

**EFL In-Service Teachers' Identity as Teacher-Researchers: A Narrative Study of
Professional Growth in a master's Program**

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Abstract

This study explores the professional identity construction of a group of Colombian EFL in-service teachers as teacher-researchers during their participation in a master's program at Universidad Pedagógica Nacional (UPN). Drawing on a narrative inquiry approach, the study captures teachers' lived accounts to interpret how they negotiate their identities within academic and classroom contexts. Data were collected through semi-structured narrative interviews, a focus group, and an open-ended survey, and analyzed using a thematic narrative approach. Findings reveal that teachers' identities are under constant construction, shaped by reflection, collaboration, and classroom-based problem solving, yet often constrained by the formal demands of academic research. While the program provided opportunities for transformation and engagement with research, tensions emerged between institutional expectations and the teachers' own understandings of inquiry.

Key words: teacher-researcher, professional EFL in-service teacher identity, professional development.

Resumen:

Este estudio explora la construcción de la identidad de un grupo de profesores colombianos de inglés como lengua extranjera en ejercicio como investigadores durante su búsqueda de un máster en la Universidad Pedagógica Nacional (UPN). Utilizando un enfoque de investigación narrativa, el estudio captura e interpreta las narrativas de los participantes

para comprender sus experiencias en la construcción de su identidad como docentes-investigadores. Se recogieron datos mediante entrevistas narrativas semiestructuradas, un grupo focal y una encuesta abierta, y se analizaron utilizando un enfoque narrativo temático. Los resultados revelan que, aunque el programa de máster fomenta la participación en la investigación, surgen tensiones entre las expectativas académicas y la realidad de los profesores. Esta investigación contribuye a comprender cómo se desarrolla la identidad de los profesores de inglés como lengua extranjera a través de la investigación, pero también destaca la necesidad de alinear mejor las expectativas de la investigación con las experiencias docentes reales de los profesores para un crecimiento profesional más significativo.

Palabras clave: profesor-investigador, identidad profesional del profesor de EFL en servicio, desarrollo profesional.

Acknowledgments

To the people that teach me every day what the meaning of the word support is.

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Chapter 1:

This chapter introduces the concept of professional development (PD) in the context of In-Service English as a Foreign Language (EFL) teachers, particularly through structured Professional Development Programs (PDPs) such as master's degrees. It highlights the challenges teachers face in identifying as teacher-researchers. It introduces the research problem, question, and objectives.

1.1 Introduction

Due to the ever-evolving nature of the world, educators must continuously acquire new knowledge and abilities to meet the challenges they face in their efforts to support their students' learning (Viáfara & Largo, 2017). PD provides a pathway for in-service teachers to refine and enhance their teaching methods. According to Cárdenas, González, and Álvarez (2010), one of the key features of PD is its continuous and ongoing nature, where the teacher determines when the work is completed. Unlike teacher training, which emphasizes following prescribed methods, PD involves a more flexible and personalized approach that teachers can initiate and shape based on their unique needs and goals (James, 2001). Professional teacher development is a holistic process that goes beyond specific teaching tasks, helping educators work toward long-term goals to deepen their understanding of both instructional practices and their roles as educators (Richards & Farrell, 2005).

One frequent choice for teachers PD, is starting a PDPs. In Colombia, PDPs include workshops, seminars, conferences, and graduate programs, often organized by educational institutions, professional associations, or organizations. These programs typically follow

structured curricula with defined learning objectives, frequently leading to certifications, diplomas, or advanced degrees that enhance teachers' professional competencies.

Among the various forms of PDPs, master's programs hold particular importance, as they are designed to significantly update and expand participants' knowledge bases, enabling teachers to understand and apply new developments in their field (Viáfara & Largo, 2017). Colombian universities offer various graduate programs, including *Especializaciones* and master's degrees, aimed at professionalizing EFL in-service teachers and preparing them for being teacher-researchers. Research indicates that Colombian English teachers, like many others, prioritize university postgraduate courses and teacher development programs in their pursuit of further education (González, Montoya, and Sierra, 2002; Viáfara & Largo, 2017).

This research study will focus specifically on PDP within the context of a master's degree program at a public university. This focus is due to how EFL in-service teachers, in Colombia, commonly view universities, particularly public institutions, as primary agents for their professional growth. This perception stems from the belief that public universities provide democratic access to knowledge, employ trained staff, and utilize research to effectively connect theory and practice (González, 2003).

Master's programs play a role in shaping EFL teachers' professional identities, particularly in their development as teacher-researchers. These programs provide a structured environment for EFL in-service teachers to engage with current research, develop critical thinking skills, and apply theoretical knowledge to practical classroom

situations. However, the process of including research to teachers' roles is not without its challenges, and it is essential to understand teachers' points of view during this process.

1.2 Statement of the Problem

The Ministerio de Educación Nacional (MEM) in Decreto 1001, Article 6 states, "Master's degrees aim to develop skills that enable active participation in research processes that generate new knowledge or technological processes." By engaging in processes of research, experimentation, reflection, dialogue, and collaboration EFL in-service teachers can continuously evolve their practices to meet the diverse needs of their students (Darling-Hammond & McLaughlin, 1995, as cited in Ubaque & Castaneda-Pena, 2017).

Teacher research engagement or identifying as a teacher-researcher often becomes a challenge for the EFL in-service teacher. Banegas (2018) concluded EFL teachers did not see themselves as researchers, reasons for not doing research were constraints and lack of knowledge about research methods, even though language education programs usually include modules of research in language teaching for undergraduate and graduate levels. In addition, Richards (2003) has been critical of imposing research on teachers already with pressurized schedules and in-service teachers have manifested struggling to find balance, including research as part of their everyday practice.

Furthermore, Banegas (2017), Edwards and Burns (2016) said that understanding teacher research engagement contributes to gaining deeper insights into the teacher-researcher identity, teacher practices, professional development, and research (Erlam, 2008; Nassaji, 2012). Moreover, teacher education should support future teachers in

understanding these dynamics, as professional identities as researchers are built on experiences that profoundly affect teaching. Teachers' identities often shift based on their relationships within their community, evolving as they integrate past and present experiences (Ubaque & Castaneda-Pena, 2017).

A key factor in research engagement is whether teachers identify as teacher-researchers. This study focused on examining the professional identity of EFL in-service teachers who were enrolled in a master's program at a public university in Bogotá in 2023. Such PDPs, like master's degrees, can have a significant influence on shaping the teacher-researcher identity, which is the professional identity that the program aims to foster.

There is a pressing need for research to deepen our understanding of teacher participation in these programs, especially with the recent rise in master's programs for EFL teaching (González, Montoya, & Sierra, 2002; Viáfara & Largo, 2017). Ubaque & Castaneda-Pena (2017) found that a range of personal, social, and emotional experiences contribute to the (re)construction of one's professional identity, significantly influencing the teaching expertise that many EFL teachers bring to their practice.

There is still limited research that shows how EFL in-service teachers in public universities actually experience the process of becoming teacher-researchers while completing a master's degree. Most studies describe the general challenges or benefits of doing research, but they do not capture how teachers make sense of their identities while studying in programs where resources are often restricted. This study offers a closer look at that specific context by focusing on how teachers negotiate, question, and reshape their teacher-researcher identity during their master's program. By doing so, it opens a new

perspective on teacher participation that highlights the realities of public university settings and the everyday decisions teachers make as they try to connect research with their professional lives.

1.3 Research question and objectives.

1.3.1 Research question:

How do the narratives of a group of EFL in-service teachers reveal the construction of their professional identities as teacher-researchers through their lived experiences in a master's program?

1.3.2 Main Objective:

To interpret the construction of professional identity among EFL in-service teachers through their lived experiences while participating in a master's program at a public university.

1.3.3 Specific Objective:

- To characterize the experiential intersections of the participants' professional lives, exploring how current academic engagement converge in the construction of their teacher-researcher identities.
- To examine the social and institutional factors within the master's program that shape the negotiation of the teacher-researcher role.
- To interpret the meanings and tensions teachers experience when integrating formal research into their daily professional practice

1.4 Rationale

This thesis will provide insight into EFL teachers' identity construction as teacher-researchers when pursuing their master's degree. By delving into narrative data, we can gain valuable perspectives on their experiences and reflections as they navigate the role of the teacher-researcher. The relevance of this is supported by González, Montoya, and Sierra (2002) when they stated, if teachers had more opportunities to express their needs, they would be more dedicated to being agents of their own development. Moreover, Ubaque & Castaneda-Pena (2017) said any educational community should discuss the various values that underlie research because it would enable teachers and stakeholders to open a more comprehensive understanding of what is required to make research a more beneficial process for teachers' professional development.

In conclusion, this study holds significant importance for the field of EFL education and teacher professional development. By exploring the narratives of EFL in-service teachers pursuing their master's degrees, we can gain valuable insights into the complex process of identity construction as teacher-researchers. This study, could inform the design and implementation of more effective master's programs, enhancing the quality of EFL teaching and research. Furthermore, this research contributes to the broader discussion on the role of research in teachers' professional development, potentially leading to more tailored and beneficial approaches for supporting EFL teachers in their journey towards becoming confident and competent teacher-researchers.

2. Chapter 2

2.1 Literature Review

This chapter presents a review of relevant international and Colombian research studies, as well as the theoretical constructs that frame the present inquiry. The aim is to establish a clear connection between existing literature and the purpose of this study. To develop this chapter, an extended reading was carried out of research papers published in academic journals such as PROFILE, Íkala, and TESOL Quarterly, and databases including ScienceDirect, JSTOR, Google Scholar, and Scopus. During the literature review process, the readings were first classified by themes and the following section integrates these perspectives to highlight the conceptual evolution of teacher-researcher identity.

2.1.1 Conceptions and Definitions of Research

A significant body of literature explores how teachers conceptualize research, often revealing a disconnect between academic ideals and classroom realities. The first theme examines how teachers conceptualize research and the professional language available to them. Beijaard, Meijer, and Verloop (2004), systematically analyzed 40 studies to define identity as an ongoing process involving person and context. Their results established that identity consists of sub-identities and requires agency to shape educational decision-making. Building on this, Borg (2009) conducted the mixed-methods study "English language teachers' conceptions of research", involving 505 English language teachers across 13 countries and found that most associated research with academic, scientific processes emphasizing rigor, formal training, and publication. This trend is mirrored in the

Latin American context by Banegas (2018) in "Towards Understanding EFL Teachers' Conceptions of Research", who explored how 622 Argentinian EFL teachers define research, the aim was to investigate research engagement, finding that while teachers valued research, they often felt distanced from it and associated it with formal academic expectations rather than classroom practice.

Locally, Hernández Saavedra (2020) examined these beliefs in "Pre-service teachers' beliefs about research". Through focus groups and surveys with 13 pre-service EFL teachers in Colombia, the study found that participants viewed research as complex, intimidating, and disconnected from teaching, shaped largely by a lack of exposure to practical inquiry models. Brindley (2015), in the doctoral dissertation "A critical investigation of the role of teacher research and its relationship to teacher professionalism, knowledge and identity," aimed to examine teacher knowledge through a qualitative mechanism using a "card sort" method. This technique involves providing participants with a set of cards containing various professional terms such as "pedagogy," "autonomy," "rigor," and "identity" and asking them to categorize, rank, or link them according to their own experiences. By observing the participants during this process, Brindley was able to analyze not just how they sorted the cards, but also the linguistic hesitation and difficulty they faced when trying to explain their choices. The study further identifies that a major obstacle in this conceptualization is this very lack of a specific language; teachers often struggle to articulate their views on knowledge and identity because there is no established vocabulary to discuss these complex concepts within their practical, everyday environments. Consequently, the "card sort" served as an evidentiary tool to prove that the

gap between teacher identity and research is, in part, a linguistic divide. Borg (2016) in "Identity and teacher research" used guided narrative reflections to argue that identity is a prerequisite for research, and posited that understanding identity is a prerequisite for understanding how teachers engage with research, as the way teachers see themselves fundamentally shapes their willingness to adopt a researcher persona. Consequently, scholars like Borg (2009) and Banegas (2018) advocate for expanding the definition of research to include more teacher-driven, practical inquiry and collaborative models that reflect the realities of classroom life.

2.1.2 Identity Negotiation and Graduate Education

The second theme focuses on how identity is negotiated through formal education and professional development. Research indicates that formal education programs, particularly at the master's level, serve as critical sites for identity transformation where teachers negotiate multiple professional roles. applied an ecological lens in "Language Teacher–Researcher Identity Negotiation: An Ecological Perspective". Through qualitative observations and interviews with in-service ESL teachers in Australia, they aimed to study identity negotiation during action research. They found that research allowed teachers to reshape their self-concept, though results also showed that institutional pressures and accountability demands often constrained this process. In the Chinese context, Yuan and Burns (2017) explored this in "Teacher identity development through action research: a Chinese experience". Their qualitative case study of two teachers identified four "routes" of transformation the move from 'fisherman to fishing coach' (facilitating autonomy), 'craftsman to teacher-researcher' (engaging in systematic inquiry), becoming a 'collaborator'

(co-constructing knowledge), and finally acting as a 'change agent' (transforming the educational context). These routes demonstrate that the Master's journey is not a linear acquisition of skills, but a multi-dimensional negotiation of how a teacher inhabits their professional world. Furthermore, Nana and Jing (2017), in "Exploring researcher identity construction of university EFL teachers in China", conducted two rounds of interviews with 4 university teachers. Their aim was to investigate trajectories of identity construction, and results identified three stages: beginning, stagnation/development, and struggle. They found that while personal motivation provided affordances, centralized institutional policies acted as constraints.

In the Colombian context, Mosquera-Pérez and Losada-Rivas (2022) applied narrative inquiry in "Exploring English Teacher Professional Identity in the University Context". Using surveys and journals with English teachers in a private Colombian university, they found that master's-level coursework serves as a transformative space that encourages greater critical reflection and engagement with pedagogical theory. This is supported by Ubaque and Castañeda-Peña (2017), whose work on life stories underscored the influence of research engagement and professional networks in shaping identity. However, Barkhuizen (2021) highlights that this process involves "identity dilemmas," where teachers must navigate the tension between self-initiated teacher research and the research practices required by neoliberal academic institutions. This multi-membership across different contexts requires teachers to balance their classroom experience. Finally, Micán (2019) examined this in "EFL pre-service teachers' professional identities construction". Through life stories and focus groups with nine pre-service teachers at Universidad

Pedagógica Nacional, results emphasized that early teaching experiences and role models are primary influencers in understanding professional roles.

2.1.3 Institutional Constraints and Contextual Realities

The final theme addresses the friction between personal identity and the rigid structures of institutions. Barkhuizen (2021), in "Identity dilemmas of a teacher (educator) researcher", used narrative inquiry to explore tensions in transitioning to doctoral research. Results identified "identity dilemmas" occurring when teachers' ideological beliefs conflict with the research requirements of neoliberal academic institutions. In Colombia, Ubaque and Castañeda-Peña (2017) explored this in a private university context, emphasizing the influence of research engagement and professional networks. Their results highlighted that tensions between institutional expectations and personal agency played a critical role in participants' development.

The public university context presents unique challenges. Viáfara (2016), in "Self-perceived professional identity of English language pre-service teachers through an institutional transition", used interviews and journals to examine prospective teachers. Results showed that identity is tied to the support and resources of the institution, with participants in the public sector reporting missing elements in their training. Addressing these gaps, Castañeda-Londoño (2021) in "Moving from what do English teachers know? To how do English teachers experience knowledge?" aimed to study knowledge from a decolonial perspective. Using testimonial narratives with doctoral students at a Colombian state university, the study found that knowledge is not just cognitive but experienced

through emotions and the body. Results suggested that teachers in public settings rely heavily on emotional labor to navigate institutional constraints.

2.1.4 Contributions and Limitations

The international literature provides a broad, crucial context by confirming the pervasive tension between academic research ideals and the realities of classroom practice. Large-scale studies, such as those by Borg (2009) and Banegas (2018), successfully map the beliefs of large teacher populations, confirming that EFL teachers internationally and in Latin America often feel distanced from formal research. This provides strong evidence for the central conflict explored in this study: the tension between institutional expectations and teachers' own understandings of inquiry. However, a significant limitation is that these studies rely heavily on large-scale data, such as mixed-methods and surveys, meaning their findings offer a generalized external view of teacher beliefs rather than an internal, situated interpretation of how those beliefs are lived, negotiated, and transformed within a specific graduate program. While the work of Edwards and Burns (2016), Yuan and Burns (2017), and Nana and Jing (2017) moves closer to the qualitative focus of this study by using sociocultural and ecological lenses to examine identity negotiation, their research is often restricted to formal action research programs or specific university-school partnerships. These structures pre-define research boundaries, whereas the present narrative study aims to examine how research becomes embedded in teachers' evolving sense of self within the broader, ongoing curriculum of a master's degree. Furthermore, while foundational frameworks by Varghese et al. (2005) and Beijaard et al. (2004) establish identity as a dynamic and social process, the literature frequently falls short of capturing the specific

"identity dilemmas" (Barkhuizen, 2021) and the lack of professional discourse (Brindley, 2015) experienced by teachers outside of these structured initiatives.

Local research in Colombia further confirms the transformative potential of graduate study but reveals significant gaps concerning the specific population and institutional context studied here. Studies by Mosquera-Pérez and Losada-Rivas (2022) and Ubaque and Castañeda-Peña (2017) demonstrate that master's coursework is a transformative space encouraging critical reflection and highlight the critical role of institutional contexts and the tensions between expectations and personal agency. This confirms that graduate-level identity construction is a vital and tension-filled area of study. However, a notable limitation in the local literature is the dominant focus on pre-service teachers, as evidenced in the work of Micán (2019) and Hernández Saavedra (2020). While valuable for understanding initial identity formation, these studies do not address the complex lived realities and dual roles (teacher and student) faced by experienced, in-service educators who are simultaneously balancing demanding careers and academic requirements. Crucially, as highlighted by Viáfara (2016) and Castañeda-Londoño (2021), the Colombian research landscape is heavily weighted toward private university settings. Few studies dedicate specific attention to the experiences of in-service teachers within the public university setting. This context is vital because public institutions often face greater constraints regarding institutional support and access to resources, which profoundly influences how teachers negotiate and redefine their roles as researchers. Consequently, the present study builds on this existing work by focusing on identity construction in real-time, within the specific pressures and possibilities of a master's program at a public university.

2.2 Theoretical framework

The theoretical framework underpinning this research draws from three key constructs: teacher-researcher identity, EFL in-service teacher professional identity, and Professional Development (P.D). These constructs offer a conceptual foundation to interpret the ways in which teachers construct their professional selves while participating in a master's program.

2.2.1 Teacher – Researcher:

Teacher research is a multifaceted concept that is defined in various ways across the literature. Banegas (2018) defines teacher-research as the process by which teachers examine their own practices and pedagogical contexts in order to understand and improve teaching and learning. Borg and Sánchez (2015) provide a minimal definition, describing teacher research as a systematic self-study conducted either individually or collaboratively, aimed at achieving real-world impact. They emphasize that such research should be public and focus on the professional actions of teachers as social acts. Reis-Jorge (2007), however, highlights the importance of research in teacher education as a means for teachers to not only reflect on their practices but also engage in systematic inquiry that contributes to the development of their professional knowledge. His perspective connects teacher research to ongoing professional development, as teachers examine their teaching methods, gain insights from their experiences, and use this knowledge to improve their practice. For Reis-Jorge, teacher research goes beyond simple reflection and involves an inquiry-oriented approach that is vital for teachers' continued growth.

Terms like "enquiry-oriented" and "research-based" teacher education (Rudduck, 1985; Tabachnick & Zeichner, 1991 as cited by Reis-Jorge, 2007) describe an approach that encourages the development of knowledge, skills, and dispositions in teachers to become reflective practitioners and adopt an enquiring stance toward their work. In his research, Reis-Jorge (2007) described two broad orientations within the field of teacher research: the traditional academic perspective, which emphasizes the development of teachers' academic skills and their ability to engage with theoretical discourse, and the professional development perspective, which focuses on reflection and ongoing professional growth through a reflective practitioner model. This second perspective encourages teachers to consistently analyze and improve their practices.

Moreover, Reis-Jorge (2007) provided a comprehensive summary of the term. Despite its widespread use, 'teacher-research' remains an elusive concept that can be understood in different ways. For some, teacher-research is viewed as studies conducted by teachers that meet traditional academic research standards, while for others, it is a process in which teachers adopt a systematic, reflective stance to their practice, not necessarily bound by the constraints of traditional academic paradigms. Teacher-research can also be seen as a form of systematic inquiry that emphasizes reflection and self-examination, without adhering strictly to academic research paradigms.

The history of the teacher-research movement is marked by various perspectives. Some view teacher-research as an approximation of academic research, where teachers are expected to be well-versed in basic and applied research paradigms to conduct studies that meet the same methodological and ethical standards applied in university-based research

(Nunan, 1997; Murray, 1992; Myers, 1985 as cited by Reis-Jorge, 2007)). Alternatively, teacher-research has been described as a reflective process, where teachers consciously observe and reflect on classroom interactions, gaining deeper insights into their practices and their students' needs (Berthoff, 1987; Britton, 1987 as cited by Reis-Jorge, 2007)). Others consider teacher-research to be a new genre of inquiry, one that is more grassroots and grounded in teachers' interpretive expertise and practical experience, focusing on questions derived from practice and guided by criteria informed by teachers' prior experiences (Bissex & Bullock, 1987; Mohr & Maclean, 1987; Richardson, 1994 as cited by Reis-Jorge, 2007)).

The identity of teachers as researchers is a central theme in the literature. It is essential to explore and promote this identity so that different forms of research enacted by teachers are recognized and respected, without judgment from academics (Xu, 2014; Edwards & Burns, 2016). This calls for an acknowledgment of the value in teacher-led research, which often diverges from traditional academic methods yet contributes meaningful insights to the field of education.

Finally, the philosophical and epistemological aspects of teacher research are highlighted by Seliger and Shohamy (1989), who assert that the state of mind of a researcher reflects their social and cultural context. This context influences how researchers approach and carry out their research, often unconsciously shaping their understanding of knowledge. While researchers strive for objectivity, their personal and cultural beliefs inevitably impact on their research practices and the questions they choose to explore.

2.2.2 EFL In-service Teacher's professional identity

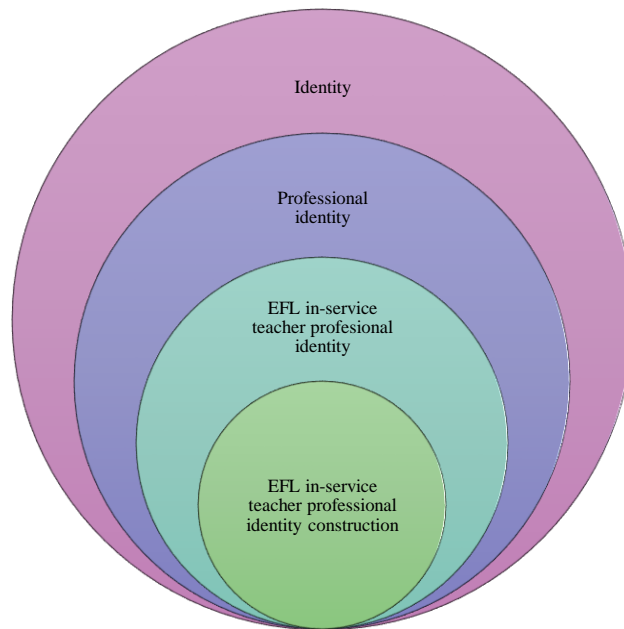


Figure 1: Understanding EFL In-service Teacher's professional identity. Source: Author's own work.

To understand the professional identity construction of in-service EFL teachers, it is necessary to begin with a broader conceptualization of identity and progressively narrow it down to the specific terminology relevant to the context of this research study (see Figure 1). At its most general level, identity is a complex and multifaceted construct that encompasses “how individuals perceive and interpret their relationship with the world, both in the present and across time and space” Norton, 2013, p. 4, is not fixed; rather, it is shaped by social, cultural, historical, and material contexts and expressed through both personal and social dimensions. (Norton, 2000, p. 45; Barkhuizen, 2016, p. 4).

Moving toward a more specific layer, professional identity refers to how individuals see and understand themselves in relation to their work, their profession, and their broader societal roles. This includes the values, beliefs, knowledge, and experiences they associate with their professional life. As noted by Viafara and Largo (2018), professional identity is informed by personal trajectories and shaped by factors such as education, gender, culture, age, work experience, and aspirations. Beauchamp and Thomas (2009) emphasize that teacher identity is dynamic and multifaceted, changing over time in response to both internal and external influences. It functions as a framework through which teachers define and make sense of who they are and what they do in their professional practice.

More specifically, teachers' professional identity emerges as an organizing element in teachers' lives, influencing how they position themselves within their professional environment and how they relate to others (Maclure, 1993; Connelly & Clandinin, 1999; Sfard & Prusak, 2005). According to Barkhuizen (2016), language teacher identities (LTI) are cognitive, emotional, ideological, and historical constructs, situated both within the teacher and their social and material contexts. These identities involve being and doing, feeling and imagining, and are performed across multiple and shifting spaces. LTI are also relational and dynamic, they are not only shaped by present circumstances but also by imagined futures.

Within this framework, EFL in-service teacher professional identity refers to how English as foreign language teachers, already positioned within the profession, perceive, negotiate, and perform their professional selves. This identity is closely linked to their

teaching contexts, experiences, and roles, and is continuously shaped by their engagement with students, institutions, and wider educational discourses.

Finally, at the most specific level of the model (see Figure 1), EFL in-service teacher professional identity construction refers to the ongoing and situated process through which teachers make sense of who they are in relation to their work. This construction is closely linked to everyday teaching practices and often shaped through reflection, dialogue, and participation in professional communities. As Posada-Ortiz (2022) explains, identity involves a process of identification, where teachers take up and internalize particular roles and understandings of themselves. Drawing on Beijaard, Meijer, and Verloop (2004), she also highlights how professional identity remains in constant negotiation, influenced by both personal experiences and the institutional spaces teachers navigate.

While sociocultural views, such as those discussed in Taylor (2016), help us see identity as emerging through interaction and discourse (e.g., Bloome et al., 2005; Davies & Harré, 1990; Holland et al., 2001), the focus here is on how these dynamics support EFL in-service teachers' professional development. In particular, reflective practice, collaboration with colleagues, and engagement in research appear as key moments in which identity is redefined. Taking on the role of teacher-researcher can be especially meaningful, as it opens up new ways of understanding and owning one's professional journey. Of course, moving between teaching and research is not without its challenges. As Labaree (2003) notes, these roles often involve different values and expectations: teaching prioritizes action, practicality, and immediate decisions, while research is slower, more abstract, and oriented toward systematic knowledge-building.

This creates structural tensions that can make the teacher-researcher identity feel contradictory or even unattainable for some practitioners. Some scholars further argue that research expectations placed on practicing teachers risk adding additional workload or reproducing academic hierarchies that privilege certain types of knowledge over every day pedagogical wisdom. These concerns echo warnings from authors like Borg (2010) and Burns (2010), who note that institutional demands for research often fail to align with teachers' working conditions, leading to tensions between policy expectations and classroom realities. Similarly, Zeichner (2003) and Hammersley (1993) critique how certain models of teacher research can become idealized, positioning academic, formalized inquiry as superior to the experiential knowledge teachers generate through practice. From this perspective, teacher research may be viewed as idealistic, overly demanding, or disconnected from the material realities of public education contexts. Castañeda-Londoño (2019) and McDougald (2015) highlight how research requirements in teacher education programs can reproduce inequities, particularly when institutional support is limited or when teachers work in challenging, resource-constrained environments.

Yet counterarguments to these critiques highlight that the purpose of teacher research is not to turn teachers into full-time academics, but to create spaces for inquiry that are grounded in practice and directly relevant to local needs. Cochran-Smith and Lytle (2009) conceptualize this as "inquiry as stance," suggesting that the value of teacher research lies not in producing academic-style studies but in fostering a continuous, critical way of seeing teaching. From this angle, the very tensions between teaching and research become productive; moving across these boundaries can generate new understandings,

support professional growth, and help teachers resist deficit narratives about their work. Rather than weakening teacher identity, these negotiations can strengthen it by allowing teachers to see themselves as knowledge producers within their own contexts.

2.2.3 Professional Development (PD):

Professional development (PD) is crucial in fostering the growth of teachers' knowledge and practices. According to Cárdenas, González, and Álvarez (2010), PD involves exploring different pedagogical options to build knowledge and enhance teaching practices through reflective thinking and action. This ongoing process helps teachers transform their teaching strategies, ensuring continuous improvement.

Arias & Restrepo (2009) connect action research with reflection and professional development, defining PD as the growth a teacher experiences on personal, professional, and political levels. Noffke and Stevenson (1995) state that this development occurs through active and responsible involvement in processes that improve skills and knowledge. It is enhanced through group work and collegial dialogue, where teachers share experiences and provide feedback to one another. Furthermore, these authors argue that PD is closely tied to teacher autonomy, which can be affected by personal factors like professional knowledge, discretion, commitment, skills, and beliefs, as well as external factors such as educational policies, administrative support, working conditions, and support from colleagues.

González (2003) explores how Colombian EFL teachers engage with PD programs, an area that has received relatively little attention compared to research on teacher

preparation programs. Her study identifies three key areas where EFL teachers seek professional development: as workers, as instructors, and as learners.

As workers, teachers express a desire to improve their income by acquiring better qualifications. As instructors, they focus on improving curricula and instructional practices, as well as integrating content from different subjects to enrich students' learning experiences. Finally, as learners, teachers highlight the importance of collaboration and the construction of professional networks. They also seek to become reflective practitioners and receive training in humanistic approaches to address the complex sociocultural challenges in their classrooms.

Professional Development Programs (PDPs), such as master's programs, provide formal opportunities for ongoing learning and growth. These programs support teachers in acquiring new competencies and staying updated on the latest practices. Master's degrees, as a form of PDP, can influence professional identity by shaping how teachers perceive and enact their roles in the classroom.

Freeman (1993) examined how teacher education programs affect teachers' thinking and classroom practices. His study found that teachers' participation in in-service programs led them to rethink their classroom actions, resulting in more critical and reflective teaching approaches. Teachers renegotiated the meaning of their actions and developed new ways to understand their practices, which led to meaningful changes in their teaching.

González (2003) also explores the role of universities in teacher education. While universities are supposed to be the main agents of professional development, many EFL

teachers in Medellín report feeling "abandoned" by universities, as they are not included in development agendas. In Colombia, universities primarily offer graduate programs like specializations and master's degrees, which aim to professionalize teachers and prepare them for research. However, these programs are not always a viable option for all EFL teachers due to the high tuition fees and the teachers' difficult working conditions. Many teachers have to hold multiple jobs to make a decent living, and reducing their working hours to attend these programs often affects their financial stability. Moreover, while these programs are designed to last two years, the time dedicated to completing a thesis often extends the duration, making the entire program last around three years.

Finally, González, Montoya, and Sierra (2002) found that EFL teachers seek to address both personal and professional needs through PDPs. These programs provide opportunities to enhance qualifications and teaching practices, although access to them remains a significant barrier due to financial constraints and the challenging nature of teachers' work conditions.

The theoretical framework underpinning this research, composed of Teacher-Researcher identity, EFL In-service Teacher Professional Identity, and PD, establishes the conceptual foundation necessary to interpret the narratives gathered in this study. The literature confirms that professional identity is not a fixed construct but a dynamic, hybrid, and situated process of constant construction shaped by personal beliefs, reflective practice, and the negotiation of institutional spaces. A central theoretical tension highlighted is the divide within the teacher-researcher role, which often struggles to reconcile the demands of the traditional academic research perspective (focused on methodological rigor and

academic discourse) with the professional development perspective (focused on continuous reflection and situated inquiry). Furthermore, PD is theorized as a holistic, reflective process that teachers pursue not only for pedagogical enhancement but also for instrumental reasons, such as improving income and acquiring better qualifications. This framework is directly connected to the nature and purposes of the present research by using a narrative inquiry approach, this study sought to capture the lived accounts of EFL in-service teachers to interpret how they negotiate these specific theoretical tensions. Ultimately, the theoretical alignment supports the study's central rationale: to understand how the Master's Program influences identity construction and to address the critical need, emphasized in the conclusions, to better align research expectations with the actual teaching experiences of teachers.

3.Chapter 3:

This study adopts a qualitative research approach to explore how EFL in-service teachers construct their professional identities as teacher-researchers through their lived experiences in a master's program. Given the interpretive nature of identity construction and the focus on participants' narratives, a qualitative design allows for an in-depth examination of meanings, experiences, and social interactions situated within a specific academic context.

The study is situated within the Master's Program in Foreign Language Teaching at Universidad Pedagógica Nacional, where participants simultaneously engage in professional teaching practice and formal research training. This dual positioning provides a meaningful context to examine how academic engagement, institutional expectations, and professional trajectories intersect in the negotiation of teacher-researcher identities.

To address the research objectives, focus groups were used as the primary data collection method. This technique enables the exploration of shared experiences and collective meaning-making, offering insight into the social, institutional, and experiential factors that shape participants' understandings of themselves as teacher-researchers. This chapter presents the methodological decisions guiding the study, including the research design, context, participants, data collection procedures, and ethical considerations.

3.1 Research Design

Qualitative research aims to understand phenomena from the perspective of those who experience them. According to Seliger and Shohamy (1989), it seeks to uncover patterns of second language behavior and interpret them through the lens of participants involved in the activity. Moreover, De Gialdino (2006) points out that qualitative research is not a single unified method but rather a broad approach that encompasses different

perspectives and strategies. These various intellectual traditions, philosophical assumptions, and methodological practices reflect diverse ways of understanding reality and how much of it can be known (Atkinson, Coffey, & Delamont, 2001; Manson, 1996).

Creswell (1998) describes qualitative research as an interpretive process rooted in distinct methodological traditions such as biography, phenomenology, grounded theory, ethnography, and case study. Researchers aim to build a complex, holistic picture, analyze participants' words, and explore issues within natural settings. Building on this, Denzin and Lincoln (2005) and Creswell (2007) stress the importance of understanding social phenomena through a contextual and holistic lens. The qualitative paradigm acknowledges the subjective nature of reality and highlights reflexivity, interpretation, and the iterative nature of inquiry. It is especially useful for exploring lived experiences, cultural contexts, and human behavior.

In this study, narrative inquiry serves as the chosen methodological approach. As noted by Clandinin and Connelly (2000), narrative inquiry focuses on how individuals understand and give meaning to their experiences through storytelling. Polkinghorne (1995) explains that people use narratives to make sense of their lives, and this approach allows researchers to examine both the structure and meaning of those narratives (Riessman, 2008).

While various qualitative frameworks could explore professional identity, Narrative Inquiry is uniquely suited to capturing the temporality, sociality, and place of professional growth (Clandinin & Connelly, 2000). Unlike a case study, which might treat an academic

program as a bounded system, narrative inquiry facilitates an exploration of how participants' past teaching experiences, current academic engagement, and future professional aspirations intersect and overlap. Following the work of Clandinin and Connelly (2000), this approach views narrative not merely as a collection of stories, but as the primary way of accessing the phenomenon of lived experience.

To clarify the nature of the data collected, it is essential to define the relationship between "perceptions" and "narratives" within this methodological framework. In many qualitative traditions, perceptions are viewed as static, isolated opinions or beliefs. However, grounded in Dewey's (1938) theory of experience, this study treats perceptions as narrative accounts of experience. From this perspective, an opinion is not a detached statement but a manifestation of the "inner conditions" of a teacher's life, which are inextricably linked to the "outer conditions" of their environment (Clandinin & Connelly, 2000).

Similarly, narratives are understood here as the "lived and told" accounts of professional life. They are not fictional stories, but the cognitive and linguistic configurations through which teachers organize their existence into meaningful wholes (Polkinghorne, 1995). By focusing on these accounts, the research moves beyond surface-level opinions to explore "situated action" how teachers actually live through and make sense of their roles in real-time contexts.

The study employs narrative configuration to ensure that data analysis respects the complexity of human life rather than reducing it to static points (Polkinghorne, 1995). By

employing Thematic Narrative Analysis, the research treats participant responses as "lived accounts" that reveal the ongoing negotiation of professional roles (Barkhuizen, 2016). Finally, as Johnson and Golombek (2002) argue, narrative inquiry serves as a form of professional development itself; the act of narrating allows individuals to "make sense" of the tensions inherent in their multifaceted professional identities as they transition from teachers to teacher-researchers.

This design is particularly relevant for exploring the experiences and identity construction of in-service EFL teachers enrolled in master's programs. As Barkhuizen, Benson, and Chick (2014) and Merriam (2009) point out, narratives offer insights into the complexities of identity, agency, and professional development. By examining how teachers articulate their experiences, narrative inquiry provides a deeper understanding of how these experiences shape their professional and research identities. In the context of language education, this approach offers a valuable lens through which to understand the evolving roles and perspectives of teachers engaged in academic and research-oriented growth.

3.2 Research Context

This research was conducted within the framework of a graduate-level Master's in Education program with an emphasis on English Language Teaching. The program is located in a public university in Colombia and is designed for in-service teachers who aim to enhance their pedagogical and research competencies. The academic and reflective

nature of the program provides a unique setting to examine how teachers negotiate and reconstruct their professional identities.

The Universidad Pedagógica Nacional (UPN) is a public university located in Bogotá, Colombia, offering a range of undergraduate and postgraduate academic programs. As outlined in its Proyecto Educativo Institucional (PEI) (2020), UPN is committed to contributing to the nation's educational development by preparing teachers across diverse fields of knowledge, fostering research, and promoting national pedagogical thought. The PEI defines the university's mission, vision, guiding principles, and strategic areas of action.

In addition, the university's strategic direction is laid out in the Plan de Desarrollo Institucional (PDI) 2020-2026, which builds upon the previous "Training Teachers for a Peaceful Colombia" initiative. The current plan emphasizes the strengthening of education, pedagogy, and didactics; the advancement of research; the expansion of pedagogical dialogue across disciplines; and the enhancement of both national and international institutional visibility. In recognition of its achievements, including updates to the PEI, successful inter-institutional collaborations, an inclusive education model, research capacity, and student mobility, the Ministry of National Education renewed UPN's High-Quality Institutional Accreditation in 2021 for an additional six years.

3.2.1 The Master's Program in Foreign Language Teaching at UPN

The Maestría en Enseñanza de Lenguas Extranjeras at UPN is distinguished by its critical, investigative, pedagogical, and methodological rigor. Its complexity lies in its

focus on essential aspects of foreign language teacher education. The program moves beyond initial teacher training, supporting participants in transforming their critical reflection and both past and current teaching practices.

The program also includes an international component, offering a dual degree option with the University of Nantes in France, specifically for students pursuing an emphasis in French as a foreign language.

3.2.1.1 Program Objectives

The program is designed to:

- Promote and strengthen investigative training to transform foreign language teachers' pedagogical practices, particularly in the areas of didactics and the linguistic, pragmalinguistic, and psycholinguistic foundations of language teaching.
- Support the development of competencies for analyzing pedagogical practices and their educational contexts in order to enhance teaching quality.
- Encourage deeper understanding, critical thinking, and active participation of foreign language teachers in decisions and actions impacting foreign language education in Colombia.
- Create a conducive environment for continuous research and training, enabling collaborative encounters, critical reflection, joint construction, and transformation of the educational reality in foreign language teaching and learning.

3.2.1.2 Graduate Profile

Graduates of the program are envisioned as well-rounded professionals capable of working in diverse educational contexts and institutions. They are prepared to pursue doctoral studies and engage in theoretical exploration related to course design and teacher education. Furthermore, graduates are expected to contribute as teacher-researchers, participate in academic dialogue around foreign language education, and influence educational and linguistic policy development in Colombia.

The Master's Program aims to prepare professionals who can critically understand the contexts and individuals involved in language teaching and learning. Its purpose extends beyond training teachers; it seeks to cultivate researchers who reflect on their own practice and contribute to the humanization of teaching and learning processes. Graduates are expected to identify educational challenges, design research proposals, and lead projects that transform foreign language education. These academic and transformative purposes directly connect to the nature of this study, as they create the need to examine how in-service teachers experience, interpret, and construct the "teacher-researcher" identity while participating in such a program.

Framing the study within this context strengthens the relevance of exploring identity through narrative inquiry. The program promotes a strong investigative component, positioning teachers as active producers of knowledge who can bridge theory and practice. However, this emphasis also generates a space where teachers must navigate the tension between institutional expectations and the realities of their professional settings. Examining these experiences through narratives helps illuminate how participants negotiate the

program's demand to become fully engaged in research, offering insight into the lived process of learning to inhabit this role.

The public university context further situates the study. Public institutions often represent central spaces for professional development but may also operate under resource limitations and structural constraints. This makes it necessary to consider how institutional conditions shape the ways teachers engage with the research-oriented profile promoted by the program. Understanding these dynamics supports the methodological choice to explore identity construction as something situated, contextual, and shaped by broader institutional forces.

Overall, positioning the study within the purposes and expectations of the Master's Program clarifies why a narrative approach is appropriate. It establishes a methodological foundation for examining how teachers make sense of and respond to the program's call to become teacher-researchers, without anticipating outcomes, and simply framing the context in which the inquiry takes place.

3.3 Participants

The participants in this study were four Colombian in-service EFL teachers enrolled in the master's program at Universidad Pedagógica Nacional (UPN). Participant selection combined criterion-based and convenience sampling strategies, which are appropriate in qualitative research when participants are identified based on their relevance to the research focus and their availability (Merriam & Tisdell, 2016,).

In 2023, an open invitation was extended to first- and fourth-semester students of the master's program, the active cohorts at the time. Initial interviews were conducted with volunteers from both semesters. However, only fourth-semester participants were retained, as their experiences aligned more closely with the research objectives, particularly regarding reflections on professional identity throughout the program.

To reach potential participants, the researcher visited a fourth-semester class to introduce herself and explain the purpose of the study. Out of five volunteers who initially agreed to participate, four followed through and remained available throughout the data collection process.

In addition to procedural ethical protocols, this study is grounded in a personal ethical perspective centered on relational responsibility. Recognizing that participants are not merely sources of data but individuals with complex lived experiences, I adopted a stance of 'ethics of care.' This involved ensuring that informed consent was an ongoing dialogue rather than a one-time signature, and prioritizing the dignity and well-being of the participants at every stage of the inquiry. By acknowledging my own positionality and proximity to the participants, I committed to a reflexive practice that honors their voices while safeguarding their identities through rigorous pseudonymization. This ethical commitment ensures that the research remains a collaborative and respectful exploration of shared professional realities.

The final group consisted of Alirio, Damian, María, and Mario (pseudonyms), all of whom were actively teaching while pursuing their graduate studies. Their dual roles as

educators and master's students provided valuable insights into the dynamic construction of professional identity within the context of postgraduate education.

3.3.1 Alirio

Alirio has taught children, adolescents, and preadolescents at a public school, and also offers private lessons. He feels more connected with students in private settings, finding the public-school environment challenging due to large class sizes, limited resources, and behavioral issues. His motivation to pursue a master's degree stems from a desire to become a better teacher and positively impact those around him.

3.3.2 Damian

Damian teaches in a public-school setting and is critical of traditional, grammar-focused methods. Instead, he uses English as a tool to motivate and engage students. He views his role as not only academic but also moral and ethical, seeing himself as a role model. Damian was drawn to the master's program for its dual-degree option and its specific focus on foreign language education.

3.3.3 Maria

Maria teaches at both public and private institutions in Bogotá. She chose this master's program because it was the only one in languages offered by the Secretary of Education and came highly recommended by previous graduates. Her interest lies in improving her teaching practices and contributing to language education in diverse contexts.

3.3.4 Mario

Mario has over a decade of experience teaching in university language centers, and private settings, both in-person and online. He currently teaches at a private language center where he appreciates the flexibility and resources available. Mario considers himself a dynamic, student-centered teacher. He chose the program due to its affordability, emphasis on language teaching, and opportunities for student exchange, especially with the French partner institution. He also sees the degree as a way to enhance his career prospects and salary.

3.4 Researcher's Role

In this study, the researcher assumes a dual role: both as an observer and as an active participant. This means not only collecting and analyzing data but also taking a reflexive stance throughout the process. From the moment the research questions were framed to the interpretation of findings, the researcher remained involved and attentive to how their position, background, and learning shaped the study.

Following Álvarez (1999), five key attitudes were adopted to support this role: a willingness to learn, the ability to identify appropriate research procedures at each stage, attention to individual experiences within their context, alignment with the research objectives, and a reflexive attitude that recognizes how new learning can help understand and even transform the research context. These attitudes reflect the researcher's genuine interest in the topic, which also relates to personal and professional development goals.

Ethical considerations also played a central role. As Freeman (1998) points out, the researcher should aim to act fairly and objectively. This involved designing instruments that were balanced and neutral, ensuring that they could highlight both strengths and limitations in participants' responses. Reflections of the narrative data were guided by open, non-leading prompts to avoid bias and allow the data to speak for itself.

3.5 Instruments of Data Collection

This study used multiple qualitative instruments to gain a deeper understanding of how in-service EFL teachers perceive and experience their professional identity in the context of a master's program. The combination of methods allowed for data triangulation, strengthening the credibility and richness of the findings (Seliger & Shohamy, 1989).

3.5.1 Semi-Structured Narrative Interviews

One-on-one, semi-structured interviews were conducted to collect in-depth personal accounts of participants' lived experiences. Unlike more structured interview format, which focus on eliciting short, direct answers to predefined questions, narrative interviews invite participants to tell stories and describe events in their own way. This approach emphasizes how people make sense of their experiences over time, rather than extracting isolated pieces of information (Jovchelovitch & Bauer, 2000; Riessman, 2008). While traditional semi-structured interviews center on thematic questions, narrative interviews prioritize chronology, personal meaning, and the participant's own voice in shaping the direction of the conversation.

The open-ended nature of the questions encouraged reflective narratives about their professional journeys and engagement with research during the master's program. While guided by broad prompts, the interviews allowed for flexibility, enabling participants to explore their experience during the conversation (Barkhuizen, Benson, & Chik, 2013; Richards, 2003). The questions covered teachers' understandings of professional identity, their self-perception as researchers, their motivations for undertaking a research-focused master's degree, their views on their role within the program, the influence of the degree on their teaching practice and professional development, and the specific elements of the program that shaped their researcher identity. The interview format allowed participants to explore these areas freely, generating rich narratives that supported the overall goal of the study (*See appendix 2.*) Each participant took part in one interview session, which were conducted in Spanish and later transcribed verbatim for analysis.

3.5.2 Focus Groups

Focus groups provided a space for participants to interact, share, and build on each other's ideas. This format encouraged the emergence of collective narratives, making it easier to identify shared concerns and divergent experiences. As González (2003) and Rajadurai (2010) suggest, focus groups offer emotional depth and dialogue, which are particularly valuable when exploring identity in social contexts. Ethical protocols were followed, including piloting, informed consent, pseudonyms, and clear communication about the study's purpose and confidentiality.

The focus group was a relevant addition to the semi-structured narrative interviews because it allowed the individual stories gathered during the interviews to be brought into

conversation with others. While the interviews provided detailed personal accounts, the focus group enabled participants to respond to one another and explore their experiences collectively. Incorporating narrative collection, understood as gathering the stories teachers use to make sense of their professional identities (Barkhuizen, 2011; Riessman, 2008), added depth by showing how meanings were refined and negotiated when shared in a group. In this study, the focus group complemented the interviews by revealing how teachers articulated and adjusted their views in dialogue with peers.

3.5.3 Open-Ended Survey

This instrument included a series of open-ended questions aimed at exploring how participants understood the role of research in their professional development as EFL teachers, their potential contributions to the academic language teaching community, and the relevance of their research findings to their own teaching practices. The survey was designed according to best practices for qualitative survey research, emphasizing clarity, neutrality, and accessibility (Jansen, 2010). It served to complement data from interviews and the focus group by offering additional insights from participants who preferred to share their perspectives in writing. Attention was given to question wording, layout, and ethical considerations such as anonymity, voluntary participation, and informed consent. (*See appendix 6.*)

The data collection instruments used in this narrative study are related through the overarching goal of data triangulation and their shared purpose of capturing the in-depth, lived experiences of the EFL in-service teachers. Each instrument was selected to

complement the others by capturing different dimensions of the participants' experiences and identity construction.

Chapter 4:

4.1 Procedure of Data Analysis

All data collection instruments were conducted in Spanish, the participants' native language. This decision was made to avoid language barriers and preserve the spontaneity, emotional depth, and cultural meaning of participants' responses. Conducting the study in the participants' first language allowed for more natural reflection and reduced the risk of misinterpretation during data collection and analysis (Temple & Young, 2004; van Nes et al., 2010).

The data were analyzed using a thematic narrative approach, as outlined by Barkhuizen, Benson, and Chik (2013), whose framework guided the design and interpretation of Semi-structured narrative interviews in this study. This approach is particularly useful for understanding teacher identity construction, as it focuses on what teachers say about their professional trajectories, the meanings they attribute to them, and the contexts in which these narratives are embedded.

Analysis began with multiple close readings of each transcript and survey response. Initial open coding was conducted to identify meaningful units. Codes were then grouped into broader categories and themes, drawing both from the narrative data and theoretical constructs from Chapter 2. This recursive and interpretive process allowed for themes to emerge organically while staying grounded in the research aims.

The trustworthiness of the analysis was enhanced through triangulation, which involved comparing data across the semi-structured narrative interviews, focus group, and

open-ended survey to identify consistent patterns and nuances (Seliger & Shohamy, 1989; Patton, 2015). This methodological triangulation increased the credibility and depth of the analysis.

In line with Braun and Clarke's (2006) model of thematic analysis, the final themes presented were shaped through continuous interaction with the data, theory, and research questions, allowing for a nuanced understanding of in-service EFL professional identities construction.

4.2 Findings

The narratives of Alirio, Damian, Mario, and Maria, Colombian in-service EFL teachers who were pursuing a master's degree with an emphasis on research, reveal a dynamic and multifaceted process of identity construction. The following sections present the emerging themes and sub-themes derived from the data, supported by representative excerpts and guided by the research objectives.

4.2.1 Emerging themes in the narratives of the EFL in-service teachers'

Table 3

Research question:	How do the narratives of a group of EFL in-service teachers reveal the construction of their professional identities as teacher-researchers through their lived experiences in a master's program?
---------------------------	---

Main Objective:	To interpret the construction of professional identity among EFL in-service teachers through their lived experiences while participating in a master's program at a public university.	
Specific objectives	Emerging themes	Sub-themes
- To characterize the experiential intersections of the participants' professional lives, exploring how current academic engagement converge in the construction of their teacher-researcher identities.	1. EFL in-service Professional Identity 2. Teacher-researcher role 3. Influence of the master's degree on professional development	1.1 Identity under constant construction 2.1 Exploring Research in the Teaching Profession 2.2 Constraints and tensions 3.1 New perspectives and tools 3.2 Critics to the program
- To examine the social and institutional factors within the master's program that shape the negotiation of		

-
- the teacher-
researcher role.**
- **To interpret the
meanings and
tensions teachers
experience when
integrating formal
research into their
daily professional
practice**
-

These themes represent the interpretive core of the study, offering insights into how the participants conceptualize their professional identities within and beyond the academic environment of the master's program.

The relationship between themes and sub-themes reflects how each category contributes to understanding the professional identity construction of the participating teachers. The first theme, EFL in-service Professional Identity, is supported by the sub-theme Identity under constant construction, which highlights the dynamic nature of identity. This sub-theme is necessary because it shows that identity is not a fixed state but a continuous process shaped by experiences, negotiations, and personal reflections. In relation to the research question, it directly addresses how teachers construct their professional identity within the academic space of the master's program, showing the ongoing evolution of their roles and self-perceptions.

The second theme, Teacher-researcher role, includes two sub-themes that help unpack how participants understand and engage with research. The first, Exploring Research in the Teaching Profession, explains that teachers interpret research mainly as reflective inquiry and systematic problem-solving, approaches they already use in their daily practice. This connects to the research question by clarifying what “teacher-researcher” means for them and by situating their existing practices before examining the tensions that appear later. The second sub-theme, Constraints and tensions, focuses on the obstacles that make it difficult for teachers to fully adopt a formal researcher identity. These obstacles include a lack of time, limited resources, institutional pressures, and bureaucratic demands. This sub-theme responds to the research question by showing the systemic factors that complicate their identity construction and by revealing the negative or conflicting experiences that shape their narratives.

The third theme, Influence of the master’s degree on professional development, includes sub-themes that capture both positive and critical aspects of the program. The sub-theme New perspectives and tools reflects the positive influence of the academic context. It shows how the program provided new theoretical lenses, methodologies, and forms of reflection that led to meaningful changes in teaching practice. This connects directly to the research question by highlighting the transformative impact of pursuing a master’s degree on their professional identity and growth. On the other hand, the sub-theme Critics to the program highlights the participants’ dissatisfaction with certain aspects of the program.

Overall, the themes align with the main components of the research question, identity, role, and context, while the sub-themes explain the specific processes, tools, and challenges that shaped the teachers' narratives.

4.2.2 Codes of the research

Each excerpt of information taken from the collected data and included in the findings was identified using specific codes. These codes served both to illustrate the data and to support the validity of the study.

Table 4

Instruments 1& 2	
Participant: P#	
Instrument: I #	P1.I1.M:03:11
Minute: M	
Instrument 3	
Participant: P#	
Instrument: I #	P1.I3.Q1
Question: Q#	

The coding system was based on giving each participant a number:

Alirio: P1

Damian: P 2

Mario: P 3

Maria: P 4

For the instruments, numbers were given by the order they were applied.

I 1: Semi-structured Interviews

I2: Focus Groups

I 3: Open-Ended Survey

Lastly, to be able to locate when during the interviews a participant said something, the word minute is introduced followed by the specific time. For instrument 3, as it was written, it was assigned a number for each question (Only 3). See appendix 6

4.3 Discussion

4.3.1 EFL in-service Professional Identity

The construction of professional identity among EFL in-service teachers is a complex, evolving process shaped by personal beliefs, teaching experiences, institutional contexts, and academic engagement (Borg, 2009; Banegas, 2018). Several participants reflect on this dynamic construction, acknowledging that professional identity is not a fixed state but rather a continuous negotiation between self-perception, social expectations, and the realities of classroom practice. Their reflections mirror the idea that identity is formed and reformed through time, a view supported by Ubaque and Castañeda-Peña (2017), who describe how Colombian teachers' identities are shaped by the interplay between their lived experiences and their involvement in educational communities. These teachers engage in ongoing meaning-making processes as they navigate the expectations of their roles and the demands of their context.

4.3.1.1 Identity under constant construction

The participants' shared view of identity as a "constant construction" suggests more than a simple evolution of skills; it represents a form of narrative resistance against the static labels often imposed on educators by institutional structures. By viewing their roles as fluid, these teachers are actively "re-negotiating" their professional lives, refusing to be defined solely by their past classroom routines. This continuous negotiation reveals that for the in-service teacher, the "teacher-researcher" identity is not a destination provided by the Master's degree, but an ongoing process of making sense of the "inner conditions" of personal belief and the "outer conditions" of academic requirements.

For Alirio, professional identity as a researcher and teacher is encapsulated in the idea of "saber sé"(P1.II.M:0:00:50), an epistemological stance that emphasizes a daily attitude of inquiry. His approach to teaching goes beyond content delivery and centers on understanding students' needs and learning processes. He conceives of his role as one that is fundamentally relational and guided by a desire to benefit others through the transmission—and co-construction—of knowledge.

P1.II.M:0:01:39: "Básicamente uno cuando quiere beneficiar a los demás, intenta conseguir la mejor manera en que le puede transmitir ese conocimiento, aunque transmitir un conocimiento no es tan sencillo como simplemente dar una información, sino también tienes que dar un poquito más de ti mismo. Como profesor uno no solamente está dando la información que uno quiere que los otros

asimilen, sino también. Está dando parte de. Lo que uno es entonces. Por eso me gusta tanto ser profe Por eso me gusta tanto ser profe”

English Version (Translation done by the researcher): 'Basically when you want to benefit others, you try to get the best way you can to transmit that knowledge, although transmitting knowledge isn't as simple as just giving information, but you also have to give a little bit more of yourself. As a teacher you're not only giving the information you want others to assimilate, but also. You're giving part of. What you are then. That's why I love being a teacher so much.'

P1.I2.M:0:14:00: ...Eh?A mí me sucede algo particular, yo he trabajado también institutos, también he trabajado con, pues clases privadas. Lo que salga uno de profe le toca lo que salga generalmente una profe de inglés. Donde me muevo con más comodidad cuando enseño clases privadas cuando como que estoy guiado por los intereses de los estudiantes que están enfrente. Me gusta que que quiere. ¿Para qué quieres aprender inglés? ¿Como para tanto tiempo cuentas? ¿Qué clase de objetivos tienes? Esa clase de cosas me ayuda mucho como insumo para preparar mi material y saber qué enseñar...

English Version (Translation done by the researcher): ' Something particular happens to me, I've also worked with institutes, I've worked with private lessons as well. What comes out of a teacher is what comes out of an English teacher. Where I move most comfortably when I teach private lessons when I'm kind

of guided by the interests of the students that are in front of me. I like that you want. What do you want to learn English for? How long do you take? What kind of goals do you have? Those kinds of things help me a lot as input to prepare my material and know what to teach... '

Damian offers a similarly introspective view, defining professional identity as the "personality" that encompasses his work, behavior, and beliefs, a formulation of his "professional self."

P2.II.M:0:00:12 "Identidad profesional es como la personalidad que tengo en torno a mí. Labor y comportamiento mis creencias, como digámoslo, así como mi ser profesional"

English Version (Translation done by the researcher): "Professional identity is like the personality I have around me. Work and behaviour is my beliefs, so to speak, as well as my professional being."

His identity has expanded from being a language teacher to someone critically engaged with broader educational issues such as gender and decoloniality. This indicates a shift toward a more politicized and reflective teacher identity that emerges through academic exposure and personal inquiry.

P2.II.M:0:00:32 2"Buena, la maestria me da bastantes herramientas, no solo buena, Eh? Resaltó la parte tecnológica, pero también como en cuanto a ideologías, como saber. Sí, diferenciar mal lo que llega a suceder dentro del aula

de clase, no solo en cuanto a la enseñanza, sino como que los aspectos o factores humanos de los estudiantes. Entonces todo eso modificó mi perfil docente y digámoslo así mi identidad, porque ya dejé de ser solamente el profe de lenguas extranjeras para ir un poco más allá y entender. Aspectos, por ejemplo, el género de colonialismo, de cosas. Así, que antes uno no, no tenía cuenta.”

English Version (Translation done by the researcher): " Well, the master's gives me quite a lot of tools, not just good, eh? He highlighted the technological part, but also as in terms of ideologies, as knowing. Yes, differentiating badly what happens inside the classroom, not only in terms of teaching, but as in terms of human aspects or factors of students. So all that changed my teaching profile and let's say my identity, because I stopped being just a foreign language teacher to go a little bit further and understand. Aspects, for example, the kind of colonialism, of things. So, before, I didn't have a account.”

P2.I2.M:0:01:27:”...¿Qué es identidad profesional docente? Yo creo que la identidad profesional. Es algo que se va forjando a través de los años con la experiencia. Obviamente lo sentí con la formación. También que uno hace es que hace un curso que la capacitación, que la maestría. Entonces es como una mezcla de cosas que le van dando a uno esa identidad en el campo profesional, no, porque pues hay varias identidades. Yo creo que una persona tiene varias identidades, familiares, etcétera. Entonces la docente es esa, sobre todo que. da la experiencia. Y queda esa responsabilidad que, más allá de la enseñanza de lenguas en las que es

nuestro ámbito, como que va mucho más allá y no tiene responsabilidades Morales éticas uno a veces hace ejerce varios roles.”

English Version (Translation done by the researcher): “What is professional identity as a teacher? I think professional identity. It's something that is forged over the years with experience. Obviously I felt it with training. Also what you do is you do a course that training, that master's. So it's like a mixture of things that give you that identity in the professional field, no, because there are several identities. I think that a person has several identities, family members, etc. So the teacher is that, above all, gives the experience. There is that responsibility that, beyond the teaching of languages in which it is our domain, like it goes much further and has no ethical responsibilities one sometimes does.”

Mario describes identity as a "personal construction" shaped by formal instruction and professional experience. He emphasizes that his professional identity is under constant transformation, dependent on contextual factors such as the type of institution, the student population, and institutional demands. Importantly, he locates teaching, not personal traits such as nationality or gender, as the core of his identity. For Mario, being a teacher involves not only how he teaches but how he evolves through teaching, making his identity processual and responsive to change.

P3.II.M:0:00:11:”...identidad profesional docente, es la construcción personal que yo tengo y que he adquirido a través de todo ese tiempo que llevé instruyéndome como profesor, pero también trabajando como profesor. Entonces

siento que es un proceso. De construcción que no termina, que está todo el tiempo cambiando. En este momento soy alguien, pero más adelante puede ser diferente y eso también depende de El lugar en el que esté, de los estudiantes que tenga a cargo de las instituciones, por supuesto. Y es ese proceso de de construcción personal, pero también dijiste profesional. Profesional muy importante entonces, por supuesto, la enseñanza O sea, es el eje, no estamos hablando de yo como como paisa, yo como hombre yo como colombiano, sino yo como profesor. Entonces todas las experiencias que he tenido que me han ayudado a ir moldeando mi personalidad, mis características individuales, mi manera de enseñar, mi manera de desarrollarme. Fácil de tratar a los estudiantes.”

English Version (Translation done by the researcher):...teaching professional identity, is the personal construction that I have and that I have acquired through all that time that took me as a teacher, but also working as a teacher. So I feel that it is a process. Construction that does not end, that is changing all the time. At the moment I am someone, but later it may be different and that also depends on the place I am in, the students I have in charge of the institutions, of course. And it is that process of personal construction, but also professional. Very important professional then, of course, teaching is the axis, we are not talking about me as a paisa, me as a man I as a Colombian, but me as a teacher. So all the experiences I've had that have helped shape my personality, my individual characteristics, my way of teaching, my way of developing. It's easy to treat students.'

Maria takes a more nuanced view, acknowledging the difficulty of pinpointing a singular definition of professional identity. She associates it with self-perception within a field of action, highlighting its multidimensional and context-sensitive nature. *P4.II.M:0:00:15: No tengo claro el, o sea no, no me podría aventurar a dar un concepto específico de identidad profesional. Sin embargo, pues intentando así fácilmente dar un concepto, podría yo ubicarlo en cómo me percibo yo dentro de un saber o un campo de acción...*

English Version (Translation done by the researcher): I'm not clear about it, that is, I wouldn't venture to give a specific concept of professional identity. However, by trying to give a concept so easily, I could place it in how I perceive myself within a knowledge or field of action.

Her reflections also touch on the social imaginaries surrounding English teachers, often seen as dynamic and entertaining figures, and how these images do not always align with her own experience, particularly within public education. She contrasts her roles in private and public institutions, noting that each context activates different aspects of her identity, reinforcing the idea that identity is not only situated but also plural and adaptive.

P4.I2.M:0:04:52 “Si lo mismo es una, una combinación de varios factores que. Inciden en la en la configuración de eso que se llama identidad profesional docente. Entonces todos lo han mencionado en algún punto, está el factor académico e intelectual que eso siempre estará unido. a lo que es el ser un buen docente, por ejemplo, está la cuestión laboral, las condiciones históricas de la profesión misma,

los los. Los diferentes mmm Como decirlo como grados o niveles en donde esté un docente, porque siento que de todas maneras eso también configura la identidad de. De Del docente, por ejemplo, de primaria versus el universitario, etcétera. Entonces sí es una combinación de factores que pues en últimas uno podría resumirlo como como precisamente lo que mencionaba por ahí migue. Un conjunto de características propias de de la labor.”

English Version (Translation done by the researcher): If the same is one, a combination of several factors that. They affect in the configuration of what is called the teaching professional identity. So everyone has mentioned it at some point, there is the academic and intellectual factor that that will always be attached to what is being a good teacher, for example, there is the labor question, the historical conditions of the profession itself, the students. The different kinds of how to say it as degrees or levels where a teacher is, because I feel that anyway that also configures the identity of. Of the teacher, for instance, of primary versus the university, etcetera. So yes, it's a combination of factors that ultimately one could sum it up as exactly what I was talking about. A set of characteristics of the job.

The understanding of identity as hybrid, situated, and in constant evolution is also reflected in González's (2007) analysis of EFL teacher development in Colombia. She emphasizes the importance of acknowledging both global pressures and local realities in shaping who teachers are and who they become. In this sense, identity is not just an individual affair but a socio-political construction a negotiation between structure and agency that continues throughout a teacher's career.

Beauchamp and Thomas (2009) further enrich this understanding by identifying identity as both personal and professional, emphasizing the role of narrative, emotion, and reflection in shaping who teachers are. Likewise, Varghese et al. (2005) remind us that teacher identity is constructed within institutional and ideological contexts, which teachers continuously negotiate.

Teachers in this study shared how professional moments, such as taking on new roles or experiencing tensions with school policies, led them to rethink their sense of self. These turning points align with Beijaard, Meijer, and Verloop's (2004) assertion that professional identity includes multiple sub-identities that shift in response to both internal development and contextual demands. The continuous reconstruction of identity, especially in in-service teachers, becomes a form of resistance and adaptation to changing institutional and social landscapes.

All participants converge on the notion that professional identity is under constant construction. It is shaped by a constellation of factors, including academic exposure, institutional context, student needs, and personal beliefs. While their definitions vary in wording and emphasis, a shared understanding emerges: identity is not simply about what one teaches, but about who one is within the act of teaching, and how that "who" changes over time. Furthermore, their reflections suggest that teacher identity and reflective inquiry are not separate, but rather interrelated dimensions of a broader professional self. The act of questioning, observing, and reflecting, while commonly associated with research, is better understood here as integral to their reflective practice.

These insights underscore that professional identity for EFL in-service teachers is not merely the accumulation of roles or qualifications, but an ongoing negotiation of meaning and purpose in response to shifting educational, social, and personal contexts

4.3.2 Teacher-researcher role

The construction of a teacher-researcher identity can be a complex journey for EFL teachers. The narratives of the participants reveal that being a researcher is not restricted to traditional academic research; instead, it is perceived as reflective practice, a continuous process of “asking questions” (P1.I1.M:0:00:51, “hacerse preguntas”), this concept echoes Reis-Jorge's (2007) view of the teacher-researcher as someone who critically analyzes their own teaching and actively seeks ways to improve and adapt their methods.

According to Reis-Jorge (2007), teacher research encompasses "a range of practices where teachers systematically investigate aspects of their own teaching and their learners' experiences, often for the purpose of informing their teaching and professional development." One participant described this journey as “discovering something that one believes to be the truth” (P1.I1.M:0:00:51, “descubrir algo que uno cree que es la verdad”), this approach reflects an intrinsic curiosity and a deep commitment to understanding their own practices, which often is part of the EFL teacher professional identity.

4.3.2.1 Doing research

Participants' engagement with research was also marked by ambivalence. Some expressed feelings of inadequacy or alienation in the face of academic language and

methodology. These reactions speak to what González, Montoya, and Sierra (2002) identify as a common tension among Colombian EFL teachers: the desire for development, contrasted with the perceived disconnect between formal academic content and everyday classroom practice. Yet, as the teachers in this study gained confidence, they began to recognize their own classrooms as valid sites of inquiry, a realization aligned with the post-method pedagogical stance advocated by Kumaravadivelu (2003), which values local knowledge and context-sensitive theory-making.

P1.I2.M:0:06:00 ...Sí, YY es y? Es eso básicamente sí, me veo como un profesor investigador, porque básicamente, Eh. Como que implica estar allá metiendo con prueba y error, prueba y error. ¿Si trato de utilizar esta, Eh? ¿Estos materiales que producto obtengo? ¿Si trato de dedicarle más tiempo a esta clase de? De explicación que producto tengo así sucesivamente, eso lo hace uno todos los días a todos, a todas horas, pero desafortunadamente uno no tienen la suficiente tiempo para ponerse a buscar los autores que soporten la idea que os va apoyen la idea que uno tiene, etcétera, etcétera...

English Version (Translation done by the researcher): ...Yes, and? That's basically yes, I see myself as a research professor, because basically, Eh. Kind of involves being out there messing with trial and error, trial and error. Do I try to use this, Eh? Do I get these materials? Do i try to devote more time to this kind of thing? Which product I have, I do it every day at all hours, but unfortunately you don't have enough time to look for authors that support the idea that you have, etc...

P2.I3.Q2 Claro que si, la investigación es un proceso inherente a un docente que siempre esta buscando la manera de innovar y mejorar todos los procesos de su labor.

English Version (Translation done by the researcher): Of course yes, research is a process inherent to a teacher who is always looking for ways to innovate and improve all the processes of his work.

P3.I1.M:0:02:34 ...No me identifico como investigador, me identifico como docente, es algo que me gusta mucho y que espero seguir haciendo. Pero como investigador no, no encuentro la satisfacción necesaria para poder continuar...

English Version (Translation done by the researcher): ...I don't identify as a researcher, I identify as a teacher, it's something that I like a lot and I hope to continue doing. But as a researcher no, I don't find the satisfaction necessary to be able to continue...

The participant's statement "*I don't identify as a researcher, I identify as a teacher... as a researcher no, I don't find the satisfaction necessary*" provides a poignant narrative anchor that both illustrates and challenges the existing literature. When contrasted with the literature review, this reveals the friction between academic expectations and the emotional reality of the Colombian classroom.

The participant's rejection of the researcher identity directly mirrors the findings of Borg (2009) and Banegas (2018), who suggest that teachers often associate research with

"academic, scientific processes emphasizing rigor" rather than classroom practice. By stating that research lacks "satisfaction," the participant is likely reacting to this "intimidating and disconnected" model identified locally by Hernández Saavedra (2020). From a critical perspective, this lack of satisfaction is not a personal failure but an epistemological boundary. As Brindley (2015) argues, teachers often lack a specific professional discourse to bridge their practical knowledge with academic identity; consequently, the participant retreats to the "teacher" identity because it is the only role that offers a familiar, established language of fulfillment.

While Mosquera-Pérez and Losada-Rivas (2022) describe master's-level coursework as a "transformative space," this participant's experience highlights what Barkhuizen (2021) terms an "identity dilemma." Although the program aims for a transformation from "craftsman to teacher-researcher" (Yuan & Burns, 2017), the participant's narrative reveals a "stagnation or struggle" stage (Nana & Jing, 2017). Critically, this suggests that the Master's program may inadvertently reinforce "neoliberal academic" research practices (Barkhuizen, 2021) that prioritize publication and formal training over the "teacher-driven, practical inquiry" advocated by Borg (2009). The participant's refusal to adopt a researcher persona confirms Borg's (2016) assertion that identity is a prerequisite for research engagement; without seeing themselves as researchers, the academic tasks remain an external imposition.

The participant's emphasis on "what I like a lot" versus the lack of satisfaction in research can be interpreted through the lens of Castañeda-Londoño (2021), who posits that in Colombian public universities, knowledge is not just cognitive but experienced through

emotions and the body. The "lack of satisfaction" is a bodily and emotional response to the institutional pressure to produce research. In this context, the participant's preference for the "teacher" identity is a form of emotional labor used to navigate a public sector that often lacks the support and resources required for formal research (Viáfara, 2016). By choosing to "continue doing" what they love teaching the participant is performing an act of narrative resistance, choosing a vocational self-concept over an institutional identity that feels foreign and unrewarding.

P4.II.M:0:01:38 Y yo siento que sí. Bueno, digamos que en términos. En términos o en ese concepto estricto de del ser investigador, probablemente no digamos que todavía yo estoy aprendiendo a realizar una investigación tal cual, como a nosotros nos dicta. Sí, sí. Hacerlo las teorías o los investigadores extranjeros, y etc y etc. Bueno, incluso nacionales. Bueno, este es. El más, sin embargo, siento que el mismo trabajo de docencia siempre va... digamos, a llevarte por caminos que bien siempre pueden guiar a una investigación. Tú siempre estás evaluando y analizando lo que tú haces. ¿O como es el desarrollo de tus clases o de tus grupos? ...

English Version (Translation done by the researcher): And I feel like I do. Well, let's say that in terms. In terms or in that strict concept of being a researcher, let's probably not say that I'm still learning how to do research as we dictate. Yeah, yeah. Do theories or foreign researchers, and etc. and etc. Well, even domestic. Well that's it. The plus, though, I feel like the same teaching job is always going to, say, take you down paths that may well always lead to research. You're always

evaluating and analyzing what you do. Or how is the development of your classes or your groups.

Reis-Jorge (2007) outlines two broad orientations for involving teachers in research within educational courses: the academic perspective, which focuses on developing academic skills and theoretical understanding, and the professional development perspective, which emphasizes the reflective practitioner model to encourage reflection on practice.

There is ongoing debate regarding whether research is an inherent part of teaching, and how academic traditional research is integrated, if at all, into daily teaching practice. Some argue that research is a natural extension of teaching, as teachers are continuously seeking to improve their methods and adapt to the needs of their students. However, what the participants were calling as doing research has much more to do with reflective inquiry rather than traditional academic research, which in a way they sense there is a difference between those two as well.

The distinction participants make between reflective inquiry and traditional academic research is not a mere semantic confusion; it is a profound epistemological and identity-based boundary. This "sense of difference" reflects a conflict between the practitioner's world (the classroom) and the academy's world (the university).

The participants identify "doing research" as reflective inquiry because their primary goal is the improvement of their immediate pedagogical environment. Reflective Inquiry "situated action" (Polkinghorne, 1995), is a form of knowledge that is experienced

through the body and emotions within the classroom (Castañeda-Londoño, 2021). It is personal, contextual, and driven by the desire to solve classroom-based problems. In contrast to traditional Academic Research, a scientific, rigorous process involving formal training, objective detachment, and publication (Banegas, 2018; Barkhuizen, 2017; Borg ,2009). When participants sense a difference, they are acknowledging that traditional research often demands a "de-contextualization" that feels foreign to their identity as teachers. They are "doing research" to help their students, but they feel the "traditional" model is about producing generalizable theory for an academic audience.

This gap creates an identity dilemma (Barkhuizen, 2021). The participant who says, "I identify as a teacher, but as a researcher no," is essentially saying that the "traditional" researcher persona does not offer the same emotional or professional rewards as the "reflective" teacher persona.

A critical reason for this perceived difference is the lack of a specific professional discourse that bridges the two worlds (Banegas, 2018; Barkhuizen, 2017; Borg ,2009). Brindley (2015) argues that teachers often struggle to articulate their identity as researchers because there is no established language to discuss research within practical environments. Because the only language available to them to describe "research" is the formal, scientific language of the academy, they reject the label of "researcher" even while they are actively engaged in deep, systematic reflection on their practice. In contrast to this, Borgs (2016) mentions that the action of doing research can have various forms to present research works, however there is an unproductive understanding of what "teacher research" is, he mentions there is limited knowledge and skills for doing teacher research.

The kind of reflective practice teachers carry out in their work is not always recognized as traditional academic research, although it has been sustained by the methodological approach of action research. This invites a closer look at how research for EFL teachers is defined. In fact, the label teacher research already seems to narrow the meaning of research itself. A noticeable difference remains between the identity of a teacher and that of a researcher. Even though participants engaged in reflection and inquiry as part of their teaching, they did not fully identify with the term researcher.

4.3.2.2 *Constraints and tensions*

Participants frequently cite the pressure of meeting academic requirements for graduation, alongside material constraints such as limited time and resources. Extracts that illustrates this point:

P1.I2.M:0:54:18 “Uno vive afanado... uno empieza a decir, bueno, y algo que decía Damian... si me pongo a investigar con todo... no sé si se”

English Version (Translation done by the researcher): “You start to say, well, something Damian said... if I start to investigate everything... I don’t know if I know,” he said.

P3.I2.M:0:30:31: ...Si haría investigación no porque lo deseo, sino porque es uno de los requisitos para poder seguir mejorando mis condiciones laborales así.

English Version (Translation done by the researcher):...If I would do research not because I want to, but because it is one of the requirements to be able to continue improving my working conditions like this.

P2.I1.M:0:02:23...entonces lo primero es la responsabilidad de hacer un trabajo bien hecho y propio, no? Y que pues está todo de las citas. Y eso para que no haya problemas. Y dos rol de investigador dentro de la maestría, Eh? ¿Bueno, es un poco tenso, no? Por la cuestión de tiempos de entregas de requisitos de la tutoría...

English Version (Translation done by the researcher): ...so, the first thing is the responsibility of doing a job well done and one's own, right? And then it's all about the appointments. And that's so there's no problem. Or two research roles within the master's degree, eh? Well, it's a bit tense, isn't it? On the subject of delivery times of tutoring requirements...

Teachers also face challenges within their working environments, including large class sizes and limited access to resources, which influence their instructional approaches and often result in feelings of frustration. As one teacher notes: “El acceso a la tecnología en mi colegio es bueno pero no óptimo como yo quisiera,” (“*Access to technology in my school is good but not as optimal as I would like*, P1.I2.M:0:14:00”) highlighting how external limitations prevent them from fully realizing their instructional goals. These circumstances foster a sense of adaptability, compelling teachers to “adaptarme y adaptar mi manera de enseñar” (*adapt and adapt my way of teaching*”, P1.I2.M:0:37:00)in response to evolving contexts, thus balancing personal ideals with institutional constraints.

The struggle becomes especially evident when transitioning from reflective practice to more traditional academic research. Reflective practice can occur instinctively, but the challenge arises when teachers are expected to formalize this practice within the already demanding structure of their schedules. The tension emerges from the difficulty of

allocating time for such formal research amid the pressures of daily responsibilities. The lack of resources, time, support, and funding presents significant barriers to producing high-quality research.

Participants consistently point to limitations in resources, time, and institutional support as major obstacles to conducting quality research. The competing demands of work and family, the lack of financial resources to fund research initiatives, and the insufficient support from educational institutions are all cited as challenges that hinder their ability to engage in meaningful research.

P2.I2.M:0:21:38 ...Se supone que la investigación es darle la solución a una problemática, a un problema a través de un proceso, no plantear el problema, observar etcétera. Usted ya sabe. Me parece que el proceso que nosotros hacemos es un poco viciado por varios factores, el primero es que pues somos investigadores manera un poco forzada, no porque es un requisito. Dos como que yo a veces siento que no es una la investigación de uno, como que resulta siendo la de otras personas, porque si al tutor o al al cura tesis o eso no les gustó. Entonces termina uno haciendo lo que ellos quieren prácticamente y como ellos quieren, no? Y tres Yo digo que para una verdadera investigación que solucione una problemática. Y se necesitan muchos recursos nosotros, pues prácticamente estamos jugando a los investigadores. Bueno, yo en mi caso personal sin muchos recursos, pues una investigación seria requiere bastante sobre todo, inversión, recursos, entonces como que estamos jugando a eso, pero es más como por requisito que por el grado, que la tesis que para el pregrado Entonces, chévere sería. Oye, investigar

verdaderamente como uno quiere lo que uno quiere y con recursos que yo creo que lo fundamental acá serían los recursos en la investigación...

English Version (Translation done by the researcher):...It is supposed that research is to give the solution to a problem, to a problem through a process, not to raise the problem, observe and so on. You know. I think that the process that we do is a little bit flawed by several factors, the first is that we are researchers a little forced, not because it is a requirement. Two like that I sometimes feel that it is not one the research of one, as it turns out to be that of other people, because if the tutor or the curator thesis or that they did not like it. So one ends up doing what they want practically and how they want, right? And three I say that for a real research that solves a problem. And it takes a lot of resources, because we're practically playing the investigators. Well, I in my personal case without a lot of resources, because a serious investigation requires quite a lot above all, investment, resources, so we're kind of playing to that, but it's more like by requirement than by degree, than the thesis that for undergraduate so, chevere would be. Hey, to really investigate as one wants what one wants and with resources that I think the fundamental here would be the resources in the investigation...

The participants' narrative reflects an ambivalence toward academic traditional research. While they value critical thinking and acknowledge the role of research in enhancing their teaching practice, they also feel constrained by the requirements and bureaucracy of the academic system. One participant notes the paradox of being drawn to academia for career advancement, despite its perceived rigidity and demands: “queremos

estar ahí de alguna manera porque de alguna manera es ahí donde se mueven las cosas.” (“*we want to be there somehow, because somehow that’s where things move.*”, P1.I2.M:0:34:09) This comment highlights a complex relationship with academia where the desire for professional growth is tempered by skepticism toward its structures.

4.3.3 Influence of the master's degree on professional development

The master's degree has played a significant role in shaping the professional development of the participating teachers, influencing not only their pedagogical practices but also their identities, aspirations, and perceptions of education.

4.3.3.1 New perspectives and tools

A major change participants identified was the way they started to question common practices in their classrooms. Through engagement with academic theory and peer discussions, they began to see teaching as more than delivering content—it became a space for interpretation, inquiry, and critical thinking. This connects with Cárdenas, González, and Álvarez (2010), who stress that professional development should go beyond technical training and instead foster long-term, reflective growth.

Alirio, for instance, emphasized how the exposure to different epistemological perspectives during seminars helped him reconsider many assumptions about teaching and learning.

P1.I1.M:0:07:13 De mis compañeros de ustedes también, por ejemplo, el en el simposio pasado me pareció muy enriquecedor el hecho de escucharlos a ustedes ver la como. Que la diversidad de campos de investigación que quieren, EH Que queremos todos nosotros explorar. Me llamó muchísimo la atención, muchas de las

cosas que tus compañeros también estaban investigando por su. Pues todos los. Compañeros aquí mi semestre también tiene cosas súper chévere y más que yo mismo. Si tuviera el tiempo, me atrevería de pronto a meter un poquito, Eh? Mi empeño en investigar. Más a además de eso, el ambiente de esta Universidad abierta, no sé que tiene esta Universidad, es como enriquecedor. Sí como que no es tan cuadriculada como otros programas que I ve en otros lados. Y también como, AhLa oportunidad, no solo dentro de los espacios académicos, sino fuera de los espacios académicos de aprender. Entonces con los profes compañeros no hay que poner a charlar. ¿Y usted qué hacen tal cosa? Y ahí uno también aprende. Listo, excelente. Muchas gracias. Te agradezco mucho por compartir esa información conmigo.

English Version (Translation done by the researcher): Of my fellows of you also, for example, at the symposium last year I found it very enriching to hear you guys see the like. That the diversity of fields of research that you want, EH that we all want to explore. I was very struck by many of the things that your fellows were also researching for theirs. All of them. Fellows here my semester also has things super cool and more than myself. If I had the time, I would suddenly dare to dig in a little bit, eh? My commitment to investigating. More than that, the atmosphere of this Open University, I don't know what this University has, is like enriching. Yeah, it's not as griddled as other shows you see elsewhere. And also like, Ah The opportunity, not only within academic spaces, but outside academic spaces to learn. So with the teachers you don't have to talk to them. And what do you do such a

thing? And there one also learns. Ready, excellent. Thank you very much. Thank you so much for sharing that information with me.

Damian explained that the master's program gave him tools to explore dimensions of teaching that go beyond language instruction, such as student well-being and classroom ideologies.

P2.II.M:0:03:19: Bueno, la maestra me da bastantes herramientas, no solo bueno, Eh? Resaltó la parte tecnológica, pero también como en cuanto a ideologías, como saber. Sí, diferenciar mal lo que llega a suceder dentro del aula de clase, no solo en cuanto a la enseñanza, sino como que los aspectos o factores humanos de los estudiantes. Entonces todo eso modificó mi perfil docente y digámoslo así mi identidad, porque ya dejé de ser solamente el profe de lenguas extranjeras para ir un poco más allá y entender. Aspectos, por ejemplo, el género de colonialismo, de cosas. Así, que antes uno no, no tenía cuenta.

English Version (Translation done by the researcher): Well, the teacher gives me quite a lot of tools, not just good, eh? She highlighted the technological part, but also as in terms of ideologies, like knowing. Yes, differentiating badly what happens inside the classroom, not only in terms of teaching, but as in terms of human aspects or factors of students. So all of that changed my teaching profile and let's say my identity, because I stopped being just a foreign language teacher to go a little bit further and understand. Aspects, for example, the kind of colonialism, of things. So, before, I didn't have an account.

Both cases show how academic content, when connected to classroom experience, can lead to meaningful changes in the way teachers approach their work.

These accounts by Alirio and Damian suggest that the Master's program functions as more than a site of professional development; it is a site of epistemic rupture. By questioning 'griddled' academic structures and moving beyond the technical boundaries of language instruction, these teachers are performing an act of narrative re-storying. They are transitioning from being subjects of a top-down educational system to becoming agents of a critical pedagogy that values decoloniality, human factors, and the informal spaces of learning. This transformation confirms that identity construction in this context is a political act of reclaiming the 'who' of teaching from the 'what' of the curriculum.

Another important factor was the diversity of the learning community. Teachers from different regions and school types brought varied experiences that helped broaden participants' understanding of educational realities. Mario and Maria both commented on how valuable it was to interact with peers who worked in very different contexts.

P3.I2.M:0:22:40 ... Gracias a la maestría, por ejemplo, yo puedo escuchar las opiniones de mis compañeros, los 3 presentes y los otros 3 que pertenecen al sector público...Ha influenciado por la participación de todas las personas, no solo los comentarios de los profes, las lecturas que nos dan, sino el hecho de escuchar sus compañeros...Que no solamente existe. El ambiente en el que yo me muevo, sino que también existen otras realidades y que no es igual yo enseñarle clase virtual personalizadas al sector privado. Escucha compañeros que dan clase con 40

muchachos en un solo salón 2 horas a la semana muchas veces y que el avance no es tan notorio como lo quisiéramos entonces. En mi caso me ha ayudado mucho, me ha influenciado. En mi práctica docente totalmente y en mi desarrollo académico, personal y profesional.

English Version (Translation done by the researcher): Thanks to the master's degree, for example, I can listen to the opinions of my peers, the 3 present and the other 3 who belong to the public sector...It has influenced by the participation of all people, not only the comments of the professors, the readings they give us, but the fact of listening to their peers...That not only exists. The environment in which I move, but there are also other realities and that it is not the same me teaching virtual class personalized to the private sector. I listen to peers who give class with 40 guys in a single classroom 2 hours a week many times and that the advancement is not as noticeable as we would like it then. In my case it has helped me a lot, it has influenced me. In my teaching practice totally and in my academic, personal and professional development.

Changes were also noticeable in classroom practice. Some participants linked specific academic moments, such as a seminar or reading, with a shift in the way they planned, delivered, or reflected on lessons. For example, Mario mentioned a new awareness of how he used language with students, which emerged after engaging with a seminar that challenged his previous approach.

P3.II.M:0:06:11...Los contenidos que he visto aquí me han servido mucho y han cambiado mi perspectiva. Por ejemplo, antes de ingresar a la maestría, yo satanizaba mucho el uso de la lengua materna en clase, muchísimo. Gracias a una clase con el profesor Yair, en la que. Obtuve ese conocimiento desde ese momento cambió mi percepción y en este momento, si debo usar alguna palabra, si mi si mis estudiantes tienen que usar palabras, no lo veo tan grave como lo veía antes. Eso para darte un ejemplo. Pero siento que ha influenciado 100% en cómo yo veo mi práctica pedagógica...

English Version (Translation done by the researcher):...The content that I've seen here has helped me a lot and changed my perspective. For example, before entering the master's degree, I was very demonizing the use of mother tongue in class, a lot. Thanks to a class with Professor Yair, in which. I gained that knowledge from that moment changed my perception and right now, if I have to use any words, if my students have to use words, I don't see it as serious as I saw it before. That's to give you an example. But I feel that it has influenced 100% how I see my pedagogical practice...

These reflections support Johnson's (2009) view that teacher learning is not about acquiring fixed knowledge, but about transforming it through context and practice. Freeman (1989) also emphasizes that development involves building the capacity to question, adapt, and reflect. In this sense, the master's degree acted as a space where participants were not only exposed to theory but also encouraged to apply it critically and adapt it to their realities.

Finally, the master's degree also shaped participants' views on their careers and the educational system more broadly. Some, like Mario and Maria, saw the degree as a way to improve their working conditions or meet institutional expectations.

P4.I2.M:0:26:03 Digamos el concepto general de la maestría influye y usualmente es en términos positivos, si yo ya tengo una maestría encima, entonces eso me da un estatus distinto. En no solo a nivel laboral, sino pues a nivel profesional, no ya decir que tú tienes una maestría y llenan lenguas. Eso usualmente también. Es bien visto. Pero también siento que hubo una influencia en mi concepto de Academia. Que que que la que que que se vive bueno, que...

English Version (Translation done by the researcher): Let's say the general concept of the master's degree influences and it's usually in positive terms, if I already have a master's degree on top of that, then that gives me a different status. Not just at a work level, but then at a professional level, you don't have to say that you have a master's. That's usually as well. It's well-regarded. But I also feel that there was an influence on my concept of the academy. That you live well, that.

P3.I2.M:0:30:31 ...mi meta personal de hacer la maestría es mejorar mis condiciones laborales, además de seguir aprendiendo y actualizándonos, por supuesto. No estoy conforme con mi trabajo ni he estado conforme con ninguno de mis trabajos como docente en estos 10 años que llevo enseñando entonces...

English Version (Translation done by the researcher): ...my personal goal of doing the master's is to improve my working conditions, as well as to continue learning

and updating of course. I am not satisfied with my work nor have I been satisfied with any of my teaching jobs in the 10 years I have been teaching...

Mario's observation of the differences between the private sector and the public sector is more than just a realization of social inequality; it is a destabilization of a universalized teacher identity. The learning community acts as a social dimension where "intercontextual" learning occurs. When Mario listens to his peers in the public sector, he experiences a "contact zone" a space where different professional realities meet and clash. This exposure forces a critical reflection on the "idealized" version of EFL teaching often promoted in textbooks. By acknowledging these "other realities," Mario moves away from a technical-rational view of teaching toward a socially situated identity. He realizes that pedagogical success is not solely a matter of individual teacher skill, but is deeply mediated by the place (institutional context) and the material conditions of the Colombian classroom.

Mario's transition from "demonizing" the mother tongue (L1) to accepting it as a valid pedagogical tool represents a significant epistemic shift. The "satanization" of the mother tongue is a classic symptom of the monolingual bias and native-speakerism that has historically dominated Colombian ELT. Mario's shift is not merely a change in lesson planning; it is a decolonial move. By allowing the L1, he validates the students' linguistic identity and his own. This shift suggests that the Master's program provided an "epistemic opening" to question the linguistic imperialism inherent in "English-Only" policies. His identity is no longer defined by the rigid enforcement of a foreign language, but by a translanguaging approach that prioritizes human connection over technical purity.

The mention of "status" and "improving working conditions" reveals the underlying socio-economic pressures that shape teacher identity. Mario and Maria's transparency about seeking "status" highlights a painful reality: in the Colombian context, identity construction is often a survival strategy. This reveals an Identity Dilemma: teachers seek a Master's degree to escape the dissatisfaction of a career marked by professional precariousness. When Mario expresses 10 years of dissatisfaction, he is highlighting a state of professional vulnerability. Critically, the degree is a "credential" used to gain capital within a hierarchical system. This suggests that the "teacher-researcher" identity is partially a strategic identity one adopted to gain social leverage in a market that often undervalues the "teacher" persona.

Overall, the master's degree played a complex role in participants' professional development. It gave them tools to reflect, question, and adapt. It also exposed them to tensions between institutional expectations and their own goals. In all cases, the program contributed to deeper reflection and to a more intentional understanding of what it means to teach, grow, and continue learning within the profession.

4.3.3.2 Critics to the Program

While participants generally valued the opportunities offered by the master's degree, they also raised specific critiques that point to areas where the program could better respond to their professional needs and expectations. These observations go beyond structural or logistical challenges and reflect tensions within the academic design and communication of the program itself.

Damian questioned the consistency between his line of research, centered on decoloniality, and the program's requirement to use APA academic formatting. He felt this created a contradiction between the content of his work and the institutional framework within which it had to be presented.

P2.I2.M:0:21:38: ...Yo tengo un inconveniente ahorita perdón es que mi investigación es un tema de colonialidad, ejercicio del poder, etcétera. Y me exigen sí o sí un poco de normas. APA un poco de cosas, yo le digo, pero? ¿Entonces, dónde queda? La decolonialidad y todo el trabajo tiene que estar regido por normas internacionales, sí o sí. Entonces como que no se siente a. Veces como el Payaso, como yo. Hablando de ejercicio, el poder de colonialidad, de eurocentrismo en cosas. ¿Y la Universidad me obliga a hacer eso de una manera, entonces digo, pues bueno, no? A la final no estoy haciendo mucho porque digo que es algo en contra de la colonialidad, pero el trabajo es colonial, entonces ese es el punto.

English Version (Translation done by the researcher): I have a drawback now is that my research is an issue of coloniality, exercise of power, and so on. And I'm required to do a bit of a rule. A bit of a rule, I say, but? So where's that? The decoloniality and all the work has to be governed by international rules, yes or yes. So it kind of doesn't feel like that. Sometimes it's like that, like me. Talking about exercise, the power of colonialism, of Eurocentrism in things. Is the university forcing me to do that in a way, then I say, well, no? At the end of the day I'm not

doing much because I say it's something against coloniality, but the work is colonial, so that's the point.

He also noted a lack of course offerings related to his area of emphasis, which left him feeling that some academic needs remained unaddressed. This issue was echoed by Maria, who expected a stronger focus on language but felt that the curriculum leaned heavily toward general discourses that were not always integrated or applied.

P4.I1.M:0:07:07 *Y yo siento que la maestría, dependiendo de los discursos que manejen algunos docentes que están en ella, te nutre de cosas bien bonitas, no te, discursos bien chéveres bien interesantes que que tú de pronto por tu, por tu pereza académica. No habías visto en algún momento o a veces simplemente porque estás tan. Como tan influenciado por ciertas teorías que tú no te atreves a ver más allá, y eso me parece positivo, lo triste. Es que siento que de todas maneras todo eso se pierde en el camino porque la maestría siento yo. No se apropia de esos discursos, los deja simplemente como ahí en el aire y no los hace propios de, por ejemplo, su pensum o de los cambios que puedan generarse en ella. Eso es lo que veo. ¿O lo que pienso frente a eso?*

English Version (Translation done by the researcher): And I feel that the master's degree, depending on the speeches that some teachers who are in it, nourishes you with very nice things, not you, very interesting speeches that you suddenly because of you, because of your academic laziness. You haven't seen at some point or sometimes just because you're so. Like so influenced by certain theories that you

don't dare to see beyond, and that seems to me positive, sad. I just feel that all that gets lost in the way anyway because the master's degree feels to me. It doesn't appropriate those speeches, it just leaves them as there in the air and doesn't make them its own, for example, its curriculum or the changes that can be generated in it. That's what I see. Or what I think about it?

Mario presented a strong critique by stating that if he could change one thing about the program, it would be the requirement to conduct formal research. For him, the writing process, with its strict norms and academic referencing, felt tedious and disconnected from his classroom practice.

P3.I2.M:0:30:31...Pero la investigación es un tema que no me ha llamado nunca la atención. Lo he hecho, lo hice en el. Pregrado, porque era una obligación, era un requisito y lo estoy haciendo en este momento. De igual manera porque es un requisito, pero no es algo por lo que sienta pasión. Por el momento, quizá esa identidad va a evolucionar.

English Version (Translation done by the researcher): ...But research is something that has never come to my attention. I've done it, I did it in college, because it was a requirement, it was a requirement and I'm doing it right now. It's also because it's a requirement, but it's not something I'm passionate about. At the moment, maybe that identity is going to evolve.

Finally, Damian expressed disappointment regarding the lack of transparency around the double degree option, saying that the limited availability of spots and unclear communication made him feel misled.

P2.I2.M:0:42:25 ...ese Brochur de la maestra y todo eso, faltan bastante letras pequeñas porque no le dicen ahí, dice gigante o le titula Un poco de cosas bonitas. Porque lo alterno, que solo 5 por semestre. Ah OK, porque no dijeron eso. ¿Yo creo que me han dicho eso no hubiera hecho la maestría, porque no sé bueno, entonces sí, o sea, uno se siente como tímido?...

English Version (Translation done by the researcher): That teacher's pamphlet and all that, it's missing quite a bit of small print because they don't tell you there, they say giant or they call you a bit of nice stuff. Because they only say 5 per semester. Ah OK, because they didn't say that. I think they've told me that I wouldn't have done the master's because I don't know well, so yeah, I mean, you feel like a cheat.

These critiques do not come from disengagement or resistance to academic rigor. On the contrary, they reflect a desire for greater coherence, transparency, and contextual relevance. Participants were seeking a program that not only challenged them intellectually but also respected their perspectives, addressed their academic interests, and supported their growth in ways that aligned with their professional realities.

The data illustrates that participants' critiques of the Master's program are not symptoms of disengagement, but manifestations of professional agency. Whether it is Alirio's rejection of 'griddled' structures or Damian's move toward decolonial ideologies,

these teachers are demanding contextual relevance and epistemic respect. They seek a 'coherence' where the academic rigor of the university does not silence the practical knowledge of the classroom. Consequently, their 'identity dilemmas' (Barkhuizen, 2021) should be interpreted as a sophisticated call for a researcher identity that honors their lived realities as EFL educators in the Colombian public sector, rather than one that forces them into a standardized, academic mold.

Their comments reinforce the call made by Cárdenas and Malagón (2007) for professional development programs that are dialogic, flexible, and grounded in local teaching contexts. Acknowledging these tensions is not an act of rejection, but a step toward designing more inclusive, responsive, and reflective spaces for teacher education.

Chapter 5:

5.1 Conclusions and Implications

5.1.1 Conclusions

This research set out to explore what a group of EFL in-service teachers' narratives reveal about their professional identity construction as teacher-researchers within the context of a master's degree. It responds directly to the need, presented in Chapter 1, to understand how structured professional development programs, particularly graduate-level studies, shape how teachers view and engage with the role of research in their teaching practice.

The study supports the idea, discussed by Cárdenas, González, and Álvarez (2010), that professional development is not simply about learning new techniques, but about engaging in a long-term, reflective process that allows teachers to reshape how they understand their roles. Through the participants' reflections, it became clear that professional identity was not a fixed concept, but one that developed through interaction with new ideas, classroom experiences, and institutional demands. This is aligned with Richards and Farrell (2005), who argue that PD should be holistic, addressing the broader development of teachers as professionals.

In response to the problem posed in Chapter 1 regarding the challenges teachers face in identifying as researchers, this study provides direct evidence of that tension. Participants frequently described inquiry and reflection as central to their teaching, but many did not see these actions as “research” in the academic sense. This echoes Banegas'

(2018) conclusion that EFL teachers often feel distanced from formal research practices, even when they are engaged in activities that meet the core aims of research, such as improving practice and better understanding their students' needs.

Furthermore, the study illustrates that while the master's program encouraged participants to take part in research, the way it framed and evaluated that process sometimes conflicted with teachers' working conditions and priorities. Teachers felt pressured by deadlines, unfamiliar formats, and academic expectations that did not always reflect their classroom experiences. As Richards (2003) notes, adding research expectations to already demanding teaching schedules can lead to tension rather than growth. This was evident in participants' concerns about time, resources, and the sense that their projects needed to fit institutional models rather than their own professional inquiries.

At the same time, the study confirms that master's programs have the potential to serve as powerful spaces for reflection and transformation, especially when they foster critical engagement with pedagogy and provide meaningful opportunities to apply theory in practice. The reflections shared by participants demonstrated that when research is connected to personal questions, local realities, and meaningful goals, it can become a tool for development rather than a burden. This supports the perspective of Reis-Jorge (2007), who distinguishes between academic research and reflective inquiry as valid paths within teacher education.

The study offers both confirmation and new insight to the statement *many in-service teachers struggle to connect with the role of researcher despite formal preparation*, as

mentioned in the literature review. It confirms that this disconnect exists but also shows that it is not due to a lack of interest or effort. Instead, it reflects a deeper issue: the need to align research expectations with teachers' realities and to expand the definition of teacher-researcher to include situated, reflective, and practice-based inquiry.

Finally, this study contributes to the broader discussion about the value and structure of graduate education in Colombia. In line with González (2003), it emphasizes the role of public universities in supporting teacher development, while also calling attention to the need for these institutions to better bridge theory and practice. The reflections shared by participants highlight that when graduate programs support reflection, collaboration, and flexible engagement with research, they can significantly enhance both identity formation and teaching practices.

This study set out to explore what the narratives of a group of EFL in-service teachers reveal about their professional identity construction as teacher-researchers while pursuing a master's degree. The findings confirm that professional identity is not static but rather shaped through reflection, interaction with new ideas, classroom practice, and institutional expectations. They also demonstrate the persistent tension teachers experience in reconciling their reflective and practice-based inquiries with the formal demands of academic research. While participants consistently engaged in inquiry, through reflection, collaboration, and classroom problem solving, many did not recognize these activities as research in the academic sense, which echoes wider concerns in the literature about teachers' distance from formal research traditions. At the same time, the study illustrates that graduate programs can act as transformative spaces for teacher development,

particularly when they create opportunities to connect theory with local realities and personal pedagogical questions. Ultimately, the narratives highlight both the challenges and the possibilities of positioning teachers as researchers: the challenges lie in institutional and structural demands that may limit authentic inquiry, while the possibilities emerge when research is understood more broadly as a situated, reflective, and transformative practice within professional life.

5.1.2 Implications

5.1.2.1 For Teacher Education Programs

This study showed that teachers' professional identity is not fixed but develops through reflection, new learning, and institutional demands. An important implication for teacher education programs is the need to recognize and build upon the reflective practices teachers already carry out. While participants engaged in inquiry as part of their teaching, many did not view these activities as "research" in the academic sense. Although action research is often promoted as the model for bridging practice and research, the findings suggest that this approach may be too limiting if used exclusively.

5.1.2.2 For Educational Policy and Institutions

The narratives also highlighted the tension teachers experience when their reflective inquiries are not recognized as valid research. From a policy perspective, this points to the need to broaden how teacher research is defined and evaluated. Educational policies that view professional development narrowly, mainly in terms of certification or standardized

outcomes, risk overlooking the situated and practice-based inquiries that teachers already pursue.

By formally recognizing these inquiries as legitimate contributions to knowledge, policies can reduce the gap between reflective practice and academic research. This requires both a conceptual shift, acknowledging that knowledge emerges from classrooms as much as from universities, and practical changes, such as offering time, resources, and recognition for teacher-led inquiry. A policy framework that validates different forms of research would allow teachers to identify more closely with the role of researcher, strengthening their professional identity as both practitioners and knowledge producers.

5.2 Future Research

Looking ahead, several key areas could be explored to build on this study. First, further research could track the long-term development of EFL teachers' professional identities after completing graduate programs. This would offer valuable insights into how their engagement with research and reflection continues to influence their teaching roles over time. Additionally, it would be helpful to examine the institutional conditions that either support or hinder teachers' ability to engage as teacher-researchers in their workplaces. Understanding these conditions could help shape future professional development programs that better align with teachers' everyday realities.

Another promising avenue for future research would involve conducting comparative studies across different regions in Colombia. Such studies would provide a clearer picture of how local contexts, such as regional policies, community dynamics, and institutional support, play a role in shaping the construction of teachers' professional

identities. This could offer a more nuanced understanding of how cultural and geographical factors impact the way teachers perceive their roles as both educators and researchers.

Moreover, exploring how teachers define and engage with research in their own terms, beyond the academic expectations, could also lead to a deeper understanding of the teacher-researcher role. It's also worth investigating how collaboration and peer support might enhance teachers' identities as researchers and, ultimately, their teaching practices.

By addressing these areas, future research could contribute to more tailored approaches in teacher professional development, fostering a stronger connection between teachers' identities, their teaching practice, and the research they do.

5.3 Limitations

This study faced several limitations that influenced both the research process and its outcomes. One of the primary challenges was the personal struggle with embracing the role of a teacher-researcher and the creation of new knowledge. Not being fully immersed in the academic context made it difficult to see oneself as capable of contributing to the field of EFL teacher professional identity and professional development, which added complexity to the research process.

Another limitation was access to literature and guidance on methodology. Due to financial constraints and time limitations, acquiring the necessary resources to explore the theoretical framework in depth was challenging. Additionally, access to expert guidance on methodology, particularly in navigating the nuances of narrative qualitative research and teacher-researcher roles, was limited. While certain perspectives and sources were not as

easily accessible, the study still benefited from the available literature on professional development and teacher-researcher roles from Colombian authors.

Lastly, time and financial constraints impacted the ability to conduct a more extensive research process. The limited time available affected not only the scope of data collection but also the depth of participants' engagement and reflection on their professional identities. Participants, facing their own time limitations, were sometimes unable to dedicate as much time to the reflective processes central to the study. Although follow-up opportunities were limited, the insights gained into the professional identity of EFL in-service teachers and their development as teacher-researchers remain valuable. These limitations provide important context for the scope and outcomes of the study without affecting the overall validity of the findings.

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Appendices

Appendix 1 Consent Form

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 1 de 2

4Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 "Por la cual se dictan disposiciones generales para la protección de datos personales" y la Resolución 1642 del 18 de diciembre de 2018 "Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de Investigación	Exploring the Identity Construction of EFL In-Service Teachers as Researchers during their Master's Degree Pursuit: A Narrative Inquiry		
Resumen de la investigación	El objetivo es informar de lo que dicen las narrativas de un grupo de profesores de inglés como lengua extranjera sobre su construcción de identidad como investigadores al realizar su maestría. Al examinar las narrativas de estos profesores, pretendo obtener información sobre su construcción de identidad como investigadores al realizar su maestría.		
Descriptores claves del proyecto de investigación	identidad, identidad profesional del profesor, profesor investigador, programas de desarrollo profesional, narrativas.		
Descripción de los posibles beneficios de participar en el estudio	Los participantes se verán beneficiados con las reflexiones que se den de los reportes de las narrativas. La participación no implica ningún beneficio económico para el entrevistado.		
Mencione la forma en que se socializarán los resultados de la investigación	Los resultados serán socializados a través de una tesis de grado de maestría y su sustentación.		
Explícite la forma en que mantendrá la reserva de la información	Se garantizará el anonimato del participante y la confidencialidad de los datos.		
Datos generales del investigador principal	Nombre(s) y Apellido(s):		
	N° de identificación:	Teléfono	
	Correo electrónico:		
	Dirección:		

PARTE DOS: CONSENTIMIENTO INFORMADO

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>Formación Profesional</small>	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 2 de 2

Yo: _____

Identificado con Cédula de Ciudadanía _____, en representación de _____ con número de identificación _____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.

Firma,

Firma del participante (si aplica),

Nombre: _____

Identificación: _____

Fecha: _____

Con domicilio en la ciudad de: _____

Dirección: _____

Teléfono y N° de celular: _____

Correo electrónico: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Appendix 2 – Narrative seme-structured interview

Narrative interview	
EFL In-Service Teachers' Identity Construction as Researchers Within a Master Degree Program	
Researcher:	Catalina Garcia B.
Objectives:	<p>1.To identify the factors that influence the construction of EFL in-service teachers' identity as researchers through narrative interviews.</p> <p>2.To explore how a particular group of EFL teachers, who are currently pursuing a master's degree, construct their identity as researchers.</p>
<p>Preguntas:</p> <p>1.¿Cuál es tu comprensión de la identidad profesional docente y cómo encaja la identidad como investigador en esto?</p> <p>2.¿Te ves a ti mismo como un profesor investigador? ¿y por que?</p> <p>3.¿Por qué estás cursando un máster con énfasis en la investigación?</p> <p>4.¿Qué piensa de su papel como investigador en el programa de maestría?</p> <p>5.¿Crees que el maestria influye en relación a tu práctica docente y desarrollo profesional?</p> <p>6.¿Qué factores crees que han influido en la construcción de tu identidad como profesor-investigador, en términos de tus experiencias en maestría?</p>	

Appendix 3 – Sample Narrative **semi**-structured interview

Archivo de audio

[3-mar.-5.45-p.-m. Alirio.mp3](#)

Transcripción

00:00:00 Researcher

Listo el de Alirio, vamos a empezar con la entrevista. ¿La primera pregunta es, qué entiendes tú por identidad profesional docente?

00:00:12 Alirio

Identidad profesional docente.

00:00:16 Alirio

Saber qué es lo que hago yo, y cómo oriento lo que yo hago para beneficiar a otras personas

00:00:23 Researcher

Okay

00:00:24 Alirio

Básicamente es eso.

00:00:26 Alirio

Enseñar inglés. Yo me dedico al enseñar en inglés y con eso creo estar beneficiando a otras personas y eso hace parte también de mi espiritualidad. Mm.

00:00:36 Researcher

Okay. ¿Y qué es para ti identidad como investigador?

00:00:50 Alirio

¿Cómo investigador?

00:00:51 Alirio

Complicada esta, pero bueno, yo diría que identidad, es saber sé. Saber sé, básicamente es asumir cierta clase de actitudes ante lo que uno hace para descubrir algo que uno cree que es la verdad.

00:01:06 Alirio

Sí, y eso ocurre todos los días. A mí me parece que uno investiga a diario y esta clase de cosas, por ejemplo ahorita

00:01:13 Alirio

Estaba investigando algo, Eh

00:01:17 Alirio

Optaba yo por.

00:01:19 Alirio

Por hacerse preguntas básicamente, desde ahí, pues parte de lo que yo puedo obtener para descubrir, no más bien lo que yo puedo hacer para obtener eso quiero

00:01:30 Alirio

Lo que quiero es la verdad.

00:01:31 Researcher

Okay, cómo crees que encaja esa identidad de investigador dentro de la identidad profesional docente?

00:01:39 Alirio

Básicamente uno cuando quiere beneficiar a los demás, intenta conseguir la mejor manera en que le puede transmitir ese conocimiento, aunque transmitir un conocimiento no es tan sencillo como simplemente dar una información, sino también tienes que dar un poquito más de ti mismo. Como profesor uno no solamente está dando la información que uno quiere que los otros asimilen, sino también.

00:02:05 Alirio

Está dando parte de.

00:02:07 Alirio

Lo que uno es entonces.

00:02:09 Alirio

Por eso me gusta tanto ser profe

00:02:12 Researcher

Excelente, ¿te ves a ti mismo como un profesor investigador?

00:02:17 Alirio

Sí, porque me gusta saber cómo mis estudiantes aprenden mejor.

00:02:23 Alirio

Me gusta saber.

00:02:25 Alirio

¿Qué quieren aprender? ¿Y si es importante aprender lo que yo les estoy enseñando?

00:02:30 Alirio

Que es para ellos que es importante saber.

00:02:33 Alirio

Lo que yo quiero transmitirles, porque a veces uno se da cuenta que no es tan importante como uno quisiera creer al principio, no tengo generalmente esa actitud egoísta de pensar que uno, es el que sabe y ellos son los que van a conocer y entonces y uno.

00:02:49 Alirio

termina siendo el que conoce con ellos o a veces

00:02:53 Alirio

No intentar aprender de ellos más que enseñarles.

00:02:58 Researcher

Si así es.

00:02:59 Researcher

¿Tú sabes que la maestría tiene un énfasis en investigación?

00:03:03 Researcher

El énfasis de la maestría en investigación ¿porque estás estudiando una maestría con énfasis en investigación?

00:03:11 Alirio

Parte de saber es precisamente comprender ¿cómo hago para saber más?

00:03:19

00:03:23 Alirio

Saber es una cuestión muy, muy chévere, muy enriquecedora.

00:03:27 Alirio

Pero no como que uno no para de saber y.

00:03:31 Alirio

Y la posibilidad de aprender a aprender.

00:03:35 Alirio

Es lo que da la investigación, a mí me parece en ultimas.

00:03:39 Researcher

Excelente, bueno, EH. ¿Qué piensas de tu papel como investigador en el programa de la maestría?

00:03:48 Alirio

Que es importante, que es muy importante porque aquí.

00:03:51 Alirio

Cómo que confluyen muchos maestros de muchas cosas que estamos haciendo muchas cosas distintas y a veces no, no solo.

00:03:54

00:03:57 Alirio

Maestros, sino personas que no.

00:04:01 Alirio

Ya no quieren ser maestros, y uno también puede aprender o más bien puede como.

00:04:08 Alirio

Contrastar esa posición con la de uno mismo, ¿Por qué todavía quiero ser maestro? ¿porque todavía le ha puesto a la educación a Colombia?, ¿porque quiero.

00:04:16 Alirio

Enseñar? y ¿Qué es lo que quiero enseñar? todas esas preguntas

00:04:20 Alirio

Como que le.

00:04:21 Alirio

Le estimulan a uno a seguir adelante.

00:04:22 Alirio

Como maestro, a ver, parece.

00:04:24 Researcher

Así es. ¿Crees que la maestría influye en tu relación de tu práctica docente y desarrollo profesional?

00:04:36 Researcher

Sí, perdón, la fórmula.

00:04:39 Researcher

¿Crees que la maestría influye en la relación de tu práctica docente y tu desarrollo profesional?

00:04:48 Alirio

¿Eh? Es decir, cómo la maestría se relaciona con mi práctica, o más bien une mi práctica docente, con con mi desarrollo.

00:04:59 Alirio

Como profesional

00:05:02 Alirio

Todo. claro, claro, es que.

00:05:05 Alirio

Yo cuando entré acá tenía el... esa era la intención. Precisamente, ser el mejor, el mejor en lo que hago, tratar de conocer nuevas maneras de hacer mejor lo que hago para beneficiar, como te digo, pues se conecta con lo que te dije al principio.

00:05:24 Alirio

Tratar de hacer, de beneficiar más a las personas alrededor mío. Creo que es parte de lo que hago, tiene que ver con cómo me beneficiado yo de trabajo de otras personas y como yo eso puedo entregar también parte de eso a otras personas.

00:05:39 Researcher

Claro, ¿Qué factores crees que ha influido en la construcción de tu identidad como profesor investigador en términos de tus experiencias de la maestría?

00:05:51 Alirio

me la puedes reformular por favor

00:05:51 Researcher

claro que sí. ¿Qué factores crees que han influido en la construcción de tu identidad como profesor investigador en la maestría, con las experiencias que has tenido en la maestría?

00:06:06 Alirio

Uy, hartas cosas. Empezando por la la clase de cosas de las que se hablan, acá

00:06:14 Alirio

Las diferentes perspectivas que uno ve en los, recibe de los maestros, acá en la maestría, sí? Ah, hay maestros más orientados hacia lo crítico hay maestros más orientados a una investigación mucho más de carácter como, digamos, empírico. Sí.

00:06:33 Alirio

Y uno puede como.

00:06:35 Alirio

Poner en una balanza ambas cosas.

00:06:37 Alirio

Y nadie, yo lo encuentro beneficioso en ambos aspectos, empezar a pensar como de manera crítica de esa clase de cosas que uno hace que se llama educación y educar, pero además también coger esa esos elementos que le ofrece a uno el investigador.

00:06:55 Alirio

El investigador empírico y aprovechar de eso para retratar la realidad que uno está viviendo más fielmente.

00:07:04 Researcher

¿Así es algún otro factor que crees?

00:07:07 Alirio

Voy a dejar todos los los. La diversidad de los estudiantes acá.

00:07:12 Researcher

De tus compañeros.

00:07:13 Alirio

De mis compañeros de ustedes también, por ejemplo, el en el simposio pasado me pareció muy enriquecedor el hecho de escucharlos a ustedes ver la como.

00:07:24 Alirio

Que la diversidad de campos de investigación que quieren, EH

00:07:30 Alirio

Que queremos todos nosotros explorar.

00:07:34 Alirio

Me llamó muchísimo la atención, muchas de las cosas que tus compañeros también estaban investigando por su.

00:07:40

Pues todos los.

00:07:41 Alirio

Compañeros aquí mi semestre también tiene cosas súper chévere y más que yo mismo.

00:07:45 Alirio

Si tuviera el tiempo, me atrevería de pronto a meter un poquito, Eh? Mi empeño en investigar.

00:07:55 Alirio

Más a además de eso, el ambiente de esta Universidad abierta, no sé que tiene esta Universidad, es como enriquecedor. Sí como que no es tan cuadrículada como otros programas que 1 ve en otros lados.

00:08:08 Alirio

Y también como, Ah.

00:08:13 Alirio

La oportunidad, no solo dentro de los espacios académicos, sino fuera de los espacios académicos de aprender.

00:08:21 Alirio

Entonces con los profes compañeros no hay que poner a charlar. ¿Y usted qué hacen tal cosa? Y ahí 1 también aprende.

00:08:29 Researcher

Listo, excelente. Muchas gracias. Te agradezco mucho por compartir esa información conmigo.

Appendix 4 – Focus Group questions

Focus group


Entrevista grupal





¿Que es identidad profesional docente?
¿Cómo describirías tu identidad como profesor de inglés profesional?

¿Qué es hacer
investigación para ti?


||| ¿Te ves a ti mismo
como un
profesor investigador?
¿y por que?



¿Sabías antes de empezar el programa de maestría que tenía énfasis en investigación? ¿Por qué lo escogiste?



¿Cómo integraste la investigación en tu práctica docente durante tu participación en el programa de maestría?



¿Crees que la maestría influye en relación a tu práctica docente y desarrollo profesional?

¿Qué factores crees que han influido en la construcción de tu identidad como profesor-investigador, en términos de tus experiencias en maestría?



Gracias por tu participación

Appendix 5 – Sample of Focus Group questions

[audio1955716490.m4a](#)

Transcripción

00:00:19 Researcher

Faltaba, faltaba alguien por mencionar que que cree que es investigación.

00:00:27 Maria

Creo que no. El último fue al de Alirio

00:00:30 Researcher

Sí, y alcanzamos a ver si es verdad. Listo la siguiente pregunta.

00:00:35 Researcher

¿Se ven ustedes mismos?

00:00:37 Maria

Pero Alirio ya está ah si, y Mario no está.

00:00:39 Researcher

Falta Mario

00:00:40 Researcher

sí, pero igual que cuando se unan.

00:00:43 Researcher

Falta amigui. Igual vemos.

00:00:46 Researcher

Continuar mientras que se une Mario

00:00:49 Researcher

Se ven ustedes mismos como profesores, investigadores, chicos.

00:00:56 Damian

Y ya podemos responder a esa pregunta. Esperamos a Mario.

00:01:03 Researcher

Adelante adelante porque el tiempo no es mi amigo ahora mismo con zoom.

00:01:09 Damian

Bueno, yo yo si quieren, yo comienzo. Yo digo que el rol de investigador siempre es innato al profesor. ¿Por qué? Porque uno bien o mal siempre va a encontrar problemáticas, situaciones, cosas en el aula de clase.

00:01:24 Damian

Nosotros día a día enfrentamos retos, por ejemplo, en el distrito son 40 estudiantes por Salón, 5 Salones, es decir 200 estudiantes por profe y más o menos.

00:01:35 Damian

Entonces uno siempre está mirando la manera de mejorar las cosas, de poder con esas problemáticas que tenemos tan grandes en la educa

00:01:44 Damian

Tratar de hacer lo mejor y para eso sí o sí, o sea, toca primero hacer los mismos pasos que se hagan. Una investigación identifica los problemas.

00:01:53 Damian

Observar, formular posibles estrategias. Entonces yo creo que el rol de investigador es innato al profesor, ya que si uno va a entrar en una investigación formal, yo diría que depende.

00:02:06 Damian

Depende en el futuro uno. En qué instituciones se o si está estudiando más y también depende de, pues eso va a los reco.

00:02:13 Damian

No, si a uno le generan espacios adecuados, curso les dan las herramientas, pues yo creo que todos, bueno hablo por mí, haríamos las investigaciones necesarias, pero si nos toca como bueno, yo hablo otra vez por mí como en el que todo es con las uñas, que no hay nada, que como que todo es una lucha, a veces a veces sí salen las cosas, a veces no.

00:02:36 Damian

¿Entonces es difícil, es difícil, como seguir investigando?

00:02:41 Damian

O sea, volvemos al tema de recursos como que no hay recursos, no hay mucho respaldo, bueno, nosotros no respaldan para hacer estudios de posgrado, pero ya hablar de una investigación es completamente diferente, entonces yo creo que eso dependería.

00:02:56 Damian

Del lugar de las instituciones, de los recursos, del apoyo.

00:03:00 Damian

Yo digo que depende de eso, gracias.

00:03:02 Researcher

Yo de que hice antes de que los demás continúen, te quería preguntar ¿Qué recursos crees que ayudarían o favorecerían? Digamos que tú realices investigación.

00:03:14 Researcher

Ya sea por motivación de propia o externa, como por ejemplo la maestría.

00:03:21 Researcher

¿O en el trabajo?

00:03:22 Damian

Y bueno, las investigaciones que he observado así más grandes, pues son equipos de investigadores, no es como solo uno, sino es un equipo y cuentan con recursos económicos.

00:03:32 Damian

También hay un respaldo institucional, por ejemplo, para acceder a la información. Eso es básico porque yo en la maestría llevo varias semanas que ya me rendí que me para que me colaboraran con una carta porque necesito una información que tiene la alianza francesa sobre las pruebas estandarizadas.

00:03:51 Damian

Si la Universidad no hace esa Carta para que yo pueda acceder o para aquellos en esa información, pues jodidos.

00:03:56 Damian

Y pues la Universidad ya, o sea, ya me dije, no, ya, ya me cansé como me manda la solicitud, entonces sí, tampoco hay ese como ese respaldo institucional para acceder a información, pues es muy complicado. Entonces yo diría que esas 3 cosas un equipo, los recursos económicos y el respaldo institucional

00:04:12 Researcher

¿Sí como equipo, de pronto te refieres como de pronto a en líneas de investigación o de pronto hacer la investigación en Grupo, A qué te refieres por equipo?

00:04:23 Damian

Con más participantes porque yo he visto, por ejemplo, la nacional. Ya los profesores crean como equipos de investigación.

00:04:31 Damian

Y pues los titulares son los estudiantes, no, pero hay como una guía y lo hacen entre varios, es diferente.

00:04:37 Damian

Uno hacer una investigación a tener un equipo de 5 personas investigando lo mismo y formulando hipótesis es muy diferente. ¿Entonces la naturaleza? La investigación de a también cambia con eso.

00:04:52 Researcher

¿Quién será? Sí mismo como profesor, investigador o no.

00:04:56 Mario

Yo, yo no me veo como investigador, si me veo como profesor es una profesión que me gusta muchísimo, pero la investigación no tanto.

00:05:07 Mario

El hecho de sentarme a redactar y que quede con unas normas específicas y que use conectores y que tengo que buscar autores que ayuden support. La idea que acabo de escribir.

00:05:22 Mario

Sí, entonces yo no.

00:05:24 Mario

Me veo como profesor investigador, parece un trabajo.

00:05:28 Mario

Arduo y tedioso.

00:05:33 Mario

Lo he hecho.

00:05:34 Mario

Sí, porque es obligación tanto para el pregrado como para la maestría. Fue obligación y por eso lo hice, pero si en la maestría tuviésemos otra opción y nos dijeran, vean otras materias, vayan a hacer prácticas OA este lugar o alguna otra opción, elegiría la otra opción.

00:05:59 Researcher

Alirio, Maria.

00:06:00 Alirio

Sí, yo yo tengo la misma opinión de Damian.

00:06:05 Alirio

Y que obviamente para hacer investigación hay que tener.

00:06:10 Alirio

Cierta clase de recursos generalmente en en otras partes del mundo le ofrecen a los investigadores más garantías para que pueda realizar una investigación más fructífera.

00:06:20 Alirio

En 1 año sabático que tú vas a participar en un grupo de investigación con estas personas que vamos a darte estos recursos aquí es.

00:06:30 Alirio

El asunto en de graduarse.

00:06:34 Alirio

Graduarse del pregrado, graduarse de la maestría lo que quiera que sea generalmente uno tiene que demostrar que hay una investigación y el mostrar a los demás que uno está haciendo una investigación que va a ser provechosa. Ah, y Verdaderamene.

00:06:50 Alirio

En contra de los recursos con los que se cuenta

00:06:55 Alirio

Poniendo en una balanza lo que quiere mostrar y lo que tiene para mostrar eso que quiere. Como que uno se pone a hacer malabares.

00:07:05 Alirio

Y yo me siento que para ser un buen investigador, porque por supuesto todos nosotros.

00:07:18 Alirio

Impactantes cuando hablamos de investigación, por ejemplo.

00:07:23 Alirio

Impactar nuestro medio en educativo, como les decía en alguna de las clases, es, es decir, estar a las personas que educamos de una manera provechosa es muy.

00:07:32 Alirio

Para no solamente para nosotros mismos, sino para toda la sociedad.

00:07:38 Alirio

El asunto es.

00:07:40 Alirio

Contamos con con esas cosas que realmente se requiere y a veces uno tristemente tiene que decir que no tanto. ¿Sí, YY es y?

00:07:50 Alirio

Es eso básicamente sí, me veo como un profesor investigador, porque básicamente, Eh.

00:07:58 Alirio

Como que implica estar allá metiendo con prueba y error, prueba y error. ¿Si trato de utilizar esta, Eh? ¿Estos materiales que producto obtengo? ¿Si trato de dedicarle más tiempo a esta clase de?

00:08:15 Alirio

De explicación que producto tengo así sucesivamente, eso lo hace uno todos los días a todos, a todas horas, pero desafortunadamente uno no tienen la suficiente tiempo para ponerse a buscar los autores que soporten la idea que os va apoyen la idea que uno tiene, etcétera, etcétera. Entonces sí te estoy totalmente de acuerdo con Damian, con mi.

00:08:36 Maria

Sí por dos jeje.

00:08:39 Maria

¿Eh? Bueno, en mi caso también.

00:08:42 Maria

Y concuerdo con con Damian y con Alirio en el sentido en el que siempre que tú estás en todo sentido, estás buscando solucionar, observar, analizar tus grupos, tus temáticas, tus materiales, etcétera. Sí.

00:09:02 Maria

Sin embargo, también estoy de acuerdo con Mario, en el que en ese sentido riguroso del investigador en el que tiene que producir académicamente textos, por ejemplo, yo sí está más lleno de imposiciones que otra cosa y ahí no me no me veo a mí misma como

00:09:19 Maria

Profesora investigadora, o sea, primero por esa cantidad de imposiciones al respecto y dos, porque yo siento que.

00:09:27 Maria

¿Ya, ya ya un poco más ligada a lo que decía Alirio cuando cuando tú utilizas lo que analizas y observas dentro de tu entorno inmediato, que eso qué es?

00:09:38 Maria

Tu aula sí o tus estudiantes sean muchos o pocos, el impacto está en ellos, pero no necesariamente en toda una institución, y ni mucho menos en todo un ente, como por ejemplo en el caso de nosotros, los colegios distritales

00:09:55 Maria

Casi que todo, toda toda pesquisa y todo resultado al que tú llegues va a ser invisibilizado de una u otra manera.

00:10:04 Maria

¿Entonces, EH? A lo mucho.

00:10:09 Maria

Todo lo a lo que uno llegue le puede pegar, es, como digo yo, al al entorno inmediato, más nada más.

00:10:17 Maria

Yo por eso también decidí hacer una investigación que fuese más descriptiva que otra cosa, porque yo no siento que lo que yo vaya a hacer en términos investigativos, generar realmente un cambio real en en la Secretaría, por ejemplo, o en el colegio en donde yo estoy, es esa, es la verdad, no?

00:10:39 Researcher

Sí, bueno, muchas gracias a todos por esa respuesta. Vamos a pasar a la siguiente pregunta.

00:10:47 Researcher

Ustedes sabían antes de empezar el programa de maestría, que está maestría que ustedes están realizando, tiene un énfasis en investigación.

00:10:57 Maria

Sí, yo sí lo sabía.

00:11:00 Researcher

Gracias, Alirio dicen no. Yo no sabía.

00:11:06 Alirio

Tenía, sí, sí, sí tenía, como el asunto de lo crítico, y eso me gustaba.

00:11:12 Alirio

Tiempos pasados del verbo gustar.

00:11:17 Mario

Yo sí lo.

00:11:18 Mario

Sabía cata muchachos y yo lo elegí por el la opción de doble diploma, nada más. Esa fue mi.

00:11:24 Maria

Yo sí lo sabía.

00:11:26 Maria

Y la elegí porque era la única maestría de lenguas que estaba ofertada en la Secretaría de educación y también porque esta maestría contaba con una.

00:11:38 Maria

Con un reconocimiento bien importante en otras universidades y con muchas personas que que fueron parte de la maestría y que son egresados de la maestría.

00:11:48 Maria

Y pues me hablaban maravillas. Obviamente lo que nos hemos encontrado en este momento es dista mucho, no de de lo que de pronto antes se hacía en la maestría, porque tengo entendido que están en una transición ahí como compleja.

00:12:03 Maria

Entonces, nada, pues.

00:12:06 Maria

Pues qué lástima, pero, pero sí es básicamente era por eso, por por la cuestión de que era la la única lengua es ofertada y porque le tenía mucha confianza al al programa y sí sabía que tenía su énfasis en la investigación.

00:12:25 Damian

Sí, yo sabía, yo elegí esa maestría porque la mayoría que ofertaban, o incluso que se ofertaban en los Andes, la javeriana, la nacional, eran en educación, y yo le huyo a esa maestría, porque no, no me gusta.

00:12:38 Damian

Yo elegí esta más que todo por el programa de doble titulación, aunque siempre peliado que ese Brochur de la maestra y todo eso, faltan bastante letras pequeñas porque no le dicen ahí, dice gigante o le titula Un poco de cosas bonitas.

00:12:52 Damian

Porque lo alterno, que solo 5 por semestre. Ah OK, porque no dijeron eso. ¿Yo creo que me han dicho eso no hubiera hecho la maestría, porque no sé bueno, entonces sí, o sea, uno se siente como timado? Con algunas cosas.

00:13:05 Damian

Pero por lo de investigación, así como el énfasis en idioma que pues no hemos tenido realmente clases en el la lengua de énfasis.

00:13:12 Damian

Una que otra vez en inglés, pero pues esa no es mi lengua de énfasis entonces uno también queda como.

00:13:18 Damian

Con su descontento, bueno, pero sí lo sabía gracias.

00:13:22 Researcher

¿Vale al de Alirio quisieras agregar algo más?

00:13:30 Alirio

¿Pues no, no?

00:13:31 Alirio

No, no. Básicamente eso tenía para decir no, no sabía que tenían énfasis en investigación, pero si lo escogí porque tenía una perspectiva crítica que a mí me gustaba mucho.

00:13:43 Researcher

Lista excelente, gracias chicos.

00:13:48 Researcher

¿Cómo integran ustedes la investigación? ¿En su práctica docente, o sea en su día a día en clase? Durante su participación en la maestría.

00:13:57 Researcher

¿A mientras que estuvieron estudiando cómo fue esa integración de investigar?

00:14:04 Researcher

A partir de que empezaron la la maestría en su, en su práctica docente.

00:14:14 Maria

¿Eh? Hoy, o sea, como como integraste la investigación, o sea las prácticas investigativas.

00:14:20 Maria

¿O la o el o, los componentes de la Universidad, no?

00:14:24 Researcher

Bueno, ahí es eso, se eso sería tu sientes. Bueno que piensas tú la maestría, o sea, hubo un cambio en tu práctica porque como ustedes mencionaron, no que usted.

00:14:37 Researcher

¿El profesor realiza investigación, no ha, independientemente de pronto no hay no formal, pero desde que empezaron la maestría ustedes integraron algo nuevo o hicieron un cambio o notaron un cambio?

00:14:52 Researcher

Digamos en esas preguntas que pueden surgir o esas necesidades que pueden surgir durante su práctica docente.

00:15:01 Maria

Sí, yo sí creo.

00:15:02 Maria

Que de de todas maneras, malo bien uno que otro seminario, una que otra lectura, una que otra charla o debate, OO, comentarios de los mismos compañeros. No, no siempre los docentes.

00:15:17 Maria

De la maestría, pero sí incluso de los mismos compañeros. Lo hicieron a uno, transformar algo.

00:15:22 Maria

Frente a las temáticas o/a las prácticas del del día a día, incluso incluso hasta los hasta el trato con los chicos. uno a veces se vuelve más consciente de todo lo que está haciendo en sus prácticas ehh?

00:15:38 Maria

En mi caso, pues en en el colegio.

00:15:44 Maria

Yo diría que sí, malo, bien, eso lo lleva uno

00:15:48 Maria

AA reflexionar y también a aplicar ciertas cosas, a cambiar otras.

00:15:54 Maria

Y ya en términos de lo que es la investigación netamente, pues siento que ya todo eso está desligado al al proyecto que cada uno de nosotros se trazó para como para empezar a empezarlo, a construir, entonces.

00:16:11 Maria

¿Eh? Sí, sí, yo creería que sí. De esas maneras se pudo.

00:16:28 Researcher

¿Qué cree Mario?

00:16:31 Mario

Jeje. Estoy pensando, estoy pensando porque siento que esa integración no están tangente de todos esos temas investigativos en mi práctica docente, siento que no están tan, tan, tangente, pero concuerdo, por supuesto con.

00:16:47 Mario

Lo que dice.

00:16:48 Mario

Gaby, muchas de las lecturas muchas de los comentarios.

00:16:53 Mario

De mis compañeros, de algunos profes los tomó y los llevó a práctica y hago muchos cambios, muchas cosas, como el hecho de de no satanizar el uso del español, que si lo hacía antes y que gracias a las discusiones de la maestría he aprendido a que bueno, si usa en español, pues no es tan complicado, no es tan complejo

00:17:14 Mario

El muchas muchas de las cosas que nos de las cosas que vemos que escuchamos, de nuestros compañeros, de algunos profes las integro, pero ya pensar en investigación como tal me cuesta, me cuesta pensar en en cómo, cómo realizo yo esa integración investigativa, en mi práctica siento que no es tan tangible.

00:17:39 Mario

Y que no es tan consciente realmente.

00:17:43 Researcher

Es válido es válido

00:17:45 Researcher

Ah, vale, claro que estás.

00:17:52 Researcher

Y creen que creen los demás.

00:17:55 Researcher

Damian, Alirio.

00:18:00 Alirio

Yo pienso que si integre muchas de las cosas que aprendí o he aprendido en la en la.

00:18:05 Alirio

Maestría a pesar de que.

00:18:08 Alirio

De que algunas de las cosas ya las venía pensando desde hace mucho tiempo acerca de lo que hago en la vida, que es dedicarme a ser profesor de inglés.

00:18:20 Alirio

¿Cómo? ¿Eso? ¿Impacta al estudiantes a los que les enseño inglés?

00:18:24 Alirio

Muchas interrogantes que me tenía, yo tengo a un acerca de cómo se aprende inglés, que es aprender inglés, que es adquirir una lengua extranjera, cómo se hace para adquirirla de manera más eficiente, toda esa clase de interrogantes.

00:18:44 Alirio

Por la maestría me dejan una perspectiva diferente, como que.

00:18:50 Alirio

¿Esos interrogantes se modificaron de alguna manera, como que tan eficiente? ¿Cómo adquirir esa clase de interrogantes, como que?

00:18:59 Alirio

Se vieron modificados en cierta forma por el contenido de algunas de las seminarios que vivimos. Eso sí, es totalmente cierto. ¿Qué tan importante ahora para mí resulta aprender una deficiente esa palabra?

00:19:15 Alirio

Por ejemplo, en.

00:19:18 Alirio

Me ha llevado una reflexión mucho más profunda acerca de esa eficiencia y lo que significa ser profesor desde desde un punto de vista, deficiente vista y todo eso.

00:19:31 Alirio

Algunas cosas, si como como en el sentido amplio de la palabra, investigar. Como te decía de nosotros como profesores realizamos.

00:19:40 Alirio

Todo el tiempo prueba.

00:19:42 Alirio

¿YY esa prueba?

00:19:44 Alirio

Y error, por ejemplo, el hecho de entrar en el salón de clase y saludar bien a mis estudiantes. ¿Y uh, qué más, cómo le fue?

00:19:51 Alirio

Ayer esa clase de cosas como que a la maestría me dio la oportunidad de darme cuenta de que ahí hay algo importante, hay algo importante y que estamos de pronto olvidando por por ponernos a.

00:20:06 Alirio

A investigar acerca de cómo aprender más eficientemente el inglés.

00:20:13 Alirio

Hay un conjunto de interrogantes que me han surgido surgido, de pronto, es como medio paradójica la situación, porque no solamente me ayudó a resolver alguno de esos los interrogantes que que me se me planteaba antes de entrar a la maestría, sino también me ayudó.

00:20:29 Alirio

A formular de manera diferentes u otra clase de interrogantes.

00:20:33 Alirio

Entonces, eso al menos es el primer paso para investigar, creo yo.

00:20:42 Researcher

Listo Damian, cuéntamelo.

00:20:45 Damian

Bueno, entonces yo entiendo la pregunta es que esa investigación que no está realizando durante la maestría, cómo se integró a la práctica docente? Es como lo veo, creo.

00:20:53 Damian

¿Que sí no?

00:20:54 Damian

¿Eh? Bueno, yo estoy investigando sobre pruebas estandarizadas masivas. Como te dije, es un tema de colonial, de ejercicio del poder de segregación.

00:21:03 Damian

Entonces eso me llevó a darme cuenta que muchas veces uno como que cae en esos malos vicios de amenazar al ex bueno antes de amenazar a los estudiantes con un examen.

00:21:13 Damian

¿Ah, no dejan hacer clases aquí en una hoja, o sea como Eh? Utilizan las pruebas como ejercicio del poder, como.

00:21:20 Damian

Intimidar a los niños con eso, uno a veces, ya cuando está cansado y eso pues yo en algunas ocasiones sí caí en eso, que es bueno, entonces saquen la hoja, porque si no.

00:21:28 Damian

Quieren hacer nada y ya, pero entonces, si la investigación, las lecturas, algunos seminarios le dan unas a luz como para saber lo que uno en realidad está haciendo, por qué no lo hace de?

00:21:39 Damian

Manera inconsciente a veces.

00:21:41 Damian

Y le muestran una vez al realidad de que de que uno está ejerciendo eso con los niños, ese ejercicio al poder, esa intimidación con las pruebas, todo eso entonces uno ya empieza como.

00:21:52 Damian

Hace un proceso de reflexión sobre eso y a dejar esas prácticas de lado.

00:21:57 Damian

Que antes uno tal vez las hacía en algunas ocasiones de manera inconsciente.

00:22:01 Damian

Como que Uy.

00:22:03 Damian

Sí, hay varios seminarios que aportaron a esa investigación y no solo la investigación, sino también a las prácticas docentes.

00:22:15 Researcher

Bueno, creo que ya más o menos me contaron un poquito de cierto que la esta pregunta tiene relación con la de arriba, pero de pronto quisieran agregar algo más o expandirla o responderla como una pregunta independiente también estaría súper creen ustedes que la maestría influye en su relación de platicaba, sentir desarrollo profesional?

00:22:40 Mario

Sí, siempre. Ento. Gracias a la maestría, por ejemplo, yo puedo escuchar las opiniones de mis compañeros, los 3 presentes y los otros 3 que pertenecen al sector público.

00:22:54 Mario

Es un sector en el que no he trabajado solo las prácticas del pregrado, que también fue obligatorias. Si no hubiesen sido obligatorias hubiese elegido un colegio

00:23:04 Mario

Yo cerca a donde vivía realmente entonces? Ha influenciado por la participación de todas las personas, no solo los comentarios de los profes, las lecturas que nos dan, sino el hecho de escuchar sus compañeros, de saber que hay profes, compañeros, Profes que están en coles que pertenecen al sector público, que van a otros centros de lenguas. Ahí una chica que trabaja en el Sena y escuchar.

00:23:34 Mario

Que no solamente existe.

00:23:36 Mario

El ambiente en el que yo me muevo, sino que también existen otras realidades y que no es igual yo enseñarle clase virtual personalizadas al sector privado.

00:23:50 Mario

Escucha compañeros que dan clase con 40 muchachos en un solo salón 2 horas a la semana muchas veces y que el avance no es tan notorio como lo quisiéramos entonces. En mi caso me ha ayudado mucho, me ha influenciado.

00:24:07 Mario

En mi práctica docente totalmente y en mi desarrollo académico, personal y profesional.

00:24:26 Damian

Bueno, si quieres, sigo yo. Yo digo que la práctica docente influye todo. Todo si uno le estaba anímico, que si no está medio enfermo todo, o sea, cualquier cosa por minúscula que sea.

00:24:38 Damian

Va a influir

00:24:40 Damian

De una manera directa o indirecta en cuanto al desarrollo profesional, sí, claro. Aportó el muchas cosas que tal ve uno o no sabía o no las conocía de la manera adecuada, como el tema de las ideologías, todo eso, seminarios que a mí me parece aportar bastante.

00:24:59 Damian

Y todo, eso sí, obviamente influye el desarrollo profesional y como que el fruto de eso, pues, es algo que es bastante trivial, que es el el papel, el el, la maestría, dice Magister en no sé qué qué. Eso, en realidad, es lo que le importa las instituciones, no del papá.

00:25:15 Damian

No tanto. A veces si lo que aprendió o no, sino el.

00:25:19 Damian

Papel entonces, pero sí, o sea, aportó bastante en cuanto bueno a las dos no practicas docentes y Desarrollo profesional? Gracias.

00:25:29 Maria

En sí sí, lo mismo, lo mismo que dicen los compañeros, evidentemente sí. Influye. Sin embargo, también siento que.

00:25:41 Maria

Bueno que digamos que ya mencioné lo anterior. Lo de la respuesta anterior, tal vez la entendí mal, pero pero pues creo que ya, ya ya di mi respuesta.

00:25:51 Maria

Iba a decir otra cosa y se me.

00:25:52

00:25:54 Researcher

¿No, no te preocupes, yo te llamo y te digo cómo? Así Maria mira lo que tú me respondiste, me hace el favor, la cambia para los resultados.

00:26:03 Maria

Ya no es lo que estaba pensando.

00:26:08 Maria

Digamos el concepto general de la maestría influye y usualmente es en términos positivos, si yo ya tengo una maestría encima, entonces eso me da un estatus distinto.

00:26:22 Maria

En no solo a nivel laboral, sino pues a nivel profesional, no ya decir que tú tienes una maestría y llenan lenguas.

00:26:28 Maria

Eso usualmente también.

00:26:31 Maria

Es bien visto.

00:26:33 Maria

Pero también siento que hubo una influencia en mi concepto de Academia.

00:26:40 Maria

Que que que la que que que se vive bueno, que.

00:26:44 Maria

Como como lo explico ahí.

00:26:47 Maria

Que esta maestría influye negativamente también a ese concepto que yo tengo de mí, así, yo usualmente desconfío mucho de la Academia y siento que ahora con haber hecho esta maestría, la desconfianza es aún mayor, si me entiendes.

00:27:03 Researcher

¿Por qué dices eso?

00:27:05 Maria

Porque porque es evidente que.

00:27:09 Maria

Que lo importante para nosotros es tener el cartón, sí.

00:27:14 Maria

Pero si no se pone a analizar cómo está la maestría y no solo esta sino otras.

00:27:20 Maria

¿Realmente uno siente que muchas veces uno pierde el tiempo?

00:27:26 Maria

Y pues yo yo tengo.

00:27:28 Maria

Que decirlo, o sea.

00:27:30 Maria

Hay algunas lecturas que siento que estaban muy mal escogidas, por ejemplo.

00:27:35 Maria

En donde sí o sí uno tenía que hacer el trabajo de lectura porque.

00:27:40 Maria

Como yo lo decía también en algún momento estuvieron imposiciones, sí hay veras. Si no lo haces hay reflexiones o escritos que también tuviste que hacer, que no necesariamente fueron ni siquiera tan demandantes, y tal vez no estuvieron tan bien evaluados.

00:27:56 Maria

¿O sea porque estuvieron sobrevalorados o por qué no? O porque nos o porque la devaluación no fue justa. Por pero si siento que esas influencias negativas.

00:28:08 Maria

También son parte de esa influencia.

00:28:13 Maria

Que no sé, no sé cómo resulte una influencia negativa en la práctica de si es de pronto para mejorarla o si es para saber que no es un camino sin salida o si es para realmente cambiar, cambiar un poco el el.

00:28:32 Maria

El enfoque que tú vienes manejando porque entonces te estás repitiendo, bueno, no sé si eso yo creo que ya es, ya es personal, pero versus lo lo positivo que mencionaba antes. También siento que.

00:28:45 Maria

Ya he dibujado bastante otros conceptos que yo tenía ya la maestría ya la Academia.

00:28:53 Researcher

Listo, gracias Maria

00:28:59 Damian

Ese yo ya lo respondí, creo que faltaba el de Mario, me parece, no sé.

00:29:02 Researcher

Al demás perdón, si tienes razón.

00:29:06 Damian

Yo ya voy a contestar.

00:29:06 Alirio

El sí es.

00:29:08 Alirio

Ya, ya con la.

00:29:09 Alirio

Anterior yo ya había dicho más o menos la opinión, tenía me sensibilizó la maestría.

00:29:34 Researcher

Cinchos, pero bueno, ya estamos terminando, nos preocupéis.

00:29:42 Researcher

Sí, Eh, me está. ¿Estabas diciendo que ya había respondido un poco?

00:29:48 Researcher

Sí, la pregunta anterior.

00:29:51 Alirio

Pues básicamente es como la sensibilización que he tenido hacia las personas, a los estudiantes, a los que les.

00:29:57 Alirio

¿Enseño y cómo relacionarme con ellos?

00:30:00 Alirio

Es eso, lo considero muy, muy importante.

00:30:05 Researcher

En bueno ya para para culminar, quisiera saber si usted, después de terminar esta maestría, realizaría nuevamente investigación.

00:30:20 Researcher

¿O continúa estudiando el mismo tema, no?

00:30:22 Damian

Sé Bull, yo quiero ir.

00:30:24 Mario

Es que aquí visito.

00:30:27 Mario

Sí, Damian tuyo.

00:30:29 Damian

No, dale, dale amigui. Ya no y después dale. Gracias.

00:30:31 Mario

Espíritu vemos las ofertas, por ejemplo, para enseñar en universidades y dice publicaciones.

00:30:39 Mario

Si no tenemos publicaciones.

00:30:41 Mario

Pues no vamos a tener este trabajo y mi meta personal de hacer la maestría es mejorar mis condiciones laborales, además de seguir aprendiendo y actualizándonos, por supuesto.

00:30:53 Mario

No estoy conforme con mi trabajo ni he estado conforme con ninguno de mis trabajos como docente en estos 10 años que llevo enseñando entonces.

00:31:03 Mario

Creo que sí.

00:31:05 Mario

Si haría investigación no porque lo deseo, sino porque es uno de los requisitos para poder seguir mejorando mis condiciones laborales así.

00:31:24 Damian

Bueno, yo digo que yo sueño con hacerlo, pero en otro país por qué? Bueno conmigo y con otros compañeros. Conocimos, por ejemplo, las chicas que venían de Francia.

00:31:35 Damian

A ellas, o sea, ellas no trabajan mientras estudian y aparte de eso, el Gobierno les da como una mensualidad, entonces ellas, o sea, esa.

00:31:44 Damian

Personas pueden dedicarse de lleno a sus estudios, a su investigación, tienen un apoyo financiero, no están trabajando que, o sea, eso es fundamental, porque uno ,uno o dos trabajos que yo he llegado a tener los trabajos en esta maestría.

00:31:58 Damian

¿O sea, o sea, lidiar con todo eso el tiempo no, pero si uno lo descargan de todo eso, y como dedique si usted es que nosotros le pagamos, dedique a investigar qué le pagamos? Yo creo que eso sería un universo diferente completamente, porque si no.

00:32:12 Damian

Como te digo, esa chica que una vez nos habló de eso y que se aterraba que sea, pero como así que ustedes pagan tanta plata de semestre como así que nada, nadie les ayuda con bueno, como con financiamiento porque tienen dos trabajos, la cara super aterrada de todo.

00:32:27 Damian

Entonces ahí uno también se da cuenta porque como que etiquetan a Colombia de un país pobre porque sí, o sea, no hay apoyo. En educación no hay apoyo en.

00:32:36 Damian

En investigación entonces, si la pregunta es que si seguiría yo, o sea completamente de acuerdo con Mario, es un requisito para nuestro campo, para nuestra profesión, sino a que mañana quieren trabajar en una Universidad. Venga sus publicaciones.

00:32:49 Damian

¿Cuántas investigaciones entonces? Eso es como como el certificado de lengua, si uno no tiene eso, así tenga la carrera, pues ha podido, entonces le toca uno seguir con sus uñitas acá en El País.

00:33:01 Damian

A veces, pero si me gustaría hacerlo en otro lado, como con un poco.

00:33:04 Damian

¿Más de hoy? Bueno, gracias.

00:33:08 Alirio

Digo que no exactamente la misma opinión de Damian.

00:33:12 Alirio

Que bueno, ya cuando llegas cierta tiene hijos, tiene otras obligaciones, se pone a investigar.

00:33:23 Alirio

Se van los recursos propios

00:33:24 Alirio

Propios, básicamente del tiempo de uno, la plata de uno en investigar y quienes van a salir beneficiados de esa investigación y sobre todo en.

00:33:32 Alirio

¿El sector educativo?

00:33:34 Alirio

Pues el no.

00:33:34 Alirio

¿Son tangibles los frutos? Eso es algo que es súper súper complicado, porque en el sector en el.

00:33:41 Alirio

Sector de la educación uno

00:33:45 Alirio

Ve los beneficios en la formación de los estudiantes y eso es un bien intangible que.

00:33:50 Alirio

Generalmente no, no es Ah revertido hacia.

00:34:03 Researcher

Bueno, Alirio me gustaría que terminaras por favor.

00:34:09 Alirio

Listo, entonces sí, yo tengo exactamente la misma opinión que.

00:34:16 Alirio

El que Damian que Mario, que Maria.

00:34:19 Alirio

Se sienta hasta la estoy escuchando.

00:34:22 Maria

Sí, sí, sí, señor.

00:34:24 Alirio

Ah listo YY las prioridades ahorita para mí no son ponerme a investigar a como a mucho, a profundidad, si lo hago es precisamente como como dicen mis compañeros por puro avance en la Academia, como dice Paradójicamente Gaby, esa Academia que nos causa tanta.

00:34:46 Alirio

Tanto recelo, pero queremos estar ahí de alguna manera porque de alguna manera es ahí donde se mueven las cosas.

00:34:54 Researcher

Así es. Bueno, chicos, muchas gracias.

00:35:00 Researcher

Bueno, chicos, nuevamente, muchas gracias real.

Appendix 6 – Open-ended survey

Open-ended survey

En este forms, hay tres preguntas las cuales buscan explorar su construcción de identidad profesional como investigadores durante la participación de un programa de desarrollo profesional como lo es la maestría.

Por favor, tómate el tiempo necesario para reflexionar sobre cada pregunta antes de responder. Es recomendable que utilices ejemplos concretos y experiencias relevantes para respaldar tus respuestas, ya que esto permitirá obtener una comprensión más profunda de tu proceso de construcción de identidad profesional.

Recuerda que tus respuestas serán tratadas de manera confidencial y utilizadas únicamente con fines de académicos. Apreciamos tu honestidad y sinceridad al compartir tus reflexiones personales.

Si tienes alguna pregunta o necesitas aclaraciones adicionales antes de comenzar, no dudes en preguntarme ¡Gracias por participar!

* Obligatoria


1. Nombre *

2. ¿Contribuyes a la comunidad académica de la enseñanza de las lenguas con tu proyecto de investigación? ¿Cómo? *

3. ¿Crees que la investigación juega un papel en tu formación profesional docente? ¿Cuál? *

4. ¿Podrías incorporar los hallazgos de tu proyecto de investigación en tu práctica profesional docente? ¿Cómo? ¿Por qué no? *

Este contenido no está creado ni respaldado por Microsoft. Los datos que envíe se enviarán al propietario del formulario.

 Microsoft Forms

Appendix 7 – Sample Open-ended survey

<p>¿Contribuyes a la comunidad académica de la enseñanza de las lenguas con tu proyecto de investigación? ¿Cómo?</p>	<p>Sí. Creo que contribuye al poner de manifiesto las características de los estudiantes con los que trabajo.</p>
<p>¿Crees que la investigación juega un papel en tu formación profesional docente? ¿Cuál?</p>	<p>Los docentes siempre estamos investigando mejores maneras de enseñar y aprender. Conocer cómo se hace investigación en otras partes del mundo y en Colombia y aprender de esas experiencias para servir de mejor a mis estudiantes resultan ser muy importantes para mi quehacer diario y para sentirme una mejor persona.</p>
<p>¿Podrías incorporar los hallazgos de tu proyecto de investigación en tu práctica profesional docente? ¿Cómo? ¿Por qué no?</p>	<p>Por supuesto. La caracterización de los estudiantes me dará la posibilidad de brindar más oportunidades de aprendizaje no sólo de la lengua extranjera que enseño, sino de otras asignaturas y otros aspectos de aprendizaje.</p>

P2.12.M:0:33:22	Y bueno, las investigaciones que he observado sí más grandes, pues son equipos de investigadores, no es como solo uno, sino es un equipo y cuentan con recursos económicos. También hay un respaldo institucional, por ejemplo, para acceder a la información. Eso es básico porque yo en la maestría llevo varias semanas que ya me rendí que me para que me colaboraran con una carta porque necesito una información que tiene la alianza francesa sobre las pruebas estandarizadas. Si la Universidad no hace esa Carta para que yo pueda acceder o para aquellos en esa información, pues jodidos. Y pues la Universidad ya, o sea, ya me dije, no, ya, me cañé como me manda la solicitud, entonces sí, tampoco hay ese como ese respaldo institucional para acceder a información, pues es muy complicado. Entonces yo diría que esas 3 cosas a un equipo, los recursos económicos y el respaldo institucional	Reto de formalización de la investigación Diferencias entre un investigador y un profesor investigador	2.1
P2.12.M:0:34:23	Con más participantes porque yo he visto, por ejemplo, la nacional. Ya los profesores crean como equipos de investigación. Y pues los titulares son los estudiantes, no, pero hay como una guía y lo hacen entre varios, es diferente. Uno hace una investigación a tener un equipo de 5 personas investigando lo mismo y formulando hipótesis es muy diferente. ¿Entonces la naturaleza? La investigación de a también cambia con eso.	Limitaciones de hacer investigación (Falta de apoyo o colectivos de investigación)	2.2
P2.12.M:0:42:25	Sí, yo sabía, yo elegí esa maestría porque la mayoría que ofertaban, o incluso que se ofertaban en los Andes, la javeriana, la nacional, eran en educación, yo le huyo a esa maestría, porque no, no me gusta. Yo elegí esta más que todo por el programa de doble titulación, aunque siempre peliado que ese Brochur de la maestría y todo eso, faltan bastante letras pequeñas porque no le dicen ahí, dice gigante o le titula un poco de cosas bonitas. Porque lo alterno, que solo 5 por semestre. Ah OK, porque no dijeron eso. ¿Yo creo que me han dicho eso no hubiera hecho la maestría, porque no sé bueno, entonces sí, o sea, uno se siente como timado? Con algunas cosas. Pero por lo de investigación, así como el énfasis en idioma que pues no hemos tenido realmente cosas en el la lengua de énfasis. Una que otra vez en inglés, pero pues esa no es mi lengua de énfasis entonces unotambién queda como. Con su descontento, bueno, pero sí lo sabía gracias.	Desarrollo profesional relacionado con la escogencia del programa	3.1
P2.12.M:0:50:45	Bueno, entonces yo entiendo la pregunta es que esa investigación que no está realizando durante la maestría, cómo se integró a la práctica docente? Es como lo veo, creo. ¿Que sí no? ¿Eh? Bueno, yo estoy investigando sobre pruebas estandarizadas masivas. Como te dije, es un tema de colonial, de ejercicio del poder de segregación. Entonces eso me llevó a darme cuenta que muchas veces uno como que cae en esos malos vicios de amenazar al buen artes de amenazar a los estudiantes con un examen. ¿Ah, no dejan hacer clases aquí en una hoja, o sea como Eh? Utilizan las pruebas como ejercicio del poder, como. Intimidar a los niños con eso, uno a veces, ya cuando está cansado y eso pues yo en algunas ocasiones sí cal en eso, que es bueno, entonces saquen la hoja, porque sí no. Quieren hacer nada y ya, pero entonces, sí la investigación, las lecturas, algunos seminarios le dan unas a luz como para saber lo que uno en realidad está haciendo, por qué no lo hace él? Manera incósciente a veces. Y le muestran una vez al realidad de que de que uno está ejerciendo eso con los niños, ese ejercicio al poder, esa intimidación con las pruebas, todo eso entonces uno empieza como. Hace un proceso de reflexión sobre eso y a dejar esas prácticas de la lab. Que antes uno tal vez las hacía en algunas ocasiones de manera incósciente. Como que Uy, Sí, hay varios seminarios que aportaron esa investigación y no solo la investigación, sino también a las prácticas docentes.	Investigar es reflexionar practicas. Su investigación tiene un carácter de beneficio social,	1
P2.12.M:0:54:26	Bueno, si quieres, sígo yo. Yo digo que la práctica docente influye todo. Todosi uno le estaba anímico, que si no está medio enfermo todo, o sea, cualquier cosa por minúscula que sea. Va a influir De una manera directa o indirecta en cuanto al desarrollo profesional, sí, claro. Aportó el muchas cosas que tal vez uno o no sabía o no la conocía de la manera adecuada, como el tema de las ideologías, todo eso, seminarios que a mí me parece aportar bastante. Y todo, eso sí, obviamente influye el desarrollo profesional y como que el fruto de eso, pues, es algo que es bastante trivial, que es el el papel, el el, la maestría, dice Magister en no sé qué que. Eso, en realidad, es lo que le importa las instituciones, no del papá. No tanto. A veces sí lo que aprendió o no, sino el. Papel entonces, pero sí, o sea, aportó bastante en cuarto bueno a las dos no practicas docentes y Desarrollo profesional? Gracias.	Maestría reflexion de practicas docentes	3.1
P2.12.M:0:58:59	Ese yo ya lo respondí, creo que faltaba el de Mario, me parece, no sé.		
P2.12.M:1:00:22	Sé Bull, yo quiero ir.		
P2.12.M:1:00:29	No, date, date amiga. Ya noy después date. Gracias.		
P2.12.M:1:01:24	Bueno, yo digo que yo sueño con hacerlo, pero en otro país por qué? Bueno con mígo y con otros compañeros. Conocimos, por ejemplo, las chicas que venían de Francia. A ellas, o sea, ellas no trabajan mientras estudian y aparte de eso, el Gobierno les da como una mensualidad, entonces ellas, o sea, esa. Personas pueden dedicarse de lleno a sus estudios, a su investigación, tienen un apoyo financiero, no están trabajando que, o sea, eso es fundamental, porque uno, uno o dos trabajos que yo he llegado a tener los trabajos en esta maestría. ¿O sea, o sea, lidiar con todo eso el tiempo no, pero si uno lo descargan de todo eso, y como dedique si usted es que nosotros le pagamos, dedique a investigar que le pagamos? Yo creo que eso sería un universo diferente completamente, porque sí no. Como te digo, esa chica que una vez nos habló de eso y que se ateraba que sea, pero como así que ustedes pagan tanta plata de semestre como así que nada, nada les ayuda con bueno, como con el financiamiento porque tienen dos trabajos, la cara super aterada de todo. Entonces ahí uno también se da cuenta porque como que etiquetan a Colombia de un país pobre porque sí, o sea, no hay apoyo. En educación no hay apoyo en. En investigación entonces, si la pregunta es que si seguiría yo, o sea completamente de acuerdo con mígo, es un requisito para nuestro campo, para nuestra profesión, sino a que mañana quieren trabajar en una Universidad. Venga sus publicaciones. ¿Cuántas investigaciones entonces? Eso es como el certificado de lengua, si uno notiene eso, así tenga la carrera, pues ha podido, entonces le toca a uno seguir con sus uñitas acá en El País. A veces, pero sí me gustaría hacerlo en otro lado, como con un poco. ¿Más de hoy? Bueno, gracias.	Limitaciones de hacer investigación (Falta de apoyo económico, tiempo, económico)	2.2

Tesis / Literature review

↑ Etiquetas | Etiquetas + Filtro

Reviews	Etiquetas	+ ...
Review: Exploring students' beliefs about their digital literacy experiences in an efl distance education course.	Methodology	
Chapter 7: Designing a Qualitative Study. Joseph A. Maxwell	Methodology	
Review: An extended positioning analysis of a preservice teacher's better life small story	Narratives	
Review: NARRATIVE INQUIRY IN LANGUAGE TEACHING AND LEARNING RESEARCH	Narratives Methodology	
Review: Narrative frames for investigating the experiences of language teachers	Narratives	
Review: Teachers' Subjectivities and Colombian Language Policies: A Narrative Study	Narratives PDP	
A quick review of: Teachers as adult learners: A new perspective	PDP	
A quick review of: Professional development of efl teachers in Colombia: Between colonial and local practices.	PDP	
A quick review of: Tomorrow's EFL teacher educators.	PDP	
A quick review of: Teachers in action: Tasks for in-service language teacher education and development. NO BACK UP	PDP	
A quick review of: El desarrollo profesional de los docentes de inglés en ejercicio: algunas consideraciones conceptuales para Colombia.	PDP	
Review: Colombian English Teachers' Professional Development: The Case of Master Programs	PDP	
Review: Colombian higher education institutions evaluation	PDP	
Review: What do EFL teachers seek in professional development programs? Voices from teachers	PDP	
A quick review of: The personal and professional selves of teachers: stable and unstable identities	Professional Identity	
A quick review of: Understanding teacher identity: An overview of issues in the literature and implications for teacher education.	Professional Identity	
A quick review of: Reflections on Language Teacher Identity Research.	Professional Identity	
Review: English Language Preservice Teachers' Identity Construction Within Academic and Other Communities	Professional Identity	
Review: Identity Under Construction: How Individuals Come to Define Themselves in Organizations	Professional Identity	
Review :UNDERSTANDING EFL PRE-SERVICE TEACHERS' PROFESSIONAL IDENTITIES CONSTRUCTION THROUGH NARRATIVES AT A PUBLIC UN	Professional Identity Narratives	
Review: How teachers become teacher researchers: Narrative as a tool for teacher identity construction- Laura A. Taylor	Professional Identity Narratives Teacher-Researcher	
Review: Teacher Research- Professional Identities-Narrative Research-Ubaque Castañeda	Professional Identity Teacher-Researcher Narratives	
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A quick review of: The relationship between SLA research and language pedagogy: Teachers' perspectives	Teacher-Researcher	
A quick review of: Language Teacher-Researcher Identity Negotiation: An Ecological Perspective	Teacher-Researcher Professional Identity	
Review: Creencias de profesores en formación acerca del papel de la investigación en lenguas extranjeras en su proceso formativo.	Teacher-Researcher	
Review: Mapping English Language Teacher-Researchers' Collaboration and Networking Practices Throughout Their Professional Paths	Teacher-Researcher	
Review: Pedagogical Relationships and Identities in Research Incubators: Reconceptualizing Research Training for Language Teachers	Teacher-Researcher	
Review: Researcher Mentality, Narrative Inquiry, and Language Teaching Research	Teacher-Researcher Narratives	