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UNDERSTANDING HOW IN-SERVICE EFL TEACHERS BUILD AND NEGOTIATE THEIR
FOREIGN LANGUAGE TEACHER IDENTITY: A REFLECTION ON TEACHER IDENTITY
CONSTRUCTION, AND INVESTMENT.

**Tesis para optar al grado de Magíster en Lingüística Mención en Lingüística Aplicada
a la Enseñanza de Idiomas**

AUTHOR: VERENICE ZUTA CASTILLO

THESIS DIRECTOR: Dr. ROBERTO SILVA TORRES

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Abstract

This research aimed to analyze how In-Service EFL teachers build and negotiate their Foreign Language teacher identity through investment in their imagined identities. Besides, as specific objectives, it seeks to identify strategies employed by In-Service English as a Foreign Language teachers to build and negotiate their EFL teacher identity, and to determine the various types of investment of In-Service English as a Foreign Language teacher.

The research instrument was an interview and the method to analyze interviews was narrative analysis. The results show that both participants developed multiple identities through different types of investment they did along their professional career to become an English language teacher. Besides, participation and reification played a significant role in how they share these learning experiences.

Keywords: social identity, investment, community of practice learning theory.

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Chapter 1 The problem

As an English as a Foreign Language teacher (henceforth EFL), I have noticed that the way in which EFL teachers interact with the target language represents a field of study that needs to be explored in order to understand Foreign language teacher identities and how investment in the learning of the English language changes the way teachers approach their profession and their role as both as language teachers and language users. How they see themselves, how past learning experiences have shaped their identity, and how they see themselves in imagined communities.

Besides, the different types of negotiations of meaning that EFL teachers make in their learning process to become professional experts in the use of the language and in the teaching of the language requires a lot of different interactions either with peers or with cultural artifacts. This makes them become different types of teachers, from cultural mediators, facilitators of knowledge to scientists who want to apply different strategies and methodologies to achieve both a proper level of language proficiency and a proper knowledge of their identity and how invested they are in the learning of the foreign language along the years they use the language. Additionally, some of our responsibilities have been to deal with different approaches, methods, and methodologies to teach a foreign language, some of them emphasize the role of the foreign language teacher over the role of the student and some others focus, specifically, on the role of students, interaction between language learners and target language speakers. Some researchers have been imbued by the study of the role of psychological and social components involved in second language acquisition, this is the case

of Krashen's notions of motivation and Norton' notion of investment. From this perspective it is possible to see that EFL teachers must build and negotiate their language teacher identity to mediate between different aspects of the English language and the interaction that they have with the target language regarding cultural and social components because EFL teaching requires a deep approximation to the study of the language to both master their skills as a Foreign Language Teachers and how their experiences learning the language can influence the EFL context.

To this respect it is possible to see that socialization had an impact on how people invest themselves in the learning of a language. Hence some contextual variables can affect people's interactions towards the learning and use of a foreign language. It is assumed that learners have the skills to acquire language but opportunities to speak and socialization also play a significant role in this process. Consequently, investment is what can show that there are social expectations that encourage learners to invest in their learning process. Some learners need to learn the language because they are immigrants and need to achieve a certain level of proficiency in a foreign language due to social expectations. Other learners need to learn the language because they want to become teachers or just because they need to travel to a foreign country where people speak the target language. Hence the main motivation to write this project lies in my desire to research on how EFL teachers build and negotiate their language teacher identity in imagined communities. Along with my desires to see how participation and reification intertwine in teachers and in their life as learners. Consequently, this research intends to be a good means for Newly qualified EFL teachers to understand how In-service EFL teachers build and negotiate their second language identity in the EFL classroom. The general objective is to analyze how In-Service EFL teachers build and negotiate their EFL teacher identity when becoming EFL teachers. The specific objectives are to identify strategies used by In-Service English as a Foreign Language teachers in

building and negotiating their language identity, and to determine types of investment that In-Service English as a Foreign Language teachers make.

Thus, investment can serve to observe language identity through the analysis of how teachers position themselves, and how they interact with cultural capital, ideology and what level of human agency they have when interacting with their peers. Besides, it is important to collect information about how socialization and ethnic origin can trigger opportunities for learners to resist or access to technology, and culture. This thesis project follows a qualitative and interpretative approach to teachers' reflections on their role as language teachers and their language learning process as students, and what investment they have done to achieve an average level of proficiency in the language during their school years and their five to eight years of experience as English language trainers. Some of the factors that can impact the building of a foreign language identity are the following: learning experiences inside and outside the EFL classroom, how teachers position themselves when playing their role of English language learners and teachers, and how they interact with communities of practice. Due to the fact that there are so many important aspects of the language that can be hard to teach in class, such as: communicative competence, teachers as students have felt the need to take part in different contexts where they could interact with native language speakers and people who have a higher level of pragmatic competence, and communities of practice where they could have the opportunity to master their skills and improve their language learning skills. Another important factor is that there are many countries where English is the official language, this implies that there are many aspects that teachers need to know and understand to transmit cultural values, traditions, and ways of living of target language users in their communities of practice. For instance, teachers are constantly building and negotiating their language identity to become both proficient teachers and proficient language users. Besides, there are many different issues that English language teachers need to deal with. For

example, the variety of English that teachers, in schools and universities, are supposed to use, and notions of identity, power and ideology that every English language teacher needs to study and understand when making use of class materials and contents in the syllabus. As an EFL teacher, it is important to study and have a deep and clear understanding of how social and cultural aspects of the target language can influence the way teachers build their EFL teacher identity and as both EFL users and EFL teachers. Additionally, the benefits of understanding issues on identity and investment can help teachers have a clear idea of how students learn the foreign language, what factors interfere with the learning process and how it is possible for teachers to foster students' investment in imagined communities and identities.

1.1 Research questions

Research into teacher identity involves some factors such as teaching methodologies, curricular policies, teaching materials, language experiences and teaching practices when training language skills. Specifically, the curriculum models that universities follow when training EFL teachers mostly influence teachers' identities, having an impact on the views teachers have toward language learning and teaching. Other findings in recent research demonstrated that opportunities to speak, interactions with other language learners, and target language speakers, along with engagement with cultural artifacts such as music, literature, and films, also influence the way teachers see their profession, language use, and how cultural artifacts help them shape their identities as language students, language teachers, and language users.

To understand this better, one must center on three salient aspects of teaching practice: the role of the teacher, the role of context, and the role of students. One critical factor which often causes some conflicts is the role of socialization inside and outside the classroom. Moreover, the way teachers see themselves as being part of different language communities, including imagined communities, plays an important role in how they approach language teaching. Therefore, the three most relevant concepts in this thesis are: social identity, investment, and imagined identities. First, social identity in language teaching is a term developed by Norton (1995), it has to do with how power relations affect social identities and influence the ways in which language learners interact with target language speakers, which affects their ability to develop language identities. Second, investment, a concept developed by Darwin and Norton (2015), this construct concerns how contextual variables affect learners' motivation to engage and interact in educational contexts. This construct was developed by connecting Bourdieu (1977)'s ideas of capital, identity, and ideology. Hence investment refers to the internal drive that motivates learners to practice and learn a language, and how this interacts with the opportunities learners have, to practice the language, if they are encouraging or overwhelming,

Finally, the concept imagined identities, proposed by Wenger's 1998, who worked on the theory of communities of practice, helps explain how individuals align with and invest in imagined communities they believe they belong to. Wenger based her communities of practice theory on Anderson (1983)'s notion of imagined communities to explain how people engage with and invest in given communities.

Research Questions:

How do EFL teachers build and negotiate their language teacher identity?

What is the connection between investment and the construction of language teacher identity?

Chapter II Research objectives

2.1 General objective

To analyze how in-service EFL teachers build and negotiate their foreign language teacher identity through investment in imagined identities.

2.2 Specific objectives

To identify strategies employed by in-service EFL teachers to build and negotiate their teacher identity.

To determine the types of investment made by in-service EFL teachers in their teaching practice and identity construction.

2.3 Statement of purpose

This research was intended to be a good means for Newly qualified English language teachers to understand how In-Service English as a Foreign Language teachers have built and negotiated their language teacher identity and what kind of investment they did and do to achieve a proper level of proficiency in the language. A good reason to start this research has to do with my motivation to analyze how English language teachers invest in their language teacher identity during their lives in primary, secondary and tertiary education, how this is built, negotiated, and what type of investment they have done to achieve a given level of professional knowledge. This involves cultural knowledge, social interaction and exposure to the language. The second reason lies in educational policies, which are closely connected to second language teacher education, and how investment shapes identity and how identity shapes investment.

Another important factor to study in this thesis has to do with my desire to understand different approaches to the study of the role of teachers and students, along with the role of cultural context in the acquisition and learning of a foreign language. I would like to understand all the factors that are involved when a person studies a foreign language and when a person teaches a foreign language. Therefore, the main concern to start this project is to analyze what factors interfere the way teachers feel about themselves as language teachers, how they see their professional career and teaching activity, and what is the investment they have done to feel as they feel about their role in the EFL classroom, Chilean society and their professional career in general.

To this respect Johnson (2006) claims for a Sociocultural Turn that reformulates the way in which English language teachers see their profession. This author asserts that “the way in which human consciousness develops depends on the specific social activities in which people engage” (p.237). Johnson takes Vygotsky’s view of language to change the context in social interaction and to see how the context and social interactions shape people’s perceptions about themselves. She also stands up for a sociocultural turn that has an impact on the social sciences “field’s understanding of how L2 teachers learn to do their work” (p.238)

Accordingly, Pavlenko (2013) researches the connection between language and emotions. She puts forth “languages and emotions in pursuit of commercial profit and the intentional adoption of languages that elicit emotions in the target audience” (p.17) As it is possible to see, they propose a paradigm shift to the way L2 teachers can see their careers and teaching activities. At this respect, Barahona (2014) analyzes curriculum innovations to the Second Language Teacher Education (henceforth SLTE) that highlights a sociocultural turn to what to teach and how to teach approach which in her words are core elements in SLTE curriculum (p.49). Consequently, Pavlenko emphasizes the role of emotions when learning a second language, she mentioned that there are language desires that cause an impact on the language learning process. These two authors focus on how opportunities to practice the language and desires to speak shape future teachers’ identity.

Hawkins and Norton (2009) also focus on sociocultural and critical approaches that can “reconceptualize learning and learning environments that represent new ways of thinking about goals in education, the roles of teachers and learners, and the processes of learning” (p.1). This has to do with a social perspective towards language learning, how context shapes teachers and learners’ self-reflections of what they do in and outside the classroom.

Regarding this last point, this self-reflection implies that learner identity is closely connected with the investment they do when learning English. Teng (2019) asserts that “the way one perceives oneself as an EFL learner may have an impact on one’s investment in his or her endeavor to learn English” (p.57)

Since teachers are in regular contact with different aspects of the language they teach, i.e. different language registers, language conventions in different English language speaking countries, and language dimensions they need their students to have a good command, they develop a sense of themselves that implies negotiations of their identity. Firstly, when they think of their role as teachers, and how this affects their role as a foreign language speaker who needs to be a proficient language user. There are so many important aspects of the language that cannot be taught in class, teachers as students have felt the need to take part in different contexts where they could interact with native language speakers and people who have a higher level of pragmatic competence so sometimes this makes teachers question cultural aspects of their own social identity and what communities they belong to. Another important factor is that there are many countries where English is the mother tongue, this implies that there are many linguistic aspects that teachers need to know and understand. For instance, teachers are constantly building and negotiating their language identity to become both proficient teachers and proficient language users. First, teachers are taught to master their communicative competence, but they are not taught what identity to choose, and what to be an EFL teacher really implies. Are they cultural mediators, are they facilitators, are they teaching scientists?

As an EFL teacher, it is important to study and reflect on the teaching approach and paradigm that are being used in Chilean universities to teach future English language teachers, and how this is displayed on the way they interact with cultural artifacts in their daily lives. Besides, it

is worth mentioning that Covid19 pandemic had a pedagogical effect on teacher identity (Pu and Xu, 2021). Regarding this point Beijaard et. al (2023) in Menter (2023) defines it “as a complex configuration of personal and contextual factors. Professional identity is also seen as dynamic and subject to change” (p.763). This phenomenon has resulted in the enhancement of ‘narrative methods and techniques’ to study this variable to understand how teachers see themselves and understand their role in society.

Regarding teacher identity construction Montgomery, et.al (2024) in Tajeddin and Yazan (2024) assert that identity construction involves answering these questions ‘what is expected to them and what they expect of themselves’. Other authors such as Servera Barceló (2014) say that identities are closely related to beliefs and emotions, and that they have an impact on language learning and teaching. Servera Barceló demands more empirical studies to research imagined identities and available beliefs we as researchers can find in the learning and teaching community. (p.316)

Accordingly, this thesis aims to understand how teachers build and negotiate their teacher language identity within Darwin and Norton (2015) comprehensive model of investment. The reason behind this decision has to do with the fact that Norton had previously envisaged the role of socialization and technology in second and foreign language acquisition, and the impact that investment has in how language learners see themselves and how they structure their relation between identity, capital, and ideology in a model that can explain investment from the point of view of language learners.

Finally, Wenger (1998)’s theory of communities of practice was a fundamental milestone in the study of how participation and reification as part of the negotiation of meaning, can serve to understand ‘human engagement to the world’ (p.53). This means how our experiences of

interaction with family, classmates, and teachers shape our views on language teaching from both the learner's and teacher's point of view.

Chapter 3 Theoretical framework

This chapter consists of the presentation of a literature review that intends to give a wide overview of different perspectives that many researchers have towards four key matters in this thesis: teacher identity, teaching methodologies, and investment, and communities of practice learning approach. The first part consists of an introduction to poststructuralist approaches in Second language learning contexts, social identity, investment, the role of context in language learning processes. The second part comprises a brief review of sociocultural theory and language learning contexts, teacher identity as a social construction. Finally, the third part has to do with a deep view of communities of practice learning theory and a complete review of both international and national studies on teacher identity.

To begin with this review starts from poststructuralist approaches to L2 learning, where the significance of a paradigm shift to the study of how Foreign and Second language are taught plays the main role. This emphasized the role of power in Second language learning and how it affects interaction between native language speakers and non-native language speakers, among some factors. Then, issues on social identity and English as a foreign language teaching are described as the main theoretical basis of this study. Considering the differences between Second language and foreign language contexts, there is a section to discuss social identity and investment, and finally the sociocultural theory and EFL contexts to focus on the role of teachers and learners and the communities of practice approach, along with the role

of socio constructivism in the way English language teachers build and negotiate their language teacher identity.

Thus, there are three main ideas to understand investment, imagined communities and identities: identity shapes investment, investment shapes identity (Norton, 2000), participation and reification contribute to make practice a more significant task; and how identity is developed through these three modes of belonging: engaging, alignment, and imagination (Wenger, 1998), and finally, “desired memberships in imagined communities affect their learning trajectories, influencing their agency, motivation, investment, and resistance in the learning of English” (Norton and Pavlenko, 2007).

3.1 Poststructuralist approaches in Second language learning

According to Pavlenko (2002, 282) there are “three aspects of poststructuralist approaches to the study of social factors in SLA: the view of language, the view of learning and the view of L2 learners”. Accordingly, McNamara (2012, p.479) asserts that poststructuralist approaches to L2 learning focus on the social aspects of L2 learning, i.e. how power, identity, and culture have an impact on how language is understood. Another important aspect to consider within the L2 learning process is the role of the teacher, how the teacher positioned herself or himself before the learners (Varghese and Morgan, 2005, p.22). Consequently, when referring to poststructuralist approaches to L2 learning, it is important to consider the role of the teacher, the learners and the view both have on L2 and FL learning. Hence poststructuralist approaches can bring a great insight into the study of how learners reach a good understanding of how the language works, and how contextual variables interfere with the learning of either L2 and FL, and how both learners and teachers develop their language identity through the interactions in and outside the classroom. In L2 and FL contexts, understanding the concept ‘identity’ has become the basis to analyze how poststructuralist approaches work in connection to how power influences interaction between language learners and target language speakers.

For instance, in 2000, Norton, an experienced researcher in the field of SLA, showed some examples of how language learning depends on opportunities to speak language learners have, and how people’s power interferes with this process. Thus, social and factors make people see themselves as playing a social role that allows or constrains their right to speak. Thus, the relevance of poststructuralism for applied linguistics can be studied by connecting social theory and language teaching (Norton and Morgan, 2013). Classroom practices play a

vital role in eliciting different types of ideas students have with respect to how they understand concepts and terms depending on cultural realities language has created for them.

Morgan and Clarke (2011) assert that there are “power hierarchies that marginalize learner opportunities” (p.8). These authors came to this conclusion when analyzing the view that existed in the 90’s in relation to the main focus of English language teaching practices, i.e. to reach native-like English language proficiency disregarding the role of language learners and their goals when learning the target language.

3.2 Social Identity and English as a Foreign Language Teaching

Identity is a social construct, multiple, and a site of struggle, and changing over time (Norton, 1995; Norton, 1997; Norton, 2000; Norton, 2013). According to RAE, identity involves self-awareness, people and groups of people have, that makes them different from the rest. (Asale & Rae). Identity involves power and how people relate to the world. According to Norton (1997, p.413) who has researched social identities of immigrants in Canada, social identity of language learners is built through the interaction that language learners have with the learning context, for instance, interaction with other learners of the language either in or outside the classroom. This author developed the term ‘investment’ to explain how the process of learning a second language can be influenced by relations of power in different contexts where target language speakers unconsciously provide language learners with “opportunities to speak” the language. Accordingly, through an extensive analysis of Norton’s papers (1995, 1997, 2000, 2013, 2023), it is possible to infer that ‘investment’ is a means to build and negotiate social identity when interacting with other speakers, in this case, English language speakers. Hence, social identity is a construct that changes across historical time and social space (2000, p.2)

this means that as well as the definition that RAE provides, a good definition of identity must involve self-awareness of people in social contexts which ends up in social identity.

Bucholtz and Hall (2005) say that identity is the product of social and cultural interaction. They concluded that “identity is emergent in discourse and does not precede it” (p.607), i.e. it occurs in social interaction where there are different linguistic resources that act as tools for interaction. At this respect, Norton (2013, p.4), states that identity involves “how the person understands possibilities for the future”, these possibilities have to do with their participation in imagined communities, where speakers feel a “sense of community with people we have not yet met” (p.8). This means that the interaction with other people can have an impact on the way people see themselves as a member of the target language community but indeed, a target language community of the imagination, as Wenger (1998) calls it in his theory of communities of practice, where imagined communities represent one of the modes of belonging, which are three: engagement, imagination and alignment (174). When talking about identity, Wenger (1998, p.145) says that “an identity consists of negotiating the meanings of our experience of membership in social communities”. In a few words, a definition of identity from the point of view of social sciences must include the individual as a member of a community, where she or he has lived experiences that shape the way in which she or he processes her or his self-perception regarding given social contexts.

Accordingly, Block (2007, p.12) also asserts that “the self is seen as the product of the social conditions in and under which it has developed”. He concludes that identities are ‘multifaceted and multi-levelled across Second Language Learning contexts’ (p.202). Besides, Trent (2015, p.46) asserts that “While identity is in part socially constructed, the processes involved in becoming and being a teacher are also deeply personal”. These definitions of identity convey

the idea of how the context can change teachers' perspectives on their roles as both target language users and EFL teachers.

Thus, Identity is something we construct, and it takes place in social contexts, where people negotiate meanings, and share their experience of being part of social communities (Varghese et. al, 2005; Wenger, 1998). Identity is also affected by context in the sense that relationships between natives and non-native speakers have an impact on how a language is learned (Darvin and Norton, 2015).

To this regard, Bucholtz and Hall (2005, p.586) say that "Identity is the social positioning of self and other". For these authors, identity has to do with a linguistic phenomenon that stands for an interdisciplinary field to the study of identity considering four main principles: emergence, positionality, indexicality, relationality and partialness principle. This framework to the study of identity enhances the process of identity construction as "intersubjectively rather than individually produced and interactionally emergent rather than assigned in an a priori fashion" (p.587). So, identity is a social and cultural phenomenon.

3.3 The significance of context in both SLA and EFL

In the process of learning a different language from the mother tongue, it is vital that teachers consider context as a crucial factor that shapes the role of the teacher, the role of learning, and their role as language learners.

To begin with, there are two different categories that have played a significant role in the lives of people emigrating to a different country and people who want to learn a different language but want to stay in their country of origin or a different country from the target language community. These two categories are defined as follows: SLA stands for Second Language

Acquisition which is the study of different factors that affect how a learner acquires a second language in the country where the language is spoken as the official language. On the other hand, EFL refers to English as a Foreign language learning which is the study of a different language from the learner's mother tongue. According to Gass and Selinker (2008) the difference between these two learning processes lies in the context where learning takes place. Regarding EFL, it highlights the role of classroom context i.e. how learners are exposed to the target language grammar, and culture through classroom activities. Teachers create a learning environment that can make students delve into the world of English. Regarding this point, Jenkins (2006, p.147) asserts that the use of English among non-native speakers involves matters of relations between identity and the language where the focus lies on mastering language skills towards the goal of learning the target language.

However, there is a slight difference between this point of view that began as a comparison between the World of Englishes paradigm and English as a Lingua Franca paradigm that Kachru (2006) and Jenkins (2006) proposed respectively.

In terms of how English is learned in English as a Foreign language contexts and English as a Lingua Franca contexts, Kachru asserts that English is learned with the aim of interaction with Native target language speakers, but Jenkins asserts that there is no goal of communicating with Native language speakers because the goal is "to communicate successfully in intercultural communication which may, but often does not, include NESs". (2015, p.45). To sum up, from the wide range of different language learning approaches, this research will focus on English as a Foreign Language Learning and the context where EFL teachers build and negotiate their identity towards the goal of learning the target language in three contexts: family, school and university.

3.4 Social identity and investment

When language learners start acquiring and learning a foreign or second language, they start negotiating meanings through practice and reification. According to Wenger (1998, p. 67) learners become members of a community where they participate and create social experiences of mutual recognition. This allows them to expand their experiences and reify them with the aim of reflecting on how they shape one another.

When learning a foreign or second language, it is important to consider that there are many factors and components that intertwine to explain the connection between: the learner, context, and both social and psychological variables interfering in the learning process. To this respect, Darwin and Norton (2015) proposed a comprehensive model of investment which states that there are three factors interfering with the learning of a language, they are: identity, capital, and ideology. As it is possible to see in figure 1.



Figure 1: Model of investment. Retrieved from Darwin and Norton (2015, p.42)

Identity has to do with the connection between social identities people acquire when interacting with others in a given society, there are some roles that are above others, for example: in some countries, there are a lot of different prejudices against certain ethnic or racial groups, so locals can limit their interaction with immigrants because they could think they feel so uncomfortable to speak the language that opportunities for interaction in the target language are limited. Then capital refers to symbolic and cultural knowledge people acquire when they learn a foreign or second language. And finally, ideology deals with language constraints that interfere with opportunities to speak or use the foreign or second language, SL/FL learners could have, this has to do with power.

In conclusion, this model of investment shows that investment is a social phenomenon that depends on context and how the learner understands and negotiates their opportunities to speak, and contextual variables that shape identity such as interactions with natives or nonnative speakers of the target language inside and outside the EFL classroom, interaction with sociocultural artifacts such as social media, authentic materials that offer learners opportunities to see the target language used in real context, among other types of exposition to the language and culture.

3.5 Sociocultural theory and English Language Learning Contexts

Sociocultural theory in the study of L2 acquisition has been studied by Lantolf and Thorne (2007, p.198) as an approach to understand how language plays the role of a means for linguistic mediation, i.e. language mediates between language learners' thoughts and cultural artifacts such as information in words, numbers, images, etc. This approach facilitates the understanding of metalinguistic processes that happen in the mind when L2 and FL learners acquire and learn the foreign language.

According to Lantolf (2011, p. 26) the sociocultural approach to L2 learning fosters teachers' job in the sense that it restates Vygotsky's ideas of mediation that can promote the development of social skills along with the learning of the target language. Seemingly, Ortega (2011) assures that the Sociocultural theory of L2 learning defines learning as a social process that involves "collaborative scaffolded L2 activity toward increasingly more independent forms of regulation" (p.168). Ortega calls this sociocultural turn as a wave of alternative SLA theories that emphasize "intentional social interaction and co-construction of reflected-upon knowledge" (p.171). What Ortega basically discusses when she presented these alternative SLA theories is the fact that this sociocultural turn in L2 learning made L2 teachers realize that the goal of learning a second language is not just to achieve the idealized language skills that native speakers of the language have but a wide understanding of how the learner processes the language in social contexts.

On the contrary, Norton and McKinney (2011) argued that the sociocultural turn emphasized the importance of social context and social interaction with other learners or target language speakers, suggesting that many cultural factors interfered with learners' English-use-facilitating desires.

First, as Darwin and Norton stated that we recognize that learners have agency and that they have the capacity to invest in learning that allows them not only to acquire material and symbolic resources in a way that reproduces the status quo, but also to dissect, question, and sometimes resist dominant practices and ways of thinking that have become systemic within different fields (2015, p.51)

This is understood as the capacity that learners must decide where to invest their cultural capital or where to invest their time to acquire cultural capital to become more proficient users of the language.

3.6 English Language Teacher Identity as a social construction

Becoming a language teacher involves the development of a multiple set of different competencies, some of them are closely connected with how human beings understand the different roles they play both as language users and language teachers. On the one hand, Language teachers must face different challenges that are part of the contexts they interact with, this makes them develop, build and negotiate their identities constantly. Regarding this point, Menter (2023) states that to understand variables that influence a teacher's job, it is vital that researchers focus on three precepts that he develops from an anthropological perspective, i.e. “By Their Teacher Education ye Shall Know Them”, “Context Matters – History, Culture, and Politics”, and “In Tension – Research, Policy, and Practice”.

The first precept refers to the fact that teacher education policies in the country where teachers work can be a very good source to understand how teachers should interact with their knowledge, make class decisions, and express their motivations. The second precept has to do with the role that political, cultural and historical contexts play on how teachers see their role in society and how eastern and western views on religion, politics, and philosophy influence teachers' lives. And finally, the third precept has to do with “processes of cultural transmission through the processes of teacher education over time and space”. (Menter 2023, p.6)

Accordingly, Duff (2012) asserts that there are many different labels that researchers use to refer to English language teachers. These types of labels include social groups they belong to. Consequently, learners' interactions and experiences with both different contextual variables and different types of speakers have been the focus of study for many scholars (Lantolf, 2000; Norton, 1995;1997;2000; Wenger, 1998; Varghese. et. al 2005). From these researchers, it is possible to see that building and negotiating language learners' identities is something that has always existed and represented a starting point in the study of matters such as: agency, positioning, and self-perception. Another concern for second language researchers has been the reconceptualization of SLA, the desire to study the main goals that language learners need to achieve when learning a target language. This involves the types of competencies, and language skills they need to achieve and the kinds of communities, speech communities or interactions with target language speakers have an impact on the last aim of learning a different language. Some researchers such as Firth and Wagner; 1997, Jenkins, 2006, 2009; Kachru, 2006 have studied language learning from different perspectives whereas Firth and Wagner reconsidered that Second Language Acquisition must be studied by including social, and interactional contexts, real uses of the language can serve as a good source to collect data that can depict the type of language competencies that arise when speakers interact. Jenkins focused on the fact that language learners develop their language skills with the aim of communication, and Kachru offers a cultural view of language, this author focuses on how contextual, social and cultural variables interfere in the acquisition of a second language.

In conclusion, language learning and second language acquisition are two processes that are socially and culturally constructed and imply that language speakers, teachers and learners become aware of the role that educational context, research on SLA, and real uses of the language, and participation in communities of practice play in the construction of identity. i.e.

the identity of target language users. In what refers to language teacher education, this is influenced by many factors such as the lens from which researchers study external factors that influence language learning. On the one hand, poststructuralism studies how power interferes in how the learner develops her or his language skills, and on the other hand, socio-constructivism studies how interaction, and socialization have an impact on how people develop their language skills in specific contexts.

3.6.1 Building cultural language teachers' identity

According to Duff and Uchida (1997) when teachers develop their cultural identities as language teachers, there are many factors that affect the way in which they see their profession, but these factors have a close connection with “institutional goals and course textbooks” (p.478). They also state that it is important that teachers reflect on their daily professional practices, and socialize with other members of the educational community, this includes other teachers, students, and cultural artifacts. For instance, for a language teacher, culture and language are two vital components that intertwine to foster communication between the mother tongue’s values, beliefs, and traditions and the target language’s values, beliefs, and traditions. According to Kramsch (1993) language study allows interaction between two or more cultures, there is a common ground when both L1 speakers and L2 speakers’ contexts interact. Thus, learning a new language implies a conflict between “one’s personal and one’s social self, indeed between different perceptions of oneself can be at once an elating and a deeply troubling experience. These perceptions of the self are related to emotional ties learners have with a certain language; they choose to use a language because it represents a sense of belonging to a given culture (p.234)

According to Kramsch (2013) the teaching of culture will always experience a tension between, on the one hand, the need to identify, explain, classify and categorize people and events according to modern objective criteria and, on the other hand, the desire to take into account the post-modern subjectivities and historicities of living speakers and writers who occupy changing subject positions in a decentered, globalized world. (p.72)

Regarding the teaching of cultural contents, Gong et. al (2022) asserts that:” language teacher educators need to recognize teacher identities as an important pedagogical resource when preparing language teachers for teaching in cross-cultural contexts” (p.1). This author asserts that when people learn a language, they also develop understanding of different cultural and social factors closely connected with “other social groups’ cultures and interaction processes, such as worldviews, values, norms, etc.” (Gong et al, 2022). Accordingly, Pavlenko and Norton (2007) stated that when learners imagine they are part of a cultural or speech community, this influences their learning process. Regarding this point Sanczyk-Cruz and Miller (2024) say that there is a connection between teacher identity and teacher practice that encloses a range of experiences, contextual factors, and values that uncover agency. (p.232)

To this regard, Kramsch and Hua (2016) identified four ways to understand the connection between language and culture in English Language Teaching, these are as follows: there is a national culture of English-speaking nation states; English is a commercial language promoted in different countries through movies, textbooks, etc.; English is popular as the language used for business; and finally there are hybrid forms of English as the language of the diaspora.,(p.39)

In relation to this, it is important to understand that there are many factors that influence the construction of language teacher identity, first, exposure to cultural artifacts such as films, songs, and popular culture, second, the influence of the mother tongue in the learning of the English language, which results in a mixture of linguistic structures that can allow the learner to negotiate different modes of belonging to the target language community.

According to Wenger (1998) Modes of belonging are “the main infrastructural components of a learning architecture” (p.237) As figure 2 shows

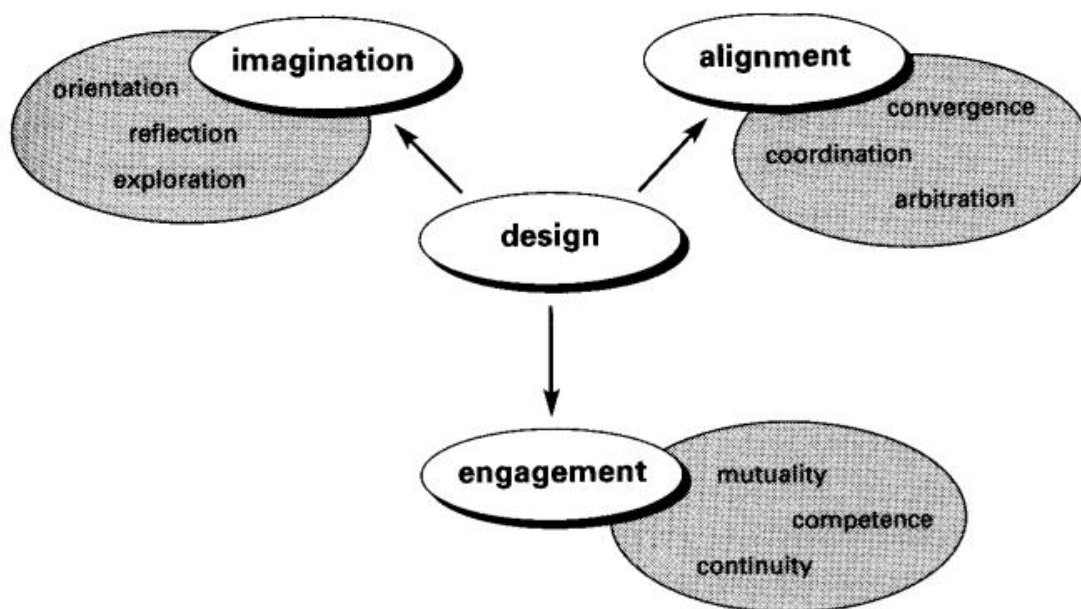


Figure 2 Retrieved from Wenger (1998, p.237)

modes of belonging are three ways in which language learners can interact with the target language culture. First, imagination has to do with how language speakers see their future identities, alignment deals with integration to a community of practice, and engagement comprises the opportunities to participate and reify language learning experience.

3.7 Teacher identity and subjectivity

As discussed in the previous section, the way in which teachers and learners process different cultural aspects can vary depending on their personal experiences and interaction with the language in diverse contexts. Consequently, something that has a great impact on how learners understand the world in general lies in language. According to Weedon (1987) language is a “place where our sense of ourselves, our subjectivity is constructed”. (p.355).

This author assures that “meaning is constituted within language and is not guaranteed by the subject which speaks it”. (p.356).

In addition to this Alsup (2018) says that to understand how identity works it is necessary to have a clear idea of how agency plays a significant role in the construction of meaning. Thus, subjectivity has to do with how learners process meaning when interacting with language and context, identity is a product of this interaction and closely influenced by agency, in Alsup's words: philosophical and psychological understandings of agency are often contradictory, as the first can emphasize individual free will, while the second can place an emphasis on the influences of social and environmental elements on decision-making. (p.14)

This is a clear example of two different perspectives in the study of components of teacher identity. On the one hand, Weedon focuses on language and its mediation of power relations, notions of self, and the cultural images that speakers construct in shaping their subjectivity. On the other hand, certain characteristics of speakers can emphasize the role of context and the speaker over the role of language.

Regarding the concept of agency, Priestley et. al (2013) say that “agency can be an important dimension of teachers' professionalism” (p.1). These authors also mention that the agency highlights the role of teachers as “agents of change”, they designed a model to understand agency, they focused on teachers' lived experiences implementing curricular school policies, and professional relationships in working environments. This is a good example to see that subjectivity and agency are two key elements that contribute to building and negotiating teacher identity.

3.7.1 Teacher agency and identity

According to Lasky (2005) who analyzed the concept of agency from a sociocultural point of view states that agency is influenced by a mediating system that affects teacher identity, while also creating the conditions for the ways teachers can teach in schools. Agency is thus affected by reform in part as it comes into interaction with teacher identity. (p.900)

Within this sociocultural view of teacher agency, it is possible to see that agency is affected by school policies, and school policies can shape teachers' agency as well. According to Wertsch et.al (1993) agency is constituted by a mediated system and has two main characteristics: it is "attributable to groups rather than individuals; and it is an attribute of the individual(s)-operating-with-mediational-means". (p.343). This implies that agency deals with an inter- and intra-mediated process that allows the learner to mediate between knowledge, experience and cultural artifacts. The development of agency involves "cultural and institutional forces" that are mediated tools to build identity, and the notion of self.

According to Cambridge dictionary, agency consists of "the ability to take action or to choose what action to take" (Cambridge University Press, n.d.). According to Bandura (2006) "the exercise of individual and collective agency is contributing increasingly, in virtually every sphere of life, to human development, adaptation, and change". (p.177). He also stated that agency has four core properties: intentionality, forethought, self-reactiveness, and self-reflectiveness.

Graham (2022) carried out an analysis of educational policies in the U.K, he observed that self-efficacy was essential to understand these four properties of agency, in this regard, he asserts that self-efficacy is essentially a theory of personal agency. It drives levels of persistence on challenging tasks and hence performance but does not function on its own –

the individual has to value the challenging tasks which they seek to master. It is at the core of models of self-regulation and self-regulated learning, in which it acts in partnership with the application of learning strategies, metacognition and causal attributions. It is primarily fostered through enactive mastery experiences, whereby individuals experience success on a valued and challenging task and perceive that such success has been achieved through their own efforts and actions. (p.199)

In conclusion, as educational institutions are crucial contexts in this study, it is possible to understand agency as the capacity that teachers, and learners must face academic goals in educational stages of their lives, and this has a great influence on how they build and negotiate their social and professional identity. Consequently, Ruohotie-Lyhty (2018) states that “identity-agency remains a central means for teachers to attenuate professional tensions and achieve the necessary conditions for professional development. I will illustrate this role of identity-agency as a mediator”. (p.28). Here it is possible to see that learners’ academic success in learning an additional language or foreign language is influenced by micro and macro contexts where educational policies, socialization, and background knowledge play significant roles.

3.7.2 Identity, positioning and discourse

How could it be possible to link identity, positioning and discourse? First, as Wenger (1998) asserted: “issues of identity are an integral aspect of a social theory of learning and are thus inseparable from issues of practice, community, and meaning” (p.145). Therefore, understanding identity from a socio-constructivist point of view that Wenger presents here, is something that can contribute to having a clearer idea of how identity is transformed through

language, specifically, discourse, and how positioning plays a significant role in identity construction.

Regarding this point, Block (2007) says that “all actors will position themselves and others according to their sense of what constitutes a coherent narrative for the particular activity, time and place”. (p.19). This means that the way in which people interact with others and the role they play in society can be two factors that can have an influence on people’s perceptions of identity and the role they play in both time and place. Bucholtz and Hall (2005) delved into the study of identity and how contextual variables interfered in linguistic interaction, and how identity is shaped by discourse, and vice versa.

Accordingly, these authors identified five principles to explain how discourse and identity are interconnected, these are as follows: the emergence principle, the positioning principle, the indexicality principle, the relationality principle, and the partialness principle. Bucholtz and Hall stated that: identity is emergent in discourse and does not precede it, we are able to locate identity as an intersubjectively achieved social and cultural phenomenon. This discursive approach further allows us to incorporate within identity not only the broad sociological categories most commonly associated with the concept, but also more local positionings, both ethnographic and interactional. (p.606)

According to Georgakopoulou (2007) identities do not have static properties, and they can arise out of interviews and research participants’ life stories. This is an interactional approach to the study of identity through narrative stories where engagement, mediation, social roles and practices played the main role in identity construction. The author concluded that the importance of the co-experienced (i.e. shared interactional history and assumptions, including shared narratives) for identity construction in current storytelling. In particular, the embedding of stories of past events in stories of future events provided evidence for the need to look into

self-construction in narratives (p.102). This is a good way to see that through interaction with different social agents can show previous identities that through socialization can be reshaped or restated. In conclusion, when an individual builds her or his identity there are two processes that are important to consider when building and negotiating identity, according to Wenger (1998, p.188) these are: identification and negotiability.

On the one hand, this dual process involves three components of identification and negotiability, engagement, imagination and alignment. These are explained as: relation to the world, images shared by a community, and integration into a specific community. Hence negotiation of meaning and the formation of identities is a social process that involves transformation through forms of membership and ownership of meaning. (p.190). Wenger also stated that “out identities, even in the context of a specific practice, are not just a matter internal to that practice but also a matter of our position and the position of our communities within broader social structures”. (p.148).

3.8 Socio Constructivism and Second Language Education

According to Simina and Hamel (2005) “The combination of the social and individual aspect is best expressed by social constructivism. Placing language learning in a socio-cognitive context” (p.1). This is a brief description of what socio constructivism has to do with. First, as its name encloses, this educational paradigm has to do with transformation of learners' lives through engagement in learning practices. These authors examined the socio constructivist paradigm to the study of how learners engaged in computer-based language learning practices. They concluded that technological development and evolution of technology allowed students to develop agency. Learners can also retrieve information faster, and social interaction enables learners to “modify their representations of the target language” (Ibid,

p227). According to John (2018) there is “a close link between constructivism and language teaching and second language acquisition. Thus, in language teaching, both nature and nurture should be supported, and the teacher should create an enabling learning environment in which linguistic knowledge is constructed” (p.228).

Comparing some approaches to language teaching, Martin (2019) asserts that collectively, conceptualizations of teacher identity have emerged from three dominant perspectives: psychological, postmodern/post structural, and sociocultural theories. Each of these has functioned as conceptual frames to gain insight on teachers, pedagogy, and schooling. Although these differ in the assumptions made about teacher identity and how to explore this construct, each of these perspectives is grounded in socio-constructivist orientations. In contrast, the emergent perspective of new materialism (a critical posthuman lens) enables a recalibration of teacher identity that breaks from these prior conceptions. Drawing upon teacher identity scholarship and critical posthuman scholarship, the subsequent sections provide a discussion of teacher identity from psychological, postmodern, and sociocultural perspectives. (p.1)

As seen here, it is possible to see that the connection between socio-constructivist and second language learning lies in the fact that socio-constructivism involves a transformation and adaptation to new ways of learning a language, using technology, and new methodologies that involve building and negotiating identity with others toward a social change.

3.9 Communities of practice

Communities of practice is a term employed by Wenger (1998) to describe a theory of learning. It is based on the idea that interaction, socialization, and “engagement in social practices is a fundamental process by which we learn and so become who we are”. (p.1). Wenger (1998) shows four components of this social theory of learning, these are: practice, community, identity and meaning (p.5). Consequently, Wenger also called these components peripheral because they surround individuals and influence their integration into social contexts. Besides, communities of practice are represented by school, church, workplaces, or even groups where people build and negotiate meanings. Wenger asserts that “the concept of learning immediately conjures up images of classrooms, training sessions, teachers, textbooks, homework, and exercises” (p.8). Hence there are three important concepts that he considers as crucial “modes of engagement, participation and reification”. Firstly, he called them mechanisms of belonging, which he considered as a threefold process involving the following processes: the ongoing negotiation of meaning; formation of trajectories; the unfolding of histories of practice. This theory is closely connected with teacher identity formation in the sense that “engagement becomes a mode of belonging and a source of identity” (Wenger, 1998, p.174). This is the point where it is possible to see the big impact that the community of practice learning theory has on teachers, students, and all members of educational communities. First, building an identity consists of negotiating the meanings of our experience of membership in social communities. (p.145). Accordingly, when talking about membership Wenger refers to the close connection between participation and reification, where there is a slight difference between practice and identity because practice can involve partial knowledge of what people do. Otherwise, identity implies that there is a bond between

people, and activities they carry out as routine. Figure 3 depicts the difference between practice and identity in terms of practical uses and applications that this theory of learning proposes.

practice as . . .	identity as . . .
• negotiation of meaning (in terms of participation and reification) • community • shared history of learning • boundary and landscape • constellations	• negotiated experience of self (in terms of participation and reification) • membership • learning trajectory • nexus of multimembership • belonging defined globally but experienced locally

Fig 3. Retrieved from Wenger (1998, p.150) Parallels between practice and identity.

Furthermore, the concepts of participation and reification refer to how members of a given community of practice process experiences and how they perpetuate these experiences through different mechanisms, such as words, labels, etc. Under this theoretical basis, identity is defined as identity in practice, how people adapt, build, negotiate their self in participation in communities of practice. The negotiation of meaning is how participation and reification take place. Under the lens of this theory, learning is achieved through participation in communities of practice where individuals are active agents, they engage to different activities, they contribute to different initiatives, and finally they project their aspirations and self towards a potential identity that leads the individual “to a process of expanding our self by transcending our time and space and creating new ages of the world ourselves.” (Wenger, 1998, p. 176)

Another important factor that it is important to mention has to do with the role of participation in identity construction. According to Lave and Wenger (1991) A person's intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a sociocultural practice. This social process includes indeed it subsumes, the learning of knowledgeable skills. (p.1). This process indirectly evokes learners' agency which implies that there is a situated practice. Regarding this Lave and Wenger (1991) assert that there is a possibility, through legitimate peripheral participation, for developing identities of mastery, these identities are closely connected with "school practices to those of the communities in which the knowledge that schools are meant to "impart" is located, as well as issues concerning relations between the world of schooling and the world of adults more generally".(p.41).

3.9.1 Imagined identities and imagined communities

In Breen (2001, p.159) Norton analyzes participation and non-participation and their effects on identity construction. First, she focused on two concepts: non-participation and imagined communities. The latter has to do with a concept coined by Anderson in 1983 to explain how nationalism was conceived in different parts of the world; he called nationalism as 'imagined communities. This author mentions images of historical times of wars as something that 'serves as flashbacks' to 'situate its protagonists (p.29). He focused on the fact that nations are socially constructed thanks to people's shared experiences at a point in time. This book discusses the role language and imagination play in the idea that people have their own identity or the identity that they aspire to.

The concept of imagined community is closely connected with the modes of engagement previously described in the community of practice learning theory, in the sense that engagement involves negotiations of meaning. As figure 4 depicts.

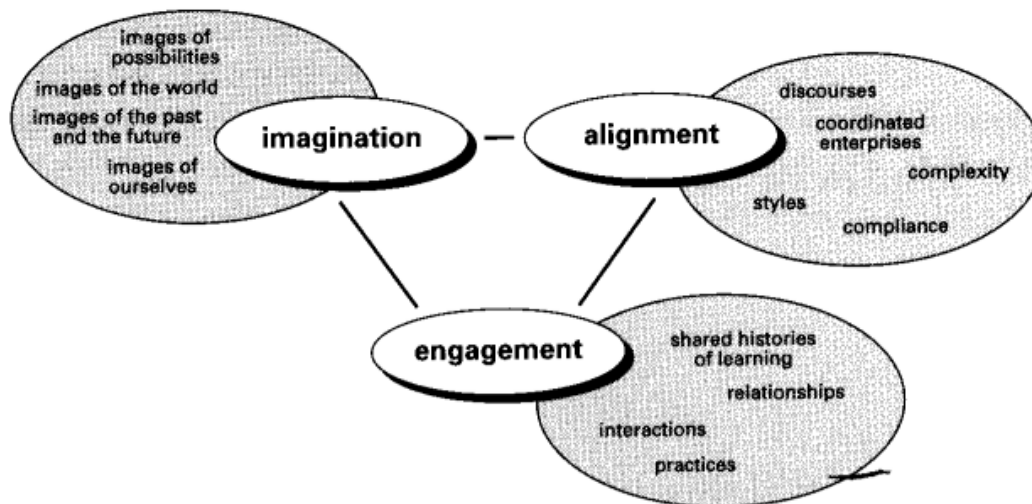


Fig 4. Retrieved from Wenger (1998, p.174)

The concept negotiations of meaning imply the formation of trajectories, and the unfolding of histories of practice (Wenger, 1998). This does not mean people engaged in each community of practice deeply understand what they are doing or the reason and aim of her or his actions. For instance, there can be a lot of teachers who do not understand learning theories profoundly, but they know steps and procedures within these teaching practices, and they “can handle, to the scope of activities we can be directly involved in, and to the number of people and artifacts with which we can sustain substantial relationships of engagement” (p. 175). In addition to this, imagination is the second mode of belonging, and it “involves unconstrained assumptions of relatedness, it can create relations of identity anywhere, throughout history, and in unrestricted numbers. Of course, not all these relations are significant” (p.181). So, in this case teachers and learners, for example, know what to do, how

to act in both learning and teaching contexts but sometimes they invest too much time creating new projections of themselves and ways in which they would like to become. Finally, the third mode of belonging consists of alignment. This is the final stage when becoming part of a community of practice. Consequently, alignment involves a sense of unity with people who work in the same place at a certain point in time. People work together and develop certain coherent ways to communicate with one another through discourse (p.180).

One way to link imagination with identity is through the study of imagined communities. To this regard, Pavlenko and Norton (2007) studied how imagining multiple memberships influence agency, motivation, investment, and resistance in the learning of English. under five subcategories: postcolonial, global, ethnic, multilingual, and gendered identities. They concluded that “students’ non-participation in specific language practices can be explained through their investment in particular imagined communities” (p.598). This implies that resistance and non-participation indicate that there is investment but at a different level and in a different direction.

3.9.2 Participation and reification

According to Wenger (1998, p.63) participation and reification are two components that complement each other. First, participation evokes interaction, experiencing meaning, negotiations of meaning, i.e. when people live and share their opinions, ways of living, ways of acting and being, they are getting some membership in this world. This membership has materialized implicitly through concepts, labels that “give form to our experience” (p.58). This is called reification, sometimes people reify learning experiences through songs, a class, a word, “in all these cases, aspects of human experience and practice are congealed into fixed forms and given the status of object. (p.59).

Tsui (2011) studied the lived experience of a person who was a language learner and teacher as well. He dealt with multiple identities that involved reification and negotiation of meanings. This author explains the conflicts that this teacher and learner experience during his years learning the language and working as a teacher. Imagination was reified through stereotyping and overgeneralizations he did concerning the learning goals Chinese people have and investment they used to do in imagined communities since if people studied English, they could be offered an opportunity to work abroad. Sadly, he had experiences with reification and participation in learning communities where code-switching was a cultural aspect that excluded this teacher. Mingfang, this teacher and learner, and participant in Tsui's research had to negotiate his identity many times because there were multiple identities that he had that can be examined through modes of belonging: engaging, alignment and imagination. During his years in school, he engaged in class activities and sometimes he did not and felt excluded because of cultural factors, when he started studying at the university, he had experiences of non-participation that were reified in cultural conflicts derived from the use of Communicative Language Teaching approach where teamwork was a very crucial element.

After seeing this key example of participation and reification, it is important to understand the concept of identification that Wenger (1998, p.192) uses and it is possible to see in figure 5 below.

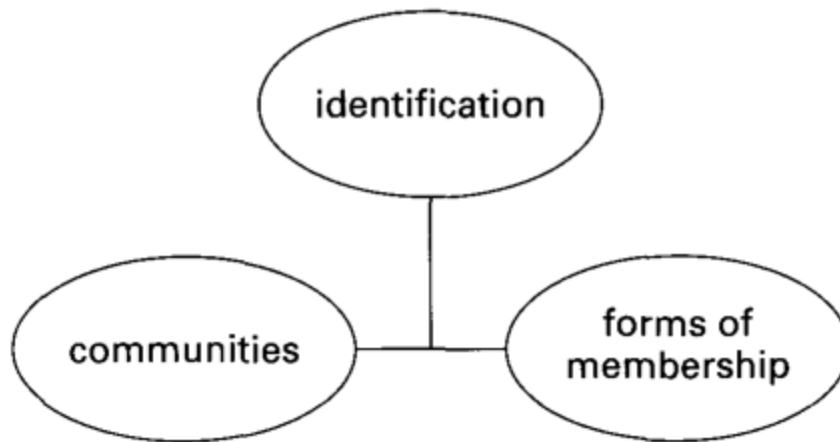


Figure 5 Retrieved from Wenger (1998, p.192)

Identification can be achieved through engagement, imagination and alignment. Consequently, when there is identification through alignment that means that we invest ourselves in what we do and at the same time we invest ourselves in our relations with other people. As we build communities of practice through this process, we work out our relations with each other and with the world, and we gain a lived sense of who we are" (Wenger, 1998, p.192). This means that people completely understand what they are doing in the world, the main responsibilities at work, and have a clear idea of activities in which they participate.

On the other hand, identification through imagination involves using categories to characterize large groups of people and requires the work of imagination. In addition to the use of categories, imagination also allows a certain playfulness by which the process of identification can include the ability to try things, take liberties, reflect, assume the existence of relations of mutuality, and position ourselves in a completely different context. This practice involves connections people make with cultural artifacts, or communities of imagination. Finally, identification through alignment implies that through alignment, the identity and enterprise of large groups can become part of the identities of participants. Demanding or inspiring

alignment is a form of identification because the power, individual or collective, to generate alignment extends our identity. (Wenger, 1998, p.194). This is a more collective way to belong to a community of practice, because people reify their lived experiences through teamwork.

3.9.3 State of the art

The study of negotiations of meaning around the development of social identity started with Norton (1995) a poststructuralist researcher who studied how five immigrant women faced a language learning process in Canada. She first noticed internal and external variables that interfere with language learners' processes: motivation, investment, and social identity. First, she noticed that investment was a construct that had a strong connection with contextual variables that controlled learners' desires to speak and how they built their language identity. Later in 2015, Darvin and Norton created a comprehensive model of investment, which explained four variables that together can explain language learners' interactions with context where the language was used either by native language speakers or non-native language speakers.

Thus, Darvin and Norton (2015) showed two case studies to show it influenced learners' desires to speak and increase their cultural, linguistic, and social capital to become proficient language speakers. Another study was made by Kanno and Norton (2003) who showed six studies where she analyzed the relation between identity, language learning, and community of practice learning theory. From these studies she found that there was a cultural mediation between cultural artifacts such as: school assignments that helped students see their multilingual identities, the influence of parents on their children participation and membership in communities of practice, school policies and how they shape students identities as members of a bilingual community, identities of immigrants who have imagined identities to

invest in, which will allow them to be members of a global community, a case where the connection between culture, identity and discourse helped researchers understand racism, through discourse analysis researchers explored the role of discourse in shaping identities over time., and finally the last study had to do with school policies, and their role in normalizing racism in discourse practices. These studies can show how school life is closely connected with cultural identities, specific discourse practices, as well as different types of investment that derive in different ways of positioning language learners.

The next study in identity construction deals with Beauchamp and Thomas (2009)'s work, these researchers analyzed the connection between identity formation and education programmes. They sorted out the following topics: the place of the self, agency, emotion, narrative and discourse, and the role of contextual variables that have a strong connection with teacher education policies. They concluded that identity is a "component in teacher education" and that "we need to learn more about teacher identity from literature to better design our teacher education programmes" (p.176). Besides, Trent (2011) conducted a multiple case study to research on lived experiences of two people who shared their experiences of becoming a teacher to explain her decision to become an English language teacher. This study shows that participation in class, socialization with coworkers, and the way participants positioned themselves in discourses of teaching, and learning had an impact on her decisions to continue to study English and study a master's degree too. Reeves (2009) conducted some research on teacher investment in learning identity and found that some teachers build and negotiate their language teacher identity by leveling it with their English Language learning identity which make self-position them as "a natural and highly competent teacher" (p.40) Valencia (2017) conducted a narrative case study about experiences in three different educational settings, Colombia, Canada and Chile. They focused on how teacher candidates' imaginaries and identities, and found six recurring narratives: globalization,

neoliberalism, contemporary mediated globalized (mostly Eurocentric) culture, a narrative of interconnectedness in a globalized world, a predominantly Eurocentric understanding of LTE and images and stories of teachers and learners. Here it is possible to see that participants negotiated their professional identities through agency which allowed them to build a discourse that revealed their personal projections and ideas for the future. Yazan (2018) realized that teacher identities influenced teachers' learning-to-teach processes and instructional practices. For instance, teachers' self-conception and imagination varies when they participate in different communities where they interact with different speakers who contribute to position themselves in social contexts. Goharimehr (2019) conducted a qualitative case study to analyze how Japanese EFL learners' cultural identity impacts the construction of L2 identity and learners' motivation as members of imagined communities. They found that learners who invest in their imagined identities were more motivated to learn the language. This demonstrates that EFL students who are members of a community of practice feel more motivation to be part of language learning practices.

In Chile, Rojas et. al (2021) conducted some research on the analysis of subjective learning experiences of three students in their final year in a language teaching programme. The authors came up with four interesting ideas about subjective learning experiences and identity construction. First, they found that identity construction involves comparing and contrasting experiences to build new identity positions, questioning existing meanings of self; interaction with other members of the educational community can be very significant to understand and enhance the construction of professional identity as a teacher., and finally, some subjective learning experiences materialized in opinions teachers had on how they saw themselves, and how they positioned themselves according to the context.

3.9.4 Studies on identity and investment in teacher education

Regarding studies on teacher identity, it is important to notice that all of them acknowledge the role of imagination, agency, discourse, positioning, and language learning and teaching. First, it is vital that EFL teachers as well as SLA understand that apart from contextual variables, there are some cultural, and political variables that have an impact on teachers' work. For example, some cultural factors such as: learners' mother tongue, expectations teachers have when performing daily pedagogical tasks, learners' personal goals when learning an additional language, and finally cultural barriers that language teacher students face when they start working at educational institutions. Varghese et. al (2005) analyzed three case studies on language teacher identity and concluded that "the teacher plays a huge role in the constitution of classroom practices; thus, the teacher became the focus of research attention" (p.22). They state that to understand language teaching and learning, it is important to approach a teacher's identity, either professional, cultural, political, or individual identities. Chang (2016) studied investment from the point of view of two multilingual school students in the U.S. These case studies conclude that students' participation in discourses outside the classroom represented a great investment in language learning, and students could "mobilize their multiple discourse to negotiate the existing socio-cultural norms and invest in identities that have the potential to transform their lives" (p.1). Results also showed that teachers found multiple nuances in students' agency which helped them identify how to connect curriculum goals towards meeting students' educational needs. Silva (2019, p.120) conducted a study on six pre-service English as a Foreign language students and found that there were four crucial factors that had an impact on how students developed their language teacher identities and how they invested in them. Namely: Prior educational experiences, L2 user's identity, L2 teacher's imagined identity, practice course identity, and the relationships with people in the educational community. First, the notion of imagined community is conceived through the

investment participants in the study made to become proficient language users, cultural imagined identities played a significant role in the lives of these participants because they allowed them to understand how people interact in other context outside the classroom, and finally, the way in which they positioned themselves as language teachers can provide a lot of information about agency and imagined identities that can be seen through discourse. Zhang & Jing Huang (2024) conducted a longitudinal case study of a multilingual learner, and a pre-service teacher studying in a different country from her country of origin, the study reveals that the participant had multiple identities and observed how her capital changed, and the way in which she positioned herself and others positioned herself varied from feeling “empowered through accumulating economic, linguistic, cultural, and social capital and transforming them into symbolic capital”, “ (p.7). Other findings suggest that this case demonstrates that there is a big conflict between the participant’s imagined identity and the reality she confronted.

3.9.5 English as a Foreign Language teacher education in Chile

In Chile, a person needs to study for five years at university to become an English Language teacher, the contents that an English language teacher must learn through the years of study to complete an English teaching training programme enclose three components, explained by Barahona (2016) as follows SLTE programmes in Chile were characterized by a five-year programme with a rigid curriculum that typically included three components: the study of linguistic disciplines such as grammar, phonetics, linguistics and semantics; other disciplines regarding the culture of English-speaking countries, such as literature and history; and educational and pedagogical models including teaching strategies, educational theories and sociological and psychological foundations. (p.7)

In addition to this, there is a national document that divides the types of knowledge English language teachers must learn during their university years. These are called “Estándares orientadores para carreras de pedagogía en inglés. Estándares pedagógicos y disciplinarios”, they were launched in 2014. This document defines “what English language teachers must know, do, and what professional attitudes they must develop” (Mineduc, 2014). This is a way to ensure that future English language teachers could comply with the goal of becoming proficient language speakers and cultural mediators as stated in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. (Council of Europe).

Chapter IV: Methodological framework

4. Introduction

This thesis follows the qualitative paradigm to the study of how English as Foreign language teachers build and negotiate their English as a Foreign Language identity in imagined communities. This means that the research goals are strictly focused on producing some impact on the researcher's mind and to appeal to what Richards (2003, p.9) calls a "personal inquiry and discovery". This paradigm seemed to be the most suitable one to study social phenomena because participants are supposed to be interviewed in the context of their daily life, and it is important to understand their opinions, beliefs and how context has an impact on them. (p.10)

The methods for data collection analysis dealt with an open-ended interview with two In-Service EFL teachers. The interviewer followed the interview guide approach (Patton, 2015). The interviewer had an outline form with topics, and she decided the sequence of questions. She also focused on the subject area at which the study aimed: teachers' lived experiences in family, school and their investment in imagined communities. The reason to use an interview was that they can reveal information that is not seen at first sight. (Mackey and Gass, 2005, p.173). To be specific, in the field of education this implies that the kind of data researchers can find by applying interviews involves the analysis of reality from the point of view of educators and students. There is an intersection between experiences both have, have had, and continue to have through the years in primary, secondary, and tertiary education.

According to Patton (2015) "the challenge of qualitative analysis lies in making sense of massive amounts of data" (p.521) . Regarding this point, the analysis of data in this research

has been made taking the most important components of these theories: Theory of social identity and investment by Norton (1995,1997, 2000, 2013, 2023) and theory of communities of practice by Wenger (1998) and the analysis of identity from the study of imagined communities proposed by Pavlenko and Norton (2007).

The main components in the comprehensive model of investment developed by Norton are capital, ideology, identity. On the other hand, the main components in the communities of practice theory by Wenger are learning, practice, meaning, and identity, and finally the framework for the analysis of identity proposed by Pavlenko and Norton (2007). The reason to choose this methodology lies in the fact that it has been very useful for Second language research studies (Mackey and Gass, 2005). Also, it can give the EFL community a deep insight on the milestones of EFL teachers' development of their identities as both EFL teachers and EFL users. Regarding the role of the researcher, she aimed to understand what social factors interfered with the decision of these two EFL teachers to learn English, and to teach English as a Foreign language and not English for Specific purposes, or English for Vocational studies, or English as a Second language. Then, another doubt that the researcher wants to dispel has to do with how these two EFL teachers used English in their childhood, adolescence, and adulthood, how social and cultural interactions with either native English language or EFL learners shaped their EFL teacher identity.

Additionally, the researcher complies with the four fundamental features of a researcher proposed by Dörnyei (2009) "genuine curiosity, a lot of common sense, good ideas, and something that can be best described as a combination of discipline, reliability, and social responsibility" (p.17). Regarding these qualities of a good researcher, this is how the researcher puts them into practice. Firstly, the researcher's curiosity aims to identify the types of investment these two learners have made along their lives as primary, secondary and

tertiary education students, besides, the impact that their families have had in their decisions to study English. Secondly, common sense is achieved when the researcher created the two main specific objectives in this study, because it is not possible to study identity without paying attention to emotions, social relationships, participation, reification, negotiation of meaning, and finally learning context. Thirdly, good ideas that the researcher has, are closely connected with pedagogical implications that this study will have on the way EFL teachers see their students' learning processes, and how social and cultural issues play a significant role on how students are invested in the English language and in class as well. Finally, this study was conducted considering ethical considerations that made the researcher ask these two participants to sign a letter of consent to take part in this study, which was successfully done.

4.1 Type of research

This research follows a multiple case study methodology where two individual cases were analyzed by using an interview to collect data, after that Google docs to transcribe the interviews, then the researcher checked for mistakes, typos, among other grammar inconsistencies that could arise from machine transcription. According to Creswell (2015) there are four steps when analyzing and interpreting data, these are “preparing your data for analysis, running the analysis, reporting results, and discussing them”, (p.172) Hence, once the researcher revised and checked the transcription, she focused on the themes in the questions to code and categorize information for the analysis. Then both interviews were translated to English language because this exercise helped the researcher get familiarized with data, so that she could report results. After the researcher translated both interviews and turned them into narrative texts, these texts were sent to the participants for them to check if the researcher told their lived experiences as if they were narrated. This process took two days for them to read and make comments. Eventually, the researcher started coding data and analyzing themes and patterns, to report information and finally match data with literature to interpret and analyze teachers’ lived experiences when using the English language during their school and university years, and personal life.

4.2 Narrative inquiry

This research makes use of narrative inquiry as one of the best-known qualitative research methods to study educational and personal experiences of two In-Service EFL teachers during their years in primary, secondary and tertiary education. This type of qualitative research method has been used to explore people’s experiences and activities in schools. (Connelly and Clandinin, 1990; Creswell, 2015). The research design used for this thesis was

the case study methodology, namely, multiple, instrumental case study. This is used to study “several cases that provide insight into an issue or theme”. Creswell (2015, p.471).

The main objective of this type of methodology is to explore how real-life phenomena and direct contact with them can contribute to expanding knowledge to offer wider notions and interpretations of contextual variables. (Chaves and Weiler, 2016). Narrative inquiry is commonly used in educational studies because it helps the researcher capture human experiences in real contexts. It allows participants and the researcher to construct and reconstruct personal and social stories. (Connelly and Clandinin, 1990). According to Connelly and Clandinin (1990) Stories function as means to understand how communities live, interact, and how these experiences act as arguments. (p.8) This method of inquiry granted both the researcher and participants an opportunity to engage in themes that are common ground for both educators and students.

The stages in this type of narrative analysis are as follows, stage one is concerned with data collection processes where the researcher interviews two participants, asked twenty questions and during one hour of sharing lived experiences, the researcher transcribed the audio from these two interviews on Google docs, after that she checked for typos and words that were wrongly transcribed. Stage two has to do with transforming data into a story and sharing a document for participants to check if events in their stories were properly narrated. Stage three the researcher identified themes and patterns in both questions and in their story. She also made some comments to summarize data to retrieve it later. After that, during stage four, the researcher started interpreting data and linking it to the theory of communities of practice, social identity, language teacher identity and imagined communities. Next, in stage five, the researcher integrates theory and practice to explain how participants interact with the language, with their identities as language teachers, learners and language users. Finally,

stage six dealt with presenting these analyses of interviews, in the story, and selecting patterns, and themes for analysis, discussion of results, and conclusions.

4.3 The role of the researcher

The role of the researcher was to understand what social factors interfered with the decision of these two EFL teachers to learn English, to teach English as a Foreign language and not English for Specific purposes, or English for Vocational studies, or English as a Second language. For instance, by following the steps in a narrative inquiry, it is possible to see that the researcher needs to follow these steps: negotiate meanings in interviews with participants, participants were sent a summary of their interviews, they would check events and if the text complies with their expectations, with real events narrated by them. Concerning the role of the language researcher, Norton and Early (2011) assert that “there has been little focus on the identity of the researcher, an important stakeholder with considerable power, influence, and investment in the field. (p.416). They also assure that when teachers, especially teacher educators, do research, there are lots of benefits for both teachers and students. Consequently, it is a contribution to both teaching and learning processes (p.417). Thus, doctors feel the need to research new technological advances to cure people’s illnesses, teachers need to find new ways to encourage students to learn, and new ways to understand what happens both inside and outside the classroom, and the best way to do that is through the analysis of teachers’ lived experiences in school, and university.

According to Barkhuizen (2022) “Stories are a central part of the professional lives of teachers and the learning lives of language learners”. (p.3). And narrative inquiry can be a good means to foster “engagement with our participants, including the construction of their stories (p.2).

4.4 Case study

The method used in this research is the case study according to Cohen et. al (2015) is defined as a key issue in case study research is the selection of information. Although it is frequently useful to record typical, representative occurrences, the researcher need not always adhere to criteria of representativeness. It may be that infrequent, unrepresentative but critical incidents or events occur that are crucial to the understanding of the case. (p.257).

The reason to conduct an exploratory multiple case study lies in the fact that this method allows the researcher to analyze and interpret data in dynamic ways. For instance, Yin (2018) states that conducting a case study does not involve following a set of prescribed rules, it implies a dynamic way to treat data, in the sense that the researcher can combine different stages in the process. For example, the researcher plans a strategy to organize information according to how, in this case the interview, participants provide information, this gives the researcher the opportunity to reconsider where and how to start the analysis.

Consequently, something that must be considered when conducting a case study has to do with ethical considerations. To this regard, Stake (2005,p.460) assures that there are a series of steps that researchers need to follow, these are: bounding the case, conceptualizing the object of study, selecting phenomena, themes, or issues (i.e., the research questions to emphasize); seeking patterns of data to develop the issues; triangulating key observations and bases for interpretations; selecting alternative interpretations to pursue; and developing assertions or generalizations about the case.

4.5 Study context

This study was carried out for 10 months, the researcher reviewed literature and studied two main components: social identity and EFL learner identity; and socio-constructivist view of learning and community of practice. She chose two teachers who kindly agreed to take part in this research. First, the researcher decided on her role in this research, i.e. a colleague who wanted to gather information to promote the study and pedagogical implications of community of practice learning approach when teaching a foreign language, and how narrative inquiry can help her show teachers' lived experiences both as language learners and language teachers. Then, the researcher prepared the questions and showed participants ethical consent letters for them to sign. Once participants signed the document, they agreed to hold a 1-hour interview. The researcher had some topics and some notes to guide her to elicit specific information that she made sure participants would understand and feel free to talk about. These two teachers have worked as EFL teachers for more than 5 years, they work in a private university where they teach English in an English teaching training programme. Both studied a Bachelor of Literature and Linguistics and then they completed an English teaching training programme at the same institution. Both shared similar lived experiences when learning the language at university because they had the same teachers and methodologies, which made this research very interesting. First, this was a great opportunity for the researcher to observe how ontological variables are made visible in the sense that these participants reacted in similar ways to a given teaching methodology but the way in which they overcame, and tackled obstacles is something that enriched this research.

Two In-service EFL teachers took part in two open-ended interviews. They teach English in an English language teaching training programme at a private university in Chile. Both signed a letter of consent to allow the researcher to use the data gathered in these two interviews. Participants were interviewed in their workplace and answered a 1-hour interview.

4.5.1 Participant 1

Participant 1 is an English as a Foreign Language teacher; she has worked at the university for more than five years. She studied English language literature and linguistics, then she enrolled in an English language teaching programme at the same university. Nowadays she teaches English grammar to students who are enrolled in an English language teaching programme at a private university in Chile. Her motivation to study English was her mother, she encouraged her to do it. She said that her mother first realized she was good at languages when she was a kid. She has always loved English. At the age of four, she learned how to read and write. She felt lucky because she has never stopped studying English. She noticed her lessons were very elementary and very simple, in the sense that she learned how to match chunks of language to form sentences. She remarked that her English lessons were funny and simple. In 1993, she remembered that it was just a few people who took English lessons from early stages of childhood. Her parents gave her dictionaries, and they used to inspire her to study English. Luckily, she had English lessons in school. She also enhanced the fact that she has completed her school years learning English since day one. She stood by the idea that she had studied English since pre-school until she finished high school. She was asked if she could go deep into her family's desires to make her study English since she was a kid. Her family wanted her to study general English. Not only English but other subjects too. They encouraged her curiosity for learning the language by asking her about any word they saw in advertisements, books, etc. Other tasks were to spell her name, learn the multiplication

tables, it was not only English. They wanted her to learn the English language. She started as a student who asked teachers a lot of questions and wanted to learn more, that's how she discovered her calling. She used to take part in school activities and workshops. She remembered that when she was in kindergarten until she finished sixth grade, she took part in different contests and language competitions such as: sport competitions, spelling contests in both English and Spanish languages. There was a teacher who used to encourage her to take part in these activities because he noticed that she was talented and very good at English, so she used to struggle to include her in these school contests.

4.5.2 Participant 2

Isabel is an EFL teacher who has worked at the university for five years. She said that what motivated her to study English was the fact that she wanted to have a part-time job that could allow her to earn enough money to continue to work as an actress. First, after high school, she enrolled in a German teaching training programme. After two years, she had to quit because she had some mental health problems. She said that her teachers always told her that she was not going to have a few opportunities to teach German in Chile, which had an impact on her will to continue to study. After that, Participant 2 started studying acting because she said that her shrink recommended her to do that. So, she worked as an actress for many years, but she realized that studying film and arts in Chile were professional career paths for privileged ones who came from higher-income families. Then she started thinking that the best idea was to study something else. At the age of 27, she enrolled in a Linguistic and literature bachelor programme. Her first motivation was to continue to work as an actress and to complement that with a more profitable working option.

English was not her first option; she felt motivated because she was going to learn about literature since it was closely connected to Dramaturgy. She thinks that her career path was a little bit confusing. When she was in primary school, she remembers her mother used to speak English to her and tried to convince her siblings and her to learn how to speak English, but she admits this: “eso no hizo que fuéramos bilingües, porque mi mamá tampoco era constante”. Participant 2 said that her mom was her greatest source of exposure to the language, but her mom was not often at home, this affected her opportunities to practice the language. But her mom always instilled her with the idea that she had to listen to music in English. Her mom told her that she wanted to study German-Spanish translation and had some influence on her and encouraged her to study German. She mentioned that this programme is no longer available, and she remarked on the fact that her mom was accepted in a legal studies programme and she took the rough with the smooth and decided to step down her dream to study German for her opportunity to study Law. This is when she started studying German because of her mother’s experience. She admitted that when she started university, she realized that people studied English, and she remembered her family’s influence. She mentioned her origin and the fact that she studied in a public school where English was not quite important. When she was in fourth or fifth grade, her English teacher asked her a question and laughed at her because she showed understanding of class contents, so she processed this interaction as negative. In fact, she did not think that English was something she could study.

4.6 Data collection instruments

4.6.1 Interviews

As a data collection instrument, this research included the use of an open-ended interview that implied the following principles taken from Patton (2015, p.428): “ask relevant, open-ended questions to elicit whatever is salient to the interviewee; be clear; listen carefully to interviewees’ responses; probe as appropriate, this means that interviewers need to clarify probes; observe and adapt the interview as appropriate to fit the reactions of the person interviewed, every interview is also a an observation; be both emphatic and neutral, show interest and offer encouragement non-judgmentally, empathic neutrality.

4.6.2 Purpose of the interviews

According to Patton (2015) “every interview is also an observation” (p.428). This means that they share similar steps that can be compared to observational methods. As this thesis conveys the analysis of two case studies, it was valuable for the researcher to follow some guidelines used for field-observation case studies. According to Stake (1995, p.52) there are seven steps to carry out a Field-Observation Case Study, they are as follows: anticipation; first visit; further preparation for observation; further development of conceptualization; gather data, validate data; analysis of data; providing audience opportunity for understanding.

When the researcher decided on an interview to gather data, she reflected on the fact that interviews were the means to understand how participants react to questions related to very personal issues such as: motivation to learn English, participation in communities of practice, experiences they collected in their learning processes. For this reason, the interview as Stake says: “the interview is the main road to multiple realities” (p.64).

4.7 Data procedures for data analysis (in narrative analysis)

This research follows an analytical and interpretative paradigm to the study of language teacher identity. The unit of analysis were two teachers' lived experiences learning the English language in three stages of their lives: childhood, adolescence and adulthood.

The research instrument to gather information was an open-ended interview that was transcribed and converted into a story through narrative analysis method. The interviews were transformed into stories that were analyzed and shared with participants because Connelly and Clandinin (1990) asserted that: "another way of understanding the process as an ethical matter is to see it as a negotiation of a shared narrative inquiry" (p.3). This allowed the researcher to clarify some information that she was not too certain to share.

Once the interviewees checked their lived stories of language learning, the researcher analyzed patterns, themes and important concepts in questions, and in the stories themselves.

4.7.1 Stage 1 Data organization and interview scripts

The researcher prepared some notes and some potential questions for the interview. Then she interviewed participants' responses and transferred the answers to words that turned into scripts. After that these scripts were checked in case, they had some words that GoogleDocs did not understand.

4.7.2 Stage 2 Setting up units for data analysis

Participants' answers were translated into English because the researcher thought this was the way for her to get familiarized with the information in every participant's response.

4.7.3 Stage 3 Coding and categorizing data in interviews

The researcher analyzed stories that were organized as collaborative documents that helped her find patterns, and themes when socializing information. She experienced some insights that allowed her to find similarities and differences between both participants' experiences.

Clandinin (2006) assures that through stories, people create meaning, "as well as ways we enlist each other's help in building our lives and communities" (p.1)

Narrative analysis is a methodology that encloses a constructivist way to study human experience, this means that both researchers and participants negotiate meanings in participation they have in different communities. The main objective of this methodology is to share lived experiences that people have to produce some impact on society. This methodology has been very useful in school contexts, and it is thought to be very valuable for university contexts.

4.8 Ethical considerations

This thesis project included a letter of consent that both participants had to sign to participate in this study. All the information regarding personal details and any information about participants will be confidential.

Chapter V Results

5 Introduction

This chapter has to do with the presentation of findings collected from two interviews done by two English language teachers who answered twenty- one questions about their lived experiences in three periods of time: childhood, adolescence, and adulthood. These three stages of life related to three different experiences that had an impact on their English language teacher identity. These are primary, secondary, and tertiary education.

The topics found in questions are described in chart 1 are as follows: motivation to study the English language; Family influence; Personal and professional challenges; Teaching methodology employed by teachers; and Cultural context.

First, Motivation to study the English language in both participants has been obtained from exposure to the language from a young age. Participant 1 had her family's influence, her brothers and mother who encouraged her to study the language in school, her mom used to buy her books and extra materials to master her language skills. On the other hand, participant 2 was the youngest child in her family and all her siblings had studied the language when she started her learning path in both primary and secondary education. She grasped different

cultural aspects of the language such as: interactions with native language speakers, and different contexts where the English language was used.

The second pattern was family influence consisted of the role of participants' families in her learning process. First, participant 1 was the oldest sibling in her family, her mother and father encouraged her to study and realized that she had a fascination for the learning of the English language. She was given a lot of different opportunities to take part in school activities that involved English. What matters here is that her family supported her, and this was something that made her feel the impulse to start studying the language in more detail. Regarding participant 2, she was convinced to study German because this was her mother's dream come true. A few years later, she realized that she wanted to become an actress and started studying, but finally, while she was thinking about continuing to study something that can help her make a living, she decided to study English, because she noticed phonological and syntactic similarities between these languages respectively.

Third pattern, Personal and professional challenges pattern depict participants' lived experiences in and outside the EFL classroom. Both participants admitted that they had faced big challenges when learning the language, first participant 1 admitted that her teachers' methodology to make her speak the language had many advantages but it was threatening and affected her emotionally, because if she did not use the English language to communicate with the teacher, she just ignored her and this made her feel bad at times, and feel overwhelmed but in the end she felt that this methodology was effective in the sense that she was really imbued in the world of English. Regarding professional challenges she faced, she said that she witnessed that when she was a child and moved to another city, she had to start studying in another school where English was not as important as in her old school at that time. This influenced her desire to learn, she felt more encouraged to study the language. Participant 1

also asserted that when she read the book 1984 and read about the rules of Newspeak at the back of the book, she noticed that she wanted to teach English, that language and thought were inseparable for her.

On the contrary, Participant 2 felt that when she started English at university, she thought age was an advantage for her to interact with classmates and teachers. She felt free to speak and learn more about the language. She also shared an experience in high school, when a teacher used to play songs to teach vocabulary and encourage her to speak and use the language. In addition to this, she also remembered that the biggest challenge she experienced was when she traveled abroad and started using the language in different contexts. This made her feel overwhelmed at first because she could not understand what native speakers said but happy at the same time because native speakers did not correct her words and grammar. She also noticed that after this experience she could understand more accents, not only British and American people's accents but Indian and Asian people's accents. Other professional challenges she had were when she realized different cultural aspects of the language by studying sociolinguistics. She noticed that the contact with native speakers of the English language increased her desire to use the language and understand that speaking a language involves creativity and the speakers' imagination. It was during these trips to English speaking countries when she realized that she wanted to become a teacher and to offer students real contexts in which people use the English language.

The fourth pattern concerns teaching methodology employed by teachers at university. Both participants admitted that teaching methodology had a positive and negative impact on their motivation and academic success. Both participants admitted that teachers were strict, but the method was effective indeed. But Participant 1 saw more positive reactions towards this methodology, because she thought it was very effective and necessary. This was the turning

point in her career options, it was here that she decided to be a different teacher from the ones she had at university. She liked the methodology but did not like the fact that students felt afraid to ask teachers questions about class contents. She thought this was crucial for students to learn more effectively.

Regarding Participant 2's experiences with teachers' methodology, she said that when she flew to three different English-speaking countries, she noticed that such a level of strictness was not too necessary. Even though the method was not too effective in the sense that it was too tough at times, she probably made a connection between this experience at university with a bad experience she had in school when an English language teacher mocked one of her attempts to answer a question. In fact, this event had a big impact on her desire to speak in class.

Patterns and themes	Patterns found in interviewees' responses
1.-Motivation to study the English language	Participant 1 learned how to write and read when she was 4 years old, this motivated her to learn another language in school. Participant 1 admitted that her teachers encouraged her to take part in a school contest and gave her extra materials to study the language outside the class. Participant 1 also assured that when she was in primary school she decided to study English teaching.

	Participant 2 learned how to speak English in school but her mother spoke English to her and motivated her to use the language. Participant 2 said that taking part in school exchange programmes made her see the language in a different way, she had a closer approximation to the language. Participant 2 decided to study English language teaching when she noticed her language skills and how this language was closely related to German and acting which were her initial careers.
2.-Family influence	Participant 1 feels lucky to have started studying English from a young age. This knowledge allowed her to understand more and become aware of mistakes in textbooks and make jokes about them with their classmates. Participant 1, her mother gave her dictionaries and different materials to expose her to the language. Participant 2 feels satisfied with the fact that her mother exposed her to spoken English which helped her engage in English classes.

	Participant 2 admitted that her family influence, namely her mother's motivations to help her be bilingual really worked. For example, she could use what she learned from her mom with vocabulary and expressions she used to watch in sitcoms.
3.-Personal and professional challenges	Participant 1 made a deep investment in the use of the English language. She integrated the target language into her daily life tasks. She also mentions her teachers' approach to teaching, which involves a complete immersion of students into the world of English. Students had to change language settings in their phones. This helped them interact, using the English language, in a more natural way. Participant 1 admitted that her teachers' methodology to encourage her to speak in class was strict and sometimes threatening. Participant 2 Age was a key factor to understand how Participant 2 got involved in the study of the English language. Being 9

	years older than her classmates at university made her feel that she could give opinions, and integrate herself , more naturally or spontaneously. Participant 2 saw the fact that the teaching methodology employed by her teacher at university and a bad experience in school encouraged her to learn the language and represented a big challenge.
4.-Teaching methodology employed by teachers	Participant 1 remarks that her teachers played a significant role in her life to become a teacher some years later. Participant 1 remembered that emotions played a very important role in her learning process. Her teacher offered students very good opportunities to learn, to ask, and a good atmosphere that boosted learning. Participant 1 was exposed to visual

	materials, and took part in school language contexts. Participant 2 remembered that the experience of traveling abroad made her experience the language learning process a more enjoyable experience. Participant 2 was exposed to different teaching methodologies that made her feel exposed to English through songs, music, and cultural topics.
5.-Cultural context	Participant 1 remembered she used to play videogames in English, the original language, and this exposure to the language facilitated her understanding of class contents. Participant 1 said that the role of video games, music and social media in the learning of the English language have been significant for her to find real examples of language use to prepare classes. Participant 1, her experience reading a book

	in English was the turning point in the life of participant 1 because she realized that the connection between language and thought was something that was worth studying. Participant 2 assures that family influence gave her the chance to understand English in real context, such as in songs. Participant 2 said that her experiences by participating in students' exchange programmes made her feel that there are many more possibilities to teach and learn the language. Methodologies that involved a more friendly approach. Participant 2 took place in intercultural meetings where people discussed movies and mangas. She also had a classmate in highschool whom she discussed about a sitcom both of them used to watch.
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Table 1 patterns and themes.

5.1 Findings

Both participants had similar education trajectories, and learning lived experiences that were encouraged by family and school teachers. Table 1 illustrates patterns and themes found by the researcher in questions, which is the first state in data analysis.

Interview Questions

1. Family influence
2. Hobbies and personal interests related to English
3. Social component as a factor in learning and teacher identity development
4. Class activities influencing language teacher journey
5. Role of English in personal life
6. Contexts where English is used
7. Language teacher identity and self-perception
8. Participation in school community
9. Class participation
10. Extracurricular activities
11. Inspirational class material
12. Teaching methodology
13. Social relationships influencing language learning
14. Participation in a community of practice
15. Experiences in school
16. Investment in language and influencing factors
17. Participation outside educational contexts

18. Self-perception as a language teacher

Table 2 Pattern and themes in questions

As Table 1 illustrates, common patterns in questions are closely related to issues of negotiation of identity, and identity construction. Research questions served as guidance to understand how participants interacted with different learning contexts such as: classroom, family, educational contexts, communities of practice, English speaking countries, conferences, among others. It is possible to see that there are different ways in which participants interacted with the language, and different ways in which they got invested in the English language.

Table 3 illustrates a comparison between participants' investment and multiple identities. This shows the role of video games, music and social media in the language learning process of participant 1. This identity that participant 1 acquired when interacting with English through video games was crucial to her academic success because she admitted that when she was in school video games were sold in their original language, and this helped her invest her time making associations between lexical and grammar structures in games and structures seen in formal classes.

Participant 1	Analysis
Lived experience with video games and learning	Type of Investment and identity Personal interests and her identity as a

Concerning Participant 1 's activities related to language learning. She mentioned that she really liked to play video games that were in English, and she still plays video games, and said: “ahora sí entiendo y en realidad, dicen cosas super útiles para poder terminar el videojuego. Y ahora la entiendo entonces como Guau, qué maravilloso.” She also considers social media (X, Instagram, etc.) as a very good opportunity to be exposed to the language. She highlights how social media allows users to search and find information related to their personal interests, hobbies. She also said that movies have been a source of inspiration to see real use of the language. To this regard, she said: “Bueno, las películas también las películas, las series en su idioma original”. She also admitted that she listens to music in English, and this has	gamer.
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helped her learn more vocabulary and expressions people use in the real world.	
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Table 3 Participant 1's types of investment and multiple identities

Consequently, table 4 shows how Participant 1 also invested in her academic success because she studied and read all the materials that teachers assigned her as homework. This was a turning point in the life of participant 1 because she started feeling curious about studying English from the fact that she understood the role of vocabulary as the backbone in the learning of a language. It was this great experience doing a university reading assignment that made her feel very curious about the role of language in the structure of a society and how this has a great impact on how people think.

Accordingly, by checking her experience as table 4 illustrates, it is possible to see how participant 1 invested in the learning of the English language and simultaneously, she invested in her identity as a science fiction reader.

Referring to the situation in the book, she said: “como el vocabulario era cada vez más empobrecido, las construcciones gramaticales también. Entonces sí me acuerdo que en este libro el protagonista trabaja en un departamento del que se llamaba ministerio de la verdad, donde ellos donde ahí se dedicaban exclusivamente a traducir obras literarias en la lengua antigua, que así le llamaban al inglés, al Shakespeare, por ejemplo, y ahí se dedicaban a traducirlo, a le llamaban traducirlo a neolengua, convertirlo en neolengua que eran el fondo, ir simplificando el digamos como ir simplificando el lenguaje, el lenguaje”

This book has been a great source of inspiration for participant 1, this was a university task that she had to complete but she stated a bond with this book, and it was a good source of

investment, because she admitted that this was the time when she started thinking about the connection between language and thought.

Participant 1	Analysis
Lived experience with movies and books She also said that movies have been a source of inspiration to see real use of the language. To this regard, she said: “Bueno, las películas también las películas, las series en su idioma original”. She also admitted that she listens to music in English, and this has helped her learn more vocabulary and expressions people use in the real world. Actually, she mentioned that she also had a favorite book that she reread every time she can, she said: “hay un libro en particular que me llama la atención y que lo leo varias veces. Es como una especie de comfort book, porque lo he leído muchas veces y no me aburro”. “Es el libro 1984, bueno, y aparte de la trama y otras cosas que, claro, no tienen que ver estrictamente con la lengua, pero. Me llamó la atención, digamos, la última edición que adquirí desde digamos, porque, claro, alguna vez lo tuve que leer”	Type of investment and identity Academic task, and her identity as a science fiction reader

The first time she saw this book was when she went to her literature lessons at university. She said that it was one of the mandatory readings for English language students. She remembered that she only had photocopies and the fact that she couldn't afford buying the original book. Regarding the book "1984", participant 1 started thinking about a special experience she had by reading the book. She tells about her experience: "Me fijé que tuviera un apartado que alguna edición, el que tienen no todos, es que tiene que ver con los principios de la neolengua". This experience made her feel some fascination about what she feels about learning the English language, she said: "puede ser como una cosa muy accesoria, pero para mí no lo fue, que era como y también forma parte, como de esta fascinación que yo siento por el inglés, por estudiar inglés, que era básicamente como iban, digamos, de cierta forma iban cambiando, iban alternando el lenguaje, ya que claro, el inglés, digamos, y tengo tengo versiones de ese libro en español y en inglés. Eh, y ambas dan cuenta más o menos de el mismo fenómeno, eh, claro que donde van alterando el lenguaje para ir simplificándolo cada vez más."	
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She also emphasized the fact that this book and the movie based on it, had an interesting part where two characters started using the Newspeak something that participant 1 found very interesting, in her own words: “Hay un pequeño segmento donde los personajes se dedican a hablar de la neolengua. Al final se dedican a hablar como de para qué, digamos como cuáles son los principios y cuál era, como el propósito detrás de ir, como simplificando el lenguaje y estaba muy conectado también con el desarrollo del pensamiento”. She also added that: “Entonces me acuerdo que había una parte la trama de este libro donde, claro, sí simplificaban el lenguaje. No solamente porque había palabras que se consideraban innecesarias, que eso me acuerdo, que era como el argumento que daba uno de los personajes involucrados, pero también hablaba de, claro, como de cierta forma ir limitando el pensamiento. Entonces ahí, como la relación, lenguaje y pensamiento bueno del inglés y de la lengua en general”.	
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Table 4 Participant 1’s types of investment and multiple identities

As table 5 illustrates, social media and online newspapers have been the source of investment for this teacher. To improve her language skills, and to present students’ real uses of the

English language. It is possible to see that, apart from contextualizing texts, participant 1 focused on students' personal interests. She is also concerned to offer students excerpts of real English, and text that are presented in a context and not just as isolated words.

She received inspiration from her teachers at university because she remembered that one of her teachers, at university, used to assign her the task to read authentic materials such as: newspapers, magazines, either in English or Spanish. The main objective that this activity had was that students could answer some questions about what they read in newspapers and magazines, this became a regular class activity and a good habit to master the knowledge about the language. Participant 1 also enhanced the idea that “Podía leerlo en el idioma que fuera, pero tenía que contestarle en inglés. Ya si era una noticia, por ejemplo, y podrían ser noticias de cualquier tipo noticia, cosas de política, cosas de contingencia, de deportes, espectáculo. Pero tenía que ser en inglés”. She noticed that there were some benefits from this practice, to this regard she said: “encontré que era más práctico y beneficioso. También porque a uno le ayuda con la comprensión de lectura”. One of the things she found interesting about this practice was the fact that she started feeling motivated about looking for sources in English because she found that it had some benefits, for example, she didn't have the need to translate. She also noticed that this practice was more practical and helped her understand the language more efficiently. Besides, she also remembers that teachers used to deter us from translating all the time.

Participant 1	Analysis
Lived experience interacting with class materials She acknowledged that she is always dealing with prescriptive and descriptive approaches when she	Type of investment and identity

teaches grammar. This is the time she starts thinking about offering her students real examples of the English language. To this point she said: "Entonces, claro, igual ahí es como un se vuelve central para mí, por lo menos esto de que el material que yo use ya, incluso si son las oraciones que invento, pero que que salen de mi imaginación, digamos, pero que sean cosas que suenen más a lo mejor, incluso si no es real pero que por lo menos sea como lo más auténtico posible" She also pays attention to students' reactions to the material, and she added: " Claro me fijo que sean cosas que algo que puede hacer algo como que los estudiantes después lean y digan, Ah, sí, mira, yo el otro día estaba viendo una serie y dijeron algo super parecido o dijeron justo esto. Entonces claro, como que también me fijo en eso. Es la autenticidad de los textos, lo otro es que, yo. Si lo otro es que digamos que, claro, lo otro es fijarme en...y también tiene que ver con esto, como que igual sean contextualizados que sean, digamos, y ahí tienen que ver no palabras aisladas, no frases aisladas, votación aislada, sino que tengan también, Eh, que sean como ya un pago o que sean como en historia,	Authentic material, and her identity as a Grammar teacher.
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algo que a mi estudiantes les puede parecer interesante, o algo que sea interesante” Another important factor that she considered as crucial when preparing the material, has to do with the fact that it is sometimes helpful to show students contextualized words and themes, connected to their real life. She said: “desde un punto de vista profesional, como futuros profesores que ellos van a hacer. Y también como también a lo mejor como algo que sea, como de interés más personal y algo que sea como real, claro y real, lo más real posible. Y si nos real, por lo menos que sea auténtico ya que sea como lo más parecido, no tan no tan fuera de contexto. Que eso es como lo que se ve en varios textos de referencia” When asked about her investment in the English language, participant 1 said that she liked to watch the news and read them too. Social media is something else she considered as crucial to practice English, X is a good example of real interactions, and different sections on online newspapers. In fact she said: “en esas secciones que son como las cartas al director o las columnas de opinión, o incluso ya yendo a un lenguaje más,	
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a un registro más coloquial, incluso ya ahí y a veces me dedico, le dedico más tiempo a eso que la noticia en sí, eso es los comentarios que publica la gente de Internet” This has helped her develop her language skills and recognized colloquial and more formal expressions people use in real interactions.	
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Table 5 Participant 1's types of investment and multiple identities

Table 6 shows participant 1's lived experiences as a student, she invested in speaking in the English language and being imbued in the use of the language. She considered this methodology very effective because it allowed her to master her language skills. But at the same time, it was emotionally shocking.

Participant 1	Analysis
Lived experience with teaching methodology Participant remembered that when she was studying at university, she had a very strict teacher who encouraged her to speak English in class. She mentioned that If the teacher asked her a question, she should answer using the English language. If she didn't use it the teacher would ignore her. The teacher didn't even look at you.	Type of investment and identity Language immersion and her identity as a student

Personally, Participant 1 said that this was a shocking experience. Regarding this experience she said: “es un poquito fuerte al principio, pero después uno se fue a se va acostumbrando” Currently, she thinks that these teaching strategies were very useful for students to master their speaking skills. But she admits that this made her feel very uncomfortable at that time. She also asserts that: “yo ahora de profesional encuentro que era como sumamente, sí bien, claro, al principio me hizo sentir incómoda, después igual me di cuenta que era necesario porque necesitaba, EH?” She remarked on the fact that she needed to practice and start speaking English, she called these desires to learn the language as: “Necesitaba de cierta forma empezar a hablar en inglés, como digamos como tirarse a la piscina”, “necesitaba tirarme a la piscina metafóricamente hablando”	
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Table 6 Participant 1's types of investment and multiple identities

Table 7 shows a great experience of investment in the English language, it is when participant 2 started a small talk with a native English speaker, both were queuing for a concert. This was a very significant exposure to the real context of language use. Which fostered Participant 2's desires to speak.

Participant 2	Analysis
Lived experience with teaching methodology In 2005, she remembered she went to a concert by the rock band 'The Strokes' and she interacted with a native English language speaker, she remembered this experience and said: "Me acuerdo que en la fila había una chica que era nativa de la lengua inglesa, estaba justo detrás de mí, yo iba sola y ella también estaba sola. Entonces nos pusimos a hablar como que ya me empezó a preguntar cosas y yo como chapurreando inglés, como que, o sea ahora mirando para atrás. Pero yo en ese momento estaba así hablando inglés". She also mentioned that it was a good experience, she added: "Bueno, y como que ahí me acuerdo que ella me dijo: 'Oye, como que eres muy clara'. Fue ahí donde pensé: 'Oh no siempre se entiende todo pero se entiende' ".	Type of investment and identity Interactions with native English speakers, and her identity as a concertgoer.

Table 7 Participant 2's types of investment and multiple identities

Table 8 illustrates participant 2's school experiences learning the English language. This was a bad experience and really affected her participation in class. Participant 2 saw a big language barrier when her teacher mocked her pronunciation or the vocabulary she used in class.

Participant 2	Analysis
Lived experience learning the English language. When she was in fourth or fifth grade, her English teacher asked her a question and laughed at her because she showed understanding of class contents so she processed this interaction as negative. In fact, she did not think that English was something she could study. In 1997, she remembered that when she started high school she took some English and French lessons. Then, in ninth grade she had to decide between English and French, and she chose English because of her family influence but she admitted that it was not a conscious decision. But she also recognized that she began to feel that she could understand song lyrics, she said: “¡ah, mira y me decía a mí misma: “no, todo lo estoy entendiendo, pero puedo entender ciertas cosas” This stage in her life was the milestone in a big professional path to become an English language user.	Type of investment and her identity as a student bad experiences in school and her identity as a language learner

Table 8 Participant 2's types of investment and multiple identities

Participant 2	Analysis
Lived experience learning the English language When asked about class participation and if she took part in a class workshop, or if she was interested in music or theater or something that was related to English. She said that she had always listened to music, especially music by very popular bands: Backstreet Boys, and Britney Spears. Actually, she keeps a very beautiful memory from school, and added: “También, por ejemplo, me acuerdo que en la en la básica me hicieron cantar una canción de Take That, siempre he escuchado música en inglés”. Regarding class activities that she enjoyed when having this dynamic and motivating teacher, she thought of all those class when her teacher made her sing songs by the band ‘Take that’, she said: “nos hacía varias cosas que	Type of investment and identity Dynamic teaching methodology, and her identity as a student

eran muy atingentes y que hacían que te gustara el idioma”. She made a contrast between what she gained in this teacher 's class and what	
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Table 9 shows information about Participant 2 's experience being exposed to a dynamic teaching methodology.

To this regard she said that she felt when the other teacher laughed at her, this is what she said: “Pero al mismo tiempo yo creo que esa fue mi reacción porque recordé a esa profesora que se rió porque sabía algo en clases. Pero de repente pensé: “mira, está bien que sepas todo esto, y qué bien que lo sepas”.Table 9 Participant 2’s types of investment and multiple identities

As shown in table 10, There are two factors that had a great impact on participant 2's exposure to the English language. First her family influence, and interaction with a friend who used to watch the same TV sitcom. She felt lucky to exchange cultural and linguistic knowledge with a classmate with similar interests.

Participant 2	Analysis
Lived experience talking to a friend who had similar hobbies and interests	type of investment and identity

She also had her brother who studied English and one of her sisters too. She thinks that her family always encouraged all family members to speak English, and everybody knew how to do it. Outside the classroom, participant 2 said that with this friend from high school she used to discuss the main events that took place in the series, so she said: “¡Oh! ¡Yo también la veo!”. Entonces, sentí que podía comentar. Regarding cultural aspects, she remembered she learned a lot of interesting information about American culture from the sitcom “Friends”. So she commented: “¡Hey, podemos hablar de esto!” porque el resto de mis compañeros, o no veían cosas en inglés, o las veían dobladas”	Socializing with a classmate and her identity as a language learner.
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Table 10 Participant 2's types of investment and multiple identities

Table 11 shows the interaction that participant 2 had with Native English language speakers. This experience was crucial in participant 2's life because this is when she realized that although she had never paid attention to accent, this was something that she became aware of, when she had this trip to Australia, New Zealand. Participant 2 was exposed to different accents which made her feel more comfortable when interacting with people from other countries and cultures.

Participant 2	Analysis
Lived experience traveling to English speaking countries. She also remembered when she went to Australia and she was a C1 but she admitted that it was hard to understand real English, she described this experience as follows: “Pero me acuerdo que llegué allá y me sentí angustiada porque sentí que no hablaba nada. Así como que no tengo idea de este idioma, y con eso también, como por ejemplo como porque también el acento australiano es como relativamente claro, como que lo puedo entender, pero por ejemplo, el acento de una persona australiana no muy educada. Bueno, es prácticamente ininteligible, como yo me acuerdo que justo yo llegué, tuve un atraso en el vuelo, porque tenía que conectar de Sydney a Canberra que era donde estaba yo. Y en el transporte que me llevaba a la universidad, el que me llevaba a la universidad se había ido, entonces yo tuve que tomar un taxi para irme.	type of investment and identity traveling to English speaking countries, and her identity as a second language speaker

Me acuerdo que el taxista me hablaba muy amable, así como como explicándome cosas y yo sentía que me estaba explicando cosas porque me movía las manos, hacía gestos y no sé qué y yo reaccioné como: “Ah, ok” Pero no tenía idea de lo que me estaba diciendo. También recuerdo haber pensado: “este tipo me puede haber llevado a cualquier lado” porque además en ese tiempo yo no tenía tampoco uno de estos teléfonos como para ver el mapa y ver bien dónde estaba. No tenía la menor idea”	
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Table 11 Participant 2's types of investment and multiple identities

5.2 Discussion of results

5.2.1 Participant 1's findings

Her experiences at university were good and fostered the development of productive skills through the exposure to native English language speakers and teachers' methodology that helped her feel more aware of the development of her students' learning skills. Participant 1 built her identity by investing in her cultural capital, this shaped her identity as an EFL teacher. First, when she read the book 1984, she traded her learner identity for a more professional

identity, because the fact that she could understand the principles of Newspeak increased her “cultural capital and social power” (Darvin and Norton, 2015, p.39).

Regarding how participant 1 builds and negotiates her identity as a learner and as a teacher. positioned herself as a scientific teacher who inherited teaching methodologies that she considered as a challenge but thanks to her self-efficacy she incorporated them into her teaching daily practice. According to Graham (2022, p.199) self-efficacy is the capacity to value and face challenges that learning can present. Through narrative analysis, it was possible to see that Participant 1 had a strong family influence which made her continue to study English from preschool to the university. Not only her family played a significant role in her desires to become a language teacher, her experiences in school and at university shape her identity through participation and reification of learning experiences through cultural artifacts such as: school contests, textbooks, teaching materials, and follow-up activities given by her teachers. Consequently, the way in which she interacts with modes of belonging is in chart 1, as follows:

Modes of belonging (Wenger, p.237)		
Imagination	Alignment	Engagement
Her role as a gamer, science fiction reader, teacher, learner.	Her discourse shows that her stories of learning have been told on many different occasions.	Participant 1 learned to own coherent ways to communicate, using specific vocabulary she got from the book ‘1984’

Chart 1 Modes of belonging in participant 1.

5.2.2 Participant 2's findings

She is a multifaceted teacher because although she identifies herself with foreign languages such as German and English, she sees herself as a Foreign Language teacher and speaker. She has not left out her identity as a target language user. In fact, she talked about her way to become an EFL teacher and focused on her identity as an actress who wants to find a full-time job as a language teacher and her role as an open-minded teacher who does not want to make the same mistakes as her teachers made with her. She showed enthusiasm at the time she spoke about how good she is at English. She also likes to talk about her role as a student in different contexts: primary, secondary, and tertiary education. Participant 2's learning experiences made her feel the desire to teach the English language in a more interactional way. She had a more sociocultural perspective toward teaching, she focused on real and authentic uses of the language.

Participant 2 builds her cultural and linguistic capital through interaction with different experiences either in school or in English speaking countries. It is possible to see that participant 2 sees identity construction as a site of struggle. Darwin and Norton (2015, p.44).

As seen in chart 2, participant 2 deals with multiple identities that have a close connection with interactions with native English speakers and English as a second language speakers when visiting other countries.

Some tools that mediated her agency, self-efficacy and investment in the learning of the English language are music, concerts, journeys, languages, and context of language use.

Modes of belonging (Wenger, p.237)		
Imagination	Alignment	Engagement

Her role as an actress, multilingual teacher, and as a Second language speaker.	Her discourse shows that she reifies her language learning experience through the interactions she has with English language speakers.	Participant 1 mastered her language skills by engaging in cultural talks with either teacher and classmates.
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Chart 2 Modes of belonging in participant 2

In conclusion, both participants had family influences, and similar experiences that fostered their language learning process and allowed them to interact with native language speakers, games, songs, people at conferences and seminars. Both participants also had siblings that helped them realize and become more conscious about the implications of learning a foreign language, namely English.

Both started studying English from a young age. Their participation in imagined communities made them develop their identities as both language users and language teachers. Language users in the sense that they became fluent and proficient language users, through songs, games, music, in general. Regarding their identities as teachers, both participants try not to repeat bad experiences from their teachers from school. Although some of their experiences in school and at university were tough at first. Participant 1 recognized positive results in the learning of the English language. Unlike participant 1, participant 2 thought that the strict teaching methodology that teachers had at university was something that could have been omitted because when she traveled to the U.S and New Zealand, she realized that

conversations and interactions with native speakers were very kind and made her think about the importance of teaching real uses of the English language.

Chapter VI Conclusion

6. Pedagogical implications of the study

Some of the most important pedagogical implications of this study are twofold, in the sense that on the one hand, it contributes to the study of language teacher identity, and on the other hand, it represents a remarkable contribution to English language teaching methodology. The latter concerns the way in which English language teachers see their job, their responsibilities and what being an English teacher implies and what they can expect from their profession.

Some of the most important ways to see identity approach in English language teachers should be through the study of how teachers interact with both the language, and how they connect with two different fields of study: culture of English-speaking countries and the use of the language in real contexts. The comprehensive model of investment represents the first step towards a deep understanding of how contextual variables, and learners' lived experiences with the language can influence people's desires to speak, and their interaction with the language either when learning it, and when teaching it.

Besides, this research can provide a good opportunity for teachers to reflect on the slight differences that are possible to find between sociocultural and socio-constructivist approaches to the learning and teaching of a foreign language (Zuengler and Miller, 2006). Accordingly, a community of practice learning theory can help teachers reconsider their students' attempts to learn the target language (Toohey, 1999). For instance, EFL teachers can guide students

by tracking their different kinds of participation in speech communities and they can also see how students invest in their learning process.

First, the three modes of belonging presented by Wenger (1998, p. 173) can provide three different ways in which students build and negotiate their identities both as target language users and as English as a Foreign Language teachers. Secondly, how teachers participate in communities of practice can show teachers different perspectives from the way students reify their learning experiences. This “duality of meaning” (p.62) can show lived experiences shared by members of the same language community either native or non-native speakers.

Finally, the three characteristics of a community of practice, namely, joint enterprise, mutual engagement, and shared repertoire can show the importance of a common ground for target language users, that could help repertoire membership, commitment and can foster participation.

6.1 Research limitations and further research

This study was conducted for twelve months. First the researcher devoted five months to carry out an exhausting literature review that comprised these three topics: social identity, identity and second language learning, and communities of practice. After six months the researcher started designing the research instrument and conducted two interviews that took one hour each. The participants were two In-Service English language teachers with more than five years of teaching experience. The interviews were transcribed using google docs, and then checked by the researcher. Then the researcher translated the interviews into English because she wanted to get familiarized with data.

The analysis was done during three months of work. The researcher carried out a narrative analysis that allowed the interviewer to find similar patterns in both participant's questions and answers. There was a time constraint in the sense results discussion that translating the interviews took more than a month. Besides, this study could have achieved more general results if it had included the experiences of more than two teachers and experiences in a long period of time, from university years to their first two years of teaching experience.

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Appendix 1

Questions for interview 1

- 1 ¿Cuál fue tu experiencia con el idioma inglés? ¿Qué fue lo que te motivó a estudiar inglés?
- 2 Entonces esa si puedes profundizar más en eso, el interés de tu familia porque tú aprendieras inglés.
- 3 Y aparte de las clases de inglés, participabas en talleres cuando estaba en el colegio?
- 4 ¿Y entonces, esta etapa de tomar el inglés, como algo, ehm, acompañado de la parte lúdica y de la diversión, y todo. Aparte de eso también. ¿Cómo fue tu aproximación con el inglés fuera de la sala?
- 5 ¿Entonces, los videojuegos y las redes sociales? Puedes relacionar las redes sociales con el inglés, ¿Tú, cómo te relacionas con la tecnología? Lo haces en inglés.
- 6 En conexión con esto de aprender con una persona. ¿Viste alguna oportunidad de aprender inglés con otra persona?
- 7 ¿Y si nos centramos solo en ti, en la interacción con el idioma? En la adolescencia tú realizaste alguna de estas actividades: jugabas, cantabas, leías o actuabas en inglés, o sea ¿Tiene algo que ver ahí el inglés ya actual?
- 8 Ya y de eso, libro de Harry Potter. ¿También viste la película? ¿Subtítulos en inglés o en español?
- 9 Ya, si piensas un poco en los tiempos en el colegio. ¿Puedes recordar un poco el material que usaba el profesor o algo que te llamara la atención? Los audios o quizás los libros.

10 Y si nos centramos en tus profesores de inglés o profesora, ¿hay algo que te llame la atención de la manera de ser quizá, del profesor o profesora, combinado con el inglés? ¿Al profesor o profesora le gustaba cantar? como traía la música de la clase.

11 Ya, y en qué sentido, por ejemplo, centrándonos en el inglés y todas estas experiencias buenas que has tenido, ¿Dónde crees... Bueno, yo aquí me imagino que tu sientes como tienes un sentimiento de pertenencia con el inglés. Háblame un poquito de eso, pero a partir de todas estas experiencias buenas que has tenido. ¿Esto qué es lo que sientes con respecto a la lengua inglesa? Porque yo creo que ahora es algo más profundo que cuando eras estudiante en el colegio.

12 Y bueno, veo que el inglés representa algo muy importante en tu vida, ya sea a nivel personal, como profesional, si ahondamos un poco en la parte profesional de todas las experiencias que tuviste en la universidad que te hicieron convertirse en profesora, querer enseñar. ¿Qué puedes rescatar de eso si recuerdas alguna clase de algún profesor o un profesor que te marcó en la universidad o en el colegio?

13 Ya, Y ¿Participabas en alguna comunidad en la universidad?

14 ¡Qué emocionante! y después de esta. Bueno, cuando había estas instancias de seminarios, tú, ¿asistías con tus compañeros, tenías un grupo así de amigos con los que ibas?

15 ¿Con respecto al tipo de profesor que te sientes más identificada, sin decirte las categorías que tengo, Eh, ¿qué podrías decir? ¿Qué tipo de profesor te consideras?

16 Sí. Y con respecto al contacto, o sea, el uso del inglés que tú tienes fuera de tu papel de profesora y todo. En la actualidad. ¿En qué otros contextos tú usas el inglés? Por ejemplo, yo lo uso jugando Sudoku para conversar con los jugadores. ¿Tú lo usas en otro ambiente?

17 ¿Y ya ha habido alguna película que te ha marcado, pero en términos del inglés, cómo se usa el inglés o el vocabulario? O que te haya gustado la trama, quizá y te metiste ahí con el

inglés y te gusta? ¿O quizá te gustan los acentos o te gusta cómo la gente usa el inglés?

¿Hay cosas que te llaman la atención?

18 Entonces, bueno, puedo observar a partir de todo lo que me has dicho, que hay mucha inversión en la parte cultural y lo que tiene que ver como con la lengua en sí. Eh, tú te consideras una profesora un poco científica o más mediadora cultural, facilitadora comunicativa. ¿Como si pudiéramos poner una etiqueta, qué etiqueta te pondrías?

19 ¿Cómo te ves en un futuro? Porque me he dado cuenta que la mayor, la mayor parte de tu inversión, es practicar y comprender, cierto. Eh, cómo funciona la lengua. Y todo, como como ahondar en una parte científica de de cómo funciona. ¿Pero así como viéndote como profesora de lengua cierto de lengua inglesa, ¿en qué piensas tú que realizas más inversión o te gustaría realizar más inversión en practicar? Ya sea para practicar, para descubrir más cosas sobre la lengua o practicar para descubrir cómo las personas aprenden la lengua.

20 Ya y, entonces, ahora en el presente, tú realizas inversión? ¿En qué sentido? O sea, me refiero al inglés. ¿En qué inviertes más tiempo? Por ejemplo, yo invierto mucho tiempo en buscar textos, textos que sean muy auténticos, o en revisar bien que los textos no tengan, por ejemplo, prejuicios o que no tengan cosas asociadas a algo negativo. ¿Tú en qué te centras? ¿Por ejemplo, cómo haces gramática, en qué te fijas cuando cuando vas a entregar el material o en la clase?

21 Y por ejemplo, el centrando en el cómo inviertes tu tiempo es ¿Cómo inviertes tu tiempo para empaparte de este uso real del idioma? ¿lees noticias? ¿Lees el diario?

Questions for interview 2

- 1 Buenas tardes Isabel. ¿Cómo estás? Ya entonces recién firmamos el consentimiento informado, así que ya comenzamos con la entrevista. Eh, ya sabes, me gustaría saber por qué estudiaste inglés. ¿Qué te motivó a estudiar inglés?
- 2 Ok. Cuéntame un poquito de tu experiencia con el idioma inglés en educación primaria.
- 3 No, como estudiante. ¿Qué es lo que te encantó del inglés? ¿Cómo lo practicabas?
- 4 Ya. ¿Y participaste en algún taller cuando estabas en el colegio, un taller relacionado con el idioma inglés? de música o teatro pero que tenga algo que ver con el inglés?
- 5 ¿Participaste en algún taller donde el inglés estaba involucrado de alguna forma? o en algún taller del Colegio que te haya llamado la atención.
- 6 ¿Sobre qué era ese taller?
- 7 Eso y tu participación en clases ¿cómo era? como estudiante.
- 8 ¿Y cuál es tu otra aproximación que has tenido al idioma inglés? O sea, me refiero a los medios por los cuales tú accedías al inglés, ya sea videojuegos, juegos de escuela o de mesa, ¿redes sociales?
- 9 Pero ¿cantabas, o leías, jugabas, actuabas?
- 10 Sí. súper bien, Gracias. Y fuera de la sala de clases y de estos talleres, como ya en la vida fuera del colegio. ¿En qué actividades, o grupos, participabas? fuera del contexto del inglés, ¿pero que de igual manera lo incluían implícitamente? Como aspectos culturales de habla inglesa que están...
- 11 ¿Recuerdas el material que usaban en el colegio o en la universidad. ¿En realidad, los profesores recuerdas algún material que te haya marcado, te haya llamado la atención o lectura?
- 12 O sea, puedo notar que tiene un interés muy grande por la parte como la de las habilidades receptivas del idioma de escuchar, como que tienes muy fuerte esa habilidad.

13 ¿Y qué representa el idioma inglés en tu vida? ¿Si alguien te preguntara qué representa después de todas estas experiencias con tu mamá que te hablaba en inglés, después en el colegio, después con tu amiga en que les gustaba la misma serie?

14 Ok. ¿Y de la experiencia que tuviste en la Universidad, fuiste parte de alguna comunidad, donde participas activamente? o ¿tenían grupos de estudio donde hablaban en inglés? si es así, ¿Cómo fue tu experiencia a nivel social?

15 ¿Y te gustaba hablar mucho en la clase de inglés así?

16 ¿y viste algún ambiente, en que tú estabas toda motivada por hablar, pero algo te frenaba. Pero algo social de contexto. quizás algún compañero que sabía más que tú o que tú sentías que o que era burlesco.

17 Y ¿Tú vas a seminarios, te gusta ir a conferencias o conciertos? ¿Me refiero a qué actividad cultural te gusta más? Puede ser académica o también fuera de lo académico, pero que esté relacionado un poco con el inglés.

18 Ya, tú me contaste que tu pareja era nativo de la lengua inglesa, cierto? Eh, me imagino que por ahí hay una exposición real al idioma, una exposición auténtica, porque sí, porque él piensa y usa su idioma para pensar. Cuéntame un poco ¿cómo tú te empapas también de ese inglés que él tiene?. Y también en otras esferas de tu vida, por ejemplo, si ves TedTalks o si ves algo para nutrirte de esta exposición auténtica al idioma.

19 ¿Como más regional?

20 ¿Qué año fue eso?

21 ¿Y con respecto a tu posicionamiento como profesora, con qué tipo de profesor o profesora te sientes más identificado? ¿Así, por ejemplo, bueno, puede ser como profesor comunicativo, científico, mediador cultural. ¿Qué tipo de profesor o profesora sientes que eres? Saliéndonos un poco del hablante de la lengua, o sea, de 'language user', solamente como profesor.

22 ¿Entonces podríamos decir que tú te consideras un poco profesora, mediadora cultural o algo así?

23 ¿Y cuál es tú? ¿Si habláramos como de tu especialidad, cuál es la que más te fascina y te gustaría estudiar más? Porque, por ejemplo, teníamos una persona que le gustaba mucho la gramática. ¿A ti qué, Qué, más te mueve? En cuanto a las dimensiones de la lengua o lo que tú quieras agregar de cómo uno se enfoca en la lengua, en el estudio. Sí, estamos diciendo como que el componente cultural es muy importante, salimos un poco de las dimensiones. Bueno, en realidad la pragmática también es una dimensión, pero me refiero a salir como a una parte, como más social, como tomar en cuenta los contextos de uso de la lengua.

24 Ya entonces podríamos decir que tu identidad es como mediador cultural, mediadora, cultural, integradora, como una profesora integradora.

Interview n1 as a story

Participant 1 is an English as a Foreign Language teacher; she has worked at the university for more than five years. She studied English language literature and linguistics, then she enrolled in an English language teaching programme at the same university. Nowadays she teaches English grammar to students who are enrolled in an English language teaching programme at a private university in Chile.

Her motivation to study English was her mom, she encouraged her to do it. Actually, she said that her mom first realized she was good at languages when she was a kid.

She has always loved English. At the age of four, she learned how to read and write. She felt lucky because she has never stopped studying English. She noticed her lessons were very

elementary and very simple, in the sense that she learned how to match chunks of language to form sentences. She remarked that her English lessons were funny and simple. In 1993, she remembered that it was just a few people who took English lessons from early stages of childhood. Her parents gave her dictionaries and they used to inspire her to study English. Luckily, she had English lessons in school. She also enhanced the fact that she has completed her school years learning English since day one. She stood by the idea that she had studied English since pre-school until she finished high school. She was asked if she could go deep into her family's desires to make her study English since she was a kid. Her family wanted her to study general English. Not only English but other subjects too. They encouraged her curiosity for learning the language by asking her about any word they saw in advertisements, books, etc. Other tasks were to spell her name, learn the multiplication tables, it was not only English. They wanted her to learn the English language as a whole. She started as a student who asked teachers a lot of questions and wanted to learn more, that's how she discovered her calling. She used to take part in school activities and workshops. She remembered that when she was in kindergarten until she finished sixth grade, she took part in different contests and language competitions such as: sport competitions, spelling contests in both English and Spanish languages. There was a teacher who used to encourage her to take part in these activities because he noticed that she was talented and very good at English, so she used to struggle to include her in these school contests.

Participant 1 also talked about her experience outside the classroom. She highlighted that she would love video games, actually, she focused on the fact that nowadays video games include an English version. In the 90s videogames were all in English so she compared this to how videogames are sold now, that they included a variety of different languages, and now video gamers have access to captions and subtitles but when she was a child she did not have that benefit. She highlighted the fact that she didn't understand anything. She never saw

that that language barrier was an obstacle to finish every stage in the game. Then she realized that when she was in primary school, fifth or sixth grade, classes became more challenging, she began to identify different words she had seen in video games.

She realized that words in textbooks used in school were familiar to her. She saw herself saying: "Oh, I know that word, I saw it on video games" "this game or in another one" she clarified that she referred to words, lexical items but she also meant structures.

The relationship that Participant 1 had with technology and English, namely social media, began when she started university. She remembered her teachers talked to her in English. They used to talk about 'carga A' that was a term to refer to events that happened inside the classroom, it refers to the class itself, this setting was seen as an opportunity to imitate authentic opportunities to use the language. On the other hand, she mentioned carga B, that was a term to refer to all the activities that were done outside the classroom, such as homework.

She mentioned that she shared her classmates' ideas about teachers who support students with habit formation for example: students were motivated to change the language settings in their phones, emails, etc. Then with social media, it happened the same. She said that she got this habit and she has changed language preferences to practice English. Her email is not in English, but her language preferences for her computer softwares is English. She admitted that she consumed a lot of English from different websites in English.

She was asked about social learning, or if she learns with other people. She said that when she was in primary and secondary school she remembered having classes that were focused on grammar and lexical contents. There was no time for interaction in the English language. She also mentioned that she was the only one in her family who knew how to speak English and if she had had a communicative approach to the learning of the English language it would

not have had any good results on her because there were no opportunities to practice the English language at home.

When studying at university, one of her teachers used to organize conferences and meetings with students from different countries, and this was a great opportunity to interact with native speakers. We used to meet at a café in Santiago. These students also wanted to learn another language. We used to spend two hours speaking English. All students were chosen to join different groups randomly, and socialize with Native and Non-Native speakers of either English or Spanish. We spoke about different topics and that was my opportunity to develop my speaking skills.

Regarding her interaction with the language during her teenage years, she became interested in learning a foreign language. She used to read novels like Harry Potter and was amazed about learning English because of Harry Potter's origins.

She also watched movies in English with subtitles in Spanish. First she used to watch movies in Spanish in order to understand the meaning of words and expressions, then she used to watch them in English in order to assimilate spelling and pronunciation rules.

She was enrolled in a public school where she used to read books that were assigned as homework. These schools do not receive English textbooks for students to work in their English lessons but she remembered that that situation did not interfere with their success in learning the English language. When she was in high school she started working with books given by the government. In general, when she was a high school student, Participant 1 recalled that she was a very self-taught person. She also noticed that teachers used to design teaching materials, worksheets, teachers displayed movies and recordings to encourage class participation.

When she was in ninth grade she had a teacher who liked to display recordings, songs and she made students fill in a worksheet with song lyrics where there were some missing words

to find. She perceived that textbooks were not enough so teachers always used their materials. She detected some disadvantages of using textbooks and said: “había unos audios donde, incluso la compañera que no le gustaba mucho el inglés o que le costaba, se daba cuenta de que había ciertos errores de pronunciación”

Participant 1 and this student she mentioned used to make jokes about recordings, and change the lyrics of some songs. She never had the chance to ask her teacher about these mistakes in books but she really wanted to do it. Now that she is a teacher she said: “ahora que soy profe y supongo que era por eso, porque el material era insuficiente, y/o tenía unos errores más o menos significativos”. She referred to the fact that she found a lot of mistakes in textbooks that she considered as an important factor to take into account. She said that her English teacher was also a source of inspiration for her to decide to follow in their footsteps. In fifth grade, she had a teacher who was very enthusiastic and had a game-based learning approach. This teacher taught her and her classmates handicrafts and how to learn vocabulary about fruits and vegetables by creating a restaurant menu. She had to get pictures from newspapers, and magazines and bring them to class, then students took part in a role-play activity where they had to offer customers food from the menu.

Her English teacher also liked to play music. She remembered that she had a real bond with this teacher. She said: “esa profe en términos muy sencillos, a mí me caía muy bien”.

She thinks that this teacher was a very nice person so she felt happy to take part in class activities, she said: “Yo me sentía en confianza para participar más en clase. Y no solamente porque supiera las respuestas o porque la tuviera buena. Había ocasiones en las que no siempre era así. Pero de todas formas, yo me he motivado porque el ambiente que se formaba era muy bueno”

She mentioned a positive class atmosphere that fostered students' learning. She expressed positive ideas about English language teachers and how this had an influence on her motivations to learn the language.

To this regard she said: “también estaba esta parte más afectiva, más de más de la cercanía, más del carisma, más de la de la confianza que del ambiente, del buen ambiente que generaba la que que generaban esas profes”

When students have asked her about the reasons to study language teaching and her interest in the English language, she admitted she liked English. She said: “Yo digo que es una lengua sencillamente fascinante. Mira ahí como que no, no tengo mucha. No, no lo describo en muchas palabras, porque tampoco siento que se necesitan más, porque yo lo encuentro muy fascinante, muy interesante y claro. Y después ya igual, a medida que fui madurando, que fui creciendo, también me iba dando cuenta que no era solamente un interés de como del inglés en sí, sino como de la lengua en general”. Nowadays, she works as a Grammar teacher in a private university. She said that she liked to see how language works, namely English. She likes to compare the structure of the English language with Spanish language. She said: “Entonces es como un mundo, llamémosle, así como un mundo sumamente fascinante para mí, como sumamente interesante del que yo siempre he querido averiguar cada vez más, como más y más y más y más. O sea, y ahí también como que me fue ganando la curiosidad” She even called English as an “objeto de estudio, muy interesante, muy interesante, muy fascinante y del que siempre puedo aprender algo nuevo”. Besides, she also realized that when she moved to another school, she noticed that the new school was one step back from the school where she got all these good learning experiences and where she got fascinated about the English language. Even though she did not receive the same quality of education, she learned by herself. She said she was encouraged by their teachers in the first school she

had attended. She remembered to get close to their teachers in order to ask them about matters related to the class and more information about topics discussed in class. She thought she was a little bit demanding in the sense that she thought she was asking too many questions so teachers used to give her extra tasks as homework.

She restated that Grammar is her favorite part of being a language teacher.

Regarding her years at university, she said that there were some teachers who had a great influence on her, some of them for good, some others for bad. She likes to talk about her lived experiences inside the EFL classroom.

She said that there were lots of different class situations she found shocking. She mentioned that some teachers wanted to make students change their habits. One example of this has to do with the fact that she started changing language settings in her phone, computer, and email. There were also different habits that students needed to change but inside the classroom. Accordingly, teachers were very strict and severe, in the sense that English might be used for class interactions. To this regard, there was a teacher who supervised that all students used the English language in class. These classes were focused on the development of speaking skills, this happened when she was in first year at university. This teacher made students talk about their life, daily routine, likes and dislikes, personal stuff.

Now Participant 1 thinks that this was not a difficult task, but due to the educational background that most of the class had, this sets a big challenge for students who had English lessons since neither preschool nor primary school.

She mentioned that If the teacher asked you a question, you should answer using the English language. If you didn't use it she would ignore you. She didn't even look at you. Personally, Participant 1 said that this was a shocking experience. Regarding this experience she said: "es un poquito fuerte al principio, pero después uno se fue a se va acostumbrando" Currently,

she thinks that these teaching strategies were very useful for students to master their speaking skills. But she admits that this made her feel very uncomfortable at that time.

She also asserts that: “yo ahora de profesional encuentro que era como sumamente, sí bien, claro, al principio me hizo sentir incómoda, después igual me di cuenta que era necesario porque necesitaba, EH?”

She remarked on the fact that she needed to practice and start speaking English, she called these desires to learn the language as: “Necesitaba de cierta forma empezar a hablar en inglés, como digamos como tirarse a la piscina”, “necesitaba tirarme a la piscina metafóricamente hablando”

She remembered that this teacher used to assign her the task to read authentic materials such as: newspapers, magazines, either in English or Spanish. The main objective that this activity had was that students could answer some questions about what they read in newspapers and magazines, this became a regular class activity and a good habit to master the knowledge about the language.

Participant 1 also enhanced the idea that “Podía leerlo en el idioma que fuera, pero tenía que contestarle en inglés. Ya si era una noticia, por ejemplo, y podrían ser noticias de cualquier tipo noticia, cosas de política, cosas de contingencia, de deportes, espectáculo. Pero tenía que ser en inglés”. She noticed that there were some benefits from this practice, to this regard she said: “encontré que era más práctico y más beneficioso. También porque a uno le ayuda con la comprensión de lectura”. One of the things she found interesting about this practice was the fact that she started feeling motivated about looking for sources in English because she found that it had some benefits, for example, she didn't have the need to translate. She also noticed that this practice was more practical and helped her understand the language more efficiently. Besides, she also remembers that teachers used to deter us from translating all the time. She said: “ahí como que me fui dando cuenta de que era más práctico leerlo en

inglés desde el principio. Claro, entonces y ahí me era más fácil hablar de la noticia.”

Regarding participation in communities of practice, participant 1 said that this teacher also offered students opportunities to take part in conferences and colloquiums, she said that: “para poder aprender la verdad, no otras cosas de las que participaba, pero solamente asistentes ya eran más de índole académica, como congresos, conferencias en los que digamos como asistía”

She remembered that the university also invited them to take some lessons with visiting teachers, she remembered a Finnish teacher, and the famous linguist Noam Chomsky who came to the university to take part in important events.

She stated that she and her groups of friends really liked these conferences and colloquiums because it was an opportunity to learn more about Linguistics. To this regard she mentioned: “Entonces también había cosas como el español, de Chile, había cosas sobre otras lenguas y también. Bueno, hablo del mundo de la lingüística y también del mundo de la lingüística aplicada. Entonces también había muchas cosas sobre enseñanza y aprendizaje de segundas lenguas en lenguas extranjeras, bilingüismo. Entonces, como los temas eran bien amplios, también los intereses eran super variados”

She admitted that she and her classmates used to ask her teachers for permission to miss classes in order to attend these conferences.

Regarding the type of teacher she considered herself to be, she said: “me considero, yo ya ahora eso igual siempre es como un continuum. Digamos, es como una, a ver cómo lo digo como una, es como algo que siempre se está construyendo”.

She thinks that she is always learning. She said: “No sé si estricta sea la palabra, pero sí procuro ser rigurosa”. She is always worried about fostering her students curiosity, to this regard she said: “Sí procuro ser rigurosa en el sentido como de ella, tanto como prestarle atención tanto a los detalles como al panorama más general. Ahora hay ciertas cualidades

que incluso son personales, que procuro volcarlas en mi ser más profesional. Una de ellas es, yo creo que es una de las más importantes, fomentar la curiosidad”

In addition she has the idea that a language teacher can always learn something new, and she has her personal opinion about this, she said: “Como esto que te hablaba anteriormente, que uno siempre puede aprender algo nuevo, que las lenguas pueden ser fascinantes” She assures that she likes to instill in her students curiosity and desires to learn more about how the language works, to this respect she said: “es algo que igual uno de cierta forma, de una forma u otra, te vas a rodear, está ahí, está presente, incluso si uno no se da cuenta”

So she admits that she always encourages their students to learn more and delve into the study of the English language, to this regard, she says: “ Entonces a mis estudiantes me gusta hacerles esta invitación. Si a usted le interesa más de temas, vaya, averigüe, preguntenme, hablemos de esto. Les puedo sugerir libros, les puedo sugerir o materiales.”

She enhanced her student curiosity towards the scientific study of the language. Regarding this point, she likes to focus on audiovisual materials that can foster students’ desires to ask questions in class.

She remarks on the fact that it is important to foster students’ motivation to ask any questions in class and dispel their doubts related to the use of the language. This is achieved by promoting a class atmosphere that includes some space where they can interact and receive feedback, so she assured: “la única pregunta tonta es la que no se hace”., and added: “Entonces, claro, como que yo igual como que trato de motivar a mi estudiantes para que no se queden callados. Si hay algo que por ejemplo, no sé, a veces me dicen, profe, yo tengo una pregunta, pero no tiene nada que ver con la materia y no, no sé, pues no, no los voy a coartar solo porque no tiene que ver con mi tema”

In this case, she focused on the fact that she always offers her students opportunities to check progress and understand class contents and activities.

Her level of motivation and curiosity to learn the language has been transferred to their pedagogical duties. For instance, participant 1 sees that it is important to foster students confidence towards the development of their language skills, so she said: “digamos como va a ir ganando esta motivación interna para ir, digamos como ir averiguando, ir aprendiendo e ir, digamos como mejorando por cuenta propia. Claro, eso también, lo otro es y también tiene que ver un poquito con esto, digamos como con esta parte más afectiva, que también se sientan con la confianza de hacer preguntas que no se detengan o no se cohíban solamente porque es algo que a lo mejor no tiene que ver con la materia de la clase de hoy en particular. O porque a veces, y ahí me he dado cuenta de que los estudiantes también traen estos prejuicios”

She considers that teachers should not judge students' questions, and they must be open to give students some opportunities to ask because there are many students that can feel like asking something but they do not dare to do it. She said: “dándole el espacio y dándoles la confianza para que todas esas preguntas que ellos puedan formular, las desarrollen, las hagan. Y mejor aún si las hacen en público, porque uno nunca sabe cuándo el compañero de al lado a lo mejor quiere preguntar lo mismo, pero no se va a atrever. Entonces, puede que la pregunta que tenga esta chica, el chico de al lado también la tiene”.

She considered that it is important to make students feel that they can ask whatever they want and that nobody will mock and make fun of them. To this regard she said: “Yo no los voy a juzgar porque todas las preguntas son válidas, Eh. Y eso también, digamos. Para mí es como una muestra positiva del interés que puedan tener ellos en aprender”. Concerning Participant 1's activities related to language learning. She mentioned that she really liked to play video games that were in English, and she still plays videogames, and said: “ahora sí entiendo y

en realidad, dicen cosas super útiles para poder terminar el videojuego. Y ahora la entiendo entonces como Guau, qué maravilloso.”

She also considers social media (X, Instagram, etc.) as a very good opportunity to be exposed to the language. She highlights how social media allows users to search and find information related to their personal interests, hobbies.

She also said that movies have been a source of inspiration to see real use of the language. To this regard, she said: “Bueno, las películas también las películas, las series en su idioma original”. She also admitted that she listens to music in English, and this has helped her learn more vocabulary and expressions people use in the real world.

Actually, she mentioned that she also had a favorite book that she reread every time she can, she said: “hay un libro en particular que me llama la atención y que lo leo varias veces. Es como una especie de comfort book, porque lo he leído muchas veces y no me aburro”. “Es el libro 1984, bueno, y aparte de la trama y otras cosas que, claro, no tienen que ver estrictamente con la lengua, pero. Me llamó la atención, digamos, la última edición que adquirí desde digamos, porque, claro, alguna vez lo tuve que leer”

The first time she saw this book was when she went to her literature lessons at university. She said that it was one of the mandatory readings for English language students. She remembered that she only had photocopies and the fact that she couldn’t afford buying the original book.

Regarding the book “1984”, participant 1 started thinking about a special experience she had by reading the book. She tells about her experience: “Me fijé que tuviera un apartado que alguna edición, el que tienen no todos, es que tiene que ver con los principios de la neolengua”. This experience made her feel some fascination about what she feels about learning the English language, she said: “puede ser como una cosa muy accesoria, pero para mí no lo fue, que era como y también forma parte, como de esta fascinación que yo siento

por el inglés, por estudiar inglés, que era básicamente como iban, digamos, de cierta forma iban cambiando, iban alternando el lenguaje, ya que claro, el inglés, digamos, y tengo tengo versiones de ese libro en español y en inglés. Eh, y ambas dan cuenta más o menos de el mismo fenómeno, eh, claro que donde van alterando el lenguaje para ir simplificándolo cada vez más.”

She also emphasized the fact that this book and the movie based on it, had an interesting part where two characters started using the neolanguage, something that participant 1 found very interesting, in her own words: “Hay un pequeño segmento donde los personajes se dedican a hablar de la neolengua. Al final se dedican a hablar como de para qué, digamos como cuáles son los principios y cuál era, como el propósito detrás de ir, como simplificando el lenguaje y estaba muy conectado también con el desarrollo del pensamiento”.

She also added that: “Entonces me acuerdo que había una parte la trama de este libro donde, claro, sí simplificaban el lenguaje. No solamente porque había palabras que se consideraban innecesarias, que eso me acuerdo, que era como el argumento que daba uno de los personajes involucrados, pero también hablaba de, claro, como de cierta forma ir limitando el pensamiento. Entonces ahí, como la relación, lenguaje y pensamiento bueno del inglés y de la lengua en general”. This was a turning point in the life of participant 1 because she started feeling curious about studying English from the fact that she understood the role of vocabulary as the backbone in the learning of a language. She said: “como el vocabulario era cada vez más empobrecido, las construcciones gramaticales también. Entonces sí me acuerdo que en este libro el protagonista trabaja en un departamento del que se llamaba ministerio de la verdad, donde ellos donde ahí se dedicaban exclusivamente a traducir obras literarias en la lengua antigua, que así le llamaban al inglés, al Shakespeare, por ejemplo, y ahí se dedicaban a traducirlo, a le llamaban traducirlo a neolengua, convertirlo a neolengua que eran el fondo, ir simplificando el digamos como ir simplificando el lenguaje, el lenguaje”

She liked the parts of the book and the connections that the book presents. Regarding the use of the language that the writer presents in the book, she said: “no era solamente como alguien podría creer que como para hacerlo digerible, no a la larga, como que terminaba limitando el pensamiento, limitando como las capacidades de pensamiento y de pensamiento crítico y de reflexión. Entonces a mí es como que yo siempre destaco el libro por eso y ese aspecto del libro en particular, que al final, en ciertas ediciones, como te decía antes, tiene un eh, claro, tiene como un apéndice que son los principios de la neolengua. Y ahí hay una especie de ensayo dedicado a estos temas”.

When she was asked about a label that she could get, in terms of the kind of teacher she considered herself to be. She said: “yo me quedo con la de científica. Ya, Claro, porque o sea igual de cierta forma, Claro, con el paso del tiempo, digamos tanto como personas como mi desarrollo profesional, me he ido dando cuenta de que, claro, yo para mí igual las lenguas son temas de estudio entonces clave. Y aparte de esto, Claro, yo tengo formación de profesores y también tengo formación de lingüista. Entonces, claro, es como yo creo que es como por eso”

She also thinks that she is a cultural mediator because she said that: “las lenguas son productos culturales de la actividad humana. Pues yo creo que es por eso. O sea, como mediadora, sí, pero como o sea, claro, mediadora. Encuentro que esto como de la mediación cultural se da inevitablemente porque las lenguas son productos culturales de la actividad humana. Pero mi enfoque más personal está en mediadora, pero también mediadora del conocimiento de la lengua” When asked about how she see herself in the future, she said: “esa es una pregunta un poco complicada, porque claro, es mi primera, como mi primera propuesta, además intuitiva, es decir, bueno, y eso como que seguiré haciendo lo que estoy haciendo ahora y en el camino irán saliendo más cosas, claro, como irán a emerger a lo

mejor, propósitos, nuevos propósitos, nuevas funciones nuevas” She is open to think that her identity as a teacher can include different nuances.

In terms of investment that participant 1 admitted to do, she said that she was accountable to design teaching materials that do not contain grammar mistakes. She is very conscious about syntactic mistakes that can affect intelligibility.

Concerning this point, she said: “Eso es lo primero, creo en lo otro es también, eh, Igual que esto también es un tema, es una problemática en el aprendizaje y enseñanza de la gramática. Es el tema del uso del material”

She also asserted that some problems that she encountered when using textbooks, and her role as a cultural mediator, she said: “Me atrevo a decir que hay sobre los materiales de este tipo, es como la falta de contextualización, o sea, por ejemplo, las oraciones, ya vamos a vamos a estudiar tal lo cual estructura y las oraciones que se usan para ejemplificar esas estructuras son una, son unos ejemplos muy artificiales. Son cosas que uno no diría en el habla cotidiana. Entonces igual como que quizá ahí también hay un poquito de mediación”.

She acknowledged that she is always dealing with prescriptive and descriptive approaches when she teaches grammar. This is the time she starts thinking about offering her students real examples of the English language. To this point she said: “Entonces, claro, igual ahí es como un se vuelve central para mí, por lo menos esto de que el material que yo use ya, incluso si son las oraciones que invento, pero que que salen de mi imaginación, digamos, pero que sean cosas que suenen más a lo mejor, incluso si no es real pero que por lo menos sea como lo más auténtico posible”

She also pays attention to students' reactions to the material, and she added: "Claro me fijo que sean cosas que algo que puede hacer algo como que los estudiantes después lean y digan, Ah, sí, mira, yo el otro día estaba viendo una serie y dijeron algo super parecido o dijeron justo esto. Entonces claro, como que también me fijo en eso. Es la autenticidad de los textos, lo otro es que, yo. Si lo otro es que digamos que, claro, lo otro es fijarme en...y también tiene que ver con esto, como que igual sean contextualizados que sean, digamos, y ahí tienen que ver no palabras aisladas, no frases aisladas, votación aislada, sino que tengan también, Eh, que sean como ya un pago o que sean como en historia, algo que a mi estudiantes les puede parecer interesante, o algo que o sea interesante" Another important factor that she considered as crucial when preparing the material, has to do with the fact that it is sometimes helpful to show students contextualized words and themes, connected to their real life. She said: "desde un punto de vista profesional, como futuros profesores que ellos van a hacer. Y también como también a lo mejor como algo que sea, como de interés más personal y algo que sea como real, claro y real, lo más real posible. Y si nos real, por lo menos que sea auténtico ya que sea como lo más parecido, no tan no tan fuera de contexto. Que eso es como lo que se ve en varios textos de referencia" When asked about her investment in the English language, participant 1 said that she liked to watch the news and read them too. Social media is something else she considered as crucial to practice English, X is a good example of real interactions, and different sections on online newspapers. In fact she said: "en esas secciones que son como las cartas al director o las columnas de opinión, o incluso ya yendo a un lenguaje más, a un registro más coloquial, incluso ya ahí y a veces me dedico, le dedico más tiempo a eso que la noticia en sí, eso es los comentarios que publica la gente de Internet" This has helped her develop her language skills and recognized colloquial and more formal expressions people use in real interactions.

Interview 2 as a story

Isabel is an EFL teacher who has worked at the university for five years. She said that what motivated her to study English was the fact that she wanted to have a part-time job that could allow her to earn enough money to continue to work as an actress.

First, after high school, she enrolled in a German teaching training programme. After two years, she had to quit because she had some mental health problems. She said that her teachers always told her that she was not going to have a few opportunities to teach German in Chile, which had an impact on her will to continue to study. After that, Participant 2 started studying acting because she said that her shrink recommended her to do that. So she worked as an actress for many years, but she realized that studying film and arts in Chile were professional career paths for privileged ones who came from higher-income families. Then she started thinking that the best idea was to study something else. At the age of 27, she enrolled in a Linguistic and literature bachelor programme. Her first motivation was to continue to work as an actress and to complement that with a more profitable working option.

English was not her first option, she felt motivated because she was going to learn about literature due to the fact that it was closely connected to Dramaturgy. She thinks that her career path was a little bit confusing.

When she was in primary school she remembers her mother used to speak English to her and tried to convince her siblings and her to learn how to speak English, but she admits this: “eso no hizo que fuéramos bilingües, porque mi mamá tampoco era constante”. Participant 2 said that her mom was her greatest source of exposure to the language, but her mom was not often at home, this affected her opportunities to practice the language. But her mom always instilled her with the idea that she had to listen to music in English. Her mom told her that she wanted to study German-Spanish translation and had some influence on her and encouraged her to study German. She mentioned that this programme is no longer available and she

remarked on the fact that her mom was accepted in a legal studies programme and she took the rough with the smooth and decided to step down her dream to study German for her opportunity to study Law. This is when she started studying German because of her mother's experience. She admitted that when she started university she realized that people studied English and she remembered her family's influence. She mentioned her origin and the fact that she studied in a public school where English was not quite important. When she was in fourth or fifth grade, her English teacher asked her a question and laughed at her because she showed understanding of class contents so she processed this interaction as negative. In fact, she did not think that English was something she could study.

In 1997, she remembered that when she started high school she took some English and French lessons. Then, in ninth grade she had to decide between English and French, and she chose English because of her family influence but she admitted that it was not a conscious decision. But she also recognized that she began to feel that she could understand song lyrics, she said: "¡ah, mira y me decía a mí misma: "no, todo lo estoy entendiendo, pero puedo entender ciertas cosas" This stage in her life was the milestone in a big professional path to become an English language user.

The first time she started studying at university was when she enrolled in a programme to become a German language teacher. She did not have English lessons, and then when she started studying acting, she did not have English lessons either. When she mentioned this, she saw those events awkwardly because even though she studied German and acting, she managed to remember what her mom had taught her.

In 2005, she remembered she went to a concert by the rock band 'The Strokes' and she interacted with a native English language speaker, she remembered this experience and said: "Me acuerdo que en la fila había una chica que era nativa de la lengua inglesa, estaba justo

detrás de mí, yo iba sola y ella también estaba sola. Entonces nos pusimos a hablar como que ya me empezó a preguntar cosas y yo como chapurreando inglés, como que, o sea ahora mirando para atrás. Pero yo en ese momento estaba así hablando inglés”. She also mentioned that it was a good experience, she added: “Bueno, y como que ahí me acuerdo que ella me dijo: ‘Oye, como que eres muy clara’. Fue ahí donde pensé: ‘Oh no siempre se entiende todo pero se entiende’ ”.

She said that she had a special bond with the English language, she assures: “creo que como que mi relación con el inglés, por lo menos hasta antes de haber entrado a la universidad, que no yo ya tenía 27 entonces, como que igual era adulta. Siempre fue como algo más, como familiar, cercano”.

When asked about class participation and if she took part in a class workshop, or if she was interested in music or theater or something that was related to English. She said that she had always listened to music, especially music by very popular bands: Backstreet Boys, and Britney Spears. Actually, she keeps a very beautiful memory from school, and added: “También, por ejemplo, me acuerdo que en la en la básica me hicieron cantar una canción de Take That, siempre he escuchado música en inglés”. So as to demonstrate that her path to become an English teacher was not full of consolidated bases, she said: “ Nunca fui como de participar al taller y a cuestiones como que no fui una niña muy estimulada”.

Moreover, she remembered attending a school workshop that was, honestly, a bad experience because she did not feel in good health, and she had to leave, she just attended twice or three times. This workshop was a Reading-aloud workshop where students could practice pronunciation, and vocabulary. She said: “recuerdo que tenía como un componente que no tenían las clases. Eso tiene que haber sido en octavo o séptimo, o primero medio; con suerte porque esos años yo estuve en la tarde.”With respect to class participation, she recalled having an English teacher who was her teacher in both high school and university

years. In relation to this she said: “Yo lo recuerdo como el profe que yo tuve en inglés. De hecho, honestamente sé que tuve una profesora antes, porque recuerdo que cuando hicieron el cambio fue como, ¡Guau!, se notó en lo que hacíamos dentro de la sala”. She compared this teacher with her primary school teacher who mocked her correct answers and who made her feel uncomfortable about her knowledge and skills.

Regarding class activities that she enjoyed when having this dynamic and motivating teacher, she thought of all those class when her teacher made her sing songs by the band ‘Take that’, she said: “nos hacía varias cosas que eran muy atingentes y que hacían que te gustara el idioma”. She made a contrast between what she gained in this teacher 's class and what she felt when the other teacher laughed at her, this is what she said: “Pero al mismo tiempo yo creo que esa fue mi reacción porque recordé a esa profesora que se rió porque sabía algo en clases. Pero de repente pensé: “mira, está bien que sepas todo esto, y qué bien que lo sepas”. It was this time when she realized that there were also some people who did not like to learn English. To this point, she said: “yo recuerdo otras compañeras que en verdad tuvieron experiencias negativas, que comentaban: “¡uff! Yo odiaba esa cuestión como opuesto a lo que yo tenía, pero yo creo que para mí como que calzaba en ese sentido”. She said that music was a source of inspiration to study the English language. When she was in high school she also liked the TV sitcom “Friend”, and she always talked about it with a friend from school. After she became an adult, she realized that the sitcom did not include original voices, and she was surprised to see that most of the series were dubbed instead of subtitled. She remembered she used to watch a lot of different series, and recognized a lot of words and expressions that her mom used to teach her. She also had her brother who studied English and one of her sisters too. She thinks that her family always encouraged all family members to speak English, and everybody knew how to do it. Outside the classroom, participant 2 said that with this friend from high school she used to discuss the main events

that took place in the series, so she said: “¡Oh! ¡Yo también la veo!”. Entonces, sentí que podía comentar. Regarding cultural aspects, she remembered she learned a lot of interesting information about American culture from the sitcom “Friends”. So she commented: “¡Hey, podemos hablar de esto!” porque el resto de mis compañeros, o no veían cosas en inglés, o las veían dobladas”. She also remembered her friend and her liked a lot of musicians who sang in English such as: Robbie Williams, and the band ‘Take that’. And they could talk about more than about the sitcom but music as well.

She realized that she always liked to learn about other cultures, for example her Japanese culture through animation movies and series. She felt that Japanese was a means to remember some words in English. Then, when she started studying German, she realized that English acted as a scaffold to learn more about the German language. Regarding the material that her teachers used in class, she said that teachers did not give students books to read, and she did not have internet access. She did not remember that her teachers gave her worksheets, but maybe they must have given her some materials to work with. But what she really remember is that a teacher used to play songs to teach her English.

She also realized that she had developed her speaking skills in a remarkable way. and to this point she said: “como que era la forma de vincularse con el idioma, como que en el fondo no sé, tampoco tampoco porque, o sea, yo creo que claro, estaba este componente como de que dentro de mi familia estaba como este acuerdo o no acuerdo, pero como idea de que era algo bueno, como aprender inglés entonces, como que yo veía las cosas en inglés, incluso hasta ahora, como que y en ese momento también, como que si estaba viendo, no sé como algo en Ruso como que trataba de escuchar la cuestión en ruso con subtítulo” She admitted that listening was another language skill that she had developed in a very efficient way, and it was a way to create a bond with the language. This has helped her recognize a lot of different accents.

What English represents for her is that there is a past stage where she felt that English was useful and something I needed. And now I feel that my family had a great impact on this. She assures: “pero por lo menos en la familia. Mi mamá también., una de las cosas que siempre nos inculcó era que lo único que ella nos iba a poder dejar era una buena educación. Entonces, como que siempre estaba la idea de que había que estar aprendiendo cosas, como eso. Entonces creo que el inglés tenía esa función, como que era una de las cosas que en el fondo, yo podía aprender”.

On the other hand, she noticed that her exposure to the English language from a young age was something that allowed her to identify words and expressions to understand class activities. However, she admitted that the teaching methodology used by teachers at university was something that caused a great impact in their learning. In fact she said: “Entonces eso, pero creo que después, cuando entré a estudiar, tuve un momento en el que fue algo que vi, o sea, no lo odié, pero obviamente como que cuando lo entré a estudiar formalmente, como que había un... Como que igual era súper violento, como que la forma, por lo menos en la que yo aprendí. Porque en el fondo igual en la universidad estatal, como que había una línea muy común, como arcaica, como de enseñar. Que era eficiente porque en el fondo. Todo el que salía, salía hablando propiamente tal” After this experience, she started studying in a student exchange programme where she realized that the teaching methodology that teachers used at the university at that time, was not too necessary because the contact with native English language speakers and non native English language speakers was something that was worth more than too strict methodology. To this regard, she says: “ Ahí empecé como a tener como relaciones, como de amistad y de pareja en inglés. Entonces creo que hay también como que se abrió otra puerta. Y para mí ahora en este momento como que el inglés es algo muy común del día a día para mí, como que por ejemplo uno de los lugares donde yo trabajo es con estudiantes angloparlantes, entonces tengo que ir a hablar

como en inglés no enseñándolo, sino que para poder comunicarme con el estudiante de mira que hacer esto, no sé qué es la verdad”

She also said that these experiences made her feel that English was part of her daily life and that the fact that she used it outside teaching contexts has made her feel a more personal connection with the language. In fact, she said: “Entender la experiencia que está teniendo el estudiante acá, etcétera, mi pareja, también hablante nativo, entonces como que tiene como un componente mucho más como que es una parte de mi vida, como que tengo que cómo, hablarlo aún así, por ejemplo. Para mí igual está la diferencia de como de espacios como de uso”.

She remarked that she didn’t like when people started using English because they just wanted to demonstrate that they had a high level of oral language proficiency, she said that she has a stronger bond with the language. She said: “Pero en el fondo como igual tengo que utilizarlo en mi vida, como que en el fondo, en los espacios de uso, que tengo que usar el el el inglés, lo uso como. Sí como normal” When asked about her participation in a language community, she said that she had a group of friends whom she used to speak English. She said: “Pero era como espacio de práctica, como para prepararnos para las evaluaciones orales y todo eso. Pero no era como yo nunca he sido, como “¡Guau! armemos un club como de no sé qué cosa”. This was a key factor because this meant that she mastered her language skills together with other people and she developed some skills that allowed her to learn more about cultural facts of English language speaking countries.

She took part in cinema conferences, and she talked about Japanese animation movies, she shared some VHS, CDs, and cassettes. She also remembered that she played the role of a participant and not a leader. She said: “como que yo participaba porque tenía interés en esas cosas y apoyaba. Pero no era yo como, uh, sí, yo voy a organizar algo, que creo que es lo que hago ahora”

Regarding her years at university, when she decided to start studying Literature and Linguistics, she said that something that was very hard to do was the fact that she was 27 years old, and it was hard to get along with her classmates. They were very young. She said that: “ entonces como que era una diferencia, como super abismal. En términos de madurez, de hacer cosas, entonces como que yo allí empecé a tomar como un rol, como más, de ya claro, hagamos esto, como proponer ideas como el liderazgo, cosas”. She took this opportunity to grow and develop her personality. Concerning her participation in class, she said that she used to be a good listener, and didn't take part in class but when she started university she started feeling more comfortable to speak and really felt committed to speak and develop her oral skills. She said: “opinaba mucho, en literatura hablaba mucho. Pero también siempre como que trataba de que lo que yo dijera fuera en relación, o sea, no ocupar mucho tiempo de la clase, por ejemplo, porque tenía compañeros que se mandaban el monólogo de 30 minutos, casi siempre hombres. Pero como que sí era como hey! está mi opinión, como que tengo derecho a decirla, entonces como que siempre era sí, yo opino” Regarding her years at University, she said that she chose the humanistic course, and she said that this was the most popular class in school.

Because high school was divided into three courses: mathematics, science, and humanities. She said that students who enrolled in humanistic courses were the most popular. She remembered that people who were in humanistic courses really liked to undertake popular measures to raise awareness on popular matters. She remembered her classmates saying this: “hay que ir a la población y hacer esto”. But she was not really interested in getting involved in these matters because she was too busy becoming a member of these anime communities and learning about film and the arts.

Regarding her personal interests, she felt very a bit reluctant to participate in class when she was in high school because she thinks that class contents were very difficult and she felt very

intimidated, but when she started studying literature and linguistics at university she said that the age gap between she and her classmates was something that she felt that had many benefits. In fact, she said: “creo que la diferencia de edad a mí me jugaba mucho a favor, porque además también yo tenía experiencia trabajando, como que sabía donde iba la moto, como cuando estaba estudiando en la universidad”.

Some of the benefits that she got from this experience had to do with the fact that she really had her objective clear in mind. She always knew what she really wanted to achieve when studying literature and linguistics.

She said that she has always listened to music in English and that she has always liked to read the lyrics and she had realized that there are many people who do not pay attention to the lyrics and they just follow the music beats or melody but not the meaning of lyrics. To this regard she said: “hay gente que no pone atención a la letra, como que escucha la música y listo. Sé como que ahora mismo. Como que: “¡Buh! “No tienes idea de lo que dice tu canción favorita” Como que es como “¡Hey amigo!, qué estás escuchando?”, “entonces ¿por qué te gusta entonces?” Es muy extraño que para mí la música siempre tiene que ir con la letra y como que siempre ha sido importante para mí saber, qué es lo que dice la letra. Entonces eso, la música, yo creo que es como lo principal y lo otro”

Sitcoms and movies have played an important role in participant 2's life, she sees that they are significant components but songs are something she connects with life and make events more memorable than movies. She said: “Pero creo que también series y películas, eso también tiene un componente importante. Eso siempre tiene un componente importante, porque además, como también estudié teatro, como que me gusta ver cosas, como que me gusta ver como cuando veo una buena actuación es como. Guau, como que me agrada. Pero creo que en términos, por ejemplo, de uso de tiempo, soy mucho más apegada a la música

que a las series, como que en la serie puedo verla y después no acordarme, porque la tenía cuando estaba como en modo automático viendo, pero las canciones no. Como que las asocio con momentos como que tiene, como otra relevancia, yo creo para”

When asked about her investment in the target language culture, she mentioned one experience that helped her feel more invested in the use of the language. She described it as follows: “Por ejemplo, la primera pareja que yo tuve, con la que me comunicaba en inglés, era turco. Entonces como que tenía un acento como particular. Yo también tengo un acento en particular, como un acento me refiero, no como no validado, como por las formas estándares del inglés”

Consequently, she mentions that she realized that people made good and bad associations with accent and the use of the English language but non-native language speakers. She said that accents are not something that she had been too aware of, on the contrary, she has always focused on practicing the language more than the accent people employed to communicate.

Regarding this point, she said: “Entonces como que yo creo que en ese momento, que además también yo la primera vez que empecé a utilizar la lengua como fuera de, por ejemplo, yo te te dije que cuando estaba en ese concierto de los Strokes, me puse a hablar con esta chica, pero honestamente, no sé de dónde era ella? Como que no. O sea, como me da la impresión de que ella habló algo de Londres entonces como que me quedé con la idea de que ella era de Inglaterra”

She also remembered when she went to Australia and she was a C1 but she admitted that it was hard to understand real English, she described this experience as follows: “Pero me acuerdo que llegué allá y me sentí angustiada porque sentí que no hablaba nada. Así como que no tengo idea de este idioma, y con eso también, como por ejemplo como porque también el acento australiano es como relativamente claro, como que lo puedo entender, pero por

ejemplo, el acento de una persona australiana no muy educada. Bueno, es prácticamente ininteligible, como yo me acuerdo que justo yo llegué, tuve un atraso en el vuelo, porque tenía que conectar de Sydney a Canberra que era donde estaba yo. Y en el transporte que me llevaba a la universidad, el que me llevaba a la universidad se había ido, entonces yo tuve que tomar un taxi para irme. Me acuerdo que el taxista me hablaba muy amable, así como como explicándome cosas y yo sentía que me estaba explicando cosas porque me movía las manos, hacía gestos y no sé qué y yo reaccioné como: “Ah, ok” Pero no tenía idea de lo que me estaba diciendo.

También recuerdo haber pensado: “este tipo me puede haber llevado a cualquier lado” porque además en ese tiempo yo no tenía tampoco uno de estos teléfonos como para ver el mapa y ver bien dónde estaba. No tenía la menor idea” She said that she had not been in contact with authentic material in class, until she started having some lessons in Sociolinguistics, to this respect she said: “Pero me acuerdo, como ahí haber empezado, bueno y también por cursos que tomé ahí, que tomé como el primer curso de sociolingüística que para mí fue como ¡guau!, “hey, ¿por qué a mi nunca me expusieron?” o no tengo, por lo menos recuerdos, de que me hayan puesto un audio auténtico en la universidad, por ejemplo.

Yo creo que sí nos tienen que haber puesto, pero es como no con la frecuencia o con el énfasis, así habla la gente en el mundo real”.

Going backward to her experience meeting people from different parts of the world, she said that: “fue en Australia, cuando yo tuve de pareja, a este chico turco. Entonces como que también ahí había como otro acento. También por ejemplo, había un grupo de estudiantes de India que me acogieron, todavía no entiendo el porqué. Pero como que me acogieron bien. Mi mejor amiga cuando yo estaba ahí era de Taiwán y entonces como que yo lo que más

escuchaba eran acentos que eran como distintos al mío, entonces como que ahí me empecé, como a meterme con eso”

She also said that when she traveled to the United States, she could meet more people from different parts of the world which allowed her to go deep into the study of accents, and authentic contexts. She mentioned that these opportunities to interact with people from different parts of the world made her feel that she could learn more vocabulary that she did not learn in class, and different registers, slang, and different ways to interact in social contexts.

She shared a good experience to illustrate her exposure to the different accents, vocabulary and registers as follows: “Mi pareja, por ejemplo, es de India también. Entonces como que para mí es, por ejemplo, poner atención a cómo hace ciertos sonidos, por ejemplo, como ese tipo de cosas. Otro ejemplo, es una de las series que he estado viendo mucho, es ‘Insecure’, que es sobre unas mujeres afroamericanas en Estados Unidos, en Los Ángeles, específicamente.

Entonces, ahí comencé a entender cómo aprender, más bien el vocabulario que utilizan, no sé otras cosas que nunca nadie me enseñó, entonces, para mí ahora, en este momento, la autenticidad del inglés o la manera en la que me trato de vincular es esa. A través de la forma en que la gente se trata, habla, interactúa.” Other types of exposure that she had were when she traveled on a student’s exchange programme where she had a native English language teacher who was 4 years younger than her, who had a great impact on her learning process. She described this experience as follows: “cuando yo estaba en Estados Unidos, me pasó que tuve una profe, que tenía mi misma edad, porque como yo era, tenía 26 cuando entré a estudiar, cuando me fui de intercambio, cumplí 30. Entonces una de la profesora me hizo un curso de escritura creativa, que era un seminario de escritura creativa. Ella era estudiante de doctorado y tenía mi misma edad. Entonces, me acuerdo, por primera vez, haber estado

frente a alguien que yo dije, ¡Guau!, ella es una persona que habla inglés, como lo va a hablar una persona de mi generación. Entonces, como por ejemplo de ella, yo me acuerdo haber aprendido muchas cosas, como por ejemplo sobre el uso de la entonación, como de vocabulario". This experience made her feel more aware of her goals concerning language skills she had to develop and cultural knowledge that affected her identity as a foreign language speaker. She said that: "como de cosas que yo decía como: "hey, si yo hubiera crecido en un país de habla inglesa...", probablemente...", porque además también tenía muchos, como el seminario que ella hacía era percepción del medio, entonces había muchas cosas, sobre justicia medioambiental, muchos temas así. Entonces como que también para mí era como: "Sí estamos en la misma línea". Recuerdo haber sentido eso, como ese es el grupo al que yo pertenezco, como en mí, como en la versión "Isabel habla inglés", como de qué es algo, por ejemplo, que nunca tuve cuando estaba aprendiendo inglés".

Participant 2 realized that all her learning experiences contributed to help her develop her sociolinguistic competence and her identity as a language speaker, and she remarked that she is conscious about differences that people can experience when speaking English and when speaking Spanish.

She said: "Porque en el fondo como que te enseñan inglés como "éstas son las normas y así se aplica la esto", pero en el fondo como en castellano todos vamos como que en el fondo tenemos como un set de información y tu vas sacando dependiendo como de de tu identidad, como de cómo quieres que te vean, como de un montón de otras cosas. Por eso no da lo mismo decir como no sé, voy a tomar 11 o voy a tomar. Bien como que son cosas que van dando cuenta, como de los grupos a los que uno pertenece, como de las identidades que uno tiene, como en, como como ser humano. Entonces, en ese momento, como que yo dije: "bueno, anda como que la Isabel que habla inglés", que no es la misma "Isabel que habla español". Porque también hay muchas restricciones en el inglés que te impiden ser. Como,

por ejemplo, esto mismo, yo no sé si podría decirlo de la misma manera en inglés, porque en el fondo tendría que recurrir a otros recursos” When asked about how she defined herself as a teacher she said that she has always been focused on raising awareness towards these linguistic phenomena. She said:”he estado siempre interesada en incluir la idea de acentos, como porque a mí me pasó como que yo cuando estuve en Australia, cuando hay gente de tantas partes distintas que en el fondo, como que ahí recién yo empecé como a entrenar mi oído”

She also shared her experience developing intelligibility. She described it as follows: “Cuando volví a Santiago me acuerdo que yo en ese tiempo estaba trabajando en el Santiago a mil, en producción logística y volví, Ponte tu, no sé el primero de diciembre, Ponte tu. Y yo el 2 tenía que estar trabajando en Santiago a mil. Entonces me acuerdo que justo ese año había venido una compañía de India y nadie entendía nada de lo que estaban hablando porque en el fondo no estaban acostumbrados al acento. Y yo me acuerdo que cuando yo hablé con ellos les entendía todo y como que me podía comunicar muy bien con ellos. Y también me acuerdo haber pensado que de verdad, que el escuchar y entender distintos acentos es algo que se practica también. Y eso nunca nadie como que intentó decírmelo. Tampoco hacer algo con relación a eso. Entonces como que también yo voy como mira, esto es por ejemplo, el inglés de Singapur, este es el inglés de Gana, este es el inglés de no sé de Australia, incluso que tampoco es tan conocido, o el de Nueva Zelanda. Pero tratar de incorporar, estos cuestionamientos que uno tiene, cuando está aprendiendo y tratar de no sé si darles respuesta, porque también creo que son cuestionamientos muy personales. Pero en el fondo como hacer ver que eso es parte de aprender la lengua que aprender la lengua no es como memorizar como ‘she, he, it’ lleva ‘s’ cuando está en tercera persona en presente simple, sino que como porque además también las generaciones de ahora con las redes sociales y todo

eso, no era algo que nosotros teníamos, entonces no sé si era algo como que uno podía encontrarse con esas cosas”

Her journeys to Australia, United States, and New Zealand made her a more tolerant teacher who paid attention not only to formal uses of the language, but colloquial uses that were very relevant for students to develop their listening comprehension skills, and their speaking skills. She described this phenomenon as follows: “Ven mucho más cómo se rompen las reglas en el idioma, entonces cuando alguien no se, les dice, no es que esta expresión: “she ain’t” está incorrecta. Pero tenía una montonera de hablantes que si lo utilizan, entonces en vez de decir es incorrecto. Pienso que hay usos, o sea, hay contextos en los que se pueden utilizar ciertas cosas como bueno en el contexto en el que estaba en la sala no podía utilizar eso, pero no significa que esté malo”.

Finally, participant 2 made a comparison between prescriptive and descriptive approaches when learning a language. She said: “Como que en el fondo, como incluir que lo que existe en el mundo es diversidad que tenemos que tratar de entender que como que hay que lidiar, o sea, no lidiar, pero es como que Incluir, y saber lo que estamos haciendo. Es como darle un poco de carácter descriptivo, o sea, tomar el carácter descriptivo de la lengua más que el prescriptivo, como observar cómo se está usando todo el rato”

She also considered that linguistic diversity is an interesting field of study and that she had always been fascinated about phonetics and phonology and this is the time she started connecting everything that she had learned during her trips to English speaking countries. She made some comments related to this beautiful experience: “hay una conexión muy obvia entre esas dos áreas o sea para mí, por lo menos que estudie las 2 cosas como entre esas 2 áreas. También, por ejemplo, la variedad, o sea la diversidad, se ve mucho y también en la forma en la que hablamos, como los acentos, nos damos cuenta de que hay diversidad de hablar, etcétera. Yo creo que para mí como que la importancia sería eso, pero creo que como que

por eso es como invitar, a hacerse preguntas sobre todo lo que implica aprender una lengua que no necesariamente, a mí tampoco me gusta pensarlo como estamos aprendiendo otra forma de ver el mundo. Porque uno no siempre tiene acceso a esa forma de ver el mundo. Porque en el fondo hay todo un conocimiento sociolingüístico, por ejemplo, que nosotros ya no tenemos, porque no crecimos en una cultura de habla inglesa determinada. Entonces, no sé como una broma, por ejemplo, que puedan decir sobre algo, yo no voy a entender el contexto de esa información, porque no tengo idea de cuál es el referente, por ejemplo, el que está haciendo alusión. Pero eso no quita que en el fondo, yo sí. Ehm se me fue la idea. Cómo espera, déjame retomar lo que estaba diciendo”.

Eventually, she said that these journeys and this approach she adopted to the study of the language, changed her views of English language teacher identity.

She said:” También tengo que hacer un ejercicio como identitario de decir en el fondo, me estoy haciendo preguntas también sobre quién soy yo cuando estoy aprendiendo una lengua, porque en el fondo, la forma en la que voy utilizando la lengua también va, dice, va, va hablando de quién soy yo, que es lo que hacemos. Por ejemplo, recientemente hablé con un registro más informal que probablemente no debería haber usado porque no va a ser difícil transcribir. Ay, pero por ejemplo, eso da cuenta también como de mi identidad como xxxx xxxx, entonces como que eso, por ejemplo, a eso es a lo que voy con el elemento cultural, como en el fondo, como preguntarnos, cómo encajamos nosotros siendo nosotros, como en el universo, como de la diversidad cultural que existe en las 2 lenguas”

She considered herself as a cultural mediator, and a teacher who liked to foster the development of communicative competence. She defined herself as an integrative teacher.

Appendix 2

Letters of consent

Participant 1

ANEXO 1: CARTA DE CONSENTIMIENTO INFORMADO

Yo Natalia Carolina Arce Plaza, RUT 16.748.032-2 declaro que se me ha explicado que mi participación en el estudio sobre **“Understanding how in-service EFL teachers build and negotiate their foreign language teacher identity: a reflection on Foreign Language Teacher investment in communities of practice”**, consistirá en responder una entrevista que pretende aportar al conocimiento, comprendiendo que mi participación es una valiosa contribución.

Acepto la solicitud de que la entrevista sea grabada en formato de audio para su posterior transcripción y análisis, a los cuales podrá tener acceso parte del estudiante de programa de magister en Lingüística aplicada en enseñanza de idiomas, Verence Zuta, y el profesor Roberto Silva, quien guía la investigación.

Declaro que se me ha informado ampliamente sobre los posibles beneficios, riesgos y molestias derivados de mi participación en el estudio, y que se me ha asegurado que la información que entregue estará protegida por el anonimato y la confidencialidad.

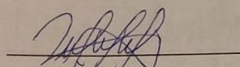
Los Investigadores Responsables del estudio, Verence Zuta, y Roberto Silva se han comprometido a responder cualquier pregunta y aclarar cualquier duda que les plantee acerca de los procedimientos que se llevarán a cabo, riesgos, beneficios o cualquier otro asunto relacionado con la investigación.

Asimismo, las entrevistadoras me han dado seguridad de que no se me identificará en ninguna oportunidad en el estudio y que los datos relacionados con mi privacidad serán manejados en forma confidencial. En caso de que el producto de este trabajo se requiera mostrar al público externo (publicaciones, congresos y otras presentaciones), se solicitará previamente mi autorización.

Por lo tanto, como participante, acepto la invitación en forma libre y voluntaria, y declaro estar informado de que los resultados de esta investigación tendrán como producto un informe, para ser presentado como parte del trabajo de tesis para optar al grado de Magister en Lingüística aplicada a la enseñanza de idiomas.

He leído esta hoja de Consentimiento y acepto participar en este estudio según las condiciones establecidas.

Santiago, a 3 de abril de 2024


Firma Participante


Firma Investigadores

Participant 1

ANEXO 1: CARTA DE CONSENTIMIENTO INFORMADO

Yo Isabel González Pastén, RUT 16.121.624-0 declaro que se me ha explicado que mi participación en el estudio sobre **“Understanding how in-service EFL teachers build and negotiate their foreign language teacher identity: a reflection on Foreign Language Teacher investment in communities of practice”**, consistirá en responder una entrevista que pretende aportar al conocimiento, comprendiendo que mi participación es una valiosa contribución.

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Declaro que se me ha informado ampliamente sobre los posibles beneficios, riesgos y molestias derivados de mi participación en el estudio, y que se me ha asegurado que la información que entregue estará protegida por el anonimato y la confidencialidad.

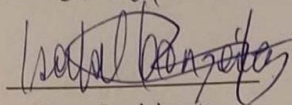
Las Investigadores Responsables del estudio, Verénice Zuta, y Roberto Silva se han comprometido a responder cualquier pregunta y aclarar cualquier duda que les plantee acerca de los procedimientos que se llevarán a cabo, riesgos, beneficios o cualquier otro asunto relacionado con la investigación.

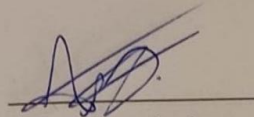
Asimismo, las entrevistadoras me han dado seguridad de que no se me identificará en ninguna oportunidad en el estudio y que los datos relacionados con mi privacidad serán manejados en forma confidencial. En caso de que el producto de este trabajo se requiera mostrar al público externo (publicaciones, congresos y otras presentaciones), se solicitará previamente mi autorización.

Por lo tanto, como participante, acepto la invitación en forma libre y voluntaria, y declaro estar informado de que los resultados de esta investigación tendrán como producto un informe, para ser presentado como parte del trabajo de tesis para optar al grado de Magister en Lingüística aplicada a la enseñanza de idiomas.

He leído esta hoja de Consentimiento y acepto participar en este estudio según las condiciones establecidas.

Santiago, a 09 de Abril de 2024


Firma Participante


Firma Investigadores