstruction, reformation, edition or expansion (Akkerman & Meijer, 2011).

Castañeda defines identity as a relationship of different constructs of self (emotion, discourse, narratives, beliefs, etc.) that result from a construction and reconstruction process. This process varies depending on the context where the subject is immersed, the actors involved in this context, and their actions in different situations (Castañeda, 2011). Another perspective shows that identity is a system of multiple representations of self that are re-constructed among contexts depending on the individual's needs. This can be reflected in the individual through changes in behaviors, actions or emotions (Kayi-Aydar, 2015).

The process of identity construction and reconstruction process is evidenced by in external forces (like society, economy, location, politics etc.) and internal forces (like motivation, emotions, cognition, sense of self, etc.). Consequently, an individual's actions in personal and professional

life experiences offer insights into their identity within the context that surrounds them (Castañeda, 2011).

Another perspective states that identity is subject to negotiations when individuals want to be perceived by others and get involved in their circle answering to certain needs, this negotiation process occurs when the repertoire or the importance of someone depends on the context where this person is involved. When negotiations are completed, the individual might form new or re shaped identities (Kayi-Aydar, 2015). Thus, identity is understood as socially constructed and situated, people must negotiate their identity positions or definitions in economic, historic, sociopolitical structures. In a certain way, these structures inhabit the “right” to freely choose who they are or want to be.

Thirdly, the social nature of identity is a result of a relationship of the individual with others. Since communication is a basic need, that must be accomplished to achieve the objective in a social system, that is prepared to receive and instruct members that build an effective community that have the same goals in the social horizon (Akkerman & Meijer, 2011).

As Ortega describes, “identity is a continuous process of growth and negotiation that implies that the sense of self is social, identities must be understood as socially constructed or situated processes that are dynamic, contradictory and constantly changing across time and place” (Ortega, 2010, pp. 241-242). Considering that identity shaping includes cognitive processes like adaptability and decision-making, identity is also shaped by social interactions and situational factors as Ortega states. This results in constant modification processes that sometimes is

negotiated, allowing the individual to build strong relationships with others, get some advantages and become part of new affiliations, and experiences.

Consequently, Han states that identities can be negotiated in personal, social and historical contexts. Identities can generate multiple affiliations, or categories such as: person identity, national identity, teacher identity and gender identity. Thus, identity is the trace that human beings go through, their life process is perceived as a result of their “relationship with the world” (Han, 2022, p.3).

In fact, Barkhuizen defines identity as a social relationship among social actors with a system of attitudes, beliefs, expectations and assumptions that interact inside of a social or global community. These communities build a series of hierarchies that become social structures, that then become institutions, policies, cultural practices that are transmitted from individual to individual depending on their interactions or status (Barkhuizen, 2016).

Considering the social function of language, language represents the right to speak in a community, it also relates to the notion of identity, as it shows the capacity of power that an individual has among others not only about the right to speak but also related to the ability to create discourses and express identity using strong and encouraging utterances, as well as the cultural capital that the individual can provide to a community of practice (Ortega, 2010). Thus, identity might be seen as an exchange currency, its nature relies on the fact of that language works as a bridge that connects individuals with their inner selves and adapt their systems of representation to different contexts. This adaptation enables the individuals to navigate social environments effectively allowing them to get involved in a social ecosystem.

Considering cultural capital, it can be said that language is a reflection of identity, when someone negotiates through social interactions there are two possibilities: their identity can be categorized based on power dynamics, positioning, narrative and performance. On the other hand, if the utterances are well constructed, the conversation leads to “another level” where the individual shows influence and attractiveness to others. So, they can create new affiliations, or maintain the existing status within the social circle (Barkhuizen, 2016).

As a response to a social inquiry, identity involves the social and the personal dimensions. The personal perspective refers to a “self-sufficient subject”, someone that regulates, accomplishes and follows the global rules that contribute to stability.

However, individuals can adapt their identities according to their beliefs and systems of representation. Thus, social circles are not fixed; they can be modified according to the individual’s interests and experiences that motivate him/her to challenge the status quo. Human interactions are characterized by ongoing tensions, indicating that stability is not the prevailing outcome.

On the other hand, social is related to collective identities. In socially constituted structures, like a group, a membership or affiliation, the individual is compelled to socially interact, promoting specific systems of meaning, systems belonging and systems of acting, in different contexts such as gender, age, nationality religion etc. (Castañeda, 2011).

Another factor that surprisingly shapes identity is cultural influence. Identities being contradictory and heterogeneous, are often subject to prevailing trends within communities, encourage the individuals to adjust their established perceptions or definitions. This alteration is often made in an attempt aims to align with these trends, looking for acceptance or approval within

the individual's social context. Alternatively, individuals who do not feel a sense of belonging in a particular community may choose to immerse in an imagined community of practice. This process facilitates the development of investments, projects and visions towards a better future (Ortega, 2010). Imagination processes or projections for the future, also reveal some of the individual's identities, including their values, beliefs, presuppositions, and ethics.

Overall, authors agree on the fact that identity is a process that is not immobile. It is constantly changing but with certain level of complexity because it involves socio cognitive or psychological processes that take place in human dimensions such as social norms, sets of beliefs and values, personal experiences, and ideologies (Mulu, Tadesse, Wolyie, & Admasu, 2022).

Consequently, this analysis will explore the teacher's identity construction in different dimensions: personal, social and imagined. By examining how personal experiences, values and beliefs intersect with social interactions that are involved in identity construction. This analysis will explore the role of imagination, aspirations for the future and career perceptions shaping the individual's sense of self, understanding the identity formation as a dynamic process that involves different factors that force the individual to act and adapt upon the context's needs.

Professional Identity

The nature of professional identity has an impact in different contexts as it shapes someone's behaviors, ideals, beliefs, and experiences. Perhaps, the definition of professional identity is a result of conceptualized characteristics that build a relation between an individual and the world. It relies on socially defined standards that provide an avail or approval based on the

subject's competences. As a result of this process, multiple identities, sub identities, or multiple selves arise with the aim to negotiate with the context where the individual is immersed (Han, 2022, p.p 2-3).

The nature of professional identity relies on the fact that it is complex and dynamic as contexts are constantly changing, evolving though the integration of personal and professional aspects of teaching such as motivation, self-efficacy beliefs, commitment, workload and career development. Professional identity is tangled with pedagogical principles, beliefs, notions and theories that play a significant role in shaping teaching performance. (Berger & Van, 2018)

It is necessary to develop a strong sense of professional identity, by making sense and reinterpretation exercises of self; which includes beliefs, values, experiences etc. that might be influenced by social, personal, and cognitive factors that are involved in the identity construction process. (Han, 2022, p.3)

Within the field of education, teacher's professional identity is recognized as an aspect that requires careful consideration, since developing reflection scenarios upon identity creates a healthy, positive and sustainable teaching-learning scenarios. In effect, teacher's professional identity allows teachers to reflect upon the interactions with students and educative actors by showing how they use their beliefs, values and experiences to make decisions or act in different situations (Castañeda, 2011).

In addition to creating this scenarios of conscience, identity recognition allows teachers to understand the effectiveness of their teaching practices, performing self-evaluation, remember

their motivation to teach, demonstrate commitment to the profession and resilience along their professional journey. (Hong, Greene, & Lowery, 2016)

Professional identity is influenced by the level of commitment and passion for the subject that the teacher teaches, as well as by effectiveness, motivation, emotions and hierarchy. Furthermore, professional identity is determined by the social ecosystem within the school environment, which includes students, colleagues, parents and administrators (Han, 2022)

Considering the role of professionalism as an identity dimension, professionalism is a guide for the teacher's path, shaping behaviors and beliefs encompassing a set of values, attitudes and ethical standards that contribute to their professional practice. Furthermore, professionalism cultivates a sense of commitment and dedication to the teaching profession. As Han stated, teachers who embody professionalism demonstrate a strong sense of responsibility towards their students, colleague and community- They prioritize student learning, maintaining clear limits and expectations within their personal and professional goals and overall showcasing effectiveness on their practices (Han, 2022).

Additionally, professionalism influences the teacher's ability to navigate complex dilemmas and situations that challenge their systems of beliefs. Teachers with a strong professional identity have developed strategies to act according to the student's well-being and interests demonstrating integrity, honesty and accountability towards their actions (Castañeda, 2011).

In effect, professionalism is a foundational ability that shapes teacher's attitudes, behaviors and interactions within the teaching profession. By embracing professionalism on their daily

practices, teachers not only enhance their classroom effectiveness, they also contribute to warrant quality and integrity in the classes.

English teacher Identity

The concept of teacher identity can be grounded by the different roles' individuals adopt in their environment. In terms of multiplicity, teachers have the ability to develop a system of multiple identities that are based on the roles in the workplace. (Akkerman & Meijer, 2011).

In terms of discontinuity, identity is a process of “ongoing construction” this stage is common on pre-service teachers that look for an approval, acceptance, and promotions in the institutions where they work. the way, the social nature of identity is reflected in the teacher's ability to construct and create effective scenarios where they expect to be socially accepted (Akkerman & Meijer, 2011).

Ongoing construction is evident in the different paths that teacher's face, particularly during their pre-service and initial years of service. Identity construction for teachers is shaped by their experiences in their early experiences, memories from school, interactions with peers and significant events along their journey. Indeed, teachers continually react and adapt to the context always bearing in mind that they are socially responsible individuals and promoters of critical thinking balancing their pedagogy knowledge and foreign language mastery (Micán, 2019, p.144).

In their research Castañeda, Alarcon & Osorio state that besides linguistic skills, the resignification of being a teacher in Colombia goes beyond grammar, it “requires planning, commitment and understanding teaching to contribute to a person's integral formation with quality and knowledge” (Castañeda, Alarcón, & Osorio, 2022 p. 48).

These expectations are reflected in the teacher's sources of knowledge such as, class observations, teaching approaches, self-perception etc. In addition to the way of teaching, the teacher's identity is also influenced by the subject they teach. As it represents the cultural capital that they can provide to the place they work in (Senefonte, 2018).

Furthermore, teacher's identity is an ongoing negotiation process. Teachers are actively engaged to construct, or transform systems of meaning within specific, situated contexts. In these environments, they assume a role and demonstrate their agency, critical reflection and capacity to react. This is evidenced by the way they express their knowledge, thoughts and beliefs adapting to various communities of practice including students, fellow teachers and administrative staff. (Han, 2022, p.7).

In contrast, Barkhuizen challenges the understanding that teachers are mainly defined by their job duties, such as evaluations, lesson planning, teaching approach, behavior management, syllabus implementation and instruction. Teachers are perceived as subjects with cognitive abilities like: decision making, leadership, effective communication, patience, adaptability, etc. Enabling them to navigate on diverse classroom challenges, foster positive learning environments and meet the student's needs with confidence. However, the teacher's identity does not only rely on the cognitive field. Teachers are also social actors that do not only interact with students, but they also construct sociocultural worlds where they could change or switch their identity according to their affiliations (Barkhuizen, 2016).

Within the English teacher's perspectives, the professional identity is a constant challenge as there are insecurities, fears, and conflicts in terms of student's interest in learning English,

competitiveness with native speakers and sense of inferiority. For instance, Micán's research narratives illustrate a preservice teacher acknowledging insecurities about his English proficiency while interacting with peers or native speakers emphasizing on the need of improvement (Micán, 2019, p. 119). Similarly, Castañeda, Alarcon & Osorio research highlights participant's perception of teaching as a demanding profession that requires long-term commitment, dedication and service, often without proper recognition (Castañeda, Alarcón, & Osorio, 2022, p. 46).

In effect, the perception that teachers have about themselves affects the way they perform as teachers, since teachers deal with insecurities around their language proficiency or challenges in their profession that may reduce confidence and motivation. In consequence the ability to engage with students and deliver instructions would be unclear or would show unsatisfactory results. In contrast, teachers who have a strong sense of efficacy and appropriation are more likely to approach their role with confidence and proactiveness leading to positive classroom outcomes (Han, 2022).

In terms of self-perception, the teacher's identity is reflected in the life experiences, ideologies, and beliefs gathered throughout their career. This self-perception can be identified on different aspects of the teacher's professional life, including their discourse, narratives, decision making etc. (Senefonte, 2018). Indeed, identity involves a self-recognition process, with teacher's presenting three sub identities: subject matter expert, pedagogical expert, and didactical expert. Identity characteristics become evident teachers face challenges or tasks such as defining problems, designing strategies, implementing plans and evaluating outcomes (Han, 2022).

Teacher's identity can also be recognized through teaching approaches. Some teachers are content flexible, some follow the materials content or the government minimum requirements, some others create and design their own work material according to the syllabus. In effect, all these procedures point to the classroom's teaching arrangements, whose background comes from teacher's cognition, and reflected in beliefs, values, attitudes, and decision making (Barkhuizen, 2016).

Overall, identity might not be a single one for one individual, it is a set of different identities that might change or could be created according to the context, and the individual's needs. Those identities can be switched according to the individual's decisions according to the environment, rules, affiliations, interactions or objectives that this person wants to acquire. For example: A teacher can identify himself as a man or a woman, as an instructor or teacher, as student or lecturer or as a businessman or woman, depending on the context where he or she is located (Han, 2022).

According to the aforementioned, identity is a construct that requires exhaustive processes of self-knowledge and adaptation to bloom in a social ecosystem. It is considered a social ecosystem, because individuals rely on others answering to the need of belonging. In addition, teachers as individuals, must continuously adapt to meet the predefined horizons, philosophies or standards of their institutions, accomplish social acceptability and grow in this context.

Research background

The research background for this study was settled through a bibliometric study, using the SCOPUS and ERIC databases (English teacher AND identity). From these, filters such as year (2010-2022), relevance, topic, subject area, methodology and access were applied to determine the research categories and theoretical framework.

A scoping review was implemented as a strategy to synthesize the gathered information about the subject of study (teachers and identity). Depending on those characteristics, the data base was used applying filters of antiquity, contexts, categories, sample, etc. that allowed to contextualize the research topic, with the research question and objectives. In fact, scoping as a tool, aimed to identify the nature and extent of research evidence, clarify working definitions and conceptual limits of the presented topic in specific fields, literature, or research (Peters, Marnie, & Tricco, 2021).

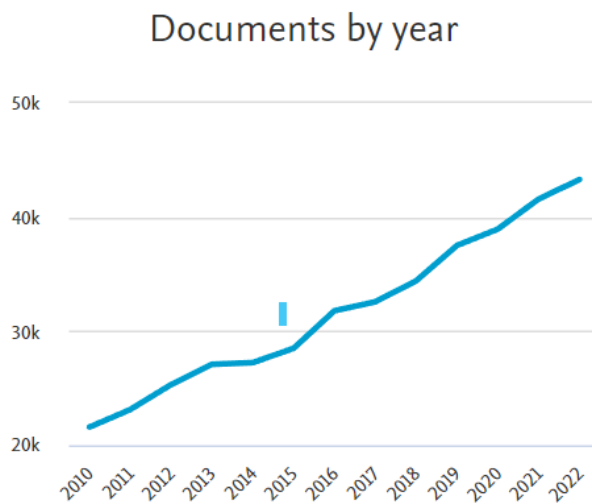
To follow up with this analysis, the search was conducted adding English teacher as keyword, search (English teacher and identity) in Scopus. As shown on figure 2, results showed that this research interest is becoming a trend on the research field, back in 2013 twelve articles were published about this topic, then in 2019 twenty-nine articles were published, following the topic of English teacher identity, and by 2022 that amount has overpassed the double, there are more than sixty articles where English teacher's identity is the main subject of study.

In addition to those metrics, figure 3 evidences that it is also possible to establish that English teacher's identity, is a trend topic in each continent. Countries like the United Kingdom,

China, Australia, Malaysia, The United States and Colombia, represent a trend around the English teacher's identity. It is also possible to establish that this type of research is mostly used in the social sciences area, then arts and humanities and less used in the psychology area.

Figure 2:

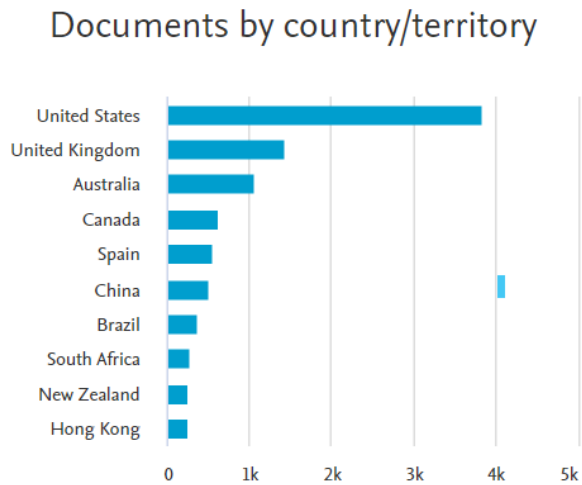
Identity research progress, 2010 to 2022.



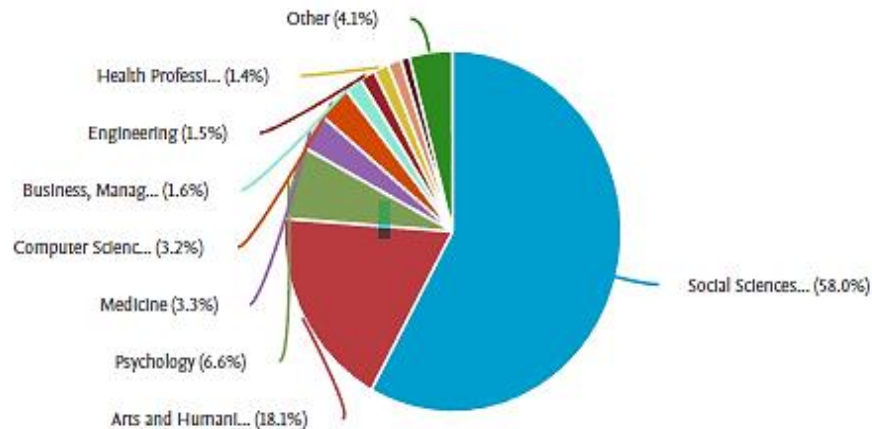
Note: This graphic presents the increasing interest towards identity research between 2010 and 2022, source: (Elsevier, 2022).

Figure 3:

Identity research trends by country.



Note: The graph shows the number of published documents around the topic of identity per country, being the most popular in the US and the UK. It is remarkable that in Latin America, most of the identity research has been conducted in Brazil, source: (Elsevier, 2022).

Figure 4:*Identity research by subject area.*

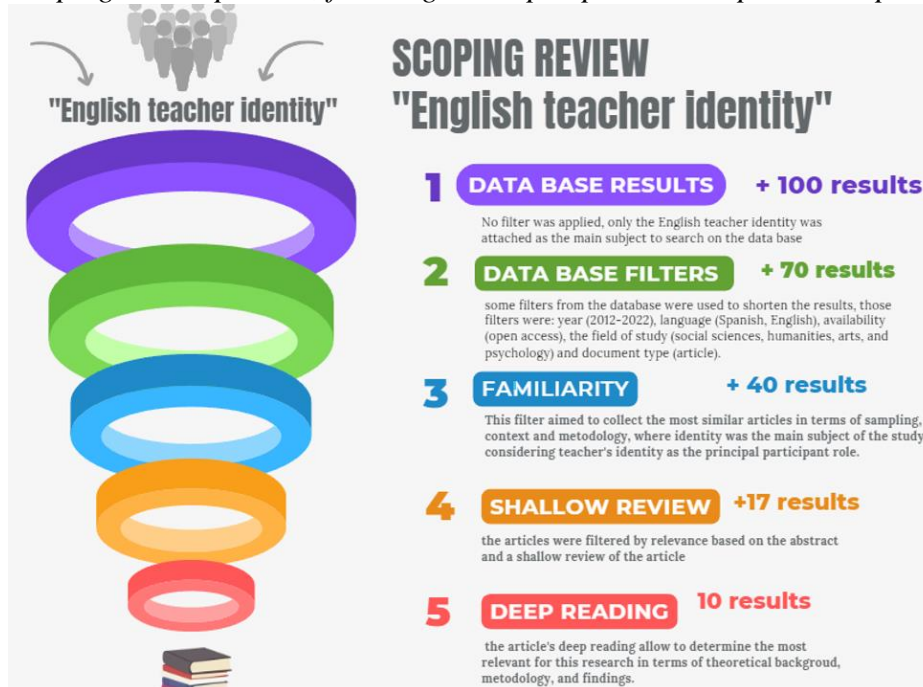
Note: This diagram shows that the subject of identity is highly developed in areas of social sciences, arts, humanities, and psychology. Source: Elsevier (2022).

As a consecutive process, scoping review was done in different stages. For the first stage, the topic “English teacher identity” was used in the data base's browsers. In the second stage, some filters from the database were used to shorten the results, those filters were: year (2012-2022), language (Spanish, English), availability (open access), field of study (social sciences, humanities, arts and psychology) and document type (article), The relevance filter was applied answering to the question of how related or familiar the topics are with this research interest.

Then, checking the titles, abstracts and articles overview that were selected by considering how appropriate or related they were for the investigation. On the fourth stage, the articles were filtered by relevance based on the abstract and a shallow review of the article and for the final stage the articles deep reading allowed to determine the most relevant for this research.

Figure 5

Scoping review process, from a general perspective to a particular perspective.



Note: This infographic shows the process that was conducted to select the authors and research that make up the sources for this research's theoretical framework. Source: Author's creation.

Color coding was used as a strategy for the in-depth reading, it allowed to select the articles that were related to the subject, and their relevance using red for the discarded ones, white for the ones that might be useful, yellow for interesting or applicable, and green for important. That classification was based on the similarities with this research, methodology, sampling similarities, context similarities, theoretical background, and findings.

To follow up with this process, the abstracts of those investigations were reviewed, as well as the methodology with the objective of finding similarities, appropriateness, and possible

contributions to this research. In this case, the articles that were discarded contained topics that were related to identity as a secondary topic, such as identity and mindfulness. In such cases mindfulness prioritized over identity.

As shown in table 1, the document selection process was done using color coding. In this case, green was applied to the most related topics that were considered for this research. Then, bright yellow color included articles that could be applicable for the subject as second source, and dark yellow included those articles that had related topics but in different contexts. Finally, color red indicates the articles that were attractive, but after a deep reading were not contextualized or applicable to the subject of study.

Table 1

Scopus in depth reading and scoping review.

1	Authors	Title	Year	DOI
2	Gil G Oliveira C.C.	Investment and imagined communities: A narrative analysis of the identity construction by student-teachers of English	2014	10.4013/cld.2014.122.07
3	Giovanelli M.	Becoming an English language teacher: linguistic knowledge, anxieties and the shifting sense of identity	2015	10.1080/09500782.2015.10316
4	Han I.	Comprehension of the Co-Operation of Professional Identity and Metacognition of English Teachers in Pedagogical Problem Solving	2022	10.3390/bs12020032

Note. Table 1 shows the color coding that was applied to the research background towards the topics teaching identity. Color red represents the articles that do not match with the research interests or context, yellow the articles that relate at some point but were not applicable for the research and green the articles that were selected for the theoretical framework. Source: Author's creation.

As a result of this review process, it was possible to determine the relationship between the concept of identity, and the different perspectives that have been adopted for the topic “English teacher’s identity”. Besides the concept “non-licensed”, it is a fact that this is a concept from the

Colombian culture, since other countries just use the bachelor title to distinguish technical from professional studies. In fact, it can be said that there is not a lot of research around these actors in the educational field, creating a need to investigate this population's characteristics.

From the color-coding strategy, it was possible to classify the articles going beyond the filters that the databases provided. Proof reading was done to determine the appropriateness of the article in relation to the research interest, choose the authors, and articles (theories, hypothesis, affirmations or utterances) that support the theoretical framework.

As a result of this study, some of the theoretical references that were taken as a basis for this research are: Jose Alberto Castañeda, whose doctoral dissertation is about teacher identity construction. In this dissertation Castañeda states that the nature of professional identity has an impact in different contexts, as it defines someone's behaviors, ideals, beliefs and experiences (Castañeda, 2011).

Another reference is Gary Barkhuizen, the author makes an emphasis on the teacher's performances in different contexts. The author states that teachers must be aware of their actions during their classes, reflect about their practices and the way they treat others (Barkhuizen, 2016, p.6) The way teachers act or treat others, shows insights into their identities and systems of beliefs.

Then, Fábio Senefonte, presents an analysis of identity through knowledge of slangs in English language. This specific knowledge evidences the level of confidence, and interest in the teacher's professionalism and cultural capital. The author states that, teachers are social actors whose identities are the result of a "confrontation with others", some of these confrontations involve the ideals or perceptions that society has created over being a teacher (Senefonte, 2018).

Considering the Colombian context where this research is made, Julio Cesar Torres investigates the possible influences of the bilingual programs over the English teachers' identities. Torres reflects over these programs impact, as the teacher's identities are challenged, based on language proficiency, experience, cultural background, decision-making, adaptability and possible communities of practice, or affiliations in the educative sector (Torres-Rocha, 2017).

This literature review sheds light over the in-training English teachers and licensed teachers, evidencing a gap in research since there is a lack of studies focusing on non-licensed English teachers, through this exploration this study aims to address this gap by investigating the distinct aspects that mark the non-licensed teacher's identity construction considering their experiences and professional development.

Chapter III: Research methodology

As this research aims to study the distinct aspects that shape non-licensed and licensed teacher's identity construction, this chapter presents the methodology, approach, setting, sampling, ethical approach, and description of the data collection instruments that are applied to answer this research question.

Research paradigm

This research can be located in the qualitative research paradigm. Its interest focuses on a qualitative phenomenon that occurs in educational contexts. Since qualitative research implies a situated, and reflective social practice, in which ontological and epistemological principles take place, it requires the researcher to be involved in social interactions in order to collect data. This is what Cuesta proposes as the social function of qualitative research. Moreover, qualitative research involves describing, understanding and interpreting data through the perceptions and meanings that result from participant's experiences (Cuesta, 2015).

In addition, this paradigm looks for a deep understanding of people's experiences, life stages, and frameworks that are the result of multiple interpretations. These interpretations, lead to a system of meanings based on the relation of the subject with the context. Sutton & Austin point out that qualitative research does not only have the purpose of gathering information, filtering and sharing. "Qualitative research seeks to understand social relationships in a constantly changing world and the multiple influences that shape human lived experiences" (Sutton & Austin, 2015,

p.226), essentially analyzing how people adapt and interact with others in constantly changing contexts.

Therefore, the theoretical background and the prior knowledge, create possible hypothesis around the subject of study. The approach to this research derives from the data collected by the researcher, emphasizing their relationship with the sample, and context. Data analysis involves categorization and comparison with prior research findings. This approach does not intend to generalize the results of the study, it looks for a deep analysis of the phenomenon with the sample through texts, narratives, videos, photographs etc. (Fernández & Baptista, 2014).

In their book on research methodology Hernández, Fernandez, and Baptista, establish that qualitative research is suggested when there are very few references on the subject of study. (Fernández & Baptista, 2014). This research investigates the process of identity construction experienced by non-licensed English teachers, a topic that has been little explored. This study is ground-breaking as it employs qualitative research tools such as observations, narratives, case studies, discourse analysis etc. that are considered qualitative research tools. For instance, the tools that were used are in-depth interviews, and collects both oral and written narratives.

Another factor that outlines this research on the qualitative paradigm, are the research objectives as they make emphasis on the analysis of experiences, narratives, and decision-making scenarios that teachers face during their practice. This research accomplishes one of the qualitative research approaches that focus on learning from experiences, and people's points of view. (Fernández & Baptista, 2014).

Research inquiry

This study follows a narrative inquiry. This type of inquiry allows the researcher to explore the system of meanings that educational actors (teachers, students, administrative) make about their experiences. It also encourages the researchers to be creative, while analyzing the information on the sample, creating a sense of engagement with the participants and the co-construction of their stories as data. (Barkhuizen, 2016)

Through narrative inquiry, the researcher can examine a system of meanings that teachers and students build from their past. Then, present experiences and expectations for the future can be related to topics such as: teacher's experiences with new curriculum, identities, emotions and imagined futures (Barkhuizen, 2022) From this examination, the researcher can contrast and detect variables and categories. This can provide a wide range of possibilities that were not considered in the theoretical background, these findings can constitute new perspectives for the study development.

For the data analysis, it is necessary to differentiate the analysis of narratives from the narrative analysis; the first one involves analyzing the content of individual stories to identify associations or precedents. On the other hand, the narrative analysis synthesizes and organizes experiences to present data coherently (Barkhuizen, 2022). Considering these statements, this research gets along with the narrative analysis, which involves collecting, organizing and reconstructing data as a whole to evidence a process of identity construction.

To follow up an objective process of analysis, Barkhuizen presents three dimensions that are considered for the analysis of narratives. The first one is temporality (past, present, or future experiences), place (the location or sequence of settings), and sociality (emotions, desires and interactions among people). Thus, context depends on the subject's location, language choice, social status, economic status, etc. It has the power to show the insights that shape narratives that are reflected on the subject (Barkhuizen, 2022).

The relevance of the narrative inquiry for this research is reflected on the fact that identity is shaped and negotiated depending on the context, time and the individual's decision. Perhaps some of their experiences are analyzed, the narrative inquiry goes beyond and explores the participant's actions, what they do and why they do it. Narratives allow the researchers to understand the participant's reasons for actions, make sense of them, and co constructed to achieve a common goal, in this case the narratives goal was to identify those remarkable situations, experiences and expectations that shape the teacher's experiences to fill up the non-licensed identity construction research gap, reflecting on their practices and career development (Barkhuizen, 2022).

To continue with this idea, the participants in this research at first are defined from the statement of the problem, since they are who are affected in the first place by the phenomenon. They also depend on the context in which the research is developed, since the results vary according to the context chosen to develop the study (Fernández & Baptista, 2014).

In this case, narratives analysis is going to be implemented with the objective of disclosing the development processes, experiences, and compositions that the teacher faces; through personal,

social, cultural and historical contexts that shape their identities. (Fernández & Baptista, 2014, p.p 487-488).

As stated by De Fina (2015), the analysis of narratives is relevant for this type of research, “the narratives are seen as the prime vehicle for expressing identity and narrative analysts have gone so far as to argue that the stories, we tell mold us into what we are” p 351. In fact, identity is a concept that defines someone’s perceptions about themselves and how those perceptions take place in social interaction scenarios like the school; identities may vary depending on the context where they are developed (De Fina, 2015).

Setting

To conduct the research, the participants were summoned through social networks (Facebook, Instagram and WhatsApp), some others were coworkers, and university peers, their participation was voluntary as well as their availability to participate in this research.

Participants

This project was carried out with six non-licensed professionals (4 women, 2 men) and six licensed teachers (4 woman, 2 men) that are working as English teachers in different institutions from Bogota. It was possible to work with a “foundation sample” of four non-licensed teachers that communicate peers about the study (snowball strategy), social networks like Facebook allowed me to find additional participants that included both licensed and non-licensed teachers that were not in the circle of friends and acquaintances.

The criteria to participate in this research were:

For non-licensed professional working as teachers:

- Be professional over 18 years of age (in the foreign language area preferably)
- Have teaching experience 1+ years teaching languages or as bilingual teacher (math, science, social studies etc.) in any institution (private school, public school, language institute, freelancer, virtual or personalized teaching is applicable).

For licensed teachers:

- Be a licensed teacher over 18 years of age (in the foreign language area preferably).

➤ Have teaching experience 1+ years teaching languages or as bilingual teacher (math, science, social studies, etc.) in any institution (private school, public school, language institute, freelancer, virtual or personalized teaching is applicable).

Table 2

Participant's information.

Participants		Years of experience	Profile summary (profession, current role, current role setting, and language certificate).
Non-licensed English Teachers	SSRR Minerva McGonagall ²	2 years	B.A Linguistics, currently studying anthropology, virtual Spanish and English teacher.
	JDM	6 years	B.A Modern Languages, translation courses. Currently teaches English at a university in Bogotá, and has his own translation business.
	JDG Gilderoy Lockhart	3 years	Cooking technical studies, English teacher in training, holds a CELTA and teaches English in a language academy.
	NCS	4 years	B.A Modern Languages, modeling diploma. Currently teaches English in a school with elementary students.
	MVA Sybill Trelawney	4 years	B.A Modern Languages, holds a CELTA, teaches English in a language academy.
	MFSD Pomona Sprout	2 years	B.A Modern Languages, former make-up artist. Currently teaches English at SENA in Bogotá, and has her own make-up business.
Licensed English teachers	MABC Albus Dumbledore	8 years	B.A in Basic Education focus on Humanities: Spanish and Foreign Languages. Currently

² Fictional character's name used to protect participant's personal information in the written narratives.

			working as English teacher in a language institute.
	SRR Severus Snape	10+ years	B.A in Foreign Languages focus on English. Currently working as English teacher in a district institution (elementary school).
	NCV	5 years	B.A Spanish and Foreign Languages. Currently working as English and French teacher in a bilingual school with elementary students.
	ELC	6 years	B.A in basic education focus on humanities: Spanish and Foreign Languages. Veterinary doctor in training, currently working in a language institute and volunteer in an animal rescue foundation.
	PAM DoloresUmbridge	4 years	B.A Spanish and Foreign Languages. Currently working as English and French teacher in a bilingual school with elementary students.
	ACC Rolanda Hooch	6 years	B.A Spanish and Foreign Languages. Currently working as English and French teacher in a bilingual school with elementary students.

Note. This table resents the participants information, as well as years of experience and profile summary. Source: Author's creation.

Data collection instruments and procedures

The data collection instruments were selected to address the specific objectives of this research. The following instruments were used to achieve the general objective:

In depth-interviews

From a general perspective, interviews are defined as an instrument that allows the researcher to gather information that is not evident. This tool can be contrasted with other data collection tools, like observations or written narratives to catch complementary information about the researched topic. It allows us to understand the reasons behind a particular event, decision-making process, or expectations for the future (Guest, Namey, & Mitchell, 2013)

Interview also allows the researcher to examine attitudes, interests, feelings, values, gestures etc. That can reflect how comfortable the participant is during the interview, the different facial reactions regarding some topic, and the layers that a subject has behind a word (Guest, Namey, & Mitchell, 2013).

From a particular perspective, in-depth interviews are used to explore the participant's interpretations of identity and how they represent and shape identity within their contexts, the fact of being in-depth relies on creating an engaging atmosphere where each participant feels free of gathering perspectives and giving as many facts as they want. Thus, in depth interviews allow the researcher to identify the participant's experience, behavior, feelings, and/or attitudes, that can be analyzed deeply, to underline concepts, or categories that can be crucial for the research. Allowing the researcher to create some theories about the phenomenon, or subject of study (Mills & Airasian, 2012).

In the research process, in depth interviews help the researcher to explore their perspectives about a topic, phenomenon or idea. This tool looks for detailed information about an individual's thoughts, actions, or behaviors in depth. The aim of being in-depth is to provide "a complete picture" of the phenomenon, or the insights of a topic (Guest, Namey, & Mitchell, 2013).

For this research, the in-depth interview was performed individually to analyze each experience, opinion, or narrative apart from other perspectives, that might influence or overshadow the participants contributions. In addition, the interviews were conducted through open questions, and no time limit so the participants could express their opinions with no pressure.

To apply this research, 20 questions were proposed based on the theoretical background. Then these 20 questions were presented to a group of 6 licensed teachers and 6 non-licensed teachers from different contexts (private school, public school, university teachers, English teachers, and teachers from different areas besides English). These participants evaluated the questions in aspects like clarity, relevance, and effectiveness. As a result of the piloting exercise, only 6 questions were considered the most effective and relevant for the interviews based on the feedback received during the pilot phase.

The in-depth interview was conducted through six open questions, that allowed the participants to express the thoughts spontaneously and without restrictions. The participants were also allowed to conduct the interview in English or Spanish, so they feel comfortable of expressing their ideas. The participants had the opportunity to introduce themselves before the questions, to provide a general idea of who they are. Then, in-depth interview questions were:

1- How has been the path to become a teacher?

2- What were the options that came to your mind when choosing a career?

Was teaching the first option that you had in mind for your professional development?

This question was complemented with two questions around vocation and influences because of the steering process. What aspects influenced you to become a teacher? Was there any role model, inspiration of person that influenced you on following the teaching path?

3- Mention 3 situations that define you as a teacher

- 4- How do you see yourself from 10 years now? As a teacher, professional, personally...
- 5- Use a metaphor to explain how a class given by you would be like
- 6- How do you incorporate diversity, equity and inclusion in your teaching practice?

These questions looked for a deep understanding of the participants career path, evaluating their self-perception, the value that they give to their career, the factors that influenced their career choice, their self-image as teachers, the value of their profession, definition of their contexts, decision-making processes, and expectations or objectives for the future as teachers, as well as their understanding of diversity, equity and inclusion philosophies on their teaching practice, showing their attitudes, values, pedagogical strategies, challenges and awareness towards inclusive and diverse learning environments.

For the interview application, the questions were structured under a temporary configuration, with the aim to allow the participant to reflect over his/her practice before, during, after their major, considering the perspectives of career development as well and/or professional growth options, expectations, decisions, interests for the future.

As shown in table 2, each participant contribution in the interview was labeled with the initial letters of their names, interview brief description and a profile summary obtained from the interview. Pauses and response times were not analyzed since some of the interviews were affected by internet malfunction or interferences. The interviews transcripts and the participants were classified in two groups: licensed and non-licensed teachers.

Written narratives

The nature of being a human relies on the fact that humans are “storying creatures that construct narratives to explain doings as well as to interpret ours and others’ past present and imagined world experiences” (Mendieta, 2013, p.p 135-147). This means that the actions that an individual performs, defines the perceptions that others and the individual itself develop in different contexts as a result of his/her actions. In effect, narratives are a process of co-constructing, and correlating with others in a social context. Narratives imply social and cultural meaning in terms of self, and social positioning (Mendieta, 2013).

As humans are social actors, the teacher’s narratives involve experiences, knowledge, and feelings. As well as, their development in different scenarios, writing about issues related to identity, and cultural affiliations provides some insights from the individual’s identity. It is said that the process of identity construction is evidenced by “who we are and how we want to be known” (Mendieta, 2013, p.137). The use of certain words or expressions, represent the social and cultural background, positioning the individual in different contexts (Mendieta, 2013).

Narratives either written or spoken in specific situations or scenarios, present an overview of who the subject is, based on the analyzed situation, as well as the feelings of the subject towards it, the decisions, opinions, attitudes and expectations, that result from the interactions between social actors and the context in which they are immersed (Dahlstrom, 2014).

Furthermore, it is said that stories involve a description of acts, consecutively performed by a certain group of people in a specific context that act according to different situations. These

reactions are subject of analysis in terms of adaptability, decision making processes, and values; as they reveal hidden aspects behind or in the situation (McAlesse & Kitty, 2019).

In addition, narratives hand out the organization of beliefs and points of view in specific scenarios. They encourage reasoning assemblage through pragmatic, emotional responses, and negotiation. These actions are the result of cognitive processes, that are evidenced in the relation of the individual with the context (McAlesse & Kitty, 2019).

Hence, the use of written narratives in this research aims to discover and analyze those factors that shape English teacher's experiences and identities considering career development and education path.

In this case, participants were asked to write a positive experience and a negative experience, both experiences needed to be remarkable or unforgettable for their career, they could also express their feelings, reactions and/or resolution processes to act towards that situation. The narratives were written in a virtual platform named Padlet, allowing the participants to write from any device, at any time, and any word limit. However, from the 12 participants, only 6 (3 licensed teachers, 3 non-licensed teachers) shared their written narratives about positive and negative experiences.

The reason behind this loss of participation is due to logistical challenges and loss of contact. Despite the researcher's efforts to facilitate the process by providing an easy to access platform, some participants did not follow through with sharing their experiences, participants were not obligated to provide written narratives and the decision to do so was voluntary.

In fact, the analysis process was conducted with the available narratives to analyze and draw insights from the narratives shared by the six participants. To sum up, this methodological process intended to answer research questions and comply with the general and specific objectives.

Ethical implications

The impact of doing research is considered as something ethical, as the researcher and participants are engaged on approaching the same objectives. However, it is necessary to consider the implications that this process might have over the population, or the context that is subject of the study, being clear on what benefits is the research going to provide? Whom is it going to benefit? What is the purpose? And how will the information be used and handled? (Head, 2018).

Ethics also refers to care, how the researcher manages the participants information, the context details, theories, findings, further research etc. In fact, it can represent a risk for the research if the researcher is disorganized with the gathered information. If the participants are not treated well, and the researcher's image is not reliable, the research would be subject to suffer some ethical issues like decontextualization, misinformation, leaked information about the participants etc (Head, 2018). In this research, no harm was inflicted upon the participants and any economic benefit was provided to the participants, their participation was voluntary.

Caring through ethics includes information management like privacy, anonymity, power and consent. Each participant must be informed about the research interest, how information is going to be presented and consent before participating in an interview, questionnaire, observation

etc. This contentment allows the researcher to handle the information properly and supports an authentic co-production of knowledge from the researcher and the participants. (Head, 2018)

In the case of this research, the participants signed an informed consent that included the data protection laws, and resolutions (Statutory Law 1581 of 2012, Resolution 1642 of 2018). Information of the research project (title, abstract, key descriptors, possible benefits, socialization of the study, reservation of the information and general data of the researcher). In addition, the participant's real names were changed to aliases or abbreviations to protect their identity.

Ethical issues in educational research consider the rules and principles that are part of the context where the research process takes place. Ethics goes beyond this matter, as it is evidenced on the system of beliefs, values, moral, and experiences that both researcher and sample live in a social ecosystem. Ethical dilemmas can also arise in the power relations that exist between the participants and the researcher and the way in which these dilemmas are handled or dealt with (problem-solving processes) (Head, 2018).

Answering to the possible ethical implication of generalizations among a population, this research focused on analyzing a small group of participants that represent a sample of English teachers in Bogotá, not all the English teachers in this city. This research shows experiences, processes and compositions that are common in the teacher's path, the findings do not generalize this population globally, it just analyzes the sample's perspectives and points of view based on their experience.

Another ethical implication is determinism which aims to use research as a source to predict, determinism is not evidenced on this research as the analysis was done with real data,

obtained from these narratives, It is not possible to predict the future of the teacher's identity. Perhaps there are expectations for the future, these actors face decision making processes that change according to the context where the subjects are immersed in.

Dehumanization is discarded from this research as this research studies the career path and identity construction process that teachers develop across time and experience (Head, 2018). The participants are not threatened as numbers, on the contrary, this research explores a human behavior, this analysis is conducted through the participant's perspectives and life experiences.

Another ethical factor that Head presents is the fact that research must be constructive, in this case, the participants had the opportunity to reflect over their practices by checking on the influences that make them go with this career choice, how do they deal with challenging situations, how do they create safe learning scenarios and so on. Incidentally, this reflection scenario opens up the panorama where the participant is involved, allowing him/her to develop a critical view over his/her, and peers practices that might affect or benefit them as educative actors (Head, 2018).

Nowadays, handling information has become a challenging matter, in this case, my role as a researcher made me aware of how to handle sensitive information. I learned to understand the participants' perspectives without any judgement in the middle. I value their opinions and strive to remain loyal to their original statements without putting their personal information in risk.

Data triangulation

To support the research validity and objectivity, triangulation is a method that contrasts the different research tools that were used on this process: in-depth interview, positive and negative experience written narratives, these sources were carefully coded and analyzed to identify the system of meaning related to career development, decision-making and teaching identity.

The excerpts presented in the chart include both direct quotations from the participants and synthesized interpretations of their responses, direct quotations are marked and contributed to the participants, while the synthesized interpretations summarize common themes and topics across the different participant's responses.

Table 11

Data triangulation per category, similarities.

	Similarities	
Source	Interviews	Writings
Career development & identity construction.	<ul style="list-style-type: none"> - In the licensed teacher's case, identity had some pre- determined identity bases in terms of how to be and how to act, while non-licensed teachers learn from experience. Both actors have the opportunity to receive feedback and support from their peers, which allows them to shape their identities. - Teachers adapt their content, tools, and materials to their student's needs. At the beginning of their experiences they only followed the book and grammar based-lessons, then they got closer to students, identified needs and provided adapted and attractive content to increase the student's interest in the subject. - Teachers face negative and positive experiences that make them doubt on the 	<ul style="list-style-type: none"> - Career development is "measured" through feedback, experiences, growth opportunities etc. - Progress can be interrupted when there is not an effective communication with the educative actors, leading to incomplete learning processes that are exhausting. - The self-image is evidenced when teachers express their thoughts and actively participate in school decision-making scenarios, - The ability to express what makes teachers uncomfortable, setting limits, receiving feedback and reactions to unexpected scenarios, also shows up the teacher's inner self, - Identity is constructed through experience and the decisions that teachers take: How to address students? Do they follow the rules, moral or values? How to create confidence and set limits with the educative actors?

	<p>career choice they have made, however, some of them stay because they love their profession, support students and make a little difference for the future through their teaching practices.</p>	
<p>Alternative career options and decision-making.</p>	<ul style="list-style-type: none"> - Decision-making shows the teacher' ability to act according to their inner self (values, beliefs, moral, rules etc). At the beginning of their experiences, teachers used to ignore demotivated students, and get along with the rest of students ignoring the ones that didn't want to participate. Experience has taught them that there are different ways to address them and encourage student to participate. - Socialization is essential to create an effective learning scenario. - Being a teacher means getting off the boxes, to give the best to students making learning enjoyable and pleasant, - Teacher's working conditions: work overload, payments, schedule, hostile environment etc. can led to career change, - English lessons are a space free of threats for people. - English in Colombia can lead to inequity, since people who handle it at a proficient level might have a higher economic status. 	<ul style="list-style-type: none"> - Teaching is a matter of patience, passion, love and dedication, these abilities, keep teachers on board. - The teacher labor really matters in the contexts where students are highly interested on learning. - Being a teacher means to connect as human beings and help people. - The future of the profession can be evidenced in nurturing the passion for learning and increasing the interest in learning a second language, - Inequity in education and working conditions can put in risk the teacher's career path.
<p>Visualizing the teaching identity and the classroom environment.</p>	<ul style="list-style-type: none"> - Teachers would love to have a community of practice, where they can be constantly be updated and avoid fossilization. - Motivators: Student's gratefulness, affection, respect and appreciation. - Teacher's must adapt to the contexts needs. - Being a teacher means being human. - Teachers as workers must be conscious of their roles, set boundaries, establish limits and balance life. Teacher's shouldn't sacrifice their life due to their working conditions or requirements. - Grammar-based lessons, were switched to interactive, didactive and encouraging classes. - Teaching requires organization, time, patience and creativity. - Educative actors like administrative staff, parents or committees can create challenging situations that test the teacher's ability to negotiate, have patience and be empathetic. 	<ul style="list-style-type: none"> - Being a teacher is a grateful profession. - Students start liking English when learning scenarios are fun. - Enthusiasm and positiveness encourage teachers to create ground-breaking learning scenarios. - Building empathy, active listening and a safe learning environment, creates a community of practice where every person is heard and included in this community. - Teachers learn from the student's contexts and then adapt their classes to the student's needs. - When a teaching process is obstacle by another educative actor that overrule teacher's class agreements, organization, rules etc. Teachers lose authority and the impulse of fighting for quality in education.

	<ul style="list-style-type: none"> - Understand and teach how to recognize and accept differences. - Future development: Continuing education programs, courses, international experiences, career switch, population change (from elementary teacher to university professor) etc. 	
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Note. This table presents the similarities that were found in the in-depth interviews and experiences narratives, contrasted by the research categories. Source: Author's creation.

Table 12

Data triangulation per category, differences.

	Differences	
Source	Interviews	Writings
Career development & identity construction.	<ul style="list-style-type: none"> - Teachers usually struggle finding an <i>alma mater</i> as they have to choose between private and public education depending on their contexts and needs: working and study at the same time, economy, graduate profile etc. - Experiencing the academic journey: Teachers make friends and connections with other students during their career to gain some status and academically develop well. Through this journey the individual faces a lot of decision-making scenarios such as: career switch, professional insertion, making an emphasis in certain language or ability, that will set expectations towards the career path. - Professional insertion: Internships allowed teachers to find the population that they feel more comfortable with (pre-school, elementary, high-school etc.). Besides internships the first contact with teaching was helping a family members or volunteering, this allowed them to reflect 	<ul style="list-style-type: none"> - Progress means to make effective and respectful connections with students, receiving appreciation, thankfulness for learning in a fun, dynamic way, fruitful class projects and motivation.

	<p>and make emphasis on being human while working with students.</p> <ul style="list-style-type: none"> - Work experience: <p>Reshapes teaching identity considering the affinity with the context and students, the value of a teacher in the public sector vs private sector, and balance between life-work.</p> <p>Being human relies on adapting to the context and addressing teachers and students as humans not machines.</p>	
<p>Alternative career options and decision-making.</p>	<ul style="list-style-type: none"> - Despite of not wanting to be a teacher at the beginning, teachers consider that they want to be the teacher they liked, so they look for continuing education programs, courses or experience abroad to teach students from their knowledge and experiences. - Teachers consider that sometimes it's difficult to be a teacher and follow their ideals, in the educative institutions. This depends on the institution's rules and philosophy. - Teachers promote and value people's origins and their environment to change the vision of the world. - Teacher's don't want to be the classroom's voice, instead children have the opportunity to make themselves visible through experiences and significant learning. - Due to economical situation and social statuses in Colombia, the teaching profession is not seen as something valuable, so people motivate others to not to be teachers. - Its difficult for teachers to find eye-catching graduate studies in Colombia, and validate international studies too. 	<ul style="list-style-type: none"> - Challenging classroom situations are an obstacle when they are not well handled, parents change their role to customers and demotivate teachers to continue on this career. - When teachers are proud of their practices, students learn with joy. - Teachers challenge their identities when they are undermined by other educative actors. - All the educative actors must learn how to act and set limits while facing challenging situations.
<p>Visualizing the teaching identity and the classroom environment.</p>	<ul style="list-style-type: none"> - Choosing a languages degree, opens up the opportunity to have more job options, go abroad and combine careers. E.g.: Languages & veterinary. - Economical and social situations, encouraged teachers to choose English as a 	<ul style="list-style-type: none"> - In addition to language abilities, teachers encourage students to know new cultures, promoting global citizenship. <ul style="list-style-type: none"> - Teachers nurture passion for languages. - Global perspectives do not only entitle other countries, it allows students and teachers to reflect

	<p>suitable career, rather than Arts, Engineering or Medicine.</p> <ul style="list-style-type: none"> - Teaching three languages at the same time is difficult for the market needs, the market puts teachers in a box (language arts, literature, conversation etc.). - Chose the licensed program just for the languages not teaching. - Professional insertion programs and/or first interaction in the teaching field can motivate or demotivate the in-training teachers to pursue this career. - Desire to volunteer - Well-structured and delivered feedback, allows teachers to become resilient. - Teacher's want to contribute society through teaching. 	<p>and work on their own contexts, making the teaching labor important for society.</p> <ul style="list-style-type: none"> - Students and educative actors must be conscious of their actions and assume the consequences, they shouldn't use power and or influences to ovoid them.
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Note. This table presents the differences that were found in the in-depth interviews and experiences narratives, contrasted by the research categories. Source: Author's creation.

Chapter IV: Data analysis

This research aims to analyze those experiences, practices and professional development scenarios that marked the non-licensed and licensed teacher's identity construction process. Even though, data was analyzed using a software, the approach was not extractive since the objective was to understand the experiences, practices and professional development scenarios that shaped the teacher's identities. In addition, their narratives were treated with empathy and respect. Efforts were made to understand and present the context and emotions behind their stories being loyal to their original statements, since my main goal was to figure out their systems of meaning.

In this chapter, the process of data analysis is presented from the perspective of narrative analysis, allowing the researcher to create a deep understanding of the participants identity constructions through their teaching career, as well as the possible implications for future research on this field or subject.




Firstly, the in-depth analysis of the interviews was conducted through transcriptions, topics identification, codes, and trending topics to define categories, and subcategories according to the theoretical background and the participant's opinions. As a result, the emerging themes and dimensions were firstly identified by assigning the codes to a category, then the word frequency tool from MAXQDA was applied to recognize possible activations that arise around certain topic, that could show coincidences between participants perceptions, experiences, beliefs etc., that will be explained through the coding and analysis process.

Coding and analysis process

To organize the gathered data, the interviews and the written narratives were classified in separate documents for the analysis process, as shown in figure 6.

Figure 6

Documents classification using MAXQDA

✓ • Documentos	1745
•  Experiences	107
•  Licensed teachers	857
•  Non licensed teachers	781

Note. This screenshot from the MAXQDA software shows the classification that was done before analyzing data. Licensed teachers and non-licensed teachers' interviews were divided with the aim to contrast teaching career experiences.

Before the interview, the participants had the opportunity to choose whether they wanted to do the interview in English or Spanish, with the purpose of making them feel comfortable, and express their ideas without limitations or language barriers. Participants had the choice of conducting the interview in English or Spanish according to their identities and confidence with the language, this was not considered as a variable since the transcriptions were translated to easily understand the analysis and findings of this research. Once the interview started, the participants had the opportunity to do a brief introduction about them, their career and facts that they considered relevant for the interview.

As presented, the interview was applied on a virtual scenery (Zoom), then the interviews transcript was done using a transcription tool (Transkriptor). The transcriptions were carefully read

and corrected, as some of them were conducted in Spanish, a translation was necessary for the data analysis and codification. The translation was done by the researcher, and some software help (Text to Speech I'm translator) which provides a variety of translation alternatives, to compare and adapt to the context, respecting the participants opinions, and avoiding the modification of the participants utterances.

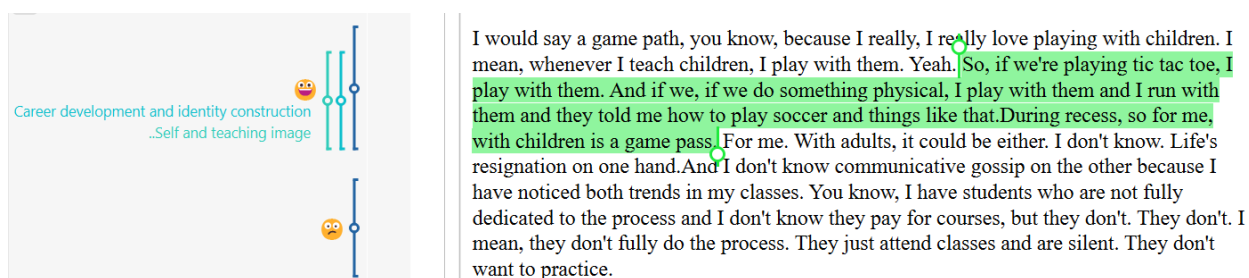
When the transcriptions were corrected, an analysis was performed by comparing the participants opinions and/or answers to the presented topic. This with the objective to organize and understand those remarkable topics, dimensions, subjects, contexts and/or situations that make effect over the English teacher's identity construction during their career path.

Continuing with this process, the participants responses were compared with the research question, objectives, and main topic (identity). Therefore, some of the participant's utterances were reduced into themes, topics or "key situations" that may influence their identity construction process. It can also be evidenced that this "key situations" or "key topics" are highlighted, to determine which ones can be used for the definition of categories and subcategories.

As shown on figure 6 and 7, the participant's opinions around the questions presented in the pages 52-53 of this document were organized according to the participant's perspectives and experiences. In this case, six non-licensed teachers and six licensed teachers, present their perspectives towards their teaching experiences, considering the context, decisions, challenging situations, career, work experiences, etc.

Figure 6

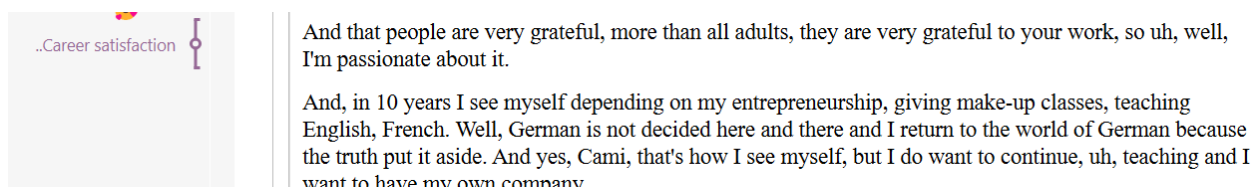
Interview transcription analysis to define categories and subcategories



Note: This figure shows a licensed teacher in depth interview transcript. Source: Author's creation using MAXQDA.

Figure 7

Interview transcription analysis to define categories and subcategories



Note: This figure shows a licensed teacher in depth interview transcript. Source: Author's creation using MAXQDA.

Then, the written narratives were implemented after the interview, participants had the opportunity to voluntarily participate and write an experience that makes them love their profession, and a negative experience that makes them think about quitting the job.

As shown on table 3 and 4, the chart presents positive and negative teachers' experiences including excerpts from their written narratives (see annexes for the complete chart). The chart contains the participant's name, narrative, themes and emotions. The themes aim to identify broader concepts, allowing for a deeper understanding of their relation with the context, the decision-making, the system of beliefs and so on. Moreover, the analysis extends beyond the written narratives to incorporate insights from oral narratives. By contrasting the themes derived from written narratives with those extracted from the oral narratives, categories and subcategories

were determined providing a comprehensive perspective on the participants experiences using the software presented on the next section.

Table 3

Written narratives: Positive teaching experience, licensed teacher.

Participant name and role	Positive experience	Negative experience	Themes & Emotions	Language used
Pomona Sprout Licensed teacher	No tengo alguna experiencia positiva específica, pero sí me impacta cuán agradecidos son los estudiantes cuando haces tu trabajo con amor y dedicación. Lograr una conexión tan linda es algo inexplicable como profesor. Siento que eso es lo que más me ha marcado como profe.	Hace algún tiempo trabajé en un colegio donde había un niño de grado noveno que no sabía expresar sus emociones de manera adecuada y era extremadamente grosero. A pesar de ser mis clases tan dinámicas, siempre buscaba la manera de que parecieran aburridas, generaba mal ambiente, respondía de manera grosera y a todo le sacaba burla. Fue muy incómodo trabajar en ese grupo gracias a él.	<ul style="list-style-type: none"> - Teacher's attitudes (love and dedication). - Teaching objective: To foster positive student-teacher connection. - Emotions management on challenging situations. - Dealing with student's bad attitudes. - Gratefulness is the result of a good teaching process. - Love. - Proudness. - Frustration. - Effort. - Comprehension. 	- Spanish.

Note: This table shows the participant's written narratives along with the themes, emotions and language used to express their positive and negative experiences. Source: Author's creation.

Table 4

Written narratives: Positive teaching experience, non-licensed teacher.

Gilderoy Lockhart Non-licensed teacher	Una motivación que encuentro en mi oficio es el recibimiento de los alumnos al iniciar clases. Siempre con excelente disposición con las actividades que preparo y como siempre me dicen y muestran que les he ayudado a avanzar en sus procesos de aprendizaje, manteniendo una conexión con los alumnos.	En mi primera experiencia como profesor, ingresé a una empresa con condiciones de trabajo precarias, en un proyecto muy bello, pero que resultó ser absorbente y en el que podía trabajar hasta doce horas por día. Por supuesto, las herramientas con las que contaba para mis labores eran precarias y debía caminar alrededor de catorce kilómetros por día. Por estos motivos, permanecía cansado y las actividades no podían transcurrir como se deseaban por no contar con el apoyo y la energía suficientes.	<ul style="list-style-type: none"> - Motivation - Teaching as a duty - Show evidence of the learning process. - Teaching effectiveness. - Teacher-student relationships - Working conditions. - Institution's requirements and culture. - Joy - Respect - Inspired - Overwhelmed - Tired - Startled 	Spanish
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Note: This table shows the participant's written narratives along with the themes, emotions and language used to express their positive and negative experiences. Source: Author's creation.

As evidenced, positive and negative experiences drawn from the teacher's classroom practices are influenced by factors such as: working conditions, institutional culture, feedback, and access to resources, among others. These experiences present challenges and advantages for the teacher's identity development. Furthermore, they serve as valuable learning experiences that enable them to reflect and adapt their teaching practices. Therefore, emotions associated with these situations were also taken into account for the definition of categories and subcategories, as emotions play a significant role in shaping the inner view of teacher's identity since they are linked

to experiences, challenges and successes that can be found in the teaching path. Furthermore, positive and negative experiences in the classroom as well as emotions associated to them provide insight from their values, decision-making, roles and effectiveness in the educational context.

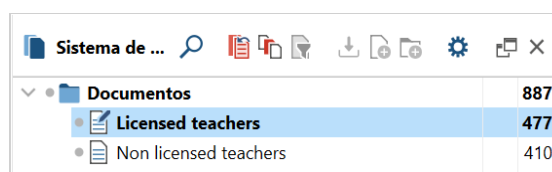
Software and tools used for data analysis

Following up with the coding process, the content narrative analysis is made through interpretation, classification, and coding that in the case of this research was done through a qualitative analysis software called MAXQDA which allows to organize and visualize data in an efficient way which do not discard the cognitive human process of understanding and interpreting findings, opinions, beliefs, and actions that shape the English teachers' identities. Despite of being assisted by software, this analysis still relies on human interpretation and understanding supporting the qualitative approach.

In the first place, organizing data was conducted in different stages that depended on the research tool that was analyzed; for the in depth interviews the transcriptions were separated in two groups (licensed and non-licensed teachers) which make easier the analysis and contrasting processes.

Figure 8

Document classification in MAXQDA, licensed and non-licensed teachers.



Folder/Category	Count
Documentos	887
Licensed teachers	477
Non licensed teachers	410

Building codes and categories using the data was done in two stages, on the first one the theoretical background was deeply read to select some key words, or theories that could be categories or subcategories, and then the emerging themes from the in-depth interview were considered and adapted to create additional categories. This process indicates a systematic approach to organize and analyze data in order to develop meaningful and pertinent codes and categories.

Figure 9:

Categories and subcategories classification in MAXQDA



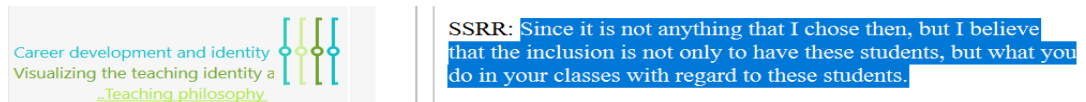
By using MAXQDA the codes were manually entered according to the previous determined categories and then the code system was sorted and linked with "quotes" or text passages from each of the interviewed teachers, this process was made considering relations between the mentioned topics that were coded from the participants opinions (Kuckartz, 2014).

To reduce data into themes, coding was implemented as a strategy to organize data, and create themes. This, based on categories and subcategories that emerged from the theoretical framework, some articles referring to the topic English teacher's identity, were deeply analyzed and related to this research, then they were analyzed to identify categories that could arise on the written narratives or in-depth interview (see page 53 scoping review), the participants opinions in the in-depth interview and written narratives. In this case, the licensed and non-licensed teachers'

transcripts were analyzed in separate documents, but the same categories were applied for both groups of participants. Making sure that the findings are relevant and related with prior research towards teaching identity, comparing differences and similarities among licensed and non-licensed teachers and allowing new themes to emerge through the analysis.

Figure 10

Participant SSRR interview transcript assigned to some categories.























Note: The transcript was taken from the in-depth interview, it presents a fragment of an experience where elements of identity constructions are evidenced, in this case visualizing the teaching identity and teaching philosophy. Transcript taken from MAXQDA. Source: Author's creation.

As shown on figure 10 the transcripts were related to certain category, according to the theme or subject referenced by the participant, and then associated in a category or subcategory. It is also evidenced that for the same utterance, two or three categories or subcategories are tagged, since the participants point of view are contrasted to theory.

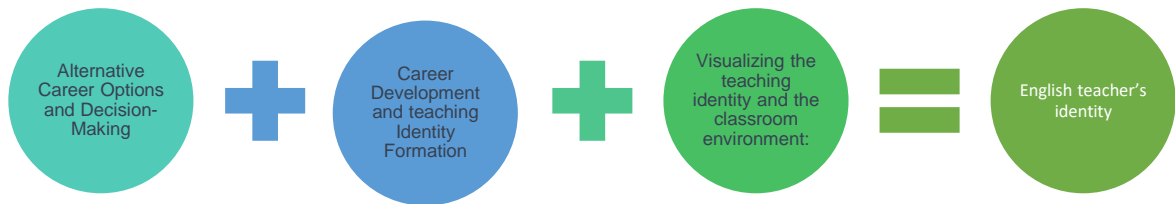
Table 5, shows the main categories as (Código superior) and the subcategories as (codes), it also contains the emoji codes which represent the emotion of the participant towards certain topic or situation.

Table 5*Categories, subcategories and codes, MAXQDA.*

Código superior	Código
	
	
	
	
	
	
	Alternative career options and decision-making
 Alternative career options and decision-making	Challenging classroom situations
 Alternative career options and decision-making	Career satisfaction
 Career satisfaction	Negative
 Career satisfaction	Positive
 Alternative career options and decision-making	Decision-making
	Visualizing the teaching identity and the classroom environ...
 Visualizing the teaching identity and the classroom environment	Professional growth opportunities
 Visualizing the teaching identity and the classroom environment	Perspectives for the future (career development)
 Visualizing the teaching identity and the classroom environment	Teaching philosophy
	Career development and identity construction
 Career development and identity construction	Career and professional motivators
 Career development and identity construction	Self and teaching image
 Career development and identity construction	Career progression

A lean coding approach was implemented to answer the research objectives by using no more than five or six categories and no more than twenty subcategories per category. This method was considered with the aim to directly address and focus on the research objectives.

In addition to lean coding, the categories as well as the in-depth interview questions were structured under a temporary configuration (past, present, and future). This approach aimed to identify how these dimensions of identity are evidenced and evolve over time, understanding that identities are not static, unlike they are dynamic over time .By examining these temporal dimensions, it is necessary to contrast the participant's experiences to identify variables or dimensions that might not have been considered in existing theories.as shown in figure 10 (Barkhuizen, 2016).

Figure 10*Systems of meaning under temporary configurations*

Note: The graph represents the process of identity construction under temporary configurations, in different categories. Identity shapes from the first day of school or university, first experience, learning from mistakes and the projection of teaching in the future, illustrating that identity construction is not static, it can be seen that each temporality affects the other based on the lived experiences or imagined futures that led light to identify those dimensions of identity construction. Source: Author's creation.

Implementing color coding to differentiate relevant topics and/or categories, in this way: blue category represents the past, purple present and green future. From the past, the main category is alternative career options and decision making. From the present the main category is Career development and identity construction, and from the future, the main category is visualizing the teaching identity and classroom environment.

To complement the sources that define categories and subcategories considering the theoretical framework and the participant's opinions, word clouds were used as a strategy that allows the researcher to represent information in an organized, and easy to read format, where the biggest word is the most frequent, according to the word occurrence the size changes, generating an impact over the topics that the participant presented during the interview. Word clouds represent

Note: Word cloud taken from the licensed and non-licensed teacher's narratives about their teaching career. Source: MAXQDA software, author's creation.

As shown in the word frequency cloud, the words that are current on these interviews are student, English, class, language, study, child, university, and school. This presents that English teachers are centered on the students and the objective of their lessons is teach a language which is English, this statement is also complemented with the in-depth interview analysis, where teachers state that they care about creating effective learning environment and safe learning scenarios. This proves that their teaching identity is defined by the subject they teach (English) whether they are licensed or non-licensed teachers, it can also be evidenced that their identity is also defined by the relationship that they have with their students, the population that they teach adults or children and actions that define their teaching and self-identity such as: listen, choose, realize, decide, understand, focus, explain, respect etc.

According to Han (2022) actions like listening, understanding, deciding and explaining contribute to the teaching sub-identities. As subject matter experts, teachers have the ability to break down complex subjects and make them clear and understandable for students. Using their pedagogical skills, teachers adapt methods and strategies to fit students learning styles, understanding and motivation. Teachers also manage student's behavior to create effective learning environments and foster positive learning habits, allowing students to construct knowledge through experiences and interactions. Finally, as didactical experts, teachers are skilled in planning, evaluating and implementing lessons effectively.

Note: This word cloud presents the trending words that English teachers used around the topic career development in their narratives. Source: MAXQDA software, author's creation.

It is evidenced that the activations regarding the non-licensed English teachers' identities were related to the subject and language that they teach (English), the act of teaching seen as a work in certain context: a class with students (mostly children than adults). In addition, words like education, opportunity, difference, university, business and vocation establish the cultural symbolic capital that non-licensed English teachers offer to the educative ecosystem, and the social structure that border the teaching identity such as learning scenarios, institutions requirements, effective teaching, and identification that can be represented through words like: university, culture, linguistic world, business, vocation, career etc.

If we compare the licensed and non-licensed teacher's word cloud frequency it is inferred that English, work, student, and class are the words that are connected to the English teaching career. It is also exposed that words like language and child are more frequent in the non-licensed teacher's case than in the licensed teacher's case. From both actors, the activations around English language teaching identity rely on the subject they teach (English), the education background (school, university, technical studies, and complementary courses) and their teaching-academic experiences.

In terms of experience, their career starts from the academic path that they have taken since they graduated from school, the interest of pursuing a career in the languages field with the intend of finding good jobs that allow them to practice the language they have studied, as well as building up a community of practice to share interests and be more proficient in the language they teach.

Perhaps the sense of teaching English is seen as a social function of licensed and non-licensed teachers, there are different insights from the word cloud that also show tendencies from the career path of both actors. While licensed teachers see students and the educative field as a human duty conducted through activities that depend on the context, non-licensed teachers relate the educative field as a business that is accomplished through vocation. However, both actors agree on the fact that love is necessary to advance on this duty.

Non-licensed teachers view teaching as a profession that requires passion and dedication. Despite checking different options like the army, working abroad, having cooking technical studies and working in call centers, the participant JDG decided to join a teaching career, demonstrating commitment to the profession and as a call to feel fulfilled.

I have loved the teaching world and I have decided to continue my studies to get a professional degree.

Licensed teachers define their job as a human duty, placing emphasis on the fact that education changes lives. MABC's statement highlights a deep growing passion for teaching.

I had my first experience when I was in 3rd semester, it was in a school. I started liking this this profession. And since then I have like the love for it has increased a lot and I could say that I really like being a teacher. Like the profession itself, it's something that I really love doing.

Both licensed and non-licensed teachers agree that love is a fundamental component for advancing and growing in this profession. Despite differences in the obtained titles, motivation, commitment and passion for what is done is essential to stay, sustain and nurture the career in education.

Another contrast that can be evidenced from licensed teachers compared to non-licensed teachers, is that they have clear perceptions on the Colombian educative system division, public

vs private education, the word 'public was activated on the licensed teacher and in the non-licensed teachers it was not. This fact reflects the possible contexts where teachers have developed their career, as students or professionals, as well as the aspiration to work or mastering in the public education field.

Categories and subcategories

In this section, I introduce the categories and subcategories used to analyze the professional identities of licensed and non-licensed teachers. For a more focused and comprehensive discussion, only two subcategories per category will be presented. These subcategories allow for a deeper understanding of the attributes that shape non-licensed teachers' identities from the licensed teachers, as the other subcategories present significant similarities.

Alternative Career Options and Decision-making

This category looks over the exploration of the teaching path that licensed and non-licensed teachers took to become English teachers. It examines their educational background and factors that influenced them on pursuing this career.

On one side, the participant ELC a licensed teacher expressed that her university journey was challenging since there was a lack of inspiration:

I must admit I didn't have any English teacher as a role model. And quite the opposite, I didn't like English at the university. I feel I didn't learn English at the university. I mean the first semesters were terrible for me. I hated English classes for semester, second semester, third semester, 4th semester, 5th semester, 6th semester (ELC, in-depth interview).

This perspective expresses the struggle and dissatisfaction that occur in her educational path, even if the professional horizon was clear, the lack of positive reinforcement and role models could enhance or affect the career commitment depending on the individual's system of beliefs.

In contrast, the participant, MVA a non-licensed teacher, described a practical entry to the teaching profession after gaining experience abroad:

When I came back from working as an au-pair in the US, I started looking for jobs in academies. It was very easy for me, but last year I decided to work in a school. But it was. Very demanding because I was hired as a Spanish and English teacher and I think our university didn't prepare us. To teach Spanish, so the English part was OK, but the Spanish part was very demanding because I had to study before I gave the classes (MVA, in-depth interview).

In her statement it is possible to affirm that non-licensed teachers like the participant MVA require flexibility and adaptability to enter in the teaching field, however they often face significant preparation challenges in terms of pedagogy or knowledge, particularly in roles that require multiple subject expertise.

In fact, these insights illustrate the complex decision-making processes and career considerations that both actors faced during their career development, presenting some factors that influence their professional identities: the research shows that licensed teachers have a pre-determined professional horizon that could led to frustration and lack of motivation related to their major, while non-licensed teachers were in unclear horizon, forcing them to explore and navigate unconventional paths and face the demands of teaching multiple subjects.

By considering Barkhuizen's perspective on teachers' identity, it is evidenced that decision-making is a cognitive process that presents challenges for licensed and non-licensed teachers. They must navigate and determine the "right way" to address different scenarios

according to their beliefs, values, moral, values, prior education and experiences. These actors with possess the abilities to navigate and face different classroom challenges through the decisions they make, drawing upon their previous experiences in similar contexts (Barkhuizen, 2016).

In this research, decision-making processes were evident in the profession's participants selected, the job opportunities available in the country, the social representation, affiliations, and recognition that they have acquired during and before their career journeys.

In this case, identity is explored and supported factors that motivated the participants to become teachers, and how these choices influenced their identity construction as English teachers. Other career options and experiences were compared to identify the advantages or disadvantages of pursuing a teaching career. In addition, the decision-making subcategory contrasts the narratives that licensed and non-licensed teachers presented about their teaching practice and education.

Decisions towards a career choice, involves an exploration of the teacher's academic background, which provides insights about the systems of representations, beliefs, values, and meanings, that were shaped during their process as students in elementary, high school, technical program, major or continuing education programs. This background shows up the affiliations that teachers built during their learning and professional insertion experiences, their cultural symbolic capital, collective identity and social admissibility involvements during their career.

To illustrate this decision-making process, the participant SRR a licensed teacher, shared insights into his decision-making process, which involved switching from a career in psychology to English language teaching.

Apart from everything, I feel that since school I had, like, a lot of language skills. And I didn't want to feel at a disadvantage, suddenly starting a career in something where I wasn't going to feel so sure. So, based on my sister's example and the language skills she showed, I decided to study a degree in English teaching. SSRR (spoken narratives)

SRR's decision was influenced by his self-evaluation based on language skills and ethics in regards of "reducing people into patterns" which was the horizon that he evidenced while studying psychology. The desire to feel competent in his career choice and the positive example set by his sister, motivated him to get involved in this path. This example illustrates how licensed teachers weigh their skills, confidence and role-models in making decisions.

In contrast, the participant JDM, a non-licensed teacher, described the challenges faced in positioning himself within the labor market after graduation, in addition, this participant presents a fact that initially motivated most of the non-licensed participate to not to consider a teaching career, which is the societal perception of teaching in the country.

When I already knew the labor field, well, I found that it was not so. It's as simple as I thought, and really, well, my profile kind of didn't fit in any specific part, because well, my plus were the languages and some notions on business.

When I received an offer to work as a teacher, I was a bit reluctant, because well, I had never studied to be a teacher, because it is also well known that education is not very, very well paid and it is not very grateful in Colombia (JDM, spoken narrative).

In effect JDM's decision-making process was influenced by the realities of the Colombian labor market, since many large enterprises and institutions look for professionals with language knowledge skills to develop in this company's despite of their degree. It can be said that his reluctance towards teaching as an option came from the lack of formal training in teaching and the status and pay of the profession in Colombia.

These perspectives underscore how personal beliefs, values, skills and social contexts influence the career decisions and identity construction. Non-licensed teachers, in particular, must adapt to an unfamiliar context that challenges them to demonstrate knowledge, confidence, and the ability to address students properly and motivate them to learn languages. All these by considering the professional dimension of identity. As Han stated, behaviors and beliefs shape identity in a process of negotiation between the individual and their context. Teachers demonstrate their professional value by demonstrating a strong sense of responsibility within the organization, setting goals and showcasing effectiveness in their duties. Furthermore, the teacher's ability to act and make decision in various scenarios, demonstrate their capacity of agency. This is evident when they use their prior knowledge, acquired knowledge, values and experiences to navigate in different scenarios. (Castañeda, 2011)

The need of comparing also shows insight of the participant's identity, as it provides a deep understanding behind the reasons to be teachers, as well as the self-development process that includes teaching efficacy, self-confidence, adaptability, identification with the profession and career satisfaction.

Bearing in mind that satisfaction can be seen from different perspectives, the satisfaction levels represent the objectives that each individual has set up according to a specific objective, in this case, being a teacher. Thus, identity and career development are on-going construction processes. The teachers mention the academic development experiences, expectations, strategies, and motivations that push them adapt and react in situations that could be insightful for their career.

As expressed by the participant MABC, the teaching career is satisfying and fulfilling, it is not a matter of first times, it is a matter of growing love for the profession.

I had my first experience when I was in 3rd semester, it was in a school. I started liking this profession. And since the love for it has increased a lot and I could say that I really like being a teacher. Like the profession itself, it's something that I really love doing every day these days (MABC, spoken narrative).

MABC's journey reflects a gradual appreciation and passion for teaching, suggesting a high level of career satisfaction that came from meaningful experiences and personal fulfillment despite of challenging situations.

In contrast, the participant MFSD, a non-licensed teacher illustrates the challenges that she faced once she started teaching:

So here comes back and plays the theme of a very autonomous work like "juepucha", they are very old people, well, different from that, I mean that. How am I going to approach everyone? Yeah, and that's when I realized that ^[P]_[SEP] I wanted to be like that teacher that I liked. Yes, I mean, I don't want to be like a teacher who makes you fall asleep in class, I don't want my student's to be afraid of asking because they don't understand, well, anyways, so I focused a lot (MFSD, spoken narrative, non-licensed teacher).

In effect MFSD's reflections reveal the challenges and aspirations that she encountered in her teaching path, highlighting her desire to create effective teaching practices and create positive leaning environments despite initial difficulties.

The English teacher's opinions and points of view towards education performance, execution, and quality reveal their systems of beliefs and morals around teaching, as well as the way they assess, manage and perform to offer a quality teaching process. Additionally, it explores the considerations that teachers have made about their future roles, taking into account the social,

political, environmental and economic contexts that shape their identities and behaviors in the teaching position.

In this section, it was possible to visualize the realities that licensed and non-licensed teachers faced during their career and identity construction. Licensed teachers' identity is aligned with their education path, during this path they were able to set up and adjust some principles and notions on how their classes would be, as a result, they have acquired and developed some strategies to show a strong sense of responsibility and belonging towards their teaching roles, navigating through the classroom challenges effectively and maintaining educational standards.

On the other hand, non-licensed teachers face different challenges while they adapt to their teaching environment without pedagogy prior knowledge and strategies. It is evidenced that non-licensed teachers are resilient and develop a strong sense of adaptability, often relying on motivation and dedication to overcome obstacles. Their identities are negotiated and redefined continuously so they gain competence through practical experience.

To sum up, the career choices made by these two groups significantly influence their identity configuration. Licensed teachers shape their professional identity based on what they have learnt during their major, their practicums and constant feedback. Whereas non-licensed teachers rely on personal and contextual factors such as motivation, self-learning, life-experiences (working abroad), professional networks, school environment and institution's support to shape their identities. This contrast allows us to understand the importance of recognizing and supporting the diverse pathways in teacher identity development, making sure both groups can contribute effectively to diverse educational settings.

Visualizing the teaching identity and the classroom environment

This category deals with the professional abilities that English teachers would like to develop in the future, it explores their aspirations for growth, skill enhancement, and knowledge acquisition. It also examines the perceptions that teachers have about themselves and the relationships with the educational actors (student's, peers, administrative, parents etc.), the way they visualize their classroom provides insights about the perceptions, experiences and expectations that have settled down in the context where they are working at, I also examine how do they see themselves in the future as well as the professional and personal objectives that they have defined according to their career plan and experiences.

To illustrate these perspectives towards the future, the participant ELC, licensed teacher shared how she was inspired by a teacher's use of ICT's in her teaching practices and emphasizing the importance of adopting a human approach when teaching:

He had us learning with his gaming experiences because he learned English through video games and he had a really chilled attitude. So, he motivated me to have like that type of attitude with my students to be human with them.

This experience highlights the importance of embracing innovative teaching methods by enhancing the teaching context and maintaining a positive human centered attitude when motivating students to learn English, students are not machines.

In contrast, the participant SSRR expresses that being a tutor allowed her to discover her passion for education and the importance of creating reflection scenarios in the classroom:

I realized that I liked, of that it was good in what it was doing, of that other person's value what I was doing, also I could establish reflections or read, for example, they set us to read on constructivism. They asked us to read Paulo Freire, Estanislao Zuleta, that is to say, not only they were paying to us so that we were, were following tutorships, but they were forming us also in education and were making us reflect on our educational roll with the students. (SSRR non-licensed teacher oral narrative).

SSRR's experience remarks the need of creating reflection scenarios in the classroom that become engaging learning environments, this experience as a tutor allowed her to set up the bases of her teaching philosophy by shaping her teaching practices and interaction with students.

A subcategory that allowed the participants to associate and imagine how a class taught by them is evidenced in the teaching philosophy. In this instance, the visualization of a classroom was represented through the use of metaphors that represent their teaching role, approach, principles and beliefs towards their own classes.

Participant SSR, a licensed teacher, uses the metaphor of a garden to describe his teaching philosophy and the atmosphere that he aims to create in his classroom:

My classes are for my students. They are like a garden. Like a garden and beautiful as a garden in which there are none dangerous stuff, no plants, there are no poisonous thorns, there is not something like bushy around, them. I feel that the children feel welcomed, but they have that space in which they are calm. In which they feel welcome and in which they feel good.

This metaphor highlights the teacher commitment to create a safe and nurturing learning environment where students feel welcomed, calmed and valued, like the tranquility of a beautiful and well-tended garden.

Then the participant JDM, a non-licensed teacher, uses the metaphor of an afternoon in nature to present his teaching philosophy and the values that he prioritizes in his classroom:

I think of my class as an afternoon in nature in that you're in a safe space. You could be with your favorite people. Talking about anything you want to talk about. Exchanging knowledge, exchanging things that are going to be good for your life. I want my students to feel free to talk about anything they want to talk about and to be their true selves (JDM, non-licensed teacher spoken narrative)

This metaphor emphasizes on creating a safe and inclusive learning environment where students feel empowered to express themselves spontaneously, exchange ideas, and participate in meaningful discussions that improve their language abilities and their life-skills.

These participants' perspectives provide insights into teaching philosophy and the vision that each teacher has for the classroom. Some of these metaphors emphasize making classes fun and engaging by creating scenarios where everyone is included and free to speak.

Non-licensed teachers grounded their metaphors on the fact of respecting the learning processes, indicating a willingness to review concepts as often as necessary. They emphasize that what truly matters is the students' learning is a safe space, treating them like humans, and recognizing that students are the gifts that make their job valuable.

On the other hand, licensed teachers also emphasized on creating safe spaces, they share the belief that they can think and act outside of the box, engaging in acting, playing and having fun to create environments where everyone learns and understands their place in this world.

Another subcategory that was defined towards the future is the professional growth opportunities. This subcategory identifies the opportunities that English teachers had to improve their professional abilities in the contexts that they have worked in. It also considers academic

opportunities, such as like studying abroad, certifications that answer to social inquiries like regulations, self-sufficiency, accomplishments, and professional updates around the teaching career. These opportunities are integral to identity construction as they shape teacher's professional self-concept and their evolving roles in the educational field.

Participant PAM, a licensed teacher shares her aspirations towards professional growth and expand her cultural knowledge:

I want to become an enterprise leader a high position. I would like to be travelling and learn about culture and languages. And be working abroad, I would like to be a teacher there too and teach Spanish (PAM licensed teacher, spoken narrative).

PAM's vision highlights the importance of gaining cultural exchange experiences, desire to work in different scenarios and reflecting on a proactive approach that led to professional growth. This vision aligns with Han's theory, where he states that professional identity allows professionals to manage cognition, emotions and actions to enrich their professional cultural capital by managing multiple languages, joining continuing education programs and creating innovative lessons that are meaningful for their contexts. Furthermore, these perspectives are shaped by the individual's value within an organization.

Aligning with PAM statement, working in different contexts and looking for professional growth allows teachers to navigate their careers, and continuously shape and reshape identities through interactions with their context, personal beliefs and expectations of their roles. Therefore, PAM's vision of cultural exchange, diverse work experiences and continuous reflection directly contributes to the construction of a strong professional identity.

The participant MFSD, a non-licensed teacher also expresses her intentions to grow professionally by improving her qualifications:

However, I would like to do like. I don't know whether to call it specialization, master course. As for pedagogy, as for having bases, because really what I have achieved has been by myself, let's put it that way, and I would also like to live from my own make up business. (MFSD, Non-licensed teacher spoken narrative).

In effect, MFSD's perspectives highlights the value education in pedagogy to strengthen her teacher skills and teaching identity. Pursuing personal interests such as having more tools to engage and address a class, gain more confidence when teaching and grow her business at the same time which are factors that also shape her identity.

These perspectives present the relation of professional growth with identity as PAM's aspirations demonstrate how international experiences contribute to her evolving identity and cultural capital as an educator. While MFSD's goals look forward to improve her teaching abilities and entrepreneurship and self-concept.

Perhaps, these career perspectives for the future career development highlight importance of professional self-development. This process begins with the teacher's education level and included the intention to pursue continuing education programs, enhance employability, develop professional abilities, adapt to changes in context such as population, location, institution and possible career switches.

These elements are aligned with Han's (2022) notion of professional identity as professional face the challenge of getting better at what they do by pursuing continuing education programs and adapting to the context's needs. This adaptability is necessary to navigate in different

work environments that challenge teachers to make efforts and evolve, answering to the demands of the teaching profession. The dynamic process of professional self-development is essential for teachers, so they can be effective, valuable and resilient, allowing them to advance in their career and making an interplay between personal agency, social context and professional development.

Career development and identity construction

This category considers the current stage where the participants develop their teaching duties, as a result of facing different scenarios, identity is shaped and re-shaped according to the individual's and the context's needs. By closely analyzing the participant's narratives, we can see how their career paths and experiences contribute to identity configuration.

As an example, the participant ELC, a licensed teacher, has adapted to various contexts throughout her career, working with different age groups, projects, and types of institutions. Her ability to teach English, French, or Spanish, demonstrates her flexibility when meeting the institutional needs.

I have more or less five years' experience as an English teacher. I have worked with multiple populations, let's say. I have worked in schools with teachers sorry with children I mean toddlers, kindergarten, transition, primary school, 1st grade, 2nd grade, etc. And high school and I have work in English academies and I have work in community, community projects, let's say. Yeah, volunteering, everything like things related to that and most of my experience has been in English. I mean, even though I am, I am capable and I studied for teaching English, Spanish and French, the majority of my experience is related to English (ELC, licensed teacher spoken narrative).

ELC's narrative shows how her identity has been through different shaping scenarios and experiences, this path reflects a commitment to professional growth and adaptability as licensed teacher.

The teaching career development for the participant MVA, a non-licensed teacher presents the uncertainty that she faced during the major, the lack of clear career pathways affected the identity construction process during the professional insertion (first experiences, exposure to teaching). Her decision towards teaching English emerged from the affinity with the language and desire to have a defined career path.

Ever since I saw English as my path, but English teaching specifically. Also, because in the university, I don't know about you, but I think that for me and many of my friends, we didn't really know what to do. We learned a little bit of French, a little bit of German. And that's it. But we didn't have, like, a career path that was clear enough for us to know what to do after graduating. So, I think that English teaching was the only way for me (MVA non licensed teacher, spoken narrative).

This experience, highlight the importance and commitment that educative institutions must have with their students by providing them with a clear career profile and expectations. The lack of clear career direction and guidance on identity construction, pushed her towards English teaching, shaping her professional identity through need and practicality.

In this case, a subcategory that was defined for this process is career and professional motivators, which includes all those personal challenges, vocations, career aspirations and people that encourage the teachers to perform their job.

Surprisingly, the professional motivators of English teachers, involve complex decision-making processes, as the individuals choose whom to follow or to be inspired by. These role models can be teachers, philosophers, family members. Who supported the decision to pursue a teaching career over other professions. Role models also represent a sense of vocation, reflecting the level of commitment and engagement within the teaching profession.

As an example, the licensed teacher ELC explains that in despite having negative experiences as an English student, ELC was supported by certain teachers through difficult situations that affected her performance in her major. She also cites a philosopher, Estanislao Zuleta, as key role model. Zuleta's work taught her that the most important characteristic of a teacher is being human with the students.

A Colombian philosopher called Estanislao Zuleta. Yeah, I really, really follow his guidance as a Bible for me. He is the pedagogy God in Colombia and Latin America. And yeah, he told me and he is more important, the most important thing is to be human, you know, with people (ELC, licensed teacher, spoken narrative).

On the non-licensed teachers' side, the participant MVA shared that during her major, she had a German teacher that was passionate about teaching. His enthusiasm for the language and passion for profession left a long-lasting impression on her. Making her affirm that someday she would like to be as good as him.

Pedro, I love him. Yeah, I have. I could, I would have an altar. I remember he was so passionate himself, you know, and he transmitted that to the students and he, he had this sort of tough love like. He was strict but relaxed of the same way at the same time. And I was like, damn, I wanna be like him, you know I want to. I haven't gotten to that point (MVA, non-licensed teacher in-depth interview).

These motivators play a crucial role in identity shaping since those are rooted in personal experiences that create a sense of professional commitment, demonstrating the personal connections and role models that are built upon the teaching path.

Additionally, motivation and inspiration can also stem from negative experiences, encouraging teachers to explore other careers or work in different contexts.

In his written narrative the participant SRR (Severus Snape), licensed teacher, narrative highlights how validation and recognition from colleagues can significantly enhance teacher's

motivation and confidence. This experience reinforced his belief in the autonomy and capability of his students.

Al volver me recibieron mis compañeros profes con felicitaciones. Mis cursos habían sido los mejores del evento, sin requerir de supervisión de nadie. Me sentí feliz y desde ese día siento haber descubierto que es posible confiar en el trabajo autónomo de mis estudiantes (SRR, licensed teacher written narrative)

In her written narrative the participant MVA (Sybill Trelawney), non-licensed teacher emphasizes on the impact that teacher can have on students and teachers. She finds motivation in the fact that teaching goes beyond imparting knowledge, it is about making meaningful connections and positively changing lives.

Para mí, lo mejor ha sido cuando por una situación y otra, reafirmo que la labor docente importa, que podemos impactar la vida de otros en niveles que ni siquiera imaginamos. Que podemos conectar no solo como profes sino como seres humanos y ayudar a las personas más allá de enseñarles inglés (JDM non-licensed teacher, written narrative).

These insights demonstrate that both positive and negative experiences shape the teacher's professional identity and commitment with the profession, emphasizing on supportive environments and meaningful connections with the educational actors, which have the power to change the teacher's self-perception through feedback, opinions and recognition. As a result, teachers manage cognition, emotions and actions to enrich their cultural capital, for example, working abroad or managing more than two languages, creating innovative lesson plans and joining continuing education programs, are essential component for identity construction. Perspectives towards professional expectations rely on the individual's value within the organization, which depends on what they can offer and contribute (Han, 2022)

From this motivation process, teacher's self-image is shaped and defined as a subcategory. In this framework, self-image is related to social paradigms, such as the security of belonging, social acceptability, fellowships, and behaviors.

In terms of perception, individuals are immersed in self-evaluation processes that are reflected through identity verification, contrasting exercises, self-evaluations, social status. These predefined standards reveal the cultural background and what the person can contribute their community of practice.

ACC's a licensed teacher, written narrative highlights how successful classroom experiences contribute positively to self-perception when they receive positive outcomes from their activities, and this reinforces the sense of efficacy and satisfaction as educators.

La experiencia más positiva la he vivido siempre dentro del aula y se da cuando lo que planeo (material, actividades, juegos, etc.) dan un buen resultado, generando una experiencia positiva para ellos con la lengua extranjera (ACC licensed teacher, written narrative).

The non-licensed teacher narrative emphasizes that the nature of teaching English is rewarding when student's learning processes advance, developing a sense of appreciation and interest for the language but also the development of culture awareness on the student's side.

Ser docente de inglés es una profesión gratificante en muchos niveles. La mayor recompensa es presenciar cómo los estudiantes le cogen agrado al idioma inglés, ya que esto no solo significa que están adquiriendo conocimientos y habilidades lingüísticas, sino que también están desarrollando una apertura hacia otras culturas y una mentalidad global.

In fact, non-licensed teachers agree on the fact that being a teacher is a rewarding profession on many levels. The greatest reward is witnessing how students grow and enjoy English learning, creating strong connections, confidence and openness to other cultures.

Then, the teaching image is defined as a subcategory that involves the systems of representation behind teaching. This includes constructs, beliefs, discourses, narratives and emotions, from the teacher in relation to the context in which they develop their profession. It also explores the social perception of being a teacher in a community of practice (school, university, language institutes, etc.)

ELC's (licensed teacher) narrative highlights the societal expectations and stereotypes that emerge from the teaching profession. She discusses the pressure that is given to be a "perfect citizen" so others learn from example.

Like having to be like the perfect citizen to be an example for everybody. So, you're a teacher. I mean like a stereotype, you know, you're a teacher. So, you cannot talk like that and you cannot wear that. For me that is really, it's really difficult to deal with (ELC, licensed teacher, spoken narrative).

Then NCS (non-licensed teacher) discusses the "nurturing aspect" of teaching and the challenges of dealing with students and their family contexts. NCS presents the emotional and protective skills that she developed not only as English teacher, she also met the role of course director, having in charge a specific group of students and parents.

If you're not a mother you eventually acquire those care protection skills. It's something very beautiful that is heavy, yes, but it's something that fills you a lot. Yes, sometimes the parents are more difficult than the children themselves and sometimes, for example, you realize that a child is problematic or annoying and then you look at the family history and, everything depends on that.

These experiences demonstrate how teacher's professional identities are influenced by external actors like the perception of teaching and the family dynamics that affect student's development, and internal forces like emotions and values that are reflected on the relationships that teachers build with the educational actors.

Overall, through their narrative's teachers express a deep sense of vocation and dedication, continuously determined to create meaningful and inspirational educational experiences for their students. Each category and subcategory sheds light to identity configuration process revealing how teachers face challenges, make decisions and look for growth opportunities within their profession.

As a result, this chat summons up the key elements from identity construction and the participant's opinions towards their teaching journey, this chart included both instruments analysis (written and oral narratives).

Table 6

Comparative summary chart: Licensed and non-licensed teacher's teaching experiences.

Aspect	Licensed teachers	Non-licensed teachers
Teaching focus	Emphasize active class engagement	Prioritize building strong teacher student relationships, negotiating teaching approach, adaptability, leadership, and self perception.
Teaching Experiences	Positive and negative experiences contribute to personal and professional growth, positive experiences enhance dedication, effectiveness, and passion	Value positive experiences for effective communication, commitment, and engagement. negative experiences relate to student performance and external factors like administrative personnel, parents, peers, etc.
Emotional Response to Experiences	Manage emotions like impotence, shame, heartbreak, etc., using adaptability, patience, decision-making, empathy, and effective communication	Reflect on negative experiences, adapting identity through representation, cognition management, and emotional responses
Behavior Correction Opportunities	May have fewer opportunities due to higher expectations in pedagogical knowledge; receive positive feedback from students and parents	More opportunities to correct behaviors; may receive feedback related to qualifications and positive feedback

Career Perception	Feel undervalued, lack respect; consider career change, work abroad, continued education programs, or changing teaching context	Perceive teaching as demanding but lacking prestige; easy job availability; focus on language proficiency, passion, and business management background
Self-Perception and Career Goals	Self-perception influenced by feelings of undervaluation; consider career change or further education	Determined by language proficiency, passion, desire to be a good teacher, and may engage in business management and administration; aims to strengthen skills and continue teaching
Satisfaction with Teaching Career	Consider career change due to undervaluation; desire better working conditions	Feel fulfilled despite working conditions; see teaching as providing challenges, opportunities for self-reflection, and strong student relationships
Teaching Philosophy	See teaching as a human duty; believe love is necessary for advancement	View teaching as a business accomplished through vocation; agree on the importance of love in the job
Working Conditions Importance	Emphasize crucial role in career value, motivation, societal recognition; desire good conditions for career satisfaction	Both agree on the crucial role of good working conditions for the value of teaching in society, teacher motivation, and career continuation
Teaching as a Service	Perceived as a service-oriented profession requiring resilience, respect, tolerance, empathy, attitude, and creativity	Acknowledged as a service-oriented profession requiring similar values and abilities
University and Career Conflicts	Conflicted choices during university selection; potential unmet expectations	Conflicted choices based on economy, prestige, affiliations, and communities of practice; potential unmet expectations
Teaching Philosophy - Safe Environment	Emphasize creating a safe, inclusive environment for students	Prioritize creating a safe, inclusive teaching-learning environment for student well-being
Continuing Education Interest	Express interest in continuing education programs (master's degrees, courses, or PhD)	Present an interest in joining continuing education programs for skill advancement and professional growth
Personalization in Teaching	Incorporate student passions and interests like music, literature, movies, videos for enhanced language learning	Recognize the importance of personalized teaching, incorporating student passions, interests, and promoting cultural awareness

Challenges to Belief Systems	Negative experiences challenge belief systems, morals, values, decision-making, and effective communication	Negative experiences challenge belief systems, requiring adaptation of identity through representation, cognition management, and emotional responses
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Note: This chart themes emerged from the coding process and data filtering from the licensed and non-licensed teachers' experiences.

Considering this comparative chart, it can be said that licensed teachers focus on creating a friendly-easygoing learning scenario, where they can enhance dedication, effectiveness and passion while teaching. It also shows that licensed teachers face negative situations that can bring negative emotions too, however, they react against them through adaptability, patience, empathy etc.

Despite of feeling undervalued by working conditions, licensed teachers consider that this career is a human duty, a duty that requires love to improve the social impact of the profession, resilience, tolerance, creativity and passion, so they can transmit the same to their students.

On the other hand, non-licensed teachers prioritize building strong relationships with their students and coworkers, negotiate and constantly adapt to create positive and effective teaching scenario. While facing a negative situation, non-licensed teachers reflect and adapt to the context managing cognition and emotions that can help them control the student's or educative actor's behavior.

Non-licensed teachers agree on the fact that good working conditions are necessary to accomplish their labor objectives, so they can be more motivated and serviced oriented towards their student's needs. To address the student's needs, non-licensed teachers support their degree

with complementary courses, international certifications and or international experience, that give them tools to develop well on this duty, so they can incorporate student’s passions, and interests through the English culture.

Teachers emphasize on the fact that creating a safe and inclusive environment, creates scenarios were students feel comfortable, reducing the negative situations in the classroom and creating new passions or interests.

Table 7

Comparative chart, categories, and subcategories activations. Licensed vs non-licensed English teacher’s experiences

Sistema de códigos	padlet teacher's experiences	Licensed teachers	Non licensed teachers
Visualizing the teaching identity and the classroom environment			
Student-teacher relationships	■	■	■
Student-teacher relationships (1)	■	■	■
Professional growth opportunities		■	■
Perspectives for the future (career development)		■	■
Teaching philosophy & metaphors	■	■	■
Alternative career options and decision-making			
Evaluating teaching	■	■	■
Comparing teaching with other careers		■	■
Challenging classroom situations	■	■	■
Career satisfaction		■	
Negative			
Positive	■		
decision-making in the classroom	■	■	■
decision-making in personal life		■	■
Considering other career paths		■	■
Motivations, role models, and influences		■	■
Career development and identity construction			
Role models and influences		■	■
Teaching image	■	■	■
Self image		■	■
Perceptions of career progression		■	■
Professional development opportunities	■	■	■
Education and training background		■	■

As shown in Table 7, in the first category visualizing the teaching identity and the classroom environment teaching philosophy and metaphors has more activations than the other

subcategories, followed by the teaching image. This allows us to infer that non-licensed teachers care more about this “perception” than licensed teachers, however the difference is not huge but still noticeable in the non-licensed teachers’ case.

Then the perceptions of career progression are a subcategory that has noticeable activations, as both actors licensed and non-licensed teachers wonder a lot about the future development of their careers. It can be noticed that there are more concerns about career progression from the licensed teachers than the non-licensed teachers.

Considering the theoretical perspectives from Wang (2020) and Torres (2017), the category that alternative career options and decision-making emerges as essential for licensed and non-licensed teachers. The category that is partial for both actors as all of them are currently working as teachers, they face the same teaching scenarios that make them compare teaching with other careers, and evaluate teaching as a career option. It is also noticed that they also face classroom situations that challenge their systems of beliefs, moral and compliance with the institutions requirements.

On one hand, Wang’s emphasizes on the decision-making processes result from the influence of personal desires and cultural forces in addition to the experiences that made their career choices based on factors like working and studying at the same time, economy, knowledge, tradition and pride. Meanwhile, Torres (2017) establishes that identities are reflected on the language proficiency, cultural background, adaptability and affiliation in the educative context.

As an effect, teachers face the same teaching scenarios that make them compare teaching with other careers, and compare teaching with careers, challenging their beliefs and compliance

with the institutional requirements. It is also noticed that they also face classroom situations that challenge their systems of beliefs, moral and compliance with the institutions requirements.

This fact was also evident in the in-depth interviews, teachers explained the sometimes the class dynamics are affected by these types of behaviors and the engagement of students towards the activities. As an example, the non-licensed teacher MVA presents a situation where her classes are affected by a student's behavior and how she adjusted her systems of beliefs and decision-making to handle it.

I would love to be the kind of teacher that OK, you are not motivated, I'm going to motivate you, but so far, I haven't. If my students are not motivated, I am not motivated. So that that's a struggle. I think at the beginning I tried to be very grammar focused. Now in my job they tell us not to do so.

On the other hand, the licensed teacher ACC presents how she handles student's behaviors that affect their class performance

Maybe we have some issues with any student that they some of them don't feel comfortable with a with a partner. I try to ask them and to think that it is positive It is positive to be different. It is positive to think the opposite because what if we are the same? If we think the same, if we eat the same, if we love the same. That's boring.

This can also allow us to perceive that teachers care about the student's class development, that they want them to be productive and regulate their learning process. There are words like heartbreaking, impotent, ashamed, degrading, discredit, threaten, and mock. These words show systems of feelings and emotions towards negative situations in the teaching practice and how teachers adapt themselves and their identities to survive in this ecosystem.

In addition, it is possible to identify other educational actors like administrative people, parents, peers, teachers, bosses, and families that also participate in the teacher's negative experiences. In effect all these actors are involved in the teacher's identity construction processes, as they make part of the social structure where the teacher adapts to build arrangements between

actors, comply with the institution's – government requirements, promote effective communication with the educative actors as well as construct effective teaching and learning scenarios all these to guarantee social admissibility in the context that they are immersed in.

Figure 15

Word cloud 5: activations around negative teaching experiences from non-licensed teachers.



Note: This word cloud presents the leaning words and or topics around negative teaching experiences. It is evidenced that the predominating words are the verb work, class and student.

Source: MAXQDA software, author's creation.

Compared with the licensed teachers word cloud, it can be evidenced the student's work in class is also a constant. In this case, the word in the center is class instead of student followed by work and then student, so it is possible that non-licensed teachers face negative situations around the class in general and not the students specifically. Here are some example of some negative experiences that were remarkable for teachers and that did not emerge from the students behavior, attitude or work in class.

The participant JDG (non-licensed teacher) presents a situation that is common in Colombia, most of the teachers in Colombia work in precarious contexts where they have to travel and work overtime without any support or warranty.

En mi primera experiencia como profesor, ingresé a una empresa con condiciones de trabajo precarias, en un proyecto muy bello, pero que resultó ser absorbente y en el que podía trabajar hasta doce horas por día. Por estos motivos, permanecía cansado y las actividades no podían transcurrir como se deseaban por no contar con el apoyo y la energía suficientes.

In the same context, the participant SRR presented a concerning situation that challenged his decision-making and system of beliefs while facing a colleague's misbehavior.

Trabajando como profe del distrito, a una de mis clases entró una profesora, y sin pedir ni siquiera un espacio para intervenir, delante mío y de todo mi grupo le dijo a un par de estudiantes de origen venezolano varios comentarios denigrantes. Fue un momento horrible, descorazonador, y lo peor del asunto es que no reaccioné, no le dije nada, supongo que por un falso sentido de respeto a la labor de los compañeros. Me sentí impotente, avergonzado y cobarde.

These examples show that negative experiences from licensed and non-licensed teachers often originate from systemic issues and interpersonal challenges within the educational context. Understanding and addressing these situations is crucial for teacher's professional growth and wellbeing, which allow them to reflect upon their experiences and modify or adjust their reactions according to their inner selves.

The concept "class" makes reference to the context they are working at, the teaching approach, multiple identities or sub identities that are applied in the class to promote effective learning scenarios.

It is evidenced that non-licensed teachers use more verbs associated with positive actions when describing negative situation in their experiences. Verbs like comprehend, achieve,

communicate and support can be interpreted as a reflecting scenario leading to positive decision-making. When teachers describe their efforts to comprehend certain situation, it indicates that there is a commitment to personal and professional growth.

The use of these verbs in describing negative situations, suggest that non-licensed teachers engage in decision-making processes that involve metacognitive motives such as beliefs, knowledge, level of interest, and thoughts to effectively perform on their career. In addition, this shows that they look for actively addressing difficulties and seeking solutions to overcome obstacles, which can enhance their sense of efficacy and competence as educators.

To contrast between the verbs used to describe negative experiences and the words expressing teacher's feelings around these negative experiences, demonstrates the proactive approach to problem solving and adaptation. The words expressing feelings like uncomfortable, discouraging, difficult, exhaustive and precarious highlight the impact of this negative situations over teachers, influencing the self-perceptions, sense of efficacy and self-evaluation in a positive or negative way.

Figure 16

Word cloud 6: Licensed and non-licensed activations towards the English teaching negative experiences

strategies that they adopt to construct effective teaching scenarios and improve their teaching image and establish themselves as competent and effective educators.

Answering to Barkhuizen's statements towards identity and the fact that teachers are not only defined by their job duties but also by their cognitive abilities and social interactions. Non-licensed teachers presented some words and adjectives that define their practice: imagine, develop, beautiful and grateful illustrate the emotional and cognitive interest for this profession, answering to the students needs and adapting their strategies to create engaging learning experiences.

In addition, terms like connection, culture, foreign, world, language and experience, represent their role as social actors who construct sociocultural worlds and adapt their identities based on the context and interactions, demonstrating that teacher's identities are not fixed, on the contrary they are adaptable, shaped by personal and social dimensions. (Cooper & Brubaker, 2000)












Some specific actions were identified in the narratives such as advance, develop, decide and explain. Based on Han's statements, those are some actions that are related to the role as subject matter experts, pedagogical experts, and didactical experts. For instance, the ability to teach and help show their commitment to making learning easier, understandable and practical for students. By using advance and develop, non-licensed teachers reflect the effort to adapt methods and strategies that fit student's learning styles, manage behavior and create effective teaching scenarios.

Taking into account this examples and relation with the theoretical framework, it is clear that non-licensed teachers identity construction is a complex, dynamic and challenging process

that is shaped by their capacity to adapt creating strategies, social interactions, promoting culture awareness and engaging with the contexts.

Table 8

Licensed and non-licensed teachers' positive experiences example, categories and subcategories.

Documento	Segmentos codificados	Códigos	Sentimiento
Licensed teachers, Pos. 3	You you have organized in an organized way. What are you going to do in the class, but when you arrive through the class. All that change, change, change and all the students, I, I, I have flu. The other the the other students say to you and me I go to the bathroom the other hi, I have a problem. The other just crying they fight but you have a lot of situations at the same place so you you have to be patient so that that that situation happens every day. So that thing that that's the first situation.	 <ul style="list-style-type: none">  Career satisfaction  Decision-making  Career development and identity con...  Self and teaching image 	 Ligeramente negativo
Non licensed teachers, Pos. 4	And ever since I saw English as my path, but English teaching specifically. Also, because in the university, I don't know about you, but I think that for me and many of my friends, we didn't really know what to do. We learned. We learned a little bit of French, a little bit of German. And that's it. But we didn't have, like, a career path that was clear enough for us to know what to do after graduating. So, I think that English teaching was the only way for me. When I went to the US to work as an au pair, I was sure that I didn't want to stay in that country. I didn't want to live there.	 <ul style="list-style-type: none">  Career satisfaction  Career development and identity con...  Career progression 	 Neutral

In the licensed vs non-licensed written narratives, we can evidence that teacher and student behaviors are directly proportional when it comes to positiveness processes, meaning that when the students get along with the class, and the objectives are accomplished, the teacher creates a positive self-perception and feedback, since students would express comments like: it was fun, I liked the activity, can we do it again? And so on.

This positive feedback and self-evaluation, contributes to the identity construction process, leading the teacher to reflect over previous practices and/or knowledge that could have worked in the same scenario, but that he/she was not sure about before. While the negative experiences, can challenge the teacher's reactions to certain situations that can contribute to their career growth, or might lead them to consider a career change, resulting from many trials and unsuccessful results.

In both cases (licensed and non-licensed teachers), it is possible to evidence that identity is constructed from experience, when a job is well executed the positive systems of meaning are attached to these experiences, giving a sense of acceptance, self-esteem, cognition and merits. This can be evidenced on Han's (2022) theory where he stated that positive experiences boost confidence and reaffirm the professional self-concept, when teachers mention words like gratifying, reward, the best, and congratulations. While negative experiences drive the individual to adapt and improve, this is evidenced in words like frustrating, heartbreaking, disappointed, improve, change and so on.

Actually, the factor student-teacher relationship, can be crucial for the teacher's identity construction as global perception, since the opinions that other actors have about the teacher, can create a sense of identity in the context where the teacher develops his/her duties. As a result, students and other educational actors would assign teachers in boxes according to their identities, for example: cool teacher, old school teacher, super coach, funny teacher etc. All this relying on the perceptions that others have over the individual and its behavior.

As presented on table 8, the categories were analyzed considering the participants written narratives, and also using emoticons that represented the participants feelings in regards to the situation that they wrote about. The smiley face with hearts represents warm and fuzzy feelings (positive), the medal stands for achievements, success, success and honor. Happy face was used to represent moments of joy or happiness during those experiences and the 100 stands for positive feedback and rewards.

On the other hand, the frowning or confusing face, represents unexpected reactions and situations that were not positive at all, in this case, working conditions, confusing feedback, unsupportive institutions. Finally, the enraged face represents those situations that were unfair, uncomfortable or disappointing for teachers.

As shown on table 9 and 10, non-licensed teachers face those negative and positive situations as a pathway of learning, as a result they might categorize some situations as lightly negative, they adapt and then get a positive or stable situation that allows them to adjust and reach the class objectives in a proactive way. If compared with licensed teachers, it can be affirmed that non-licensed teachers have a need to belong and be accepted in the “teaching community”, it can be said that they’re happier with their development than licensed teachers, which gives them rewards and motivation to continue on this path.

The participant JDM explains how was his path to become a teacher, the requirements that he had to fulfill and the emotions that arise when he thinks about this experience:

I decided. Jump into the water and it went much better than I thought. I really liked the opportunity and later, over time I said, why not study something in relation to what they finally did there? Well, to continue at this University, they asked me to continue studying, they asked me for a specialization, so if it is a specialization in teaching innovation mediated by ICT, information and communication technologies, and with this you can continue working there, I already have more or At least 6 years old, 5 or 6 years of university experience, only work was done at the University, unfortunately, because the doors were opened for me there and I was able to start

expanding. And that's more or less because it comes from teachers and I really think I wouldn't go back to anything else. I am super happy working as a teacher.

JDM's experience sheds light on the role that the institutional support has over non-licensed teachers. In addition to giving them the opportunity to experience the teaching context, the institution encouraged him to continue with his studies, fostering commitment and clarity towards professional horizons and identity. This demonstrates the importance of creating working scenarios where the teachers feel appreciated, environments where they can see a horizon and a context where they can grow, regardless of their initial qualifications.

Table 9

Non-licensed teachers document report by categories.

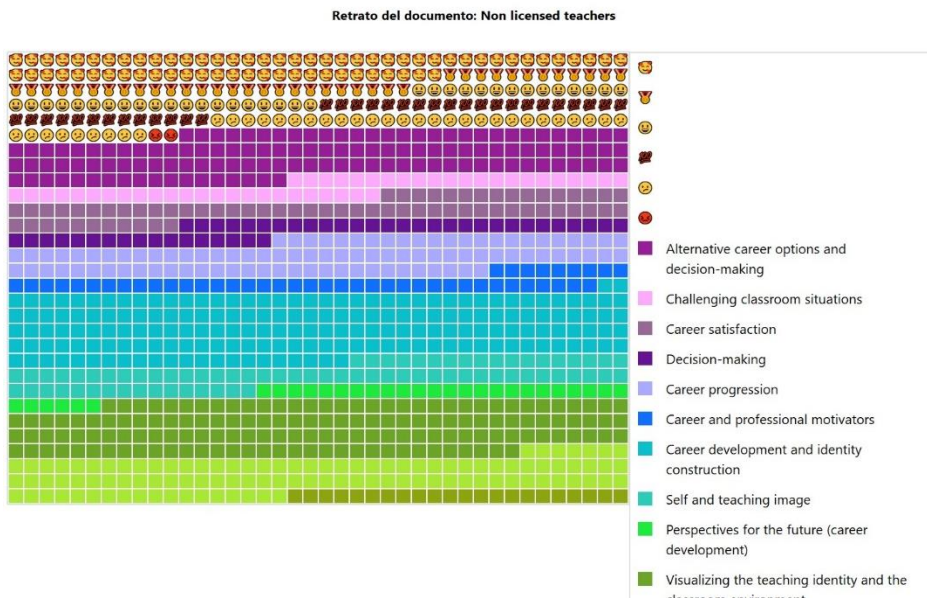
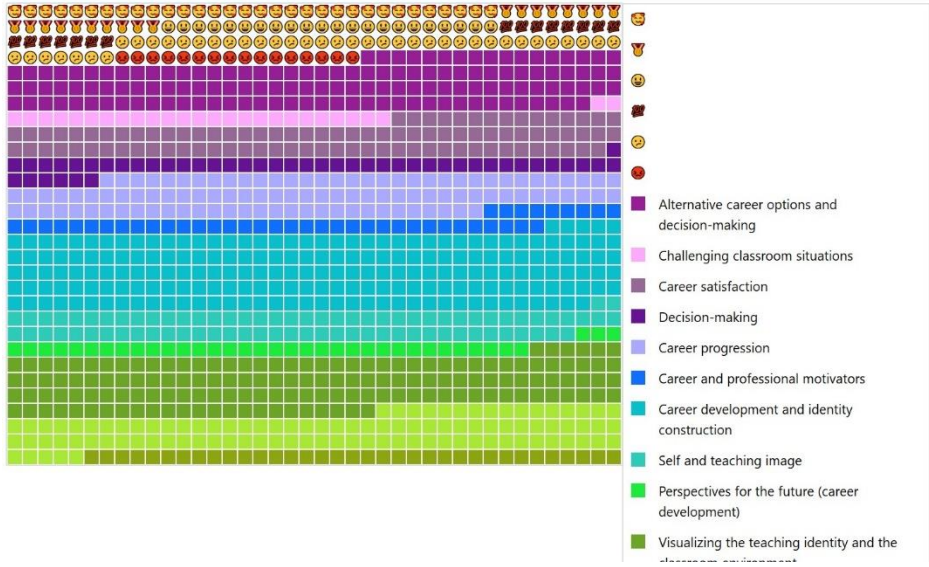


Table 10

Licensed teachers document report by categories.

Retrato del documento: Licensed teachers



Interpretation and discussion

In response to the research question: How do teaching experiences shape and influence the licensed and non-licensed teacher's identity construction across different contexts?

Non-licensed English teacher's identity is shaped through their teaching experience, which can be considered as an experience-based approach. Resulting from a constant adaptability process, non-licensed teachers adapt to address the context's needs and challenges to shape their identities and create strong relationships within the context, this statement considers Han's identity's key aspects such as social approval, complexity and dynamism. In this case, the teacher's identity evolves with the changing contexts integrating personal and cognitive factors that require a strong sense of self and reflection. Its importance is evidenced on the objective of creating positive and safe teaching-learning scenarios.

Despite of not having teaching within their career horizon, non-licensed teachers recognize and show a high respect of the teaching profession and their role as social actors. Being a social actor entails more than just the use of cognitive abilities to perform in a classroom; It involves making a contribution to society (Barkhuizen, 2010). In consequence, non-licensed teachers engage in constructing reflective scenarios where they can assess their practices and receive feedback from peers, students and educational actors. Due to the constant feedback they receive, their identity undergoes continuous shaping through self-evaluation and feedback from others within their context. According to Ortega, identity is a dynamic process of growth and negotiation influenced by the individual's immersion in the context, identity is socially constructed in response to the needs and cultural influences from that context.

In contrast, licensed teachers identity is shaped by a combination of practical experience and theoretical knowledge gained throughout their career path. During the in-training process and professional insertion, these individuals acquire some notions about the different contexts that they would face. This knowledge enables them to develop or adopt strategies and actions that refine and reinforce their identities based on their experiences (Castañeda, 2022).

According to Ortega, teachers identity is evident in the decision-making processes, problem solving and information categorization skills. These tools facilitate their practices and refine their role as social actors, promoting active communication, and interaction leading to negotiation and adaptability in different settings (Ortega, 2010).

Licensed teachers emphasize the importance of having a clear understanding on what to do and how to act in the classroom, as proposed by Thomas and Beauchamp. This clarity not only demonstrates the individual's capacity to align their self-perception with their profession but also shapes their behaviors, beliefs and experiences. It allows them to showcase their abilities and competences within the context of their profession (Thomas & Beauchamp, 2010).

Licensed and non-licensed teachers share several crucial factors in their identity construction processes within the education field. Both groups are driven by a common desire to contribute meaningfully to society through education, looking for recognition and validation for their efforts. They are motivated by a shared goal of changing life perspectives and expanding

cultural knowledge, thereby promoting security and self-confidence in their students. By demonstrating adaptability, they show a growing interest in addressing the contextual needs, creating supportive learning environments and developing strategies for self-sufficiency and a strong sense of identity within their contexts. These endeavors are influenced by what Han describes as commitment and passion for the profession, which is reflected in their levels of motivation, behaviors, and professionalism. As stated by Castañeda, professionalism guides the teacher's system of beliefs towards decision-making, addressing challenges by prioritizing the student's well-being and integrity (Castañeda, 2011).

Several key characteristics emerge, despite not having pedagogical background or training, non-licensed teachers' objective is to adapt their practices to the context's needs, creating a community of practice where every student feels comfortable and free of judgement. Their focus on fostering a community of practice involves bridging the gap between course, content and student's interests, thereby highlighting the benefits of learning a foreign language in terms of cultural awareness, global citizenship and travel.

The word clouds present some of the differentiating features of non-licensed teachers' strategies. These educators (non-licensed teachers), prioritize student-centered lessons that effectively meet the diverse learning needs within their teaching contexts. Their work frequently involves engaging and motivating students by bringing their interests and preferences to the class, and in that way ensure high levels of interest and active participation. Moreover, the emphasis on student-centered learning empowers students to develop a sense of autonomy by taking ownership of their learning experiences.

Therefore, student centered lessons help non-licensed teachers to learn from their experiences, adapting their methods and developing new strategies to reach the goals. By focusing on students, teachers can demonstrate their ability to be flexible and adaptable in their teaching approach, meeting the diverse needs of their students.

In addition, some systems of meaning identified in their narratives were that their self-perception is reflected through their systems of representation, in which there are connections between the context and culture. Answering to the human need for social acceptability, teachers have shown interest in implementing ICTs, creating engaging activities, being creative, and collaborating with others to strengthen those relations with the educational actors and do a good job. Some of these activities result in feelings of satisfaction, curiosity, completeness, direction, commitment, etc. and behaviors such as active listening, being empathetic, respect, understand the students' needs and context (Castañeda J. A., 2011).

It was also found that the non-licensed teachers' identity changes according to the context and their needs. This is evidenced in their teaching performance and their objective of becoming good teachers. The interest of becoming good teachers provides insight into the verification of teacher's identity, a process that makes the internal meaning system accessible, so they can be recognized by others through self-evaluation as presented by the participants:

I consider that I am a good teacher because we have fun. MFSD

My classes are a safe environment. MVA

Then non-licensed teachers reflected on comparison exercises and their effect on their decision making and abilities as subject matter or didactic experts:

I ask my friends or check online how to approach my students or make my classes fun.

MFSD

He just complained and he blamed it on the students. I remember that in my case at least, I wanted them to learn. I wanted them to have a nice class in a nice environment. MVA

In contrast, licensed teachers have some additional “support” from their previous training to set limits without the need of approval from the institution’s actors and or students. Licensed teachers set the class goals and encourage students to be self-driven in a safe environment.

As a result, the social sense of self is evidenced in processes of growth and negotiation. For example, some of the non-licensed teachers got an English teaching certificate (CELTA) to get better job offers, demonstrate international validity, and negotiate working conditions like salary, type of contract, resources, and growth opportunities. Meanwhile, licensed teachers rely on their degree and experience to support their knowledge, as they do not feel a lack of knowledge.

Considering the examples of international certifications, it is possible to identify that language knowledge and abilities are used as an exchange currency. This allows non-licensed teachers to negotiate their teaching identity using their systems of meaning to be accepted in the educational ecosystem. This negotiation is based on the requirements, policies and cultural practices of institutions, granting recognition in the community.

Perhaps both licensed and non-licensed teachers seek recognition for their careers. They are interested in securing jobs with good working conditions, value, appreciation and prestige because their work involves more than simply “going through the slides or copy on the board” (JDM, 2023) it involves being attentive, careful, empathetic, creative, dynamic, hardworking and so on.

Another factor that both licensed and non-licensed teachers consider as bad teaching practice to be corrected within the system is the lack of confidence that students feel when using a foreign language like English. Despite of its importance, teachers often prioritize pronunciation over students expressing their thoughts in their own words.

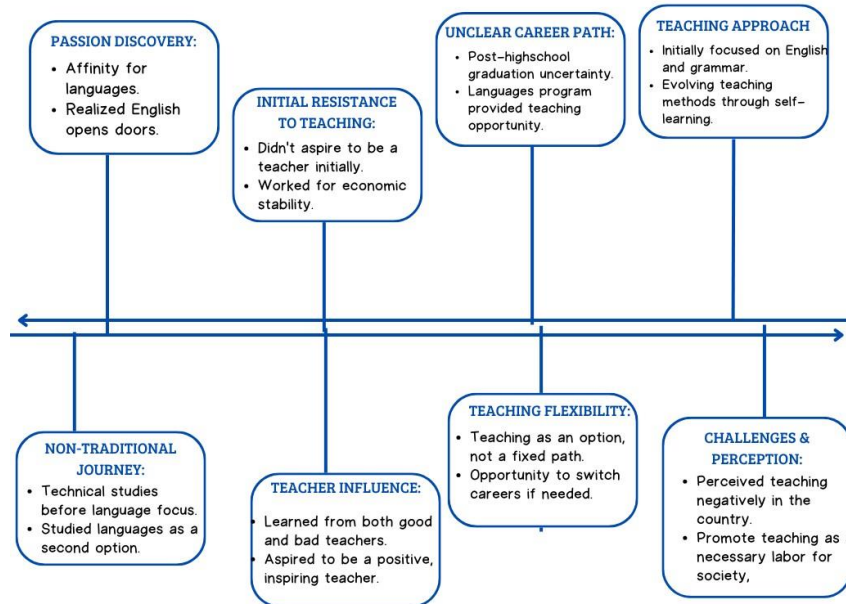
Despite not having pedagogical training, non-licensed teachers are aware of these practices and the impact on the students. Therefore, they actively avoid these misbehaviors and look for creating a friendly atmosphere where everybody enjoys learning. As stated earlier, the power dynamics of English are predominant on the institutional side. Licensed teachers have also recognized that this foreign language is used to perpetuate scenarios of inequity, disparity, hierarchy and discrimination, thereby hindering the creation of effective teaching-learning environments.

In contrast, non-licensed teachers believe that language has the potential to change realities, offer more opportunities for travel, social interaction, cultural exchange and personal growth. They see language as a bridge to connect with students, drawing from their own interest to construct effective learning scenarios and motivate students to construct effective learning scenarios.

Teachers have in mind that this career is as challenging as professions like medicine, as it requires patience, love for the duty and vocation. As a result, teachers adapt themselves to accomplish socially defined standards, availability, and approval in a community of practice (institution). As identity is a process of construction and reconstruction this graphic shows some of the dimensions that arise from the non-licensed teachers by taking into account their perception under temporary configurations.

Figure 19

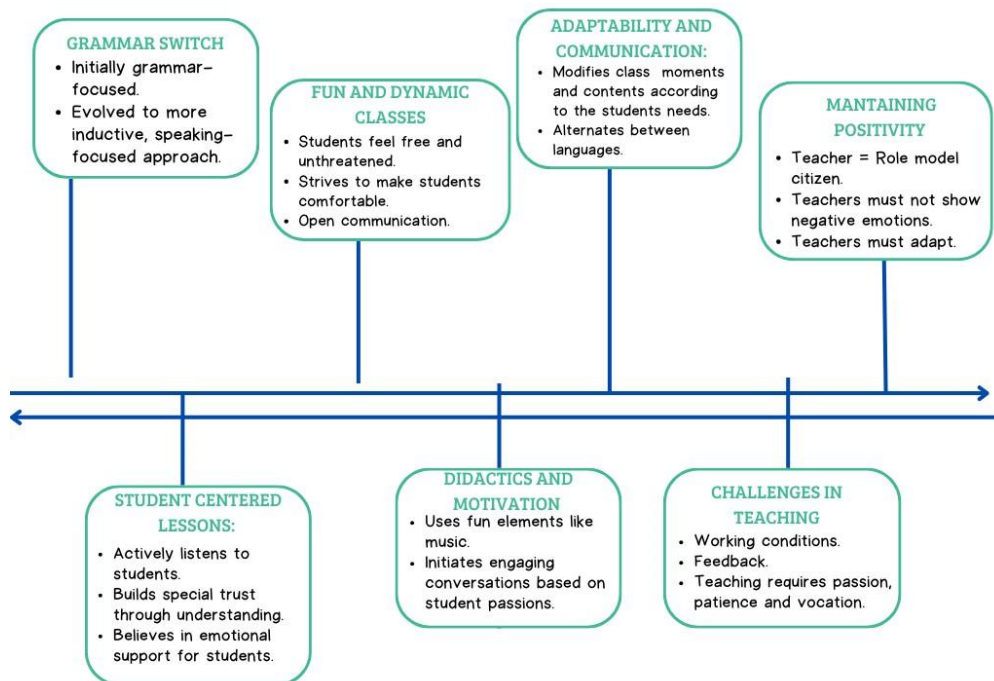
Identity and career path, under temporary configurations: past.



Note: The infographic presents the stages that licensed and non-licensed teachers crossed to define their career path.

Figure 20

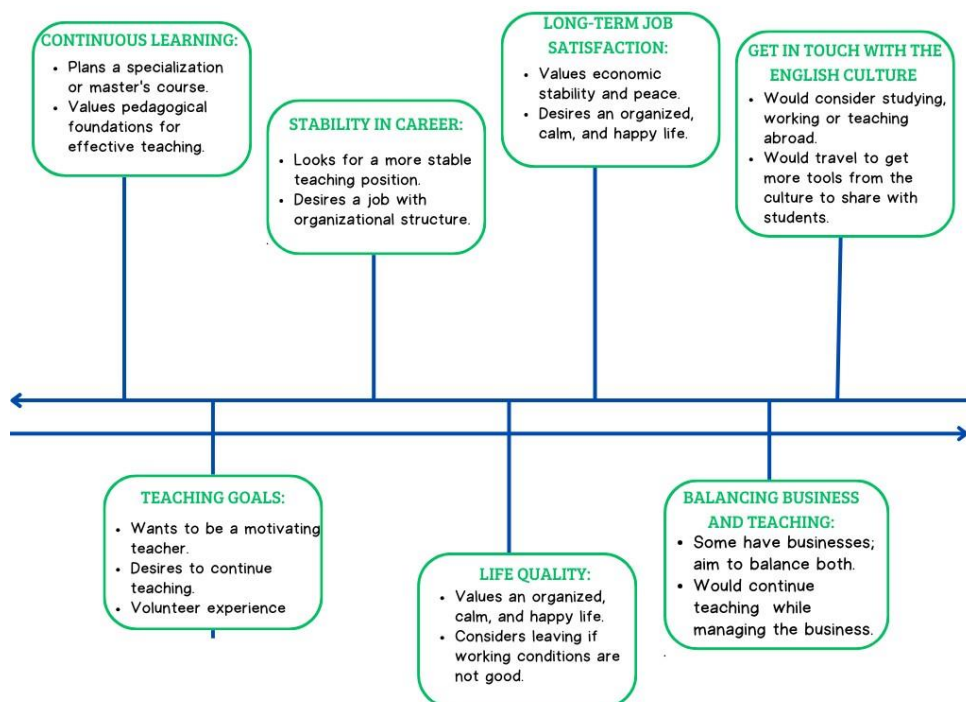
Identity and career path, under temporary configurations: present.



Note: This infographic presents the characteristics and challenges that licensed and non-licensed teachers face in the classroom, and what options have they taken to keep shaping their identities. Source: Author's creation.

Figure 21

Identity and career path, under temporary configurations: future.



Note: This infographic presents the expectations for the future of licensed and non-licensed teachers, their desire to continue or change the career path. Source: Author's creation.

As shown, non-licensed teachers adapt their identities to their context and the social ecosystem where they are immersed in, as a result their identities rely on the functions that they do as human beings and teachers. Since their objective is to create effective teaching scenarios, they use effective communication and empathy to create strong relationships with their students and the educative actors. It is also evidenced that their intention was not to do a teaching career

from the beginning, otherwise they would have chosen a university that specialized on teacher's training.

Although non-licensed teachers did not want to follow a teaching career, life gave them the opportunity working in language institutes, with family members or volunteering. A curious fact, is that licensed teachers did not opt for a teaching major as the first option, they based their decision-making on their needs like getting a job, economically surviving and work-study at the same time, get a job abroad, travel, etc. Therefore, it is possible to affirm that the teaching identity was negotiated based on the programs that were offered in the market, the economic situation of the teacher, the ideals that they had about the major and the university where they decided to apply and study.

Once they started working as teachers, non-licensed professionals didn't have the tools or specific abilities to make and plan a class, as a result they resorted to peers, the internet, work training and students, to adapt what they observed from their teachers to the class objective and student's needs.

This adaptability processes answer to the need of being self-sufficient understanding the context, the requirements and the population's behaviors to succeed on their teaching exercise. On the other hand, licensed teachers had the tools and instruction to behave correctly in the classroom, however some of them state that there are many contexts and factors that challenge them on how to act, how to be and approach the teaching population so they need further training and/or experience to create effective teaching-learning scenarios.

As a result, it can be affirmed that the teaching practice also provides teachers some tools that allow them to modify their practices, receive good feedback, meet the institution's expectations and become a role model for those who are considering to be teachers in the future.

In spite of negative working conditions like low salaries, short contracts, mistreatment, that might cause teachers looking for professional and academic development to advance in their career; some teachers desire to pursue continuing education programs like specializations, master degrees, PhDs, while some others consider that in spite of having a continuing education degree, the conditions are not good or don't change at all so they prefer to career switch and then combine it with teaching, so in that way they have flexibility to grow and better working conditions. In the case of non-licensed teachers, it was remarkable that they enjoy teaching for the impact of it over people's life, in addition they demonstrate a special interest on leadership and business management, they aspire to live from their business and create their own companies.

Overall, licensed and non-licensed teachers face the same type of situations that might require them form their practice even if they had pedagogical training, they admit that the processes of adapting to every context requires the individual to go back in order to advance, they are committed to the student's personal growth and the creation of effective teaching environments, overcoming limits and obstacles that prevent them from providing quality education by positively shaping their identities.

Figure 22 sums up the meaning of being a teacher for non-licensed teachers, this is divided in five affirmations that are remarkable for the identity construction processes. Under temporary outlines, it is evidenced that non-licensed teachers answered to the Colombian culture postulate

that states that English opens many doors, that is why they did not choose a teaching career. However, they were interested on becoming global citizens with the ability to communicate with people from other countries, as multilingual individuals.

Once immersed in the teaching profession, licensed teachers had at least the linguistic competence to speak in another language, and work as teachers, becoming an authority and perhaps a role model that students unconsciously follow. Thus, non-licensed teachers answered to this “role model” figure by researching how to approach students and be updated educators, by getting international certifications, attending courses, looking for graduate programs and gaining international experience. The following statement shows the JDM’s narratives, he started working in a university and they required him to be updated so he joined a program to deepen his knowledge.

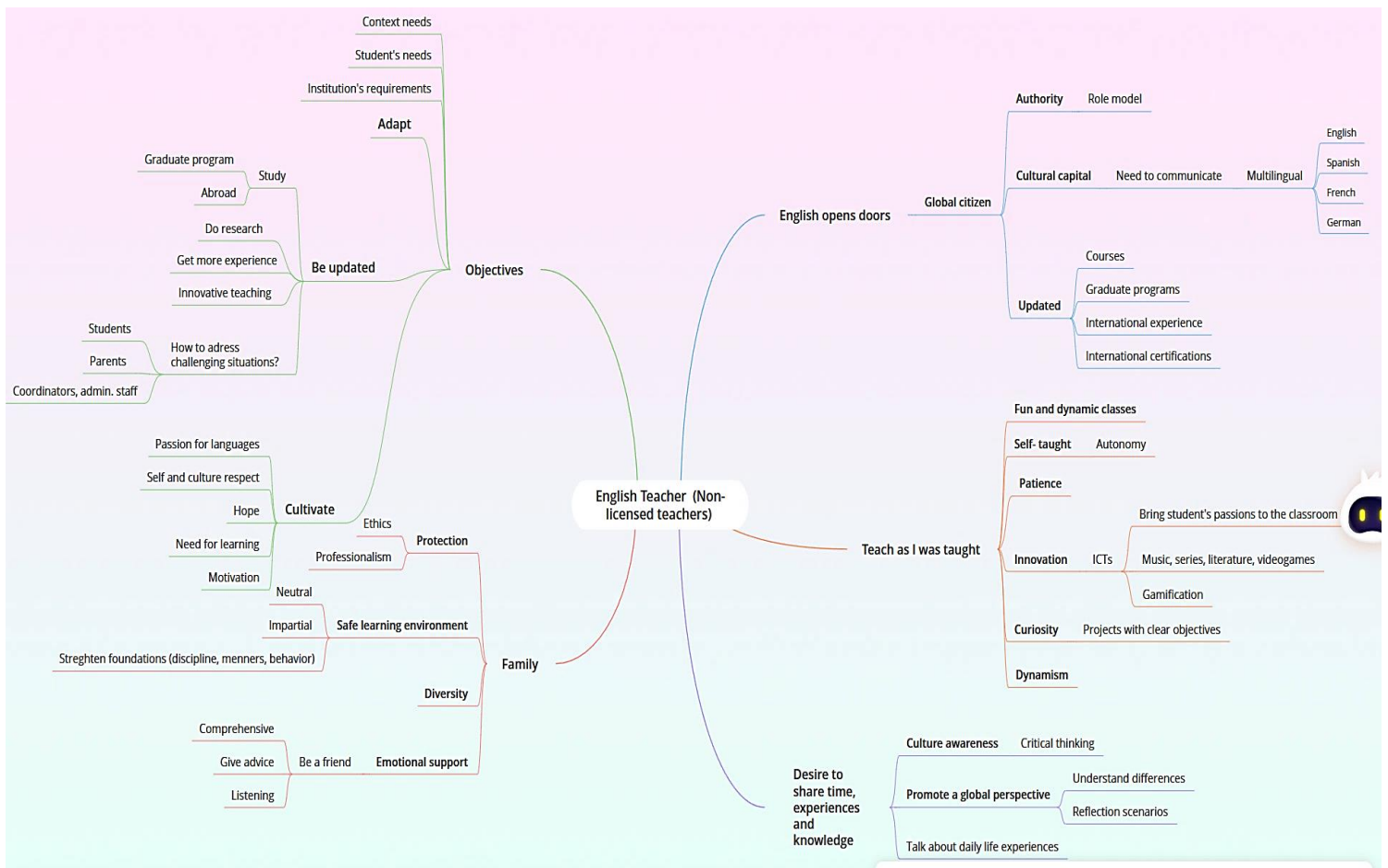
To continue at this University, they asked me to continue studying, they asked me for a specialization, so if it is a specialization in teaching innovation mediated by ICT, information and communication technologies, and with this you can continue working there (JDM, spoken narrative).

Another expression that represents the non-licensed teacher’s identity is that they are motivated towards “developing well” as teachers, non-licensed teachers adapt the strategies that they experienced as students to their students and context needs, all these by promoting autonomy, patience, innovation, curiosity, dynamism and fun. For non-licensed teachers, each class is an opportunity to learn and experience what they have made up in their minds, they have the desire to share time, experiences and knowledge with students and educative actors, making their classes a scenario to discover, share thoughts and reflect.

Even though non-licensed teachers do not have pedagogic skills once they started teaching, non-licensed teacher's care about all the educational context, where their main function was to nurture the little ones (students), adapt to the student, context and institution's needs, and finally keep learning, becoming updated by doing research, getting experience and innovating in the classroom.

Figure 22

Non-licensed English teacher's, identity pillars.



Note. This mind map presents the pillars that non-licensed teachers have determined to construct their identities in the educative context, these pillars result from the data triangulation. Source: Author's creation.

On the other hand, figure 23 presents the meaning that licensed teachers give to their profession, they agree on the fact with non-licensed teachers that English as a career opens many doors, and that they got to this career mostly for the need of English in the market. Licensed teachers, perceive themselves as global citizens with multilingual abilities that allow them to interact with others in another language. However, licensed teachers bring real scenarios that are applicable for their students' contexts, rather than focusing on travelling abroad or exploring unfamiliar contexts that might not be useful for students.

In my experience as a non-licensed teacher, the expression "English opens many doors" was constantly present in my life. My grandmother always told me that if I wanted to travel, I needed English and work in the airport. At school, they had a strong emphasis on English since the school was in a bilingualism process. When I decided what to study, I did not want to limit myself to just one career path, I wanted many opportunities. As a result, I studied foreign languages with some notions in business, marketing and administration, although they were not well explored.

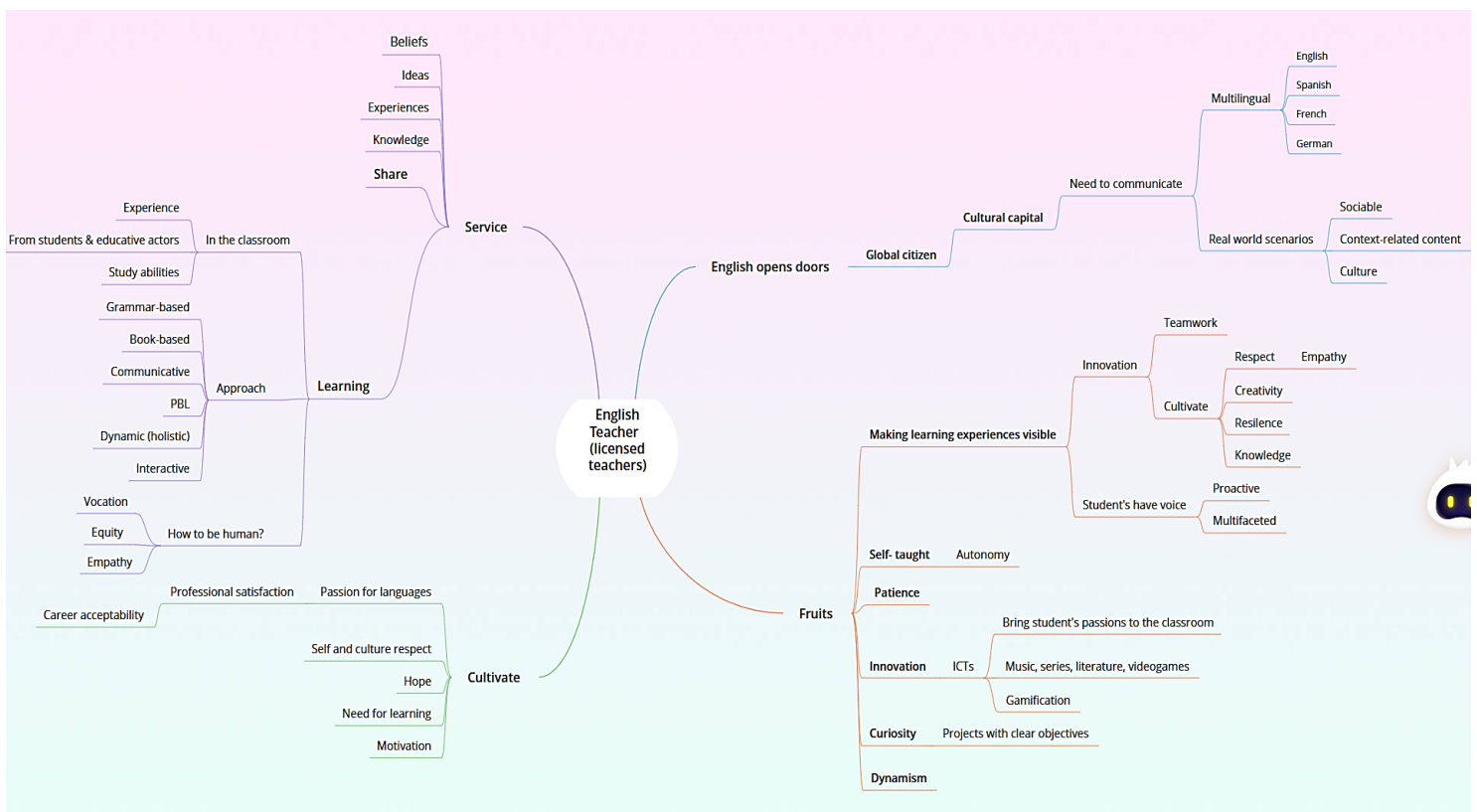
When I began looking for a job, my first option was a call center. My journey started there, and I realized that while the pay was good, conditions were not. After five years in that field, I decided to broaden my horizons and do a cultural exchange, I gained experience in a summer camp with kids, but that door was not long-lasting. Upon returning, I found myself back in an airline call center, as my grandmother suggested but I still felt limited. So, I decided to expand my opportunities, I pursued a Master's degree, this allowed me to start working in a school, and since then, I understood that English opens some doors but not all, it does not guarantee success in every

situation. The extent of opportunity depends on various factors such as context, conditions, resilience, and discipline.

Another comparison that emerged during the triangulation process was that licensed teachers have a strong sense of community, and their role can be defined as cultivators of knowledge (passion for languages, respect, and culture) and abilities (learning, motivation, hope, respect). Looking for fruits like professional satisfaction, making learning experiences visible by giving students voice, autonomy and a sense of curiosity that allow them to learn meaningfully. Licensed teachers know that they have some authority but prefer to serve and address their student's needs. Service entitles an huge interest on sharing experiences, knowledge, ideas and beliefs that shapes student's learning processes answering to that call of understanding the world. The way teacher's approach students' topics depend on their career background and previous work experiences, that allowed them to reflect, re structure and test their skills, pointing at an specific objective to be reached.

Figure 23

Licensed English teacher's, identity pillars.



Note. This mind map presents the pillars that licensed teachers have determined to construct their identities in the educative context, these pillars result from the data triangulation. Source: Author's creation.

Chapter V: Conclusions

This research sheds light in the Colombian educational context, by analyzing the identity trajectories and career development dimensions shown by the non-licensed professionals entering in the field of English teaching, contrasted with the licensed teacher's path. While both groups share a common goal of contributing to the educational field, their teaching journey is unfolded by different experiences that were remarkable for their career construction.

It can be affirmed that these non-licensed professionals have a flexible degree that allows them to try different development sectors in the market, however, motivating factors like family, teachers, exchange opportunities, volunteer jobs and or religion provide them with the option to work as teachers. Non-licensed professionals get on their teaching careers with different intentions such as travelling, know more than one foreign language, use language as a medium to make businesses, make friends around the world, get scholarships, work abroad and so on.

Perhaps identity is present as a process of construction and reconstruction where internal forces (motivations, emotions, cognition, sense of self) and external forces (society, location, policies etc.) provide definitions of someone's identity, this can be evidenced on the teacher's struggle on choosing a university and a major, in the case of non-licensed teachers they chose a

professional major as they did not want to be recognized as teachers, but eventually they become teachers as they had the opportunity to try this field, and in the process they eventually fell in love with the career and felt identified with the profession as they felt that they shape the present and the future society, making a difference one student at a time.

As a result, non-licensed teachers put aside their self-perception evaluating their progress as self-sufficient subjects that leave traces and paths to follow as a result of their relationships with the world. These relationships are evidenced on the subject's ability to interact in a social ecosystem, being accepted, create affiliations, become role models and being able to positively inspire others to continue with this path.

However, through exposure and experience, non-licensed teachers are able to find themselves and their professional identities, which often rely on the desire to make a meaningful impact on society. In contrast, licensed teachers, chose teaching as their main career, resulting on a formal training and certifications, as well as a solid foundation of tools and strategies in the education field.

Consequently, identity plays a crucial role in the professional identity shaping process. On one side, non-licensed teachers go through a journey of self-discovery, learning and adaptation. These stages provided them with tools to develop well on this profession, learning from their peers, research and their own mistakes. Evolving from non-wanting to teach to be passionate about it, gaining self-discovery and professional growth through this journey. On the other hand, the licensed teachers, may have a clearer sense of professional identity that emerge from their formal training and education, in fact, they too undergo through this process but at an earlier stage during

their internships, in addition, as identity is a continuous process, it is possible to affirm that in spite of their years of experience, licensed teachers are under continual transformation, as they navigate on the complex education landscape.

This research offered the licensed and non-licensed teachers the opportunity to reflect over their practice. As it was noticeable that most of the times, teachers did not have the opportunity or the need to do it so. Teachers could bring a challenging situation to their mind and analyze how the situation was handled, they could observe how they adapted their beliefs, knowledge and experiences to certain circumstances, depending on their performance and actions, teachers could reflect over their practice and change or improve their abilities.

Thus, non-licensed teachers dealt with surviving in a social ecosystem, they are capable of use their identity as a vehicle for participating in a social world, through their duties, abilities, challenges that show their interest in becoming good teachers, creating safe teaching contexts and effective teaching-learning scenarios.

As presented on the theoretical framework, the perception that teachers have about themselves affect the way they perform as teachers, some of them stated that they are dynamic, talkative and creative, making their classes fun, dynamic and involve interaction. Some other state that they like culture, so their classes had lots of culture awareness or material related to traditions, language, celebrations, history etc.

As teachers want to create effective teaching and learning scenarios, they balance the contexts and adapt material to the students' needs so is easier to communicate and engage with the subject, this shows that teachers are committed to build communities of practice that promote

values like respect, tolerance, acceptability, adaptability and empathy from the classroom to other contexts.

This research also confirmed that identity is constructed and modified as long as time changes as well as contexts, in the past teachers wondered if being a teachers was a good option, people that inspired them and the impact that they could do by following this career; in the present they wonder how can they be better, what strategies can work with their contexts, how can they make the teaching career valuable even if they are not licensed teachers and how to communicate effectively with their students to be good teachers as a response to the need of recognition and social acceptability.

Considering a future perspective, both licensed and non-licensed teachers look forward to elevating the status and perception of the teaching profession through their own example, ongoing learning and development. While licensed teachers may pursue a continuing education program to grow in their career path, non-licensed teachers look for alternatives like international certifications, diploma courses, continuing education programs and feedback, that helps them to complement their linguistic abilities, teaching methods, and techniques that expand their career horizon. Despite of these contrasts, both licensed and non-licensed teachers share a common commitment to create a safe teaching-learning scenario where they can foster positive relationships with their students.

In summary, whether licensed and non-licensed teachers prioritize student centered lessons, through continuous learning, incorporating ICTs, communicating and listening carefully. Teachers develop professionally with the aim to enhance learning, demonstrate patience, and

empathy focusing on effective communication, and foundational knowledge (values, ways of acting, culture, behaviors), promote enjoyment and fun in the classroom without losing control viewing themselves as facilitators, rather than authoritarian figures, teachers value being approachable, understanding and supportive, recognizing the importance of their attitude and behaviors in shaping their teaching identities and experiences.

Identity can be an underestimated subject in educative research, however, its influence on professional growth, plays a significant role in career decisions, teachers construct and reconstruct their identities grounded on internal motivations, and external influences which is reflected on their interactions with society, culture, norms, and personal objectives.

As teachers navigate the complexities of the teaching profession, identity serves as a guiding force, shaping their experiences and influencing their interactions within the educative ecosystem. By embracing adaptability, empathy and innovation, teachers nurture their students need of learning, centered on respect, tolerance and collaboration.

Addressing the main objective, to analyze and explore the identity construction of non-licensed and licensed teachers through various dimensions based on their teaching experiences, and to understand how these identities are shaped and influenced by different contexts. It was found that non-licensed teachers develop student centered lessons focusing on creating strong relationships that allow them to feel comfortable with the language and the class dynamics.

Their professional identities often result from the need to adapt and address classroom challenges in a proper way despite of not having prior pedagogical training, Licensed teachers, on

the other hand, have previously set up some bases towards their identities and designed a set of strategies and practices to address those challenges.

Licensed and non-licensed have in common the goal of making a contribution to society through their profession, they want to build safe learning scenarios where students are treated as humans and not machines trained to perform a specific job. Both actors make emphasis in the working conditions that usually become obstacles to accomplish that goal, that is why they make emphasis in being patient and resilient, showing students that even if the teacher had a bad day, they will receive the best of them, being a teacher is not only sharing knowledge, is about growing together and get to know each other.

Addressing the objective, To recognize the role of social, personal, and economic contexts in shaping teachers' identities. Social, personal and economic contexts usually represent obstacles that represent opportunities of learning for licensed and non-licensed teachers, playing a significant role in shaping their identities. For non-licensed teachers, personal experiences make the most effect over their identities as they have to adapt their system of values, beliefs and moral to the decisions they take, based on their narratives these exercises show that they can be resourceful, creative, upstanding and passionate about their job and people they are helping.

As social actors, non-licensed teachers have demonstrated a huge interest on volunteering, so they can keep challenging themselves and adapt their practices to the context, despite of the "bad perception" that teaching has in the country, non-licensed teachers look forward to change people's mindset through empathy, creating meaningful connections and reflecting scenarios about what the world has to offer if students learn a language, this in order to get acceptability and

recognition in their contexts. Economic contexts also allow non-teachers to develop a sense of identity as they aspire on getting stable jobs, opportunities to advance and create their own companies.

Licensed teachers are similarly influenced by these factors, the difference is that once they got inserted in the teaching profession, they already had some notions on what would it be like, how not to act, as some of their bad experiences as learners demonstrated how not to be and that they have a strong sense of vocation for the career despite of the bad working conditions or challenges in the educative context.

Towards the objective analyze significant experiences that teachers face during their training, professional insertion, and present-day work contexts, and how these experiences contribute to their identity construction. The research entitled that the licensed teachers have prior conceptions and ideals on how would the work context would be like, as most of the times they go through a practicum that allows them to reflect and correct their teaching strategies and during their professional experiences refine their practices though reinforcing their teaching identities. While non-licensed teachers face this process directly in the working scenario, they correct their practices trough self-evaluation, feedback or comments from the educational community. Meaning that non-licensed teachers learn from practical which can be challenging and rewarding depending on the results, their narratives express the challenges that they face adapting to difficult teaching environments and looking from validation from peers and students.

In addition, significant experiences such as handling classroom challenges, adapting the context to the student's needs, evaluating the career path and making decisions, play a crucial role

in the teacher's identity construction, since teachers have to use their systems of beliefs to express who they are based on their decisions.

Addressing the objective to contrast non-licensed teachers' and licensed teachers' narratives to understand the differences and similarities in their identity configurations. Non-licensed teachers' identities are always under constant shaping as they want to innovate on their teaching practices, but the experiences are not the best when there are bad and challenging situations around. As a result, they are under constant performance test scenarios that allow them to reflect, learn from mistakes and re-adapt, their experienced-based approach demonstrates the ability that non-licensed teachers have to reflect, investigate, try and self-evaluate their results.

Licensed teacher's narratives reflect on the importance of having clear information and strategies to develop in the classroom, in that way teachers can demonstrate security and confidence in their knowledge. Their identities are shaped by the theoretical and practical knowledge gained from their university training and experiences that were remarkable on their path.

Overall, licensed and non-licensed teachers have developed strong determination to create effective teaching scenarios that meet their students' needs and foster openness to dialogue and authenticity in the classroom. Making learning accessible for everyone, respecting learning processes, making students aware of their culture and motivating them to use their interests as a tool to get close to the foreign language and culture.

Limitations of the study

Despite of being capable to find systems of meaning by comparing licensed and non-licensed English teachers career path, professional development, academic background and expectations for the future; I consider that the sample was small for the research because it was difficult to take time from participants as they were full of duties to accomplish.

The written narratives instrument was also limiting as only three licensed and non-licensed teachers wrote their experiences despite of motivating all the participants to submit their writings in Padlet's platform where they could anonymously write and there was not a limit in terms of code (English, Spanish) and number of words/paragraphs to express their teaching situations.

In terms of software management, the data was originally coded using Nvivo, however the access to it was limited (15 days) and as a result of the many corrections to be done because 50 categories and more than 60 subcategories emerged, so it was not possible to continue using the software in the same computer. As a result, I reorganized the data manually and with some of the resources that I could retrieve from Nvivo. Then I looked for another software with similar characteristics, I took some additional training to use it at a basic level, in a way that it fitted my needs. The positive thing is that MAXQDA gives 30 – 90 days trial and a reader to use after I have worked on it.

Further research

Identity is a topic that can be analyzed from any perspective, in the case of studying the non-licensed teachers identity construction or dimensions compared with non-licensed teachers it could be interesting to apply it in a more representative amount of teachers, using questionnaires or focus groups to find out those dimensions and how identity is constructed or negotiated among them, it could also be possible to analyze the peer relationships and the influence of educative actors (parents, administrative staff, bosses, peers, teacher educations, government etc.) in the identity construction process. It would be interesting as well to have an auto ethnography of a non-licensed teacher with a journal with all his/her experiences.

Another factor that was present in this research is working conditions and career satisfaction, further research could focus on this and present the perspectives that both licensed and non-licensed teachers have about working conditions, rights and duties from them as workers, analyzing the role of teaching in the country and supporting the importance of education in our country.

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Annexes

Foreign languages programs offered in Colombia by 2022

Program	University
Profesional Universitario en lenguas extranjeras Inglés y francés	Universidad de Cartagena
Lingüística	Universidad Nacional de Colombia
Filología e idiomas	Universidad Nacional de
Profesional en lengua inglesa	USB
Lenguas Modernas y cultura	Universidad del norte
Profesional en lenguas modernas	EAN
Profesional en Lenguas Modernas	ECCI
Lenguas Modernas y cultura	UNIANDES
Traducción Inglés, Francés, español	Universidad de Antioquia
Tecnologo en turismo e idiomas	Institución Tecnológica
Licenciatura en humanidades y lengua castellana	Corporación universitaria
Licenciatura en Lenguas Extranjeras Inglés Portugués	Fundación universitaria Juan N corpas
Licenciatura en Lenguas Modernas en énfasis en inglés y francés	Universidad del Quindío
Licenciatura en Lenguas Extranjeras	Corporación Universitaria Minuto de Dios
Licenciatura en Lenguas Extranjeras con énfasis en Inglés	Universidad ICESI
Licenciatura en Lenguas Extranjeras (Inglés, Francés)	Universidad Santiago de Cali
Licenciatura en lengua Castellana e Inglés	Universidad Cooperativa de
Licenciatura En Lenguas Modernas Con Énfasis En Inglés Y Francés	Pontifica universidad Javeriana
Licenciatura en Español y Lenguas Extranjeras	Universidad Libre
Licenciatura en lengua extranjera Inglés	Universidad Santo Tomás
Licenciatura en Inglés	Universidad la gran Colombia
Licenciatura en bilingüismo con énfasis en inglés	Universidad el Bosque
Licenciatura en inglés y bilingüismo	Fundación universitaria Compensar
Licenciatura en educación básica con énfasis en inglés	Universidad distrital Francisco José Caldas
Licenciatura en lengua ingles	USB
Licenciatura en Inglés como lengua extranjera	UNAD
Licenciatura en español e inglés	Universidad pontifica Bolivariana
Licenciatura en lenguas extranjeras	Universidad de Antioquia
Licenciatura en inglés	Universidad industrial de Santander
Licenciatura en lenguas extranjeras	UPTC
Licenciatura en lenguas extranjeras	Universidad del valle
Licenciatura en lenguas modernas	Universidad del Quindío
Licenciatura en español y lenguas extranjeras con énfasis en inglés y francés	Universidad pedagógica nacional
Licenciatura en Español y Lenguas Extranjeras	Universidad de la Salle
Licenciatura en lenguas extranjeras con énfasis en inglés	Universidad del magdalena
Licenciatura en lenguas extranjeras con énfasis en inglés y francés	Universidad del atlántico
Licenciatura en Lenguas Extranjeras Inglés Francés	Universidad de Pamplona
Licenciado en lenguas extranjeras con énfasis en inglés	Universidad del Tolima
Licenciatura en Lenguas Extranjeras con Énfasis en Inglés	Universidad Católica Luis Amigó
Licenciatura en Lenguas Extranjeras con énfasis en Inglés y francés	Universidad del Cauca
Licenciatura en español e inglés	UNAC
Total	42

Interview analysis to define categories and subcategories

Non-licensed teachers (remarkable topics)	SSRR	JDM	JDG	MVA	NCS	MFSD
<p>Question 1</p>	<p>- You can get a job as a linguist but in general it is quite difficult.</p> <p>- I always liked English. I grew with this culture.</p> <p>- I had the taste, preference and ability with</p>	<p>- it was a bit difficult for me to find the subject because I wasn't so involved in the field of education.</p> <p>- I started on the subject of education without wanting to, I had really chosen the profile of this career because we were focused on business, suddenly on the subject of international business, suddenly on Business Administration.</p>	<p>- I have technical as a cook and I had been studying a previous major. Which was only Modern Languages (non-licensed) Nonetheless, I took a step further, going from Modern Languages to teaching because I have. I have felt like this call of the duty of teaching.</p>	<p>- I didn't want to be a teacher at the beginning.</p> <p>- A friend of mine told me that an English Academy was looking for teachers and I needed money. I needed to work.</p> <p>- We didn't have, like, a career path that was clear enough for us to know what to do after graduating.</p> <p>- I went to the US to work as an au pair, I was sure that I didn't want to stay in that country. I</p>	<p>- I chose to study Modern Languages, I had always had the goal of being a teacher. It's just that I didn't enter in a licensed teacher's program because I felt at that moment that could close some work opportunities.</p> <p>- The Modern Languages program gave me the opportunity to work as teacher, and maybe if I get the option to change my job I can do it if I get tired of teaching, then I can focus on</p>	<p>- Didn't want to become a teacher, business focused.</p> <p>- English opens many doors.</p> <p>- Started volunteering at an US children agency.</p> <p>- I feel like my personality also helped me a lot. How to match with the children and that is, that is to say everything in the matter of pedagogy</p> <p>- It's a very self-contained job.</p> <p>- Promote autonomous learning.</p> <p>- I wanted to be like that teacher that I liked.</p>

	<p>English. - Be an English teacher is a job that is found a lot, many people want to learn English and bilingual call centers, need people who speak English and Spanish. it's easy to achieve. That's when I got to teaching for work reasons.</p>	<p>- The labor market is serious, I did not find a job easily. - Bilingual person. - I was a bit. Reluctant, because well, I had never studied to be a teacher. - Education is not very, very well paid and it is very grateful in Colombia. - Specialization in ICT (requested)</p>		<p>didn't want to live there. - I got a certification for teaching English as a second language.</p>	<p>tourism or Administration, work in an embassy or something like that.</p>	<p>- I've taken all my material from the internet and meetings I've had with my friends who play games and helped me modifying them for the class. - Dynamism.</p>
<p>Question 2</p>	<p>- I did not have within my professional horizon to become a teacher.</p>	<p>- Travelled abroad. - I had an affinity with languages. - Studied engineering, the number made him run.</p>	<p>- I always had this feeling, this passion for languages and this big understanding of them. - I wanted to join the military. I wanted to become a soldier. More for feelings coming</p>	<p>- I didn't want to be a teacher, because I remember seeing my teachers suffering trying to control and manage the students. - I didn't really know what to study. I just</p>	<p>- I must say that when somebody finishes 11th grade should be more prepared to know which career to choose. - I was in school, if I liked teaching, then it was one of my options.</p>	<p>- Teaching did not even cross my mind. - My two options were international business because I had English, - She found out that she could be a good teacher</p>

	<ul style="list-style-type: none"> - I only applied to two universities, one public and one private. - I think that one is very young to choose the career. - Created a community of friends "readers" 	<ul style="list-style-type: none"> - Studied simultaneous translation. - I try to be a role model. - A teacher can change a person's life. - Teachers have power. - I have received many feedbacks from other teachers. 	<p>from family, and because teaching was not seen as something so prestigious.</p> <ul style="list-style-type: none"> - I had a role model that told me I was good enough to be a teacher. - Joined CELTA 	<p>knew I wanted to study something that had to do with languages.</p> <ul style="list-style-type: none"> - I rather do business than teaching. 	<p>study medicine, history. I had several options, but one of the main ones were teaching, but it always existed like that in that love for languages.</p> <ul style="list-style-type: none"> - Her mom is a community mother, inspired the teaching career. 	<p>while working in her church, guiding kids.</p>
<p>Question 3</p>	<ul style="list-style-type: none"> - While I am teaching the class that I have to alternate between the two languages. - I'm not a native speaker. - Put on my student's shoes. - not all students give the same meanings that I give to the subjects I teach, so I adapt. - sometimes it is much better to focus on teaching the most basic things, on strengthening the foundations. - A class taught by me is like riding a swing. 	<ul style="list-style-type: none"> - Make the person comfortable. - I can see the whole world in a different way. - Make learning practical, compare English with Spanish. - Promote a need of communication. - Be fun: Play music, motivate, reflect, and relax. - A class of mine is like entering in the sea. 	<ul style="list-style-type: none"> - I like to make classes fun. - I like to get engaged with videos to make funny things. - I like to share or I like to initiate conversations that can go from the topic where we're discussing in the class the main objective or the communicative objective and having a great practical speaking session. - I like to personalize the use of the language. - My classes are like a conversation with friends. 	<ul style="list-style-type: none"> - I like to connect with my students as human beings. I don't usually try to push them too hard. - I would love to be the kind of teacher that OK, you are not motivated, I'm going to motivate you. - I want my students in learning a nice class environment. - Impacted by university teachers: strict but relaxed on the same way at the same time. - Passion for teaching - my class as an afternoon in nature in that you're in a safe space. - I want my students to feel free to talk about anything they want to talk about and to be their true selves. 	<ul style="list-style-type: none"> - Was inspired by his school teacher, he built reflection environments. - Act positively despite of negative emotions or situations. - Teacher motivator. - Being patient. - Listening and build trust with students. - Support students without losing your authority. - Tutor teachers go beyond the subject they handle (family issues). - My classes are like the light that others need. - Dedication 	<ul style="list-style-type: none"> - Dynamic. - Emphatic. - Respectful. - Her classes are like a party full of gifts. - Appreciate the students. - Promotes collaboration.

<p>Question 4</p>	<p>- I project having a master's degree in education. - I hope to be finishing a doctorate too, because I love to study. Yes, and it is one of the priorities in my life. - to train academically in another country - Stable job - have a position that combines administrative and educational tasks - to work in foundations or organizations. - Combine education and anthropology.</p>	<p>- Do a master's degree. - Teachers must be continuously trained. - Improve my English.</p>	<p>- I'd like to receive my degree. - Join DELTA. - Do a master's degree in another country. - Travel</p>	<p>NA</p>	<p>- I see myself in another branch. I do consider that it's a fairly difficult job that has to take into account many things, that sometimes there is work overload, that sometimes teachers do not receive as the payment that according to the work that they deserve. - I would like to focus on tourism. Tourism is a branch that I like a lot and I would like to study, specialize. Maybe it is possible in shipping tourism in that field.</p>	<p>- Join a specialization, master course. As for pedagogy, as for having bases, - I have a business, if I don't want to put it aside. And I want to live 100% of my business. - I would like to continue teaching, I did it because I had to survive, but I fell in love, I fell in love with it because it seems very cool to me how to connect with people, to teach them something new. - I see myself depending on my entrepreneurship, giving make-up classes, teaching English, French.</p>
<p>Question 5</p>	<p>- inclusion also includes people with diverse abilities, but it also includes people with diverse religions, diverse beliefs and political parties of diverse ethnicities, diverse languages, even</p>	<p>- due to ethics we have to be impartial. - The moment that I feel in the role of a teacher, I am not the person that I normally am. - I know that I have to be the model, that is, that responsibility obliges me, to put aside all my prejudices and paradigms and to treat the whole world the same to see the whole world the same to recognize the differences in each</p>	<p>- I don't like to make like distinctions between people and I usually have really mixed classes. - We try to discuss in a peaceful and respectful environment. - Understand differences (likes and dislikes).</p>	<p>- I always try to bring up examples that are of that work for everybody, I try to be very specific about that example being according to my own experience and that it could be different for their experiences in their own lives. - Being neutral</p>	<p>- to try to make them see different worlds, that Colombia is not the only thing that exists, in English is very easy to teach, to introduce them to that culture. here some actions, are seen in the best way and everything, but in other countries it is disrespectful. - Create a community of conscience. - Boys work the same, the same as girls.</p>	<p>- Respect - As I am a Christian, if there are many things with which I do not agree, however, that is not why I am going to discriminate against a person or put them aside, because Jesus really would not have done it. - Include everyone and participate. - Dealing with personalities.</p>

<p>diverse life situations. - my classes inclusive is that I try to give them a lot of freedom, for example, in terms of topics. - I believe that the inclusion is not only to have these students, but what you do in your classes with regard to these students.</p>	<p>one, but precisely it will be available to those who need. - Be neutral</p>				
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Participant's	Participant's name and answers					
Licensed teachers	SRR	MABC	ELC	PAM	ACC	NCV
<p>Question 1</p>	<p>- Being a teacher was not an option for me. - Being a psychologist was very different from how things were in reality. I remember that at the University there was another approach, like towards behaviorism and I don't agree with the idea of reducing people as dimensions of fixed</p>	<p>-I did a teaching program, I have been working as an English teacher since 2014. - I remember I was in the third semester and I started working. - I have been able to be to work in different places in in a school, it was my first job. I have also worked in language centers, I have also taught private</p>	<p>- Spanish and Foreign Languages bachelor. I studied from 2013 till 2017. - I have been working as a teacher since that year. - I have more or less five years' experience as an English teacher. I have worked with multiple populations, let's say. I have worked in schools with children I mean toddlers,</p>	<p>- I have a degree in Modern Languages, English, French and Spanish. let's say that at first I did not want to do it, let's say that I got for the languages more than for the pedagogy. -When I started studying the licentiate of languages, I understood what is to be a teacher started liking me very much,</p>	<p>- I started at 25 years old. So, I think that I was maybe old. But it doesn't matter I did that. - I was looking for a university, you know, that I could work and study at the same time. It was hard because I that they just had offered the program in the morning. ---. - My first option was to become nutritionist because</p>	<p>- I have a degree in Spanish English and French, with emphasis in French. - I have been working for 3 years, almost four years. - The first experience, was with my nephews. - I had the opportunity to live that experience during my adolescence that allowed me to</p>

	<p>behaviors to predictable things.</p>	<p>lessons, virtual and in person.</p> <p>- I also had the opportunity to work in a university in Trinidad and Tobago.</p> <p>- I think I used to use, the grammar all the time in my classes and I used to in a way, yeah, we could say in a way prohibit the mother tongue. But since all the jobs and the and the training that I have had, those perceptions have changed. So now I don't care if a student has to use Spanish.</p>	<p>kindergarten, transition, primary school, 1st grade, 2nd grade, etc. And high school and I have work in English academies and I have worked in community projects. let's say. Yeah, volunteering, everything like things related to that and most of my experience has been in English.</p>	<p>- Children motivate you in every way. I thought business, hospitality or tourism, but let's say that everything was focused languages, no? Tourism had to have languages, in business I also have to see languages. I wanted to be a flight attendant, but They told me that because of my height.</p>	<p>I love that career nowadays. I love nutrition. But it wasn't like a bad decision. I love teaching too.</p>	<p>define myself at the time of finishing my high school, decide what I wanted to do.</p> <p>- I felt like I had strengths. And then I decided on the subject of languages.</p>
<p>Question 2</p>	<p>- I felt affinity for languages.</p> <p>- I was motivated by my sister's teaching experience.</p> <p>- I would have wanted to study something related to the arts.</p>	<p>- Teaching was never the first option, the first option that came to my mind. I wanted to become a journalist. I wanted to study something related to social communication.</p> <p>- I had my first experience when I was in 3rd semester, it was in a school. I started liking this profession. And since then I have like the love for it has increased a lot and I could say that I really like being a teacher. Like the profession itself, it's something that I really love doing.</p>	<p>- I really, really wanted to be a doctor. I wanted to study medicine. - So once. I learned English when I was Pretty Little, and I learned by myself.</p> <p>- There was a point where I became the English teacher of my classmates and I had to teach some classes.</p> <p>- I was passionate</p> <p>- I wanted to give a contribution to society through teaching.</p> <p>- I wanted to make people see English is fun, English is easy.</p> <p>- learning with his gaming experiences.</p>	<p>- As teacher I think that we all teachers are strong, we need intact strength, because if you are not patient, I think that you won't be able to be a good teacher. I mean, to be a teacher you need "full patience"</p>	<p>- Maybe some teachers that I had at school, they were good teachers.</p> <p>- I love to serve people, I love to help others.</p>	<p>- One of my options before was Be a flight attendant. I discovered that teaching is an interesting profession. The subject of travel, however, let's say that teaching fascinated me above any other. From a very young age I had liked teaching, I learned how Jesus, through the intellect, could communicate</p>
<p>Question 3</p>	<p>- How to be close to the students, how to be very human.</p> <p>- it is an element of my practice show a certain humanity or respect towards my students.</p> <p>- I feel that it is like a personal challenge of mine to keep myself updated and how to keep myself active.</p> <p>- I feel that my classes are for my students. They are</p>	<p>- I could say that through all my academic life I have had bad teachers, yes, but I have also had amazing teachers. And since in some way they have inspired me. But in terms of vocation, like I see them and I say, hey, I want to be like them, it has happened.</p>	<p>- To understand how kids are so energetic are and are so eager to learn, and teachers must take advantage of their energy, to enhance their learning, you know, because sometimes I have met multiple colleagues that they prefer children to be quiet and sit still and well, yeah, I don't go with that.</p> <p>- They didn't have the opportunity to</p>	<p>- To make the students like to move, to move in the classroom. Okay, stand up, talk, talk with these, talk with your partners. I tried that that that they socialize in the classroom. They use the language and as you know every animal is different in the jungle. So some of them they need to move, they need to stand up, they need</p>	<p>- A teacher must adapt to any environment, be patient, talk and think before judging, resilience is necessary to advance at any environment.</p>	<p>- Games in teaching is a primary key. The game perhaps requires a challenge. That it is not so complicated and that it generates satisfaction at the time of achieving it.</p> <p>- The motivation would be another factor is that works a little bit better that way. - -</p>

	<p>like a garden. Like a garden and beautiful as a garden in which there are none dangerous stuff, no plants, there are no poisonous thorns, there is something like bushy around them. I feel that the children feel welcomed.</p>		<p>have any interest outside studying and doing homework, and they had to have excellent grades. they had the perception that I was a really bad teacher, that I wasn't as strict as my other colleagues because I just allowed the students to, I don't know, to relax a little. that is important that teachers as workers have conscience.</p>	<p>to so. So I tried to do different activities. Applying I try to apply pictures, videos, music because they learn in a different way.</p>		<p>Another situation that characterizes my classes, are curiosity. I look for a way for the same student, Ask yourself questions, this prepares the student to open up a space where he or she can learn on its own and go beyond a person that only provides them information. - is possible that the student became consent of his needs and capable of sharing the process.</p>
<p>Question 4</p>	<p>- Finish the master's degree. Change context and teaching population. that I does not remain stuck on the same side. - In terms of being a teacher, because I tends to fossilize in practice, it tends to become the repetition of the same thing and to become routine and soon find shortcuts to make things easier and I personally don't like that.</p>	<p>- If I get another job that is related to education, to languages, even though I don't have to teach, I think I would take it. So, I cannot say that I see myself as a teacher in 10 years because I am feeling out.. - I could say that I see myself studying. I want to continue studying all my life and if I have the chance to do maybe other masters in a couple of years, I think I would take it.</p>	<p>- I didn't make all my, my student's fail. Yeah, that made me the worst teacher they ever had, because I didn't want to use just the expensive book and textbook they had. - I don't want to be a teacher all my life and I started studying veterinary, right now I want to fulfill my career in the veterinary field. - I would prefer being recognized as a doctor, as a veterinary rather than a teacher,</p>	<p>- Become an enterprise leader a high position. I would like to be travelling and learn about culture and languages. And be working abroad, I would like to be a teacher there too and teach Spanish.</p>	<p>- Traveling abroad could be teach. growth could be studied, continue my teaching studies.</p>	<p>- I would like to do the master's degree that I have projected. - To be able to have the experience of teaching in universities. So far,</p>
<p>Question 5</p>	<p>- Obviously, there is a high percentage of children who are of Bogota origin, but there are any number of children who are not. - I feel that especially since the teaching of English, it is practically mandatory that I take the task of offering a space free of threats for people - Sometimes this superiority that we give to English usually oppresses or turn off the voices that other cultures</p>	<p>- For me as a teacher to show the content. So, if I want the students to have a discussion around the religion, so myself, me, myself has to be part of my job is to show them information, videos, activities, etc. - I do, taking into account the diversity in that group.</p>	<p>- In my classes I have, I have had people from different backgrounds. - I try to make people connect that context with their content.</p>	<p>- I have always been aware of inclusion and let's say that right now children and people in general is a bit more open than before. - Teaching respect, teaching that every single person is different and that we have an equity touch that we are humans so we don't have to judge others. I have always tried to cultivate that respect</p>	<p>- Always show that being different is normal, otherwise the world would be very boring.</p>	<p>- You can be empathetic and realize that both should be treated equal or better than someone expects to be treated, regardless of gender, age, economic situation, experiences and your opinion is also valid as long as standards are maintained where other people are not offended.</p>

have within the classroom.	-English must be a space in which children have the opportunity to bring their individual experiences.					
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Participant's positive and negative written narratives

Participant name and role	Positive experience	Negative experience	Themes & Emotions	Language used
Pomona Sprout Licensed teacher	No tengo alguna experiencia positiva específica, pero sí me impacta cuán agradecidos son los estudiantes cuando haces tu trabajo con amor y dedicación. Lograr una conexión tan linda es algo inexplicable como profesor. Siento que eso es lo que más me ha marcado como profe.	Hace algún tiempo trabajé en un colegio donde había un niño de grado noveno que no sabía expresar sus emociones de manera adecuada y era extremadamente grosero. A pesar de ser mis clases tan dinámicas, siempre buscaba la manera de que parecieran aburridas, generaba mal ambiente, respondía de manera grosera y a todo le sacaba burla. Fue muy incómodo trabajar en ese grupo gracias a él.	<ul style="list-style-type: none"> - Teacher's attitudes (love and dedication). - Teaching objective: To foster positive student-teacher connection. - Emotions management on challenging situations. - Dealing with student's bad attitudes. - Gratefulness is the result of a good teaching process. - Love. - Proudness. - Frustration. - Effort. - Comprehension. 	- Spanish.
Dolores Umbridge Licensed teacher	La mejor experiencia en la docencia es cuando los padres de familia y estudiantes valoran tu trabajo. Sus agradecimientos y muestras de amor. Lo son todo. ♥	Una vez una estudiante mientras realizábamos una actividad de francés, estaba corriendo por todo el salón, jugando con las bombas. Le dije que por favor ayudara a sus compañeros, la actividad era nota. Ella se puso furiosa. Llego a casa, le dijo a la mamá que yo la había gritado y todo el colegio había escuchado mis gritos (Cosa que no era cierta) Al otro día, teníamos la presentación de la actividad y era con	<ul style="list-style-type: none"> - Job recognition. - Satisfacción. - Pride. - Approaching the student's misbehaviors. - Emotions management. - Challenging classroom situations. - Opportunities for reflection and improvement. - Teacher- student relationships. - Teacher- student behavior. - Institution culture (the role of parents in the school), - Love - Gratefulness - Appreciation - Frustration 	Spanish

		<p>padres de familia, la mamá de la estudiante es de Argelia y empezó a insultarme en francés delante de todos los papás, amenazándome de hablar con Directivas de sacarme de la institución.</p> <p>Me sentí impotente, por que no era cierto, la mamá no me dejó hablar y quedé como la profesora mala. Pasa mucho en los colegios, donde los niños dicen cosas que no son ciertas y los papás hacen de todo por hacerte la vida imposible.</p>		
Severus Snape Licensed teacher	<p>Trabajando en un colegio privado recibí citación para tomar posesión de mi puesto actual como profe del distrito. La posesión coincidía con el día del inglés del colegio privado. Yo venía preparando las presentaciones de ese día desde hace semanas con los chicos y la fecha no se podía modificar. Tenía a cargo los grados 6o, 7o y 8o y a pesar de que sentía que los niños me necesitaban, tuve que dejarlos ese día por su cuenta. Al volver me recibieron mis compañeros profes con felicitaciones. Mis cursos habían sido los mejores del evento, sin requerir de supervisión de nadie. Me sentí feliz y desde ese día siento haber descubierto que es posible confiar en el trabajo autónomo de mis estudiantes.</p>	<p>Trabajando como profe del distrito, a una de mis clases entró una profesora, y sin pedir ni siquiera un espacio para intervenir, delante mío y de todo mi grupo le dijo a un par de estudiantes de origen venezolano varios comentarios denigrantes. Los estaba regañando por un supuesto caso de matoneo, pero en realidad era sólo una situación aislada de un problema entre niños, igual a muchos problemas comunes que se presentan entre los niños en cualquier colegio. Pero ella hacía énfasis en que ese comportamiento era por su origen, y les decía que ellos no iban a hacer en el colegio como hacían en su país, que tenían que adaptarse.</p> <p>Fue un momento horrible, descorazonador, y lo peor del asunto es que no reaccioné, no le dije</p>	<ul style="list-style-type: none"> - Career satisfaction. - Feedback. - Autonomy - Teacher-student relationship. - Decision-making. - Challenging classroom situations. - Reflecting over teaching practices. - Opportunities for reflection and improvement. - Classroom management. - Happiness - Frustration - Anger - Ashamed. - Embarrassed - Uncapable 	Spanish

		nada, supongo que por un falso sentido de respeto a la labor de los compañeros. Me sentí impotente, avergonzado y cobarde.		
Albus Dumbledore Licensed teacher	Recuerdo con gran satisfacción una actividad de origami que hice en un centro de idiomas, asistieron más personas de las planeadas y al final decidí realizar la actividad en un corredor, pude sentir la energía de todos en esa actividad y los resultados finales fueron de feria.	Recuerdo que para un centro de lenguas que trabajaba en el 2019, decidí realizar una actividad en la que participaron muchísimos estudiantes de todos los niveles, tan buenos fueron los resultados que decidimos pegarlos alrededor de la sede como una exhibición. Al día siguiente cuando llegué, me di cuenta un empleado administrativo los habían quitado de las paredes, inmediatamente le reclamé por haber hecho lo que no le correspondía. Fue una discusión muy acalorada, jeje. Una persona que no tenía el más mínimo conocimiento en pedagogía, no le importó quitar de exhibición la producción de los estudiantes.	<ul style="list-style-type: none"> - Self-reflection and identity construction - Creativity - Interest to show class result/evidences. - Institution's culture. - Working conditions. - Adaptability - Decision-making - Satisfaction. - Pride. - Happiness - Frustration - Anger 	- Spanish
Rolanda Hooch Licensed teacher	La experiencia más positiva la he vivido siempre dentro del aula y se da cuando lo que planeo (material, actividades, juegos, etc) dan un buen resultado, generando una experiencia positiva para ellos con la lengua extranjera. Los docentes saben que no siempre las actividades que proponemos son aceptadas con efusividad.	En una ocasión un estudiante de bachillerato con recursos económicos suficientes había comprado dos libros de mi asignatura (no sé por qué o para qué). A uno de ellos le había rayado y quitado la portada, (acción que no me pareció correcta) entonces decidí tomar el libro y decirle que no era correcto hacer eso con los libros, que mejor lo regalara si no	<ul style="list-style-type: none"> - Decision-making. - Teacher-student behavior. - Performance, evaluation goals setting. - Planning. - Creativity - Teacher-student behavior - Pride - Surprise - Frustration - Humiliated Dissapointment. 	- Spanish

		<p>lo necesitaba o le sobraba. El estudiante salió de manera grosera del salón y llegó con mi jefe en ese entonces (el jefe de estudios). Delante de todo el curso sin indagar más sobre la situación o sin buscar mediación alguna me gritó: "entreguele ese libro al estudiante" y se fue. Posteriormente pasó lo que todo docente odiaría. Que delante de todos los estudiantes lo desautoricen y ellos se queden burlándose de ti y faltándote al respeto.</p>		
<p>Sybill Trelawney Non-licensed teacher</p>	<p>Para mi, lo mejor ha sido cuando por una situación y otra, reafirmo que la labor docente importa, que podemos impactar la vida de otros en niveles que ni siquiera imaginamos. Que podemos conectar no solo como profes sino como seres humanos y ayudar a las personas más allá de enseñarles inglés.</p>	<p>Un estudiante se me acercó afirmando que se encontraba interesado en recibir clases personalizadas. Le pasé mi número para que pudiéramos llegar a Jj acuerdo, pero resultó ser que sus intenciones eran otras. Me dijo que quería conocerme más, que quería salir y nunca comentó nada sobre las clases. Le dije directamente que no me sentía cómoda y que nuestra relación era estrictamente profesional, ante lo cual reaccionó muy mal. Desde entonces, cada vez que teníamos clase, tomaba una actitud infantil, no trabajaba y generaba un ambiente pesado en las clases que afectaban también a los demás estudiantes. Llegó a quejarse de mí ante la coordinadora de la academia. Yo dejé de trabajar allí (por otros motivos) y tuve que bloquearlo porque me enviaba</p>	<ul style="list-style-type: none"> - Importance of the teaching profession. - Being human (teaching philosophy) - Teacher-student relationship. - Teach beyond the language. - Professionalism. -Responsibility. - Frustration - Insecure. - Scared - Accepted 	<p>Spanish</p>

		mensajes y solicitudes por todas mis redes sociales. No he vuelto a saber de él.		
Remus Lupin Non-licensed teacher	<p>Ser docente de inglés es una profesión gratificante en muchos niveles. La mayor recompensa es presenciar cómo los estudiantes le cogen agrado al idioma inglés, ya que esto no solo significa que están adquiriendo conocimientos y habilidades lingüísticas, sino que también están desarrollando una apertura hacia otras culturas y una mentalidad global. Como docente, estoy emocionado de seguir nutriendo esa pasión por el inglés en mis estudiantes y de ayudarles a alcanzar su máximo potencial en el aprendizaje de este idioma tan importante en el mundo actual. Comentarios sencillos dónde los estudiantes manifiestan su agradecimiento y satisfacción me llenan de motivación para seguir dando lo mejor en cada clase.</p>	<p>Como docente, me esfuerzo por ofrecer una educación de calidad y ayudar a mis estudiantes a alcanzar el éxito en la materia de inglés. Sin embargo, en ocasiones resulta un poco desalentador recibir reclamos injustificados de algunos estudiantes que no asumen su propia responsabilidad en su proceso de aprendizaje. Espero que en el futuro, nuestra sociedad comprenda la importancia del compromiso y dedicación personal de los estudiantes para obtener mejores resultados en sus estudios.</p>	<ul style="list-style-type: none"> - Teacher—student relationships. - The importance of the teaching profession. - Adaptability - Education quality. - Grateful - Optimistic - Pride - Positive - Satisfaction - Accepted - Inspired - Distant 	Spanish
Minerva McGonagall Non-licensed teacher	<p>Dando clases de español como lengua extranjera a una pareja de musulmanes que viven en Honduras, he podido aprender de su cultura y sus costumbres. Además, ellas están motivados a aprender y son muy disciplinados, por lo que la enseñanza transcurre a muy buen ritmo</p>	<p>Dando clases de inglés a dos hermanos adolescentes colombianos que viven en Estados Unidos, ha sido difícil mantener el ritmo de enseñanza porque todavía no tienen estrategias de aprendizaje autónomo tan sólidos, a pesar de su necesidad de comunicarse en otro país. Esto hace que la enseñanza sea un poco más desgastante para mí como docente.</p>	<ul style="list-style-type: none"> - Culture - Multilingual teacher – student. - Motivation and discipline. - Adapatbility. - Teaching approach/strategy. - Pride - Confident - Powerless. - ineffective - Meaningless 	Spanish

Gilderoy Lockhart Non-licensed teacher	Una motivación que encuentro en mi oficio es el recibimiento de los alumnos al iniciar clases. Siempre con excelente disposición con las actividades que preparo y como siempre me dicen y muestran que les he ayudado a avanzar en sus procesos de aprendizaje, manteniendo una conexión con los alumnos.	En mi primera experiencia como profesor, ingresé a una empresa con condiciones de trabajo precarias, en un proyecto muy bello, pero que resultó ser absorbente y en el que podía trabajar hasta doce horas por día. Por supuesto, las herramientas con las que contaba para mis labores eran precarias y debía caminar alrededor de catorce kilómetros por día. Por estos motivos, permanecía cansado y las actividades no podían transcurrir como se deseaban por no contar con el apoyo y la energía suficientes.	<ul style="list-style-type: none"> - Motivation - Teaching as a duty - Show evidence of the learning process. - Teaching effectiveness. - Teacher-student relationships - Working conditions. - Institution's requirements and culture. - Joy - Respect - Inspired - Overwhelmed - Tired - Startled 	Spanish
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Comparison chart written and oral narratives licensed and non-licensed teachers' interpretations

Sample	Source 1: In-depth interview	Source 2: Positive teaching experience	Source 3: Negative teaching experience
Licensed teachers	<ul style="list-style-type: none"> • Self-image is represented through service, vocation and help, despite of the working conditions they perceive the teaching labor as a process of resilience that is complemented with patience, attitude, respect and creativity, • At some point of the career they considered to dedicate life towards teaching, however the working conditions are an obstacle to reach that objective as they want a job that provided them life quality, so they consider a career development in another field or look for an alternative career option. •The university name represents the possible development opportunities that can arise during their career as it represents prestige, affiliations ,contacts and communities of practice that can improve their profile, however on the career path they present some unmet expectations like stability, income, prestige etc. •The motivation to study a Foreign Languages teaching program rely on the fact that they were going to study more than two languages at the same time and they would have a language emphasis in addition to the possibility of working during or after graduating •Implement strategies like collaborative learning, multitasking and productivity; they also consider that building a safe teaching environment where students don't 	<ul style="list-style-type: none"> • Licensed teachers rely positive experiences based on the result of an activity that arose dedication, interest, effectiveness, efficacy and passion from the students. • A teacher-student relationship can also be evidenced through the verbs that teachers used in their narratives such as: decide, discover, trust, plan, modify, propose, value, need, accept, agree, feel, improve and need; these verbs reflect the teacher's engagement, identification, level of commitment and participation in their career process as well as their interest on building effective teaching scenarios. • The look for opportunities and activities that promote reflections and improvement • Do not have that much opportunities to correct 	<ul style="list-style-type: none"> •Licensed teachers face negative situations around the student's class performance while doing an activity. • The teachers are concerned about the student's class development, that they want them to be productive and regulate their learning process. • There are words like heartbreaking, impotent, ashamed, degrading, discredit, threaten, and mock that show systems of feelings and emotions towards negative situations in the teaching practice and how teachers adapt themselves and their identities to survive in this ecosystem. • Other educative actors like administrative people, parents, peers, teachers, bosses, and families that also create activations around the teacher's

	<p>feel judge could reduce those challenging situations and promote values like respect, equity and confidence.</p> <ul style="list-style-type: none"> •Some role models that inspire their career were their school or university teachers, characters from the bible (Jesus) and philosophers like Estanislao Zuleta that exemplified what is a good teacher and what is the importance of the teaching profession for their identity construction. •Teaching is a profession that requires an extra effort on each activity, long planning processes, multitasking, strength, patience and productivity which are many tasks to accomplish in a work day with a low payment •Are challenged to be productive and joyful with what they are doing despite of the working conditions, balance and get the results that the institution needs so they decide how to act and structure their classes according to their student's needs, material provided, effective activities and students behaviors. •Reflect over their behaviors, even if they had a bad day outside the classroom teachers must act in the best way and act positively as students are receptive and could lose focus based on the teacher's behaviors, they also promote effective learning strategies using adapted material for the students to be aware of their own culture. • Peers' interaction is important for the English learning process, as a result they promote autonomy and teamwork with activities that challenge abilities like speaking and vocabulary. •The professional growth is a treasure waiting to be found, they expect their teaching population to change as they feel that they don't fit on the market needs, they also consider options like continuing education programs like master degrees or PhD that allow them to work in universities or abroad. •Teaching is a beautiful career but that beauty is not valued or respected, they consider that getting more academic development would give them more values, respect and prestige however they consider that to advance they need to change the context where they work, switch to a different population, work abroad or do a degree that is more valuable than teaching • After joining the teaching major they faced situations in the job market that challenged their decision to be teachers due to working conditions, workload, competitiveness, life quality and a balance between the personal and professional life, these factors encouraged teachers to consider other career options besides teaching as they have had negative experiences in terms of working conditions (low payments, short term contracts, multitasking etc.) that demotivate them, however they keep working, behaving positively, looking for effective teaching scenarios and also making classes where their students have fun. 	<p>behaviors based on feedback as the expectations towards pedagogy knowledge and evaluation are higher than non-licensed teachers</p> <ul style="list-style-type: none"> • Licensed teachers receive more feedback and evaluation than non-licensed teachers due to their academic background and teaching background, all these seen in a positive way. • Value appreciations from students and parents • Feel proud of their students when they show that they can be autonomous and responsible with their duties. • Feel happy when the planned activities are successful in terms of content, engagement, interest, and authenticity. 	<p>negative experiences.</p> <ul style="list-style-type: none"> • It is evident that the power relationships rely on education seen as a business where students and parents are customers who always tell the truth and that always have the reason. • Some educative actors (administrative, coordinators, coworkers, parents or directors) enter to the teachers' classes without an advice and interrupt them, sometimes they approach specific students or the teacher in public which makes them lose the teacher's authority figure.
Non-licensed teachers	<ul style="list-style-type: none"> • Being a good teacher is essential to construct a strong self-image that is made of joy, attitude, patience, vocation, dynamism and respect, for non-licensed teachers the language that they teach also construct their self-image as the passion for languages and culture are essential to create connections and interact in a community of practice. • Teaching is a demanding career with a negative perception in the country as being a teacher is not seen as 	<ul style="list-style-type: none"> • Positive experiences are marked by the subject they teach (English) and the relationships that are constructed between teachers and students. • non-licensed teachers used verbs like: imagine, advance, 	<ul style="list-style-type: none"> • Face negative situations around the class in general and not the students specifically; the concept of class can refer to the context they are working at, the teaching approach, multiple identities or sub identities that are applied in the class to promote effective learning scenarios. • non-licensed teachers use these verbs to refer to negative

	<p>a prestigious profession, however finding a job is easy and the working conditions vary depending on the context, an advantage that they have is that they have bases in business management, marketing and administration which allowed them to set up small business that they expect to grow in the future.</p> <ul style="list-style-type: none"> • Teaching career fulfills expectations as it is a challenging profession that allows them to learn on their own, reflect about their practice and create strong relationships with their students; the non-licensed teachers consider that they have the opportunity to strengthen the pedagogical abilities joining continuing education programs like specializations, master's degrees, courses, international certifications etc. • The motivation to study Foreign Languages was that they could study more than two languages at the same time and have a different bachelor that did not focus on teaching, they based their career choice based on cultural influences, affinity with the language, communities of practice etc. They also present a debate among public or private education and the effect of studying on these institutions in terms of prestige, representation and affiliations • Positive self-perception and the need for approval is reflected through positive behaviors, positive feedback and supporting their knowledge and language proficiency with international certificates like CELTA, IELTS or TOEFL. • Have to do an extra effort to reinforce the "home values" which is surprising for them but not for licensed teachers, they also consider that having a close connection to the students can support equity and inclusion in the classroom as well as adaptability and patience in regards of the student's learning processes • Challenge their internal forces and adapt to the context to accomplish with the duties as teaching was initially an option to survive, they also consider that effective communication is a must in any institution as it allows to have all the objectives and procedures clear. In addition to these processes, non-licensed teachers consider that passion is necessary to behave positively in the teaching profession, this requires empathy, dynamism and active listening to the educative actor's needs. • Inspirations/role models were teachers, characters from the bible (Jesus) and people that give them the opportunity to teach in spite of non-having a degree on the teaching field, student's motivation, income and passion for the profession. • Finding a job is easy, working conditions are not good but they can economically survive, they desire to be good teachers and perhaps they research on how to give lessons and get close to the students, however they consider that continuing education programs like specializations or masters in pedagogy or didactics could give them more tools to professionally grow. • Would like to continue teaching, strengthen their teaching skills, travel, study abroad to get better working conditions; some of them also consider to switch their career or complement their teaching experience with their small businesses (translation and make up). • Non-licensed teachers are also interested on building effective teaching scenarios getting close to their students by talking about interests, passions, cultures, traditions in a free of judgement environment; as they did not have pedagogy training, non-licensed teachers affirm that being a teacher is a self-contained job as they have to watch videos, read or ask peers or friends for help in terms of 	<p>develop, impact, teach, help, acquire, discipline, give and balance, represent the strategies that they adopt to construct effective teaching scenarios and improve their teaching image. In addition, they use words like connection, culture, foreign, activity, labor, world, language, tradition, human being, ability and experience to show up the cultural capital and systems of representations that are co-constructed during their teaching practice.</p> <ul style="list-style-type: none"> • Systems of representation are also evidenced through adjectives like better, beautiful, inexplicable, love, good, passion, grateful, important, motivating, and excellent. • Struggle maintaining the learning and proficiency level as students are not committed with their learning processes. • Receives complaints from students that are not responsible with their duties, wants that their students consciously learn, interact and dedicate with their English learning process. • During his first experience as teacher working conditions were not good, the teacher had to walk more than 10km to go to work, the materials were insufficient and worked more than 12 hours per day. 	<p>situations around their teaching experiences such as: comprehend, achieve, find, communicate, support, receive, want, change, know and be which can be catalogued as positive actions that emerge from decision-making processes and metacognitive motives (beliefs, knowledge, level of interest, thoughts etc.) There are verbs like concern, block, leave, evade and condition that can express the decisions that teachers or students have done to deal with certain situation, this verb reflect the decision-making processes that the involved actors perform to resolve them.</p>
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	<p>materials, evaluation, didactics etc. It is also evidenced that they are more interested on providing a global vision of the world through English language teaching than focusing on the local context as they can show more possibilities of travelling or living experiences abroad to their students. .</p> <ul style="list-style-type: none"> • Live from their business and continue teaching because they found affinity with the profession <p>Despite of studying languages, non-licensed teachers consider that they need to deepen on pedagogical skill and show language proficiency through international certifications, some of them have opted to watch videos, ask partners or read about the subject on their own to know how to approach the students and react in challenging situations. This self-learning process constructs a positive self-perception of their personal and teaching identity.</p>		
Both	<ul style="list-style-type: none"> • bad teacher's or bad teaching practices are also an example of how to be or how to act, it impulses the in-training teachers or Modern Languages students to reflect over their future practices or roles as teachers • working conditions are not good since teachers need to work outside school schedule to complete additional tasks and they are not paid for that, there is not balance between the personal and professional life or they are given more administrative job than classes which takes additional time to be completed, they also present the fact that in our country the teaching profession value and role is negative, people encourages applicants to not to study teaching and follow up another career. • Agree on the fact that working conditions are essential to be satisfied with the chosen career, working conditions include salary, type of contract, institution rules, government dispositions, profession value, worker's rights, balance professional and personal life, growth opportunities and effective communication. • Their objective is to be good teachers and this objective required the to be academically prepared by joining continuing education programs like specializations, Masters degrees or PhD that will give them tools to advance and promote effective teaching and a valuable teaching career • Culture awareness: teachers consider that students learn about different cultures and traditions to open their minds and promote values like respect, equity, and tolerance; they also value the importance of listening to their students and respecting their opinions and actions. . • Licensed and non-licensed teachers emphasize the teaching philosophy towards the class development considering the diverse population that they work with (different ages, cultural origin, gender, nationality etc.), to build safe teaching-learning environments where students feel free, accepted, happy, calmed, and motivated. • Teachers highlight the value of their profession on being human with their students by actively listening to them, respecting their opinions, allowing code switching and moving from grammar-based lessons to inductive learning. • They personalize their teaching by incorporating students' passions, interests, and favorite music into the language learning process, tools like ICTs, music, and games that allow them to understand how to use language in different situations; how to communicate effectively and learn from mistakes. • They use ICTs to make classes more dynamic, engaging, and practical enhancing the learning experience and taking advantage of it to have diverse materials to work with and adapt them if necessary. 	<ul style="list-style-type: none"> • Experiences are marked by the subject they teach (English) and the relationships that are constructed between teachers and students. • non-licensed teachers used verbs like: imagine, advance, develop, impact, teach, help, acquire, discipline, give and balance, represent the strategies that they adopt to construct effective teaching scenarios and improve their teaching image. • They use words like connection, culture, foreign, activity, labor, world, language, tradition, human being, ability and experience to show up the cultural capital and systems of representations that are co-constructed during their teaching practice. • Systems of representation are also evidenced through adjectives like better, beautiful, inexplicable, love, good, passion, grateful, important, motivating, and excellent. • licensed teachers are more committed on encouraging active class engagement even if it is a beautiful and well-financed project some guarantees must be given to the teachers as social actors • Despite of the student's behaviors, the negative experiences of both licensed and non-licensed teachers are centered on the students learning processes. These experiences evidence the identity construction in the way teachers react to challenging situations adapting their system of 	<ul style="list-style-type: none"> • in both cases (licensed and non-licensed teachers) are the result of classroom situations that present negative reactions from students around having class and working in class, besides making class with reluctant students that challenge the teachers class performance. • It is also evidenced that actors outside of the classroom that like the board of directors, families, administrative people, teachers and peers can create negative situations that affect the teacher's performance; all these negative experiences are described through words like attitude, problem, situation, precarious, and imposing which provide insights about the relational situation of the individual (teacher) with the context.

	<ul style="list-style-type: none"> • There are obstacles that interfere this goal such as poor working conditions, limited resources, mistreatment, work overload etc. that break the expectations of having a valuable, prestigious, stable and peaceful job; as a result of these situations, licensed and non-licensed teachers could consider a career switch and do voluntary work. 	<p>beliefs, moral, values, decision making and effective communication among them.</p> <ul style="list-style-type: none"> • As shown in the teacher's narratives, the student's negative behaviors challenge the teacher's systems of representations and cognition management; most of these negative experiences are the result of third actors in the classroom, teacher's role, teacher's authority (power relations), emotions management, lack of responsibility, engagement with the taught subject, harassment, attitudes and interests that are not related to the subject or class. 	
<p>Interpretations:</p> <ul style="list-style-type: none"> • Licensed teachers are more committed on encouraging active class engagement while non-licensed teachers put more effort on building strong teacher-student relationships as they are negotiating their identities with students in terms of teaching approach, methodology, adaptability, leadership and self-perception. • Positive teaching experiences as well as negative teaching experiences are valuable in terms of personal and professional growth which is directly related to identity construction; positive teaching experiences that result in dedication, effectiveness, dedication and passion from the student's and teachers' sides represent effective communication, commitment and engagement which are key elements for an effective teaching-learning scenario. • Negative teaching experiences are related to the student's performance during activities, however, other educational actors including administrative personnel, parents, peers, bosses and families can contribute to negative experiences like disruption in the classroom. • Negative emotions and experiences such as feeling impotent, ashamed, heartbroken, mocked etc, reflect the teacher's ability to manage cognition using abilities like adaptability, patience, decision-making, empathy and effective communication. • Licensed teachers may have less opportunities to correct behaviors based on feedback than non-licensed teachers as there are higher expectations in terms of pedagogical knowledge and evaluation, however they receive positive feedback from students and parents. • Licensed teachers believe that their career is undervalued and lacks of respect, which lead them to consider a career change, work abroad, join continued education programs or change teaching population-context. Non-licensed teachers affirm that teaching is a demanding career with a negative perception in the country as it is not considered as something prestigious, although finding a job is easy. • Non-licensed teacher's self-perception is determined by their language proficiency, passion for languages, and the desire to be a good teacher; being a good teacher is characterized by joy, attitude, passion, vocation, attitude, respect and dynamism. In addition, they mention their business management, marketing and administration background which allow them to set up and continue with their small businesses which they hope to grow in the future, • Despite of the working conditions, non-licensed teachers feel that the teaching career fulfills their expectations as it provides challenges, opportunities for self-reflection and strong relationships with students. They also mention a need to deepen or harden teaching skill so they might opt to join education programs such as master's degrees, complementary courses, and international certifications. • Non-licensed teachers strive to reinforce "home values", prioritize effective communication and promote empathy, dynamism and active listening to meet their student's needs. • Non-licensed teachers desire to continue working as teachers while strengthening their skills looking for better working conditions, some of them consider a career switch or complementing their teaching career with their small businesses. • While licensed teachers see students and the educative field as a human duty conducted through activities that depend on the context; non-licensed teachers relate the educative field as a business that is accomplished through vocation, however, both actors agree on the fact that love is necessary to advance on this job. 			

- A factor that teachers present as crucial for their teaching career is working conditions, both actors agree on the fact that if the teacher's working conditions were good, the teaching career would have more value in society, in addition, teachers would be more motivated in their jobs and would consider to continue this career until they retire.
- Teaching is perceived as a service-oriented profession that requires abilities and values like resilience, respect, tolerance, empathy, attitude and creativity
- Before and during the major, teachers are conflicted when they have to choose a university, define if they want to join a public or a private institution based on economy, prestige, possible affiliations, contacts and communities of practice. However, there could be unmet expectations regarding stability, income and status in their career paths.
- Teachers agree on the fact that bad teachers or bad teaching-learning experiences can be examples or scenarios that they can learn from, examples of how to act, how to be, what to do; leading them to reflect over their practice, future practices and role as teachers.
- Teaching philosophy relies on creating a safe and inclusive teaching-learning environment where students feel calmed, happy, accepted and motivated.
- Teachers highlight the importance of reasonable working conditions such as salary, type of contract, institutional rules, government regulations, career value, work-life balance, growth opportunities and effective communication for their career development. Poor working conditions, limited resources, mistreatment and work overload interfere with the teacher's objective of having a stable, valuable, prestigious and peaceful job,
- Being well instructed is important for licensed and non-licensed teachers, to accomplish this goal, they present an interest in joining continuing education programs such as master's degrees, courses or PhD to advance in their skills, grow in their professional environment and promote effective teaching.
- Teaching is personalized incorporating student's passions and interests like music, literature, movies, videos to enhance English language learning; they also recognize the importance of promoting culture awareness teaching students about different cultures and traditions fostering values like tolerance, respect and equity.
- Negative experiences challenged the teacher's systems of belief, moral, values, decision-making and effective communication, they presented some strategies that imply adapting their identity to react properly using on their systems of representation, cognition management and emotional responses.
- Negative situations can result from factors such as student's behaviors, disruptions, emotions management, disposition, disengagement and attitudes that are not related to the classes.

Career development and identity construction	Alternative career options and decision-making	Visualizing the teaching identity and the classroom environment
Experienced and flexible teacher that has worked in different scenarios such as: virtual lessons, language institutes, private schools and personalized lessons.	Affinity for languages	Interest on joining continuing education programs
Grammar centered lessons	Role model: - Family - Jesus: Used the intellect to communicate and use the right words - Bad teachers	Look for suitable working conditions (balance, salary, work environment, institution's requirements) etc. Otherwise, would opt for a career change. Individual's that recognize the importance of their

		profession, protect their rights and ideals.
Worked with multiple populations. Multicultural classrooms.	<ul style="list-style-type: none"> - Enjoy their profession - Passionate 	<ul style="list-style-type: none"> - Teach English without using expensive and boring text books. - Self-made didactic material - Creativity - Use ICT, technology is necessary to motivate students - Flexible schedule
<p>Affinity for languages</p> <ul style="list-style-type: none"> - Self-taught person - Autonomous 	<ul style="list-style-type: none"> - give a contribution to society 	<ul style="list-style-type: none"> - Travel and study abroad. - Promote culture awareness
<ul style="list-style-type: none"> - Children motivate them to continue on this career - Passion and desire to teach 	<ul style="list-style-type: none"> - Learning and teaching has to be fun 	<ul style="list-style-type: none"> - Desire to be good and memorable teachers, so they create communities of practice and adapt the activities to make students feel comfortable.
<ul style="list-style-type: none"> -Work and study at the same time - Multitasking 	<ul style="list-style-type: none"> -Teachers need strength, patience. Desire to be a good teacher 	<ul style="list-style-type: none"> - Felt in love with the profession, but still feel that they need further training.
Prestige relied on studying in a public or private university	Teaching is a service duty, its necessary to help others.	<ul style="list-style-type: none"> - Desire to be teacher and have their own business - Entrepreneur - Leader
<p>Originally the mother tongue was prohibited, by with the teaching experience decided that students can use their mother tongue if they want to.</p> <ul style="list-style-type: none"> - Code switching 	<p>Being human and close to the student:</p> <ul style="list-style-type: none"> - Empathy - Show respect - Classes are a safe place - Conscience 	
Offer a space free of threats from people, sometimes English oppresses our own culture. We need to adapt and bring the students experiences to present them using English as a medium and not as a purpose.	<p>Use student's energy to enhance learning:</p> <ul style="list-style-type: none"> - Move in the classroom - Socialize - Watch videos, sing - Promote challenges that arise curiosity, motivation, 	





































	autonomy, self-reflection and satisfaction	
Create discussion scenarios respecting the different points of view that might arise in a space free of judgement.	Adapt to any environment: - Be patient - Think before talking - No judgement - Resilience	
Make people connect with their context		
Realizing that students are happy with our job, gives us motivation		
Teaching objective: To foster positive student-teacher connection.		
Emotions management on challenging situations.		

Alternative career options and decision-making	Visualizing the teaching identity and the classroom environment	Career development and identity construction
Felt affinity for languages, especially English since it was the most available and required on their context.	Join continuing education programs, train academically in another country, and have their own business	Their graduate profile relied on the fact of graduating from a public or a private university. This also depend on the context, social status and economy.
Are interested on getting involved in the “English culture” and share it with their students, is usually used as the purpose of teaching and learning English.	Combine teaching with another career, such as anthropology, linguistics, business etc.	Being a role model means : - Show passion for languages - Teacher’s change people’s life - Being fun, play music, relax and reflect - Dedication - Dynamic - Emphatic - Respectful - Positive attitude, despite of negative situations

		<ul style="list-style-type: none"> - Listening and building trust with students - Authority - Put aside prejudices, and paradigms to be neutral
Decided to join this career as English provided more options to get better jobs and social recognition.	Working conditions might cause a career dissatisfaction and or career change	Consider that more preparation is needed before choosing a career.
Teaching is a social duty that needs to provide safe and inclusive learning environments, where both teachers and students can be who they really are without any fear or judgement.	Work abroad and getting international experience would provide more recognition and better job offers	Receive feedback
The career path was not clear when graduated from school and while doing the bachelor's degree, so they rely their career path based on their needs and opportunities that were given during the major.	Volunteer job, provides career satisfaction	Teaching is not seen as something prestigious
Support their knowledge and qualification through international certificates and or experience abroad.		Alternate between two languages
Promote autonomous learning		Make classes fun Create a community of conscience
Wanted to be the teachers they liked to have		Non-native speaker (disadvantage)
Dynamism		Put on students' shoes (empathy)
		Adapt to the context and student's needs (also includes institution's requirements)
		Make language learning practical and easy to use in real life scenarios.



















		Promote or encourage a need of communication in another language - Practical and authentic speaking practices - Personalize learning
		Teacher motivator
		Strict but relaxed
		Promote collaboration


























MAXQDA, coding and categorizing data




















Documento	Segmentos codificados	Códigos	Sentimiento
Licensed teachers, Pos. 3	You have organized in an organized way. What are you going to do in the class, but when you arrive through the class. All that change, change, change and all the students, I I I have flu. The other the the other students say to you and me I go to the bathroom the other hi, I have a problem. The other just crying they fight but you have a lot of situations at the same place so you have to be patient so that that that situation happens every day. So that thing that that's the first situation.	 <ul style="list-style-type: none">  Career satisfaction  Decision-making  Career development and identity con...  Self and teaching image 	 Ligeramente negativo
Non licensed teachers, Pos. 4	And ever since I saw English as my path, but English teaching specifically. Also, because in the university, I don't know about you, but I think that for me and many of my friends, we didn't really know what to do. We learned. We learned a little bit of French, a little bit of German. And that's it. But we didn't have, like, a career path that was clear enough for us to know what to do after graduating. So, I think that English teaching was the only way for me. When I went to the US to work as an au pair, I was sure that I didn't want to stay in that country. I didn't want to live there.	 <ul style="list-style-type: none">  Career satisfaction  Career development and identity con...  Career progression 	 Neutral
Licensed teachers, Pos. 6	if, for example, there was a person that wasn't speaking too much, and I tried and I tried and this person didn't, you know, didn't answer my questions, didn't want to play, didn't want to be in the class, I used to leave that person apart. I confess it because there was a person that was not doing their job, but there were ten people that were answering perfectly. So, I was going to focus on the 10 people and I didn't care about this person	 <ul style="list-style-type: none">  Challenging classroom situations  Decision-making  Visualizing the teaching identity and ...  Teaching philosophy 	 Ligeramente negativo
Licensed teachers, Pos. 6	I really don't see myself as a teacher because I don't like. I don't particularly like it. I mean having the fact of always having to work outside your schedule	 <ul style="list-style-type: none">  Career satisfaction  Visualizing the teaching identity and ...  Perspectives for the future (career de...  Career development and identity con... 	 Ligeramente negativo
Licensed teachers, Pos. 3	I really don't like it. I mean, for me, being a teacher has been associated with a lot of bad experiences.	 <ul style="list-style-type: none">  Career satisfaction  Career development and identity con...  Self and teaching image  Career progression 	 Negativo
Licensed teachers, Pos. 6	The other colleague she's changing to. I don't know, music producer, I don't know the name of the career. Well, me veterinary and another colleague, he's changing towards business management	 <ul style="list-style-type: none">  Career satisfaction  Visualizing the teaching identity and ...  Professional growth opportunities  Career development and identity con...  Career progression 	 Neutral

Documento	Segmentos codificados	Códigos	Sentimiento
Non licensed teachers, Pos. 4	I think I like to connect with my students as human beings, as people who, you know, they have their own struggles, their own background story. I don't usually try to push them too hard. I try to read them to see if they like today. How much energy, how much focus do you have? If you are very focused, if it was a good day for you, OK, let's do it. If it was a very tough day, just give me what you have, because sometimes, I don't know, I'm not very good at pushing people. I think I have struggled a lot with motivation	<ul style="list-style-type: none"> Challenging classroom situations Visualizing the teaching identity and ... Teaching philosophy Career development and identity con... Self and teaching image 	Neutral
Licensed teachers, Pos. 3	The situation is I don't last long in in my jobs because conditions are not good. Yeah.	<ul style="list-style-type: none"> Career satisfaction Career development and identity con... Career progression 	Ligeramente negativo
Licensed teachers, Pos. 3	Well, as you know as teachers we had a lot of things at the same time. So for example before you have a lot of things to to plan your Lesson plan you, you try to performs a lot of things.	<ul style="list-style-type: none"> Career satisfaction 	Ligeramente negativo
Licensed teachers, Pos. 6	I don't last long in in my jobs because conditions are not good.	<ul style="list-style-type: none"> Career satisfaction Visualizing the teaching identity and ... Professional growth opportunities Career development and identity con... Career proaression 	Ligeramente negativo
Experiences , P. 3	El estudiante salió de manera grosera del salón y llegó con mi jefe en ese entonces (el jefe de estudios). Delante de todo el curso sin indagar más sobre la situación o sin buscar mediación alguna me gritó: "entreguele ese libro al estudiante" y se fue. Posteriormente pasó lo que todo docente odiaría. Que delante de todos los estudiantes lo desautoricen y ellos se queden burlandose de ti y faltandote al respeto.	<ul style="list-style-type: none"> Challenging classroom situations Career satisfaction Decision-making Career progression 	Neutral
Licensed teachers, Pos. 6	I don't want to work in schools.Yeah, that is like a rule I have for myself. I don't work in schools. I don't see myself working in schools. For me, working in a school again is my last resource. Yeah. If I am about to believe under a bridge, yeah, I will go back to a school. Apart	<ul style="list-style-type: none"> Career satisfaction Decision-making Visualizing the teaching identity and ... 	Neutral

Licensed teachers, Pos. 3	Or I think in the school in both sides, you know, not just as a teacher but at the same as the administrative part and then that's quite important because it is important to confront new situations that they as a, as a different company could have, they could have problems. And maybe we don't, we don't know all the problems that they have. But it is important to support them and to be there, you know, not just in the positive means same time in hard situations.	<ul style="list-style-type: none"> Decision-making Career development and identity con... Self and teaching image 	Neutral
Licensed teachers, Pos. 3	right now my identity as a teacher is puzzled because, well, to be honest with you, today I'm quitting the job I have, You know, I've been working as a teacher in an Academy, in a virtual Academy, And right now, today is my last day I'm quitting. You know, I don't want to teach anymore. For me this.I don't know. These last two months have been terrible because the payment is not good and the conditions are not good and I have to work 11 hours per day.	<ul style="list-style-type: none"> Career satisfaction Career development and identity con... Career progression 	Neutral
Non licensed teachers, Pos. 4	English open many doors	<ul style="list-style-type: none"> Career satisfaction Decision-making Career development and identity con... Career progression 	Negativo
Experiences , P. 2	Un estudiante se me acercó afirmando que se encontraba interesado en recibir clases personalizadas. Le pasé mi número para que pudiéramos llegar a Jj acuerdo, pero resultó ser que sus intenciones eran otras. Me dijo que quería conocerme más, que quería salir y nunca comentó nada sobre las clases.	<ul style="list-style-type: none"> Challenging classroom situations Teaching philosophy Self and teaching image 	Negativo
Licensed teachers, Pos. 3	Because I didn't. I didn't make all my, my student's fail. Yeah, that made me the worst teacher they ever had.	<ul style="list-style-type: none"> Career satisfaction Career development and identity con... Career and professional motivators Self and teaching image 	Ligeramente negativo









Licensed teachers, Pos. 3	I had a really bad burnt out episode and my psychologist forbid me working that time. Yeah. For, I mean as semester I couldn't work because I was very sick in bed from work	 <ul style="list-style-type: none"> Career satisfaction 	 Ligeramente negativo
Experiences , P. 1	í me impacta cuán agradecidos son los estudiantes cuando haces tu trabajo con amor y dedicación.	 <ul style="list-style-type: none"> Career satisfaction Visualizing the teaching identity and ... Teaching philosophy Self and teaching image 	 Ligeramente negativo
Licensed teachers, Pos. 6	So for me, that is like the resignation. I mean, to be pretty honest with you, when I have a person like that and he's an adult and I mean, I try at the beginning like trying to talk to that person trying to say, hey, well what is your problem? What can we do? Let's see what tools can and if I see not commitment, yeah, I mean, I don't care what happens with you. I have to be pretty honest. Yeah, when the person is not committed to its to their process. I don't care what you do. I mean, you're the one losing money. I'm wasting your money, not mine, not me.	 <ul style="list-style-type: none"> Decision-making Visualizing the teaching identity and ... Teaching philosophy 	 Neutral
Experiences , P. 2	o, las herramientas con las que contaba para mis labores eran precarias y debía caminar alrededor de catorce kilómetros por día. Por estos motivos, permanecía cansado y las actividades no podían transcurrir como se deseaban por no contar con el apoyo y la energía suficientes.	<ul style="list-style-type: none"> Career satisfaction Professional growth opportunities 	 Neutral
Licensed teachers, Pos. 3	They had no boundaries, you know, and I think for us as workers is not, we shouldn't. We shouldn't see that as normal or something normal because sometimes we have the mindset that teachers must give their all in their job for the students. Yeah. And sacrifice their lives. Yeah. In that school I learned it's not possible to do that. And it's good. It's not a good idea. you know. because you have to have time for you.	 <ul style="list-style-type: none"> Career satisfaction Decision-making Career development and identity con... Self and teaching image Career progression 	 Neutral
Non licensed teachers, Pos. 4	It was challenging, but it was amazing. It has been probably not a life changing experience for me because I have identified that I have bigger skills than I thought to comprehend languages and it is. It is crazy. It is crazy because when you're used to talk and to practice the language, you don't realize how good can you be.	 <ul style="list-style-type: none"> Career satisfaction Career development and identity con... Career progression 	 Ligeramente negativo
Licensed teachers, Pos. 1	back in the day I had a really serious problem because I had burnout because of that job, because we had crazy amount of extra work outside the schedule. Yeah, grading a lesson plans, projects like, I don't know, school, newspaper, school, radio station and meetings here and there.	 <ul style="list-style-type: none"> Career satisfaction Career development and identity con... Career progression 	 Ligeramente negativo
Non licensed teachers, Pos. 4	we know that in the undergraduate program they didn't teach us anything about pedagogy because we are not focused on that	<ul style="list-style-type: none"> Career satisfaction 	 Ligeramente negativo
Licensed teachers, Pos. 1	working in a public school and like talking with teachers belonging public. Yeah, public sectors or whatever. And that really also taught me the importance of, I don't know, doing. You're teaching labor with energy and also listening to your students and being really human with them. Because I had the situation where kids would tell me teacher, I didn't have breakfast today. Yeah, teacher. I don't have the materials because my mom didn't give me materials. No Teacher, my mom is in jail.	 <ul style="list-style-type: none"> Challenging classroom situations Career development and identity con... Self and teaching image Career progression 	 Neutral
Licensed teachers, Pos. 3	Salaries are not good and benefits are not good. And what you said, they ask you like to give the extra mile and everything for a miserable payment with mistreatment, you know.	 <ul style="list-style-type: none"> Career satisfaction Career development and identity con... Career progression 	 Negativo

Documento	Segmentos codificados	Códigos	Sentimiento
Experiences , P. 3	Los estaba regañando por un supuesto caso de matoneo, pero en realidad era sólo una situación aislada de un problema entre niños, igual a muchos problemas comunes que se presentan entre los niños en cualquier colegio. Pero ella hacía énfasis en que ese comportamiento era por su origen, y les decía que ellos no iban a hacer en el colegio como hacían en su país, que tenían que adaptarse. Fue un momento horrible, descorazonador, y lo peor del asunto es que no reaccioné, no le dije nada, supongo que por un falso sentido de respeto a la labor de los compañeros. Me sentí impotente, avergonzado y cobarde.	  <ul style="list-style-type: none">  Challenging classroom situations  Decision-making  Teaching philosophy  Self and teaching image 	Ligeramente negativo
Licensed teachers, Pos. 1	I must admit I didn't have any English teacher as a role model. And quite the opposite, I didn't like English at the university. I feel I didn't learn English at the university. I mean the first semesters were terrible for me. I hated English classes for semester, second semester, third semester, 4th semester, 5th semester, 6th semeste	 <ul style="list-style-type: none">  Career satisfaction  Career development and identity con...  Career and professional motivators 	Ligeramente negativo
Non licensed teachers, Pos. 4	I don't know if I would like to go back to a school because planning is not my thing	 <ul style="list-style-type: none">  Career satisfaction  Career development and identity con...  Career progression 	Ligeramente negativo
Licensed teachers, Pos. 6	This has to do with ideologies. If they are racists. That is not going to change in my class and my objective is not to change it. But my objective is for everybody to feel welcome in the class	 <ul style="list-style-type: none">  Challenging classroom situations  Decision-making  Visualizing the teaching identity and ...  Teaching philosophy  Career development and identity con...  Self and teaching image 	Ligeramente negativo
Non licensed teachers, Pos. 4	I have to alternate between the two languages, for example, when I am teaching Spanish to people who speak English, I have to alternate between English and Spanish, but I am not a native speaker of English and I am not as advanced as a C2. So that means that I, for example, have had many mistakes that I make pronunciation mistakes in class or that I make grammatical	 <ul style="list-style-type: none">  Decision-making  Visualizing the teaching identity and ...  Teaching philosophy 	Ligeramente

Licensed teachers, Pos. 6	The other colleague she's changing to, I don't know, music producer, I don't know the name of the career. Well, me veterinary and another colleague, he's changing towards business management	<ul style="list-style-type: none">  Career satisfaction  Visualizing the teaching identity and ...  Professional growth opportunities  Career development and identity con...  Career progression 	Neutral
Licensed teachers, Pos. 3	And before to judge, before judge them. So I do that so maybe that's a I think a positive thing that I have as a teacher because sometimes we think that they they don't have because they they are not in the classroom so they don't know that it is important to to. To to accept their advices	 <ul style="list-style-type: none">  Decision-making 	Ligeramente negativo
Experiences , P. 3	a: En una ocasión un estudiante de bachillerato con recursos economicos suficientes había comprado dos libros de mi asignatura (no sé por qué o para qué). A uno de ellos le había rayado y quitado la portada, (acción que no me pareció correcta) entonces decidí tomar el libro y decirle que no era correcto hacer eso con los libros, que mejor lo regalara si no lo necesitaba o le sobraba	 <ul style="list-style-type: none">  Challenging classroom situations  Teaching philosophy 	Ligeramente negativo
Licensed teachers, Pos. 3	Since I was there for a year as an employee, I could see a little bit of how the education is and it's pretty good. But since I didn't have the economic resources, I looked for a public university. And actually, when I first entered, I didn't want to become a teacher. I did it because of the languages.	<ul style="list-style-type: none">  Career satisfaction  Decision-making  Career development and identity con...  Career progression 	Neutral
Licensed teachers, Pos. 6	Salaries are not good and benefits are not good.	<ul style="list-style-type: none">  Challenging classroom situations  Career satisfaction  Decision-making  Visualizing the teaching identity and ...  Professional growth opportunities 	Negativo

Non licensed teachers, Pos. 4	I know I can't teach without it, but I'm going to be paid less and I might not be hired soon enough.	Career satisfaction Decision-making Career development and identity con... Career progression	Neutral
Non licensed teachers, Pos. 4	I didn't want to be a teacher at the beginning, that's why I studied at ECCI university instead of other kind of institution.	Career satisfaction	Neutral
Non licensed teachers, Pos. 4	it was a bit difficult in terms of managing the group, because I did not have the knowledge of managing a complete group and starting to speak to them in English, because it is one thing to know how the language is, another to explain it.	Challenging classroom situations Career development and identity con... Career progression	Neutral
Licensed teachers, Pos. 6	I don't like at all the job conditions that I myself have had during these nine years that I have been teaching. I have never had a job that I say I feel comfortable in this job because the salary is okay, because the conditions are okay. It has never happened. So, I have to say that sadly.	Career satisfaction Visualizing the teaching identity and ... Professional growth opportunities Career development and identity con... Career progression	Neutral
Licensed teachers, Pos. 6	they ask you like to give the extra mile and everything for a miserable payment with mistreatment	Career satisfaction Visualizing the teaching identity and ... Professional growth opportunities Career development and identity con... Career progression	Ligeramente negativo

Documento	Segmentos codificados	Códigos	Sentimiento
Non licensed teachers, Pos. 4	the National University has a very academic preparation, it is a training totally in research. Especially in indigenous languages and but that was not the field that had caught my attention and On the other hand, getting a job as a researcher in linguistics, for example, at the Instituto Caro y Cuervo is, because there are very few vacancies and then On the other hand, you can get a job as a linguist in general and according to the training that the person has but in general it is quite difficult	Career satisfaction Career development and identity con... Career progression	Neutral
Licensed teachers, Pos. 1	Also, my students were dealing with burnout, you know, because they were exhausted of the massive amount of homework and the massive amount of responsibilities they had, you know, So I mean, I confirmed that the first thing you have to do as a teacher is to be human	Challenging classroom situations Career development and identity con... Self and teaching image	Neutral
Experiences, P. 2	ha sido difícil mantener el ritmo de enseñanza porque todavía no tienen estrategias de aprendizaje autónomo tan sólidos, a pesar de su necesidad de comunicarse en otro país. Esto hace que la enseñanza sea un poco más desgastante para mí como docente.	Challenging classroom situations Decision-making	Neutral
Non licensed teachers, Pos. 9	in 10 years I really, well, I have a business, if I don't want to put it aside.	Career satisfaction Decision-making Visualizing the teaching identity and ... Perspectives for the future (career de...	Neutral
Non licensed teachers, Pos. 6	mention right now as one of my pillars it's always like respect, yes then well you know. As I am a Christian, if there are many things with which I do not agree, however, that is not why I am going to discriminate against a person or put them aside, because Jesus really would not have done it, yes, that was always with what with a prostitute what with the drunk what with yes, so who am I to judge? so I am very. Emphatic with that, I respect my students, they are all very different. If I say something, no, that is, I am not this, period and you keep quiet, no, we should not always be very open to what others are going to say. So he did treat like. To impart it in the sense of making everyone participate so that no one feels excluded, yes, perhaps because it always happens. there is someone who is or is not. I don't know if they	Challenging classroom situations	Neutral

Licensed teachers, Pos. 3	uring the pandemic and all of that, I had that burned out episode and I was in with psychologist, psychiatrist, because they created a big trauma on me, because they make me feel the worst teacher ever.	 <ul style="list-style-type: none"> Career satisfaction 	 Ligeramente negativo
Licensed teachers, Pos. 6	If I get another job that is related to education, to languages, even though I don't have to teach, I think I would take it	<ul style="list-style-type: none"> Career satisfaction Visualizing the teaching identity and ... Professional growth opportunities Perspectives for the future (career de... Career development and identity con... Career progression 	 Neutral
Licensed teachers, Pos. 3	I'm asking my friends not to tell me teacher nor profe. I don't want to be identified like that. I am trying to redefine my identity and it's not because I hate teaching. It's not because I hate education, it's because I don't want that to be the defining thing for me	 <ul style="list-style-type: none"> Career satisfaction Career development and identity con... Self and teaching image 	 Neutral
Licensed teachers, Pos. 6	You can be empathetic and realize that the other person is the same as the other person, both should be treated equal or better than someone expects to be treated, regardless of gender, age, economic situation, experiences and your opinion is also valid as long as standards are maintained where other people are not offended.	 <ul style="list-style-type: none"> Challenging classroom situations Decision-making Visualizing the teaching identity and ... Teaching philosophy 	 Neutral
Non licensed teachers, Pos. 6	I think that one is very young when you choose the career and I think that if I had thought more about the job options, have chosen a bachelor's degree, if I had prepared myself much better and presented me with more job options than linguisti	<ul style="list-style-type: none"> Career satisfaction Career development and identity con... Career progression 	 Neutral