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**The influence of prior learning experiences on
novice EFL teachers' present day practice**

TRABAJO RECEPCIONAL PARA OPTAR AL GRADO DE MAESTRO
EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

QUE PRESENTA

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Introduction

Nowadays, there has been an increase in research aimed at understanding teachers' perceptions regarding their teaching practice. Some of this research is tied to teachers' early formation of their role and identity as teachers. Flores and Day (2006) have emphasized that during this period, teachers may face different emotions that range from negative to positive. They observed also that one of the key elements in forming their identity is faced when they transition from students to professional teachers. It is during this early stage in their professional lives when their prior experiences as students, as well as their personal experiences, play an important role in determining whether their first year of experience, or perhaps even their careers, will be successful or not (Huberman, 1989). Hence, the aim of this research was to identify the main influential elements that have played a significant role in teachers' professional practice by attempting to understand their personal and academic experiences.

Central to this understanding is the idea that teachers' individual biographies are what set them apart from those with whom they share a common profession. According to Carter and Doyle (1996 in Beijaard et al, 2000), teachers' biographies, that is to say, personal experiences, are key in helping teachers shape and adapt their personal beliefs about teaching to their schools' realities. In other words, a teacher's' practice is undoubtedly influenced by their past experiences as both former students and individuals. As a result there is an interaction that posits a close relationship between the personal and professional lives of teachers (Beijaard et al, 2000).

Research has identified that there are major influential elements on teachers' work. These career shaping elements comprise critical events, as well as significant others that may have been a source of influence on individuals' lives before they became teachers (Beijaard et al, 2000). Critical events in individuals' lives encompass issues such as the influence that former teachers had in their lives as students (Flores &Day, 2006). Regarding this issue, research suggests that former teachers may provide both positive and negative role models for students

(Knowles, 1992 in Flores & Day, 2006). These role models may be the first source of influence on students opting for the teaching profession. At this stage, this decision is characterized by the admiration they may have felt towards their former instructors. Furthermore, as students make the transition from students to teachers they may draw on the role model that their former teachers provided for them in their school days (Flores & Day, 2006). In addition, while observing their former instructors, novice teachers are presented with a wide variety of teaching styles that also help shape their future teaching practice (Lortie, 1975, in Flores & Day, 2006). Thus, being exposed to different ways or styles of teaching by their former teachers, novice teachers could also be regarded as a frame of reference by which novice teachers are led in their early years in their profession (Flores & Day, 2006).

In addition to novice teachers' prior learning experiences, there are also a variety of events that are critical in shaping their teaching practice. Namely, their very first experiences as teachers should also be regarded as important influences as they provide the basis for their understanding of the teaching profession (Flores & Day, 2006). During this process, novice teachers may also find a source that becomes highly influential in their work. As their first teaching experiences unfold they are bound to face both negative and positive emotions while teaching. It could be argued that positive experiences, for example, may become motivational factors in novice teachers' decisions to want to further their teaching knowledge, as well as provide self-confidence. In addition, what these early teaching experiences provide for novice teachers is the realization of what the profession actually entails (Flores & Day, 2006). This process is marked by conceptualizing the requirements that the profession demands. Additionally, it may provide novice teachers with relevant information regarding their level of expertise on their subject matter. As a result of this process, novice teachers may gain knowledge that could help them to improve their teaching practice. In sum, it is necessary to identify which factors may have played a significant role in teachers' professional practice.

Rationale

While many studies have dealt with novice teachers' first years of teaching experience, few have focused on the stage prior to this in which teachers were still students. However, what some of those studies underline is the role that their biographies have in their teaching practice. Carter and Doyle (1996 in Beijaard, 2000) express that the biographical elements related to teachers' lives exert great influence in their practice. It is claimed that these elements are important in helping teachers define their role as teachers in their working context. What has been stated is summarized by Clark (1992 in Smith, 2001:112) who observed that "teachers' life experiences and background affect what they believe, and consequently, how they teach". Among these background experiences, teachers' experiences as learners, as well as the role that their former teachers played are included (Knowles: 1992). What can be drawn from this is that owing to their personal experiences as students and those with whom they learned, a teacher is bound to form a particular style while teaching his or her classes. Therefore, this background becomes relevant, due to the focus of this inquiry, which attempts to understand the significance of teachers' experiences in their practice.

There were many factors that were determinant in my decision to conduct this research. One of these was thinking about some of the difficulties that I had faced during the first English classes I taught. While facing those difficulties, I started to think about my own experiences as an EFL student. During this stage, firstly, I recalled how I had enjoyed being taught the language, and the types of teachers who I liked being taught by. Without compromising my own identity, I realized that I could draw on those experiences as a learner and use them in my first experiences as a professional teacher. It could be argued that these experiences, both positive and negative, that had become an important part of my life as a student, were now being used by me as a teacher. Moreover, they had become factors that constantly influenced my teaching practice. While thinking about this matter, I also started to wonder if those teachers had been in the same position that I was (struggling in their first experiences as teachers) and had also thought about their own

experiences as students and had used them in order to cope with some of the struggles they experienced.

In sum, this research was mainly influenced by my own experiences in the early stages of my professional practice as an EFL teacher. However, conducting research on this matter is meaningful in different ways given that it may serve as a means to understand how and why novice teachers react to certain situations in their language classroom. Furthermore, it could also be used as a reference to provide some explanation of how novice teachers' professional identities have been forming even before they were teachers. In addition, this inquiry could also contribute in gaining knowledge of how novice EFL teachers in Mexico are influenced by their experiences as learners. This could lead to observing how their identity is formed in this particular research context by relying on their experiences as learners. These topics were considered as a key factor to conduct a study. In addition, conducting research concerning this particular topic could serve as a starting point for others attempting to understand different factors that may influence novice EFL teachers' practice.

Objectives

This inquiry was focused on exploring how novice teachers' prior experiences have influenced their professional practice. This included understanding teachers' decisions to become teachers. Similarly, it was important to discover if, and how, novice teachers had been influenced by their own teachers while they were students. Additionally, it was also aimed at describing their perceptions towards their teaching practice compared to the expectations they had before they became teachers.

Research Questions

In order to provide a plausible answer to how novice teachers' prior experiences have shaped their teaching practice, this study was based on the following main question:

- How have novice teachers' prior experiences as learners influenced their teaching practice?

The answer to this question involved discovering the answers to three sub-questions:

- What were the factors that influenced novice teachers' decisions to become teachers?
- What is the role that their former English teachers played in their teaching practice?
- What are their perceptions towards their current teaching practice?

Map of research

This research paper is organized as follows:

The literature review chapter offers a description of what identity is. Furthermore, it analyzes some prior studies focused on professional identity and how novice teachers shape their own professional identity in the early stages of their profession. This chapter includes also the importance of socialization in novice teachers' early experiences in the working field.

The methodology chapter describes how this study was conducted. It explains the reasons behind the selection of narrative research in this study. It includes also the data collection and analysis methods, the research context and participants, and finally the research procedure.

The findings chapter describes what was discovered in this research. It briefly describes novice teachers' experiences as learners, as well as their early experiences as teachers. In this section the main categories that were drawn from the interviews that were conducted are presented.

Finally, the conclusions that were reached are presented, the limitations of this study are discussed, and some ideas for further research are offered.

Chapter One: Literature review

This chapter will offer a brief overview of experts' research on the subject. Some of the emerging elements that seemed relevant in their studies emphasize the role of former teachers. Furthermore, studies have also stressed that observing former teachers may help novice teachers cope with their early teaching experiences. In addition, it has been stated that prior learning experiences may also be pivotal in helping students choose the teaching profession.

1.1 The influence of novice teachers' personal beliefs

While novice teachers may not have teaching experience, they do have their prior learning experiences. These experiences are important because they often help shape novice teachers' beliefs about teaching (Yüksel and Kavanoza, 2015). As a result, the beliefs novice teachers bring to their profession are valuable during their first years of teaching. Furthermore, novice teachers' beliefs about teaching may also provide them with an idea of what the teaching profession may entail. In fact, Chong et al (2011) pointed out that, based on their beliefs, pre-service teachers have a clear idea of what it means to be a teacher. Finally, it must be stressed that novice teachers' pre-conceived beliefs about the profession are unlikely to be changed during the course of teachers' practice (McAdams, 2001, in Chong et al, 2011)

1.2 Novice teachers: Beginning to teach

During the process of becoming teachers, former students are sometimes faced with a seemingly overwhelming task of seeing themselves as professional teachers. Flores (1997 in Flores & Day 2006) noted that novice teachers are at times met with feelings of frustration when they realize that their prior expectations are completely different from the reality they are forced to face. In contrast, there are other teachers for whom this transition is not a difficult one.

In this regard, "easy" and "difficult" beginnings also form novice teachers' perceptions about teaching. In addition, they become an important part of novice

teachers' cumulative experiences. Huberman (1989 in Flores & Day, 2006) points out that, "difficult" and "easy" beginnings are often related to two factors. One of them relates to dealing with certain teaching cultures. This implies that a teacher's working context and "its expectation or unwritten rules" (Gruenert, 2008, in Joiner and Edwards, 2008) may play a key role in determining whether his or her transition from student to teacher is easy or difficult, good or bad. School culture may encompass elements such as the relationships among peers, school staff and working environment. Lack of support from leaders and peers as well as low commitment amongst teachers impacted in a negative way how novice teachers view teaching during their first years of teaching experience. Conversely, working environments that were positive (for example, schools in which there was support, as well as encouragement from school leaders) became a high source of motivation for teachers who were looking to make a progress in their practice.

Teachers' feelings of self fulfillment are also a key factor when they begin their careers as professional teachers. This could entail that if novice teachers think that if their expectations are fulfilled, they are likely to find it easier to start their new career. Conversely, if their expectations are not met, their first teaching experiences may not be satisfactory. Flores and Day (2006) also discovered that participants thought that their education in college had been insufficient. Thus, they were not prepared to face the high demand of the actual teaching practice. In this regard, Flores and Day (2006:223) mention that:

...pre-service teacher education seemed to have had a relatively weak impact upon the way in which new teachers approached teaching and view themselves as teachers

What has been highlighted is that the first years of teaching experience are extremely important in the lives of professional teachers. Kyriacou (1993 in Cakmak, 2013) mentioned that during these years teachers may acquire various skills that could help them to teach effectively. Novice teachers may also encounter several difficulties during their initial teaching years. These difficulties may include

dealing with other teachers, school authorities as well as their own expectations about the teaching practice.

1.3 The process of socialization and the influence of the apprenticeship of observation

The process of socialization involves factors that are relevant to understand the way novice teachers may perform during their first teaching experiences. Socialization entails the role that plays the prior learning experience of novice teachers. In addition, it underlines the influence that former teachers had in helping a learner to teach the way he/she does.

Flores and Day (2006) assert that socialization is a major source of influence in novice teachers' perceptions of themselves as professionals. Socialization is also related to what novice teachers think being a teacher entails. Lortie (1975 in Flores & Day: 2006) emphasizes a major element in the phase of socialization. Lortie (1975) refers to this element as the "apprenticeship of observation". According to Lortie (1975) during this stage, students observe the way in which their teachers teach. This phase is important because it may play an important role in how students lead their professional lives as teachers. By seeing their teachers in action, they may get a glimpse of what to do in certain situations in their teaching careers. They may also even be influenced to the point of choosing to become teachers by means of observing their own teachers.

In a similar vein, Knowles (1992:129) mentions that "all the individuals were greatly influenced by their experiences with teachers". In addition, Knowles (1992) states that teachers may verbally acknowledge a student's skills for teaching. Teachers are in fact keen at observing which students are capable of performing certain tasks that are related to teaching. The importance of this is that teachers may induce a particular student into becoming a teacher. They may conduct this by directly addressing students into considering teaching as a career. In addition to observing their own teachers, the apprenticeship of observation also involves how influential the program that teachers undergo in order to become professional teachers, such as at a university level (Lortie, 1975 in Flores & Day: 2006). There

is also another important socializing element pertaining to this phase. This is the influence of both teachers and relatives in a person's life. Former teachers may influence some students into pursuing the same path. The role of a student's relatives is similarly important in a student's decisions. These decisions may be influenced by means of positive or negative comments that may lead a student into pursuing the teaching path or an entirely different one altogether. Therefore, this element is as important as the previously mentioned ones.

Flores and Day (2006: 221) point out that "[these] are some of the major socializing agents identified" during the period of the apprenticeship of observation. Furthermore, they assert that "the strength of each of these socializing factors varies according to one's own personal and professional paths and to the workplace conditions". What can be drawn from their comment is that although they are equally important, their level of importance varies according to different individuals. This is so because individuals have certainly taken different paths that have led them into the teaching profession. In addition, although they may share the same profession, both their goals and how they are planning to achieve them may also lead them to choose different paths.

According to Knowles (1992: 100) "there are two major viewpoints which attempt to explain the socialization of novice teachers". He observes that one of these views encompasses the prior experiences of the teacher as a student. This mainly entails the influence both pre-service education and the first year as an in-service teacher. He also asserts that context, and its influence, is also related to novice teachers' socialization. This element encompasses the structure of the school itself, as well as the level of cooperativeness novice teachers may encounter with their more experienced peers. Similarly, Jordell (1987 in Flores & Day: 2006) state that the first experiences in a working context are a crucial socializing factor.

In contrast, Knowles (1992:100) asserts that "formal pre-service education and student teaching has little effect on the beliefs (...) of beginning teachers". In other words, the experiences one encounters as a novice teacher may not be influential regarding how teachers view themselves as teachers. According to Knowles, a

larger emphasis is given to the personal biography of the teacher. It thus considers that socialization begins at an earlier point in time in a student-teacher's life.

Lortie (1975 in Flores & Day: 2006) observes two underlining elements that also help define the role of socialization. Lortie (1975 in Flores & Day: 2006) refers to one of these as "anticipatory socialization". It can be argued that the period in which a student is attending school is a major influential factor in choosing the teaching profession. Therefore, it may be claimed that the early foundations of socialization were laid at a point in which students were yet to become or even choose to pursue the teaching path. Lortie (1975 in Flores & Day: 2006, 221) also used the term "self-socialization" to refer to personal predispositions and thoughts towards the teaching profession. Furthermore, Lortie (1975:79 in Knowles, 1992: 101) also stated that "socialization into teaching is largely self-socialization; one's personal predispositions are not only relevant but, in fact, stand at the core of becoming a teacher". What this underlines is that experiences as learners are essential in attempting to discover the reasons behind a student opting to choose the teaching profession. It is also imperative to express that the way people perceive the teaching profession during their student years may help in the foundation of their ideas and thoughts once they finally become professionals.

As a final remark, Bullough (1997:95 in Flores & Day: 2006) commented that there are several ideas that emerge when discussing the notion of novice teachers' socialization. He argued that the prior experiences that have shaped a person's ideas and thoughts are relevant. In addition, he argues that the context that one encounters plays an essential role as well. Therefore, both viewpoints must be taken into account as they are decisive in trying to interpret novice teachers' socialization.

1.4 Novice teachers' construction of professional identity

Beijaard et al (2004:107) assert that "identity is not something one has, but something that develops during one's whole life". McCormick and Pressley (1997,

in Beijaard et al, 2004) claimed that identity is intrinsically related to the concept of self. In this regard, “self” entails the knowledge of our personal attitudes and beliefs about ourselves. Furthermore, Chong et al (2011) stated that: “One of the most significant experiences in the formation of self as a teacher is from early experiences as pupils in their classrooms with teachers”.

In addition, Tickle (2000, in Beijaard et al, 2004) points out that professional identity is built in relationship with the personal thoughts that others may have of people as teachers. Moreover, he claims that what we consider important in our work and personal lives are certainly influential factors in our identity. Finally, he noted that those factors are intrinsically related to our experiences in both our teaching, as well as our personal background. Therefore, it may be claimed that our identity is something we build ourselves, but in close relationship with others.

It must be emphasized that owing to some of these factors it may be claimed that professional identity owes its nature to many layers that compose it (Cooper & Olson, 1996 in Beijaard et al, 2004). What can be drawn from this is that there are different elements that may play an influential role in a teacher’s professional identity. Those elements may be historical, cultural as well as sociological (Beijaard et al, 2004). Nevertheless, it is also claimed that in previous studies, a major role had been given to the notion that identity is built by a person with little attention given to that person’s surroundings. Regarding this issue, Reynolds (1996 in Beijaard et al: 2004) asserts that teachers’ identity is largely influenced by his/her surroundings. What may be inferred from this is that teaching context may also play a key role in the way teachers behave. In a similar tone, Beijaard et al (1999) also stress the fact that the context where teachers teach is a highly influential factor in his or her perception of professional identity. It could also be argued that although context may influence a teacher’s professional identity, it may also limit how it is shaped and how it evolves. They also point out that a particular teaching context helps shape a particular teacher’s knowledge. It could be argued that context mainly encompasses what occurs within the classroom as well as what occurs outside of it. Yet it is noteworthy to mention that school is only one of many

places where identity is developed. The cultural aspect also plays a pivotal role in defining a person's professional identity.

The culture under which teachers perform is also elemental in defining their identity. They help determine how their individual stories will unfold (Beijaard et al 1999). Not only do teaching cultures help shape teachers' professional identity, they are also influential in the way they perceive their identity (Beijaard et al, 1999). It could be argued that while being part of a certain teaching culture, teachers are met with a particular notion of who they are at that particular point in their professional life. Being a part of a completely different teaching culture, however, may provide them with a different notion of the way they view themselves. What has been mentioned could be summarized by Hargreaves (1994:165) who mentions that "cultures of teaching help give meaning, support and identity to teachers and their work".

It must be noted also that professional identity is a process seen in a continuum. (Kerby, 1991 in Beijaard et al: 2004). This process is related to the way experiences are interpreted. What this may suggest is that it is a process that never stops. It draws from the current time and place in which a teacher is living as well as from his or her previous experiences as a teacher or as a learner. The fact that it is an ongoing process largely entails that it is a process of "lifelong learning" (Beijaard et al, 2004:122).

Furthermore, it must be highlighted that professional identity is a major contributor in helping teachers maintain a high level of commitment, satisfaction as well as motivation in their practice (Day et al: 2003 in Flores and Day: 2006). Thus, research on professional identity is a subject that may shine a light on crucial aspects regarding a teacher's life. It could even be argued that how efficient a teacher may be is intrinsically related to his or her professional identity.

Flores and Day (2006) mention that teachers' experiences as students was a relevant factor in influencing teachers' construction of their professional identity. In addition, Chong et al (2011) observe that in some ways being a student may also

serve as “an apprenticeship in teaching”. The experience of being a student could be used as a mediating factor in students’ first year as teachers. What this may underline is that whenever teachers were faced with a troublesome circumstance they may have relied on a similar experience when attempting to solve it.

In a nutshell, teachers’ professional identity can be understood by looking at the context in which events unfold. While said context may encompass events experienced in a school, it also entails those outside the school context, such as situations related to teachers’ personal lives. Similarly to personal identity, teachers’ professional identity is a process that is shaped through the years and that it rarely ceases to be build.

1.5 Previous research novice teachers’ development

Researchers have also attempted to analyze the influence that prior learning experiences, initial teacher training, and early career experiences have had on novice teachers. Previous research has focused on different factors. These include analyzing teachers’ thoughts and perceptions about their first years of teaching experience. Moreover, previous research has explored how novice teachers’ identity has been influenced by their teaching training, former teachers as well as prior learning experiences. Three studies that were influential for the aims of this research paper will be briefly described.

Çakman (2013) conducted a study based on previous research that had concluded that novice teachers encountered numerous problems during their first years of experience. Çakman interviewed students of an MA program that were also novice teachers in Turkey. The aim of this study was to explore novice teachers’ thoughts of their first teaching experiences. One of the main findings involved participants describing the teaching profession. In this study, most of the participants had had negative views about their first teaching experiences. Novice teachers in the study defined the teaching profession as tiring, difficult, and demanding. When thinking about the struggles they have faced, participants mentioned that managing the class and knowing how to teach were the most troublesome for them. Moreover,

participants mentioned some of the motivating factors that have aided them in their first years of teaching. Factors such as socialization (for example, interacting with colleagues) and the influence of their families helped them to feel motivated in their job. Another important aspect that was discovered was the influence of teacher training programs. The data that was gathered offered mixed results. While some teachers considered that teachers training programs were not useful, others considered that they had actually put into practice what they had learned. Finally, the study also found out that post-graduate education was also influential in novice teachers' practice. According to participants' responses, it may help them at a more personal level than an academic level. The study concluded that novice teachers face a variety of problems in their first years of experience. Nonetheless some of them are very enthusiastic about teaching and learning from their students. In addition, as a means to cope with their struggles novice teachers should work in conjunction with experienced teachers in order to learn from them.

Yüksel and Kavanoza (2015) conducted a study that aimed to understand the influence of prior experiences on novice teachers' perceptions of teaching. Their study focused on the beliefs the teachers have about teaching and how these beliefs develop during teachers' learning period. In order to understand teachers' beliefs, both positive and negative learning experiences were taken into account. In addition, the study aimed to understand the expectations about teaching that teachers had, based on the education program. The study was conducted in Turkey. 26 undergraduate English Language Teaching students participated in this qualitative case study. One of the main findings was related to novice teachers' previous learning experiences. Yüksel and Kavanoza's study discovered that novice teachers were influenced positively by former teachers as well as their micro-teaching experiences at the university. Conversely, participants were negatively influenced by personal and professional teacher traits. In referring to them, participants considered that former teachers who did not show a mastery of their classes were a source of negative influence. Another topic was related to teachers' expectations and motivations about the teaching practice. What was found is that teachers enjoyed the teaching practice because it provided them with

security as well as the feeling of contribution with society. Additionally, participants expected to develop both personally and professionally by being teachers. The study concluded that teachers were influenced positively and negatively by their prior learning experiences. Moreover, participants also considered that there were many aspects that motivated them about the teaching profession. For instance, they regarded having job security, working with children, and making a contribution to society through teaching as an important issue.

Finally, Chong, Ling & Chuan (2011) conducted a study that explored the development of student/teachers' professional identity. Their study focused on how students' identity is shaped in the course of a four-year teacher training program. Furthermore, they explored participants' perceptions about their training programs and the changes they may have had faced during the program. According to the authors, prior research had focused on how identity is transformed during a teachers' career. Hence, they focused on teacher training programs. The study was conducted in Singapore. 166 students enrolled in a BA or BS program participated in this study. The study was based on quantitative approach. Chong, Ling & Chuan (2011) discovered that participants had formed a set of beliefs about their identities as teachers before they even started teaching. Additionally, student/teachers also have a perception of the type of teachers they hope to be. Participants also mentioned that they held in high regard the teaching profession. According to the authors, student/teachers' thoughts about teaching went unchanged during their four-year training period. Conversely, participants' perceptions regarding a sense of calling as well as a sense of professional identity did change during that period. The study concluded that the changes in opinions that participants observed were due to the fact that identity is an ongoing process. The changes are a process of maturity. Their study attempted to shine a light on the process of identity development at the stage of initial training program.

Chapter Two: Methodology

This study attempts to obtain data regarding how novice teachers' learning experiences has shaped and influenced their teaching practice. Inquiring into their personal and professional experiences was of high importance. By engaging in conversations using semi-structured interviews, the data was collected. During this process, emerging categories were compared and contrasted among the different interviews that had taken place. A brief description of how this was conducted is offered. It also described the context in which interviews took place. Additionally, a brief description of the participants is offered.

2.1 The use of a qualitative approach

Relying on a qualitative approach allows us to enrich our understanding regarding a particular matter within our teaching context (Richards, 2003). In this case, this particular research attempted to describe and analyze factors that have been of influence on novice teachers' teaching practice. Therefore, using qualitative inquiry to obtain such data seemed to be the best option. It allowed to create bonds between those involved by sharing their EFL learning experiences. As the researcher engaged himself with his research subjects he obtained insight of the experiences other novice teachers had faced. It was also important to use qualitative research in this study is because the researcher can be benefitted from the knowledge that has been obtained which may lead him/her into rethinking a pre-conceived notion about a particular topic. In other words, qualitative research could be regarded as a transformative task. As a researcher carrying out a qualitative research, one must be prepared to actively engage him/herself with the findings that are obtained.

2.2 Defining the type of research

The main aim of this study was to explore the influential factors that have shaped novice teachers' professional practice. It was important to discover how prior learning experiences have influenced novice teachers' present day practice. Therefore, this is an exploratory case study. Myers (2009) mentioned that

exploratory case studies are mainly focused on providing an answer for the question “what”. This research attempts to find answers to the following research questions: What were the factors that influenced novice teachers’ decisions to become teachers? What is the role that their former English teachers played in their teaching practice? What are their perceptions towards their current teaching practice?

Furthermore, through the use of case study researchers are able to investigate an event that is occurring within a real-life context (Yin, 1994). In addition, a case study emphasizes the influence that a certain context has for individuals’ lived experiences (Yin, 1994). In other words, researchers are able to take a deep look into the experiences that have helped shape a person’s life. As a means to summarize, it can be stated that experience cannot be understood by simply looking at the individual, it is also influenced by the context in which a person lives those experiences.

As a means to explore people’s experiences, certain elements of narrative inquiry were also taken into account. Through narrative inquiry “researchers can gain insight into the way human beings understand their lives through stories” (Sandelowski, 1991:163). Dewey (N.Y. in Clandinin & Connelly: 2000) stated that experience is not only personal, but also social. Clandinin and Connelly (2000:19) mention also that “experience is temporal”. That is, when exploring people’s experiences, researchers are not looking at them as only something that has already occurred, but focus on how these experiences may still be of importance in a person’s life. Thus, it is paramount to focus on how life “is experienced on a continuum” (Clandinin & Connelly, 2000:19), given that by examining a person’s past, his/her present may be understood. Finally, the role of sociality is also relevant in trying to understand a person’s life. According to Clandinin and Huber (n.d.) the role of sociality refers to the fact that one must look at both the personal and social conditions under which events unfold. Personal conditions may refer to the conditions in which events take place. In addition, they involve a person’s

feelings, desires and thoughts (Connelly & Clandinin, 2006, p. 480 in Clandinin & Huber: N:D., 4).

2.3 Instruments: semi structured interviews

As a means to obtain data, semi-structured interviews were used. Semi-structured interviews provide a way to understand how people interpret their surroundings. Additionally, they allow people to express their personal views of the situations that are presented to them in their everyday life (Cohen et. al: 2007). Interviewing is a means through which it is possible “to go deeper into the motivations of respondents and their reasons for responding as they do” (Cohen et. al. 2007: 351).

For the purposes of this research, there were two important elements underlined in the process of conducting interviews. One of these elements was that, as Richards (2003) mentions, a relationship between those involved (researcher and participants) must be built. This relationship was cemented as the researcher narrated his own experiences as a novice teacher to those he interviewed. This may have allowed for a feeling of trust to be constructed.

The second underlying element is that interviewing, according to Mora and Goodwin (2012:115), allows the researcher to “explore subject’s responses, and look more closely at the motives and feelings that are present at the time of the interview”. This is important because as part of this research, it was of utmost importance to obtain a high level of knowledge about people’s (teachers in this case) feelings. Particularly, as inquiry into novice teachers’ experiences unfolded, the role that feelings played in those experiences also emerged. In this respect, Hargreaves (2000:815) mentioned that “how people are emotionally is shaped by the emotional experiences they have developed within their culture, through their upbringing and in their relationships with those around them”. Therefore, inquiring into emotions and how they help shape a person’s experiences was also a major element that was hoped to be achieved by means of semi-structured interviews.

2.4 Data analysis methods

Strong arguments can be made to state that the process of categorizing the data started to occur as the interviews were being transcribed. During this complex process and as it unfolded, the word from experts was taken into account. Regarding this issue, Richards' (2003) advice on how to approach initial coding was helpful. The author mentioned that it is not advisable to code data by deriving it from a theory. Instead, the approach suggested was to label data and then draw categories from those labels by coding the data freely (Richards: 2003). Therefore, for the aims of this research, the main source of categorizing came from the data itself. In other words, grounded theory was the main means by which data was categorized. Grounded theory, according to Strauss and Corbin (1998:101 in Richards, 2003) entails a process divided in three steps. The first step attempts to divide the data as a means to categorize it and compare it. In this research, this initial coding was conducted once all of the interviews had been transcribed. The key concepts underlying informers' comments were labeled. These labels were eventually categorized first within the same interview transcript and then compared to the categories that had emerged in the other informers' transcripts. It was here where the second step, according to Strauss and Corbin (1998:101 in Richards, 2003), occurred. This process is that of axial coding. Data was organized by building connections between categories as well as subcategories that emerged. The final step was selective coding. During this process a central category by which others could be integrated (related to the influence that novice teachers' experiences have had in their practice) was the focal point. As it was illustrated, grounded theory proved to be the best option to analyze the data that was drawn. It allowed for a theory to emerge instead of approaching this research by having a particular theory that would explain the main research questions of this research. Analyzing the data was thus a complex process of reflecting on what informants had mentioned through flexibility and imagination.

Nevertheless, it must also be stressed that while theories were allowed to emerge from the data, this data was also compared to the works that authors such as

Flores and Day (2006), Vonk (1989), Knowles (1992) had found on previous research. Reasons for conducting this process had a major purpose. It allowed for data that emerged in this study to be compared to theirs. Regarding this matter, it was noteworthy to discover how emerging categories could be compared and contrasted in relation to the context in which research had been conducted. Nonetheless, it was of importance to note that while this helped to make findings in this research to be inferred easily it did not necessarily lead this research into drawing the same conclusions.

2.5 Describing the participants and the context

Participants involved in this study were EFL teachers. Five novice teachers participated in this study. They had all studied a Bachelors Degree in English at a Mexican public University. They were selected based on the years they had been teaching professionally at the time this study was conducted. Participants who were selected claimed not to have had more than three years of teaching experience. Their ages ranged from 22 to 26 years of age. In order to provide an account on their experiences in the working field as well as of their personal biographies, names used in this study are pseudonyms.

In addition, participants were teaching or had taught at different Mexican EFL schools. Three of the participants had taught, or were teaching at public schools. The other two participants were teachers, or had been teachers at private institutions. Therefore, characteristics of the English Language Learning institutions were different but might share some similarities.

The main characteristics of the public schools where teachers/participants had taught English lessons were mainly the amount of students that were registered in each classroom. Participants claimed that some of their classes had a large quantity of students of sometimes up to 50. Moreover, the physical conditions in which classes took place, such as classrooms, were not addressed in detail by the teachers. Physical conditions allowed for classes to be taught with no major inconveniences. Conversely, the characteristics that teachers who had taught at

private schools mentioned were the fact that there were fewer students in each classroom. According to their comments, classes normally included fewer than twenty students. Elements regarding the physical conditions of the classrooms were not addressed either.

2.6 Research procedure

Richards (2003) stated that interviewing is more than pursuing answers, its implications are considered to be a journey in which the researcher embarks him or herself. The interviews were first designed and piloted. After piloting the interviews they were redesigned. Subsequently, the interviews were conducted. The interviews took place during the months of July, August and September of 2016. There were two important elements that aided in obtaining the data that was expected to be gathered. The first element concerned the physical place where the interviews would be conducted. Richards (2003:66) believes that the influence of the setting plays a key role in the information participants may provide. Interviews took place, in most cases, inside novice teachers' classrooms. It was there where they could feel relaxed in a physical environment with which teachers were familiar. Ensuring that the atmosphere would make informers want to share their stories also entailed allowing them to choose the time of the day in which they would be available to be interviewed. In this remark Bell (1993: 96-97) states that interviewers "deserve some consideration and so you will need to fit in with their plans, however inconvenient it may be".

The second element related to the actual process of interviewing. First, the duration of the interviews was informed to participants. This depended on the time teachers had available as well as on their willingness to share their personal stories. Second, informers were told that interviews would be recorded and that no note taking would take place. Interviews were conducted in English (two) and in Spanish (three). Once the interviews started it was important to basically listen to the participants. Regarding this, both Richards (2003) and Seidman (1998) point out how elemental being a good listener is while conducting interviews. Due to the nature of the type of interview that was used this was of great importance. This

process was achieved by allowing informers to reflect on the information they were sharing and not interrupting them. Seidman (1998) mentions that interrupting must be avoided. Instead of doing so, the author follows, it is more enriching to write down a key word that might have been mentioned and attempt to return to its underlying idea later. In addition, when certain important points emerged during the interviews limiting to ask participants to add more detail was done. In other words, it was attempted to explore the interviewee's responses. This allowed for detail-rich responses to emerge on the art of the informers.

Chapter Three: Findings

The purpose of this research is to analyze the extent to which novice teachers' practice has been influenced by their learning experiences. Among these, their experiences as college students learning English at a Bachelors' Degree level are included. In addition, it is also important to identify what were the major influential factors that led them into teaching English as a Foreign Language. Moreover, a crucial factor was discovering if their former teachers had also played a role in their teaching practice. In order to obtain this data, semi structured interviews were used. These interviews were the only source of data and were conducted with the help of five informants (informants will be addressed as pseudonyms previously described in the methodology section).

The data presented in this chapter is divided into three different sections. These sections were the result of the main research question as well as of the sub-questions that led this dissertation. In addition, these sections are also divided into categories that were helpful in providing plausible answers to the research questions. The first section establishes how novice teachers have been influenced by their experiences as learners, and its intention is to answer the main research question in this study. Section two provides information regarding the main decisions that led novice teachers to pursue the EFL teaching career. This section provides an answer to sub-questions two and three of this research. They were part of the same section as both questions are concerned with understanding the main factors that were of influence in novice teachers' decisions to become teachers. Nonetheless, while one of these questions attempts to gather data on these factors, the other is aimed at understanding if informants' former teachers had a role in their practice. Finally, the third section is concerned with providing data based on the perceptions that novice teachers have regarding their teaching practice at the time the study was conducted.

3.1 The role that prior teaching/learning experiences have on novice teachers' professional practice

This section attempts to provide an answer to the main research question, that is, how novice teachers' experiences as learners have influenced their teaching practice.

3.1.1 Learning experiences

While there are many factors, one of the major sources of influence appear to be novice teachers' early experiences learning the language. In this sense, Gabriela mentioned that she started to learn English as a way to help her older sister study for an exam:

...I began to help her to learn them (verbs in English), I learned some, not many, but that was my first experience, I was really excited...(translation)

In this extract, Gabriela emphasizes the level of excitement that she had when she had her first contact learning the language. It could be argued that an early successful experience such as this might have been of influence when she considered being a teacher several years later in her life. Although other informants did not comment how exciting their early experiences learning the language were, they did mention that those experiences had been of certain interest.

Nonetheless, when thinking about learning English at BA level, some informants did mention some negative aspects. Marcos observed that his first experiences learning English at college were *"boring and monotonous...everything was very boring and repetitive to a certain extent"* (translation). He claimed that the reason why this occurred was mainly due to the teacher's beliefs about teaching English. What the previous assertions may underline are experiences that informants faced while learning English that would later be of influence in their teaching practice. For example, Marcos highlighted that the negative experience that he faced while

learning English at university level was pivotal in his choosing to teach the way he did. He mentioned that *“unfortunately the bad ones (teachers), the negative ones that influenced me the most”* (translation). He further added the way in which this was so by stating:

...they guided themselves by the book...the book says this and because the book says this it is like that, we are going to do as the book says and things like that...(translation)

As a result, Marcos found himself avoiding adopting this style of teaching in his classes. What can be drawn from these comments is that early experiences learning the English language, for novice teachers, has been influential in the way their teaching careers would eventually unfold. Both positive and negative experiences can be claimed essential in attempting to understand the factors that influenced their practice.

3.1.2 Learning to teach: novice teachers’ experiences teaching while still being students

The role that early experiences learning English played is minor, but important, in novice teachers’ perceptions concerning their practice. For informants, learning also entailed demonstrating their teaching skills while still being students. Mary mentioned that her first teaching experience was part of a practice for one of her classes at university. Mary commented that at first she was nervous owing to the fact that not only was it her first teaching experience, but also because she was also going to teach English to children.

I said:“what if everything turns out bad; everything turned out great, the children enjoyed the class so much that at the end they were clapping, so it was really satisfying” (translation)

The previous statement may offer insight on novice teachers’ experiences as a means to expect what their future profession will be about. In this instance, the concept of *teachers’ feelings* is relevant. Positive feelings, such as satisfaction

owing to a job well done, may certainly lead teachers into having positive perceptions concerning their job. In addition, they may also become a highly motivational factor in their pursuit to succeed in teaching English. Negative feelings as a result of bad early teaching experiences, in contrast, may lead to opposite results. For example, Horacio stated how disappointing his first teaching experience was. He mentioned that this was owing to students disrespecting him by not paying attention. These experiences, both positive and negative, were influential in their practice as it allowed for novice teachers to gain teaching experience while still being students. Therefore, novice teachers' practice might also be shaped by their experiences teaching while still being students as much as their first experiences teaching once they had graduated from university.

3.1.3 Learning to teach: novice teachers' first teaching experiences as professionals

Owing to the fact that novice teachers lack a lot of teaching expertise, their experiences teaching for the first time may also be considered as learning experiences. However, their first experiences teaching while still being a student, and their first experience teaching as a professional is different. This was addressed by Raymundo who pointed out that

...when you have to earn money it is different, you have an obligation, you have to think how to create your classes in order to continue to earn money.

Although informants may adopt a different approach in their teaching practice, these experiences teaching as professionals are all equally relevant. In his first experience teaching an English class, Raymundo mentioned that for him these experiences could be divided into his early expectations regarding his first class and its actual outcome. Before the class, he had thought: *"my pronunciation I thought it was not enough, it was awkward...in that moment I thought that the students had more level than me"*. Therefore, his expectations of having a good

class were low. However, as his class progressed, and when it eventually ended, he realized that he had done well.

When I taught my class, the students were patient, they were participating with me, and you know, I felt good in that moment and then in the next day, I started to plan my lesson, to do my lesson plan very well, you know, with activities well formed in order to teach a good class, games, for example, are good for me...so that the students don't get bored and they learn

What can be noticed in these extracts is a process that many novice teachers appear to experience their first time teaching a class. Raymundo had considered that he was not ready to teach a class owing to his perceived lack of competence. However, this might have been owing to his lack of self-confidence. Upon realizing how successful he had been he found enough motivation to want to improve his teaching practice by developing well thought out lesson plans as well as activities according to the students', and his own interests. In addition, he might have gained enough motivation, not to mention self-confidence, in order to continue improving his craft.

What unfolded in Mary's teaching classroom was not dissimilar to what occurred in Raymundo's class. Mary observed that while teaching English in a Russian school she was extremely nervous. Furthermore, she mentioned that as she did not speak Russian and she had to teach students who had an entirely different culture from her own (Mexican) made her feel stressed. Mary eventually overcame this issue by relying on visual aids, videos and body language in order to draw students' attention. This situation enabled her to develop abilities to help students understand her, which made her feel at ease with little or no pressure.

...little by little, as time passed by, I developed more skills so students could understand me and I started to feel relaxed and I didn't feel under pressure...(translation)

An important issue that these extracts appear to highlight is that teachers, regardless of whether teaching in the Mexican context or in a foreign context, may

experience feelings such as nervousness during their first teaching experience. Nonetheless, despite their initial reactions they eventually find a way in which to overcome different situations and gain knowledge from them. Therefore, it may be claimed that experiences such as these represent a source of influence on novice teachers, as well as how their future teaching career may be shaped by how events in the classroom unfold.

3.1.4 Novice teachers gaining knowledge as a result of positive teaching experiences

Novice teachers' first teaching experience as professionals seems to be filled with expectations which they have about their students. As their classes progressed they gained teaching knowledge (while still being novices) as a result of these experiences. For many novice teachers, their first English classes were positive experiences from which they learned, and which motivated them to continue. Regarding this, Horacio mentioned that in his first year teaching English he taught classes to a student who did not want to learn.

*He said: "Hey teacher I don't like English" and then I said: "Why?"
He said: "I think it's going to be useless in my life" and I tried to convince him that it was different and he was willing to learn a little bit more and paid attention and he started to like it*

Considering this, it could be suggested that novice teachers' motivation is enhanced by having positive teaching experiences early in their career. In this remark, Horacio himself stresses that, as a result of the aforementioned experience, *"I think that's good for me (...) because I realized that I can do a good job with students."* Therefore, it is highlighted that the importance of facing positive situations has in novice teachers. It provides with self-confidence, motivation and string positive feeling toward their teaching practice.

3.1.5 Novice teachers gaining knowledge as a result of negative teaching experiences

Novice teachers also mentioned that their early teaching experiences were also a source of discomfort. These negative experiences were mainly the result of their lack of expertise when dealing with students. Their willingness to deal with different issues in the classroom seemed to have been helpful to adapt to new situations. For example, Marcos pointed out that his first experience was negative. He considered that this was owing to the schedule as well as on his own teaching style.

I believe I wasn't dynamic enough, how can I say it, fun, I didn't provide students with many activities, I guided myself by the book, I didn't interact with the students enough...it was a negative experience to be honest

Moreover, his first experience teaching an English course was bad from the day he started to the day it ended. Nonetheless, his own beliefs about teaching were not solely responsible for his negative feelings towards this experience. According to him, a couple of the students who he taught were also to blame. In particular, their attitude towards him, such as not participating in class or altogether ignoring him, might have also been the cause of his poor results in his first teaching experience. However, negative experiences such as dealing with “problem students” could also be claimed to be a source for learning. For instance, Raymundo observed that when he faced a situation in which a student was bullying another student, he dealt with the situation by addressing the “problem student” before the class started. As a result, Raymundo learned how to deal with similar situations successfully. Therefore, it could be argued that negative teaching experiences might also be turned into learning experiences for novice teachers. Their practice can be, after all, shaped and influenced by negative as well as positive experiences. Based on the evidence found, the various ways they dealt with the negative experiences depended largely on their willingness to face the problem which could turn these negative experiences into successful ones.

3.1.6 Early teaching experiences as a way of learning their role in the classroom

When formally starting their teaching career, novice teachers may also be concerned regarding their role in the classroom. Experiences that they have faced, whether positive or negative, are undoubtedly helpful in defining the role they are to adopt when faced with different situations in their practice. At this early stage in their careers, and specifically when dealing with negative situations, these particular novice teachers mainly took on the role of friends. When confronting a student whose attitude towards the class was negative, Raymundo stated that when addressing this student he said: *“I am your friend, if you have any questions, any problems, please ask me”*. This statement demonstrates that Raymundo’s approach was to show this student that he could trust him when facing a difficult situation, the same way as he would with any of his other friends. Regarding this, novice teachers considered that taking on the role of a friend certainly helped to improve their overall practice. Similarly, other participants also pointed out that allowing students to address them as friends not only built trust, but also helped students to be more confident when they needed to ask questions that would clarify their doubts concerning a topic class. Furthermore, Raymundo was adamant in stressing that:

*...you have to be...you have to be a friend, you are the teacher
you have to also be a friend in order to create a good atmosphere
in the class.*

As a result of many of the informants’ comments, arguments can be made regarding the role that novice teachers adopt in the classroom. For many, it is useful to become friends with students or at least make sure that students will view them as such. Data appears to suggest that by doing so the burden of teaching their first groups becomes less weighty. In addition, this may also make the student-teacher transition less difficult while also providing for them a means to strengthen their relationship with their students.

3.1.7 Novice teachers' perceptions of relationships with peers

Novice teachers also considered that their relationship with their peers may have influenced their teaching practice. For some, not building a relationship with their peers may have had no real influence on their practice. Horacio observed that his first experiences relating with his peers were a bit difficult. He added that this was the result of his own personality:

I'm not this social guy, I don't like much to talk to people, so they tried to talk to me so I was like well, we can talk but about what, so I'm not that sociable, so I didn't have this kind of relationship with them

In this particular case, Horacio decided not to build relationships with his peers. In addition to his own personality, there were other underlying elements that may help to explain his decision. For example, he considered that since his peers were teachers of subjects other than English, there may have not been a starting point from which to build a relationship. That is, in order for relationships to be built among colleagues a shared common background is helpful. For instance, Gabriela mentioned that in her very first teaching job she was able to build a comfortable relationship with her peers owing to the fact that they had all studied the same BA. In contrast, when she began teaching at a different school, she found that the lack of support from her colleagues, including the principal, was one of the reasons why she decided to quit this particular job. Gabriela mentioned that:

...in my second job, one of my best friends was there, but with the other teachers I did not feel that connection, there were many factors that made me quit (...) my relationship with my colleagues was similar, they weren't rude but they weren't very kind to me... (translation)

It may be understood from her statements that not having a close relationship with those she works with can lead to discomfort at work. While it is true that teaching mainly entails a person being in front of a classroom, the relationship that this person has with her/his colleagues should not be neglected. Marcos also

commented on this. His comments appear to highlight the importance of teachers' relationships with their peers:

...getting along with other teachers? I think it is influential, you feel more motivated, if you have any difficulties you can ask for help... but sure, it is difficult, there is always someone who doesn't like you or envies you or something like that... (translation)

Hence, it could be argued that building supportive relationships with peers results in a positive working environment. In addition, it is one of the sources of positive feelings such as motivation and trust. Trust may be demonstrated by asking for help from their peers which may also lead novice teachers to improve their practice. In sum, comments such as this, may underline the level of importance that building relationships with peers has. Not only are they the source of positive feelings, but they are also a factor that influences novice teachers' practice. On the contrary, not building relationships with peers may cause negative results, including a desire to quit their jobs.

3.2 Addressing the factors that influenced novice teachers' decisions to become teachers

One of the focal points of this research was to discover the main influencing factors that led novice teachers to engage in the teaching profession.

3.2.1 Initial experiences

An EFL teaching career was not necessarily the one which these informants had in mind from the moment they started learning the English language BA. For instance, Gabriela emphasized that:

I never, ever thought about becoming a teacher...not even when I was a little girl and you start playing...in fact, I entered the BA with the idea of becoming a translator... (translation)

It may be argued that some of the students who study the English BA do not do so in order to become English teachers. In this study, ideas such as being involved in

the tourism area, as well as translating various types of text, was the main goal for most of the informants. However, for these teachers, entering the teaching profession might have been the easiest way of obtaining a job. In this remark, Gabriela added:

I knew that at one point in my life, everybody used to say so, I had to teach a class, but I didn't see as a way of making a living, I said I'm going to start from the bottom and then I'm going to be a translator

(Gabriela [translation])

While most of the other informants also mentioned that they had not considered becoming English teachers at first, they acknowledged that they might have entered the profession owing to their knowledge in the language, as well as their ability to explain the language to others. Horacio recalled a moment in which two of his friends had asked him for help when they had faced difficulties understanding their English teacher. When they learned that Horacio had studied English in college they asked him for his help. Horacio mentioned: *"they knew I had the knowledge so they asked me for help so I realized I was good at explaining them"*.

What has been addressed underlines two major factors that might have influenced novice teachers' decisions to become teachers. One of these stressed that for most of the informants, choosing to become English teachers was a decision owing to emerging circumstances. When realizing that they were, in fact, competent at being able to explain the English language to others, they appeared to have convinced themselves that they could be successful teachers (which could be the second factor). Nevertheless, when pondering on a main influential factor that led them into the teaching profession, no specific answer could be provided. Thus, it is important to acknowledge the weight that teaching experiences have when attempting to provide an answer to such a difficult question. Although such experiences mirrors novice teachers' work, they can also be regarded as influential in the case that a teacher may not have been convinced about choosing the EFL teaching profession. As a result of these experiences, their thoughts about their choice of career might have changed and led them to believe that they could

actually be successful in the teaching profession. For instance, Gabriela, who, in her college years, was not convinced about becoming an English teacher might have changed her mind by having had a successful experience in her first teaching job. When assigned to her first group, Gabriela's personality and teaching style was appreciated by the children whom she taught. However, for reasons unrelated to teaching, the director of the school decided to assign her to a different group and assign her former group to a different teacher. Gabriela mentioned that the day after she had been assigned to a different group, her former students approached her during recess and told her that they thought she had not attended that day. Gabriella recalled that: *"when they saw me at recess they hugged me and told me that if I left they would go with me, that made me feel really good"* (translation). Thus it could be argued that when novice teachers create bonds with their students, this may also be regarded as an influential factor in the reinforcement of their decisions to become teachers. Therefore, these decisions do not always arise before people are practitioners, but perhaps when they are beginning to work as professionals. As a result, a successful teaching experience is also important in making people choosing to stay in the EFL teaching profession.

In conclusion, there are two underlying principles that may help to explain why informants decided to become teachers so far: novice teachers' attitudes and emerging feelings resulting from successful teaching experiences, and the relationships with their students that could also be regarded as a factor that cements novice teachers' ideas of remaining teachers during their lifetimes.

3.2.2 The influence that former teachers had on novice teachers' practice

Teachers are certainly able to influence their students in different ways. One of these could be that of influencing their students to become teachers. While it was not overtly stated that their teachers were the main reason why informants had chosen a teaching career, the feelings that the informants had towards them might provide an answer. Former teachers were a source of motivation and admiration for these novice teachers. When thinking about her former teachers, Gabriela

emphasized that there were actually three teachers who were influential in her practice. In her case, the influence that these three teachers had was important in three different ways. She mentioned that she admired a teacher owing to his teaching knowledge, as well as for the way in which he acted. Similarly, Mary mentioned:

I loved his classes, even though I didn't have enough time to sleep at night because of the amount of reading that we had to do, I loved it, and the way he acted, if I ever have to become a teacher, the way I act has to be similar to his, people have to respect me the same way they respect him (translation)

Claims could be made in favor of this teacher influencing Mary's point of view regarding teaching. While it is not clearly stated that this teacher influenced Mary's decision to become a teacher, she did mention how influential his behavior and performance in the classroom might have been in her practice. Mary also mentioned the influence that another teacher had in her life. She observed she had strong feelings of admiration for this teacher to the point that she often took the time to observe his classes and gain knowledge from simply watching him perform. Other informants also shared similar thoughts and feelings towards their former teachers. Positive feelings such as admiration towards their former teachers' personalities and ways of teaching were highlighted as a source of influence in novice teachers' practice. In addition, a major influential factor in their practice was also attached to taking former teachers' teaching styles as their own in order to become efficient teachers.

3.2.2.1 The role that former teachers' teaching style had on novice teachers' practice

While teaching some of their first classes, novice teachers were often confused about what to do in the language classroom. In order to cope with feelings such as uncertainty, they relied on the influence that their former teachers' teaching had in their lives as students. Regarding this, Horacio stated that when he started to teach

he thought about how he liked to be taught the language and acted accordingly. He expressed that: *“I like to take some of the most representative activities of some of my previous teachers”*. In doing so, the burden of having to teach with little experience might have been less heavy.

In contrast, other informants expressed that they viewed their former teachers' teaching style as negative, for example, Raymundo expressed that:

...when I was a student in the BA there was a teacher that didn't stand up from his chair, he was explaining from that chair and he didn't want to stand up, only from that chair and behind the desk, he wanted to explain everything

While Raymundo recalled that incident, he thought about what his reaction had been as a student. Raymundo's first thought was how poor his former teacher's teaching style had been. In addition, he also thought about the different types of activities that are at the disposal of a teacher in order to help his or her students improve their learning process while also creating a friendly teaching atmosphere which this teacher did not use. Raymundo added that:

...he didn't use the board...many, many tools you can use, you can take advantage of that, the ICT's, you can use cell phones, you can make a group in whatsapp, you can record your voice...It was hard for me with that teacher

What can be inferred is that, even at such an early stage of his teaching career, Raymundo, he was beginning to form his identity as a teacher and the type of style he was going to adopt. First, he considered how poor the instruction was that he had received. Secondly, he thought about how he would have liked to be taught and used his ideas once he had an opportunity to become a teacher.

Thus, it could be argued that novice teachers were influenced by their former teachers' teaching style. For some it was a useful tool in their early years of teaching, for others, it was an example of how not to teach. Therefore, whether

from a positive or negative experience they appear to have gained knowledge regarding what their own teaching style should be. In addition, this may have given them enough self-confidence to want to continue teaching and even improve their own teaching style.

3.2.2.2 Novice teachers' practice being influenced as a result of their former teachers' attitudes towards teaching

Observing their former teachers' activities in the classroom was only a part of what influenced their practice. Novice teachers' were also influenced by their former teachers' personalities and personal attitudes. Mary observed that:

...a teacher that I think is an extremely intelligent person, he speaks several languages, he creates his own materials, and I said: wow that's cool and he's so open, fun, if I ever become a teacher I would like to be more or less like he is, because he is demanding and at the same time laid-back (translation)

The extract above appears to underline that when that teacher was a student, she was attracted towards the teachers for whom she had a strong sense of admiration. By observing them, perhaps unbeknownst to them, the novices could have started to create their own teaching style and personality on which they would rely in the future. This was confirmed by other informants' statements. Raymundo stressed that he had observed teachers since he was very young and in his current role as a teacher he has adopted some of the positive aspects he observed. He mentioned:

I take some good parts of them...not all the qualities, just the parts I liked as a teacher...I take the positive aspects in order to create my own personality, my own way of teaching and to do well, to do perfect

The extract above appears to summarize the thoughts that novice teachers have when thinking about their former teachers. For some, building their own teaching style and personality as teachers was not a mere reflection of their own selves.

Instead, they created their own teaching persona as a result of taking what they had liked the most about their former teachers and thus developed their personal way of teaching. In addition, building their own teaching style was also influenced by those teachers for whom novice teachers do not have fond memories. However, being influenced by those kinds of teachers was a matter of simply discarding their way of teaching. In sum, as Gabriela added:

I remember both the good teachers and the bad teachers, from the bad ones I try to avoid certain things that I didn't like, but you obviously can't be perfect (translation)

What has been stressed is that novice teachers were not necessarily influenced in a negative way by their former teachers. Instead, they opted not to follow teaching that they considered boring, poor and perhaps even harmful. Thus, they decided to take the qualities of their teachers which they thought were of value and relevance. Finally, by doing this, novice teachers were able to create their own teaching style and make it a successful one in their early years of experience.

3.3 Novice teachers' perceptions of their own teaching practice

When addressing the issues that have influenced novice teachers' practice, it was also important to obtain insight into their perceptions concerning their practice. In order to understand this, their early perceptions as students was of importance. However, available evidence did not highlight what the perceptions of novice teachers were when they were students but rather the opposite way. Informants expressed their perceptions towards their practice as they currently view them.

3.3.1 Lack of adequate training

The informants expressed that owing to issues related to their college education, they were far from prepared to teach an English class when they began their career. When questioned about this, Gabriela mentioned that she was not only unprepared, but also disappointed with her learning process at university. At

university, she had found herself taking subjects that ranged from teaching English to translation and even literature. As a result, she considered that by the time she had to teach her first English class, what she had learned was vague and unclear. Her arguments are not too distant from those issued by other informants. They appear to blame their learning context for their lack of knowledge regarding teaching English, given that instead of focusing on teaching, they were forced to also take subjects from the different areas that are offered on the BA(teaching, literature and translation) that they had studied. This appears to have led to several problems, the main one being how different teaching is at a professional level compared to the experiences they had during their university years. Regarding this, Mary mentioned that:

...here (referring to the university) you are taught one thing and the reality is different, when you are facing problems you say: I wasn't taught this on the BA and now, how do you overcome it...I felt that there were some things missing, experience more so than anything, having those kinds of experiences of how to deal with certain situations that you are not taught at the BA (translation)

The basis of this comment emphasizes that while novice teachers on the BA are taught how to teach the language, they are not taught how to deal with situations such as when students do not want to participate in the lesson. However, it may also be argued that novice teachers may find having to overcome these situations a challenge which may not necessarily be something negative. In addition, they may even consider these challenges as an important part of their early development. Horacio shared similar comments regarding how he considered that there may have been knowledge that he should have had in his first teaching experience, but did not. However, he stressed that:

...here on the BA you get this formative instruction but they don't teach you how to get experience in the job, they just give you some activities, methods that you can use during class but it's on you that you get the knowledge, experience and the you get some time to get to know the students

What could be inferred from the extracts above is that novice teachers emphasize that what they learned at university is important in their development as teachers, but it may also be insufficient. However, although they may lack certain elements, they are willing to try and attempt to overcome them. In doing so, they may gain qualities such as responsibility (in attempting to gain knowledge, for example) and they may even learn about their role in the classroom. Moreover, in gaining responsibility as teachers, they may even discover new ways of engaging with their students in their classes (such as getting to know them).

3.3.2 Novice teachers' perceptions of themselves as teachers

Previously, it was stated that novice teachers' personalities have been influenced by some of their former teachers. Additionally, it has also been shaped by some of the events which they have experienced in their professional lives. However, it is important to highlight novice teachers' perceptions of the elements and qualities that help define them as teachers at this early stage in their careers. For some novice teachers, it was a matter of identifying the key issues that, in their opinion, provide a definition of what being a teacher is and living their careers accordingly. Mary stressed that, to an extent, her persona is different from her teaching persona. Nonetheless, there are elements that are shared between these aspects of her life by which she is defined. When providing a description, Mary mentioned that:

I try to be professional, you obviously try to be responsible, I try to be friendly, I don't want to be an ogre, I try to help, I want my students to learn, those who want to learn... I try to be organized, I like being organized...

(translation)

In a nutshell, novice teachers share common thoughts regarding the perceptions that are traits of an efficient teacher. Responsibility and friendliness were considered as elemental in their first years of teaching experience as a means to gain respect from school authorities and their students. Additionally, informants

also viewed the idea of caring for their students' learning as an intrinsic part of both teaching, and at the same time, a noteworthy perception they have of themselves. This notion of caring for their students' learning is so important that novice teachers are unconcerned about what their students' perceptions towards them are. For instance, Gabriela stressed that:

I am not the teacher that everyone loves or the cool one, nor do I care that students like me, what interests me is that they learn, and if they have learned some like me, but it's not what I'm looking for...

(translation)

3.3.3 Novice teachers' perceptions of the changes they have faced in their teaching practice

Novice teachers may have had notions of what the teaching profession entailed for them before they became teachers. They may have also had perceptions of what the qualities of being a competent English teacher are. However, some were unaware of the fact that becoming a teacher may have provided them with an experience that was transformative in both their professional and their personal lives. While considering the qualities that make a good teacher, Marcos thought about how his teaching life may have had an impact on his personal life. When he reflected on what his brief life as a teacher has been and yet how much it has changed him, he mentioned that:

...it's not that I was an antisocial person, but I think it made me talk a little bit more, getting along with others a bit more, to interact a bit more with people, to open up a little bit more because it is something that as a teacher you definitely have to do in order to communicate with students

(translation)

As a result of their teaching experiences, it could be claimed that novice teachers have changed who they are as teachers and as people. Novice teachers have certainly been constructing their professional identity as a result of these

transformative experiences. This aspect of teaching is not detached from claims that highlight professional identity as an ongoing process (Beijaard et al, 2003). By the same token, informants claimed that their teaching experiences have helped them to be more patient and tolerant towards others. Therefore, for novice teachers, their first teaching experiences may have helped them develop a rich understanding of who they were as teachers and how much these experiences have helped them change as people.

In addition to having changed as people, novice teachers also went through a transformative process regarding their teaching expertise. Informants expressed that they had been nervous when teaching their first classes. Furthermore, they observed that said feeling had been surpassed. Mary expressed that when she first faced the task of teaching, the process of coming into a classroom was nerve-racking. Nevertheless, this feeling has lowered in intensity as her life as a teacher has progressed. Mary mentioned that:

...now you obviously still feel nervous but it's not like before, your teaching skill develops, you become more skilled at handling certain things to develop the class, everything flows better, now in comparison to before...

Regarding how much their teaching practice has improved and changed compared to their first experiences there are two major emerging elements. Firstly, the feelings that novice teachers had at the beginning compared to how they feel currently. It could be claimed that as their teaching experiences have unfolded so has their self-confidence. Secondly, novice teachers may have gained an understanding on how their classes are supposed to unfold. Therefore, their practice may have been improved. This could be a result of the experience they have obtained when dealing with different situations in the language classroom. Additionally, their practice may have also improved by developing a clear notion of their teaching context and what was demanded from them by the school authorities, for example, Marcos expressed that:

I learned a lot from the model we had in that school, I started to realize how it had to work and little by little I started to change many things, after that everything improved...

As a result of their teaching experiences, novice teachers went through a process of change. This change could be observed in how their practice was influential in their development as people. In addition, their practice was also influenced by the experience novice teachers gained as well as by developing an understanding of how their classes unfolded. In a nutshell, novice teachers perceived their teaching experience as a transformative process that has been relevant in their professional practice, as well as in their development as individuals.

3.4 A summary of the aspects that have influenced novice teachers' practice

As a means to conclude this section, the following must be highlighted. Data seemed to indicate that novice teachers' learning experiences have, to a certain extent, influenced their present day practice. One of the novice teachers' main sources of influence was their former teachers. Furthermore, they considered that by observing former teachers' teaching style they had drawn ideas which they put into practice. In addition, they also regarded as influential their first teaching experiences (both positive and negative) when they were still students.

-The influence of first learning experiences

Early in their academic lives, participants recalled their first learning experiences with their English teachers. In this regard both positive and negative experiences were acknowledged as a relevant and even motivational for participants. In fact, some participants claimed to have observed their teachers since before they had entered they university.

Early learning experiences were considered to have been a source influence for some novice teachers and their practice. Participants regarded them as important as they may have relied on them as a means to plan their lessons. Therefore, it could be argued that participants viewed their learning experiences as a possible

frame of reference so as to what to implement in their own classes. It must also be stressed that these early learning experiences were related to how participants viewed their teachers and the perceptions they had towards them. In fact, observing former teachers' practice was regarded as central to help participants' improvement of their own practice and, in some cases, their decisions to become teachers.

-Former teachers' influence

According to data gathered, the influence of former teachers, at different academic levels, could be claimed to be the major source of influence for participants. In particular, they regarded their teachers when they were studying at BA in English as the ones that were the most influential. It is important to highlight that participants considered negative and positive sources of influence as pivotal in their teaching practice.

Negative experiences with teachers do become a part of a student's life. Participants were keen at observing which teaching styles were both relevant for their learning and even their future teaching style or method within a language classroom. In addition, it could be argued that negative situations may also provide students with a reference of what to avoid when teaching.

Similarly, teachers who provided good teaching examples were regarded as role models for participants' practice. Participants considered that there were different teachers who were influential in their lives and that they have used, in their classes, some of the teaching styles and even activities that were presented to them by former teachers.

According to the data gathered, participants expressed that former teachers' instruction may have helped them in their early teaching experiences. Participants considered that former teachers provided them with examples of how to conduct themselves within the classroom. Additionally, former teachers could have also presented them with useful activities they could use, or have used, in their classes.

Finally, when thinking about the influence of their former teachers participants may have regarded them as a central frame of reference for their teaching practice.

-The influence of learning experiences as BA in English students

Before becoming professional teachers, some of the participants considered relevant their learning experiences when they were still students. It must be stated that they considered that being students of a BA in English may not have provided them with experiences to become teachers. As a means to address their experiences as BA in English students, participants compared their actual teaching experiences to what they had learned as students. In this regard, participants considered that what they had learned did not prepare them enough to meet the standards of the reality of teaching. Participants considered that their learning experiences at a BA may have not prepared them enough to become teachers. However, participants also considered that they were also responsible to improve upon their practice.

-The influence of first teaching experiences

Data gathered also suggested that participants regarded their first teaching experiences as important in their present day practice. For participants, teaching their first class was met with feelings such as anxiety and nervousness. However, they considered this early stage of their teaching careers as a learning experience. For some of the participants their first teaching experience was difficult. Primarily, some considered that their level of English, at this stage, was not particularly high. In fact, some even thought that the level of English of their then students was higher than theirs.

Similarly, other teachers considered that while at first they thought their first teaching experience would be negative, they eventually realized that they, in fact, had succeeded. In this regard, it must be stated that their feelings at that time were also emphasized by participants.

In addition, their first teaching experiences as an opportunity to learn, first hand, what the profession entailed. They had an opportunity to learn how to deal with students and in some cases their bosses. While for some their first teaching experience may have been negative for others it was one of success.

-Constructing teachers' identity

Data gathered also suggested that participants constructed their teaching identity using as a frame of reference their former teachers. In fact, observing former teachers was central in their development as teachers. As means to construct their identities as teachers, some participants took what they considered to be the most relevant aspects of their former teachers. As a result, they may have developed their own personality and teaching style. Furthermore, participants teaching practice has also been influenced by the different teaching styles that they have witnessed at different stages of their academic life.

Based on some of the responses issued by participants, it could be stated that their identities as teachers were constructed as a result of former teachers' influence. They mainly regarded former teachers' personalities as relevant in helping shape their own personalities. In addition, and perhaps as a result of this, participants practice was influenced by choosing the teaching styles of former teachers they considered the most successful.

-Novice teachers' perceptions of their present day teaching practice

While participants pondered on their experiences and those who have influenced them, they thought about the process they have gone through. They considered that they have learned from their past teaching experiences as well as their learning experiences. As a result they may have experienced changes in their present day practice. In addition to the changes they have faced within their lives as EFL teachers, participants also stated that their personal lives have also seen a change. For participants, their teaching experiences may have influenced their personalities.

Conclusions

This small-case study aimed to understand how novice teachers' prior learning experiences in the Mexican context had influenced their present day practice. Five novice EFL teachers' with a BA in English were interviewed. Their responses highlighted how their personal teaching and learning experiences have influenced them as both people and teachers. Data suggested that participants were greatly influenced by their first EFL learning experiences with their teachers. In most cases, participants started learning English before entering university. At this stage of their academic lives they may have started to form an idea of what the teaching profession may entail. In addition, based on the data, it could be argued that early learning experiences were central to the perceptions that novice teachers would eventually have about their teachers and the way classes were supposed to unfold.

Data also suggested that perhaps the main aspect that has influenced novice teachers had been their learning experiences with their former teachers. In particular, they regarded their teachers at their university level as the most influential in their practice. Regarding this, it was highlighted that participants considered both positive and negative experiences with their former teachers as influential. Negative experiences were considered as examples of what must be avoided within class whereas positive experiences were regarded as a framework for positive teaching. Under this idea, participants claimed that observing positive teaching examples may have helped them in their first teaching experiences. For instance, participants observed that they, in fact, have used some of the activities their former teachers had used. It could be stated that former teachers' practice influenced may have been used a frame of reference for improving and shaping participants' current practice.

Another central aspect that has influenced novice teachers' practice is their first teaching experiences. Regarding this, a central aspect that emerged is the changes participants may have gone through during their brief teaching experience. At the beginning of their careers, they claimed to have felt nervous or anxious about teaching English. At this stage, participants encountered negative

and positive situations, and the negative ones may have been the source for learning. Conversely, positive experiences were the source for motivation to want to improve upon their practice. Receiving praise from students or peers could be used as examples of positive experiences faced during participants' first teaching experiences. As a result of these experiences, participants claimed to have changed as teachers. They stated that as they have learned from their failures and successes within class, their approaches as well as their personal views towards teaching may have also changed. As an example, participants mentioned that their teaching skills have seen an improvement. In addition, as they have gained experience their confidence and security have also increased. Furthermore, participants claimed that their teaching experiences may have helped change their personalities as well. For instance, participants mentioned that they have increased their level of tolerance, discipline and patience as a result of their experiences with their students.

As a result of all of these learning and teaching experiences, participants' professional identity has been constructed. As it has been stated, former teachers have greatly influenced participants. Regarding this issue, novice teachers' identity may have been constructed by observing their former teachers. Additionally, data suggested that novice teachers built their identities by means of using former teachers' personalities. As a result of this, participants may have used the different personalities of former teachers and combine them with their own personalities in order to create their teaching persona. In addition, their teaching experiences may have also been influential in constructing their personal and professional identities.

In sum, all of the aforementioned elements may provide insight on the aspects of novice teachers' construction of professional identity. In addition, it may help us to understand the different aspects that teachers consider important in their practice. In this regard, it was noteworthy to realize the key role that former teachers play in an individual's lifetime. Primarily the influence of former teachers' personalities and teaching styles was highlighted as helpful during novice teachers' early years teaching. Furthermore, aspects such as first teaching experiences, and their

outcomes, seem to be a pivotal factor in teachers' practice. It could be argued that this factor may help build teachers' development as teachers as well as their perceptions of teaching.

Limitations of the study

While data gathered was useful to understand how novice teachers have been influenced by their learning experiences, this research project had its share of limitations. One of these was related to the fact that only five participants agreed to be a part of this study. With the participation of more novice teachers, it is likely that data could have provided us with a wider variety of answers. Additionally, this study did not focus on interviewing novice teachers of a particular school. The main focus was on participants' experiences as EFL learners. What participants had in common was that they had all studied a BA in English and not their membership of the same working institution. Finally, it must be stated that due to time constraints only one interview with each participant took place. It could also be argued that if more than one interview had taken place, a deeper understanding of participants' responses could have been achieved.

Suggestions for further research

The main focus of the study was to understand how novice teachers' learning experiences had influenced their practice. One of the main factors that emerged was the influence of their former teachers. Conducting research that is solely focused on the influence of former teachers could provide us with a greater understanding of this aspect.

In addition, it would also be interesting to focus on novice teachers' perceptions of their current practice. As a means to conduct this, only their early teaching experiences could be taken into account. Moreover, experienced teachers could also be addressed. Then, the experiences of both novice and experienced teachers could be compared and contrasted.

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Appendix

Transcriptions

Teacher 1

I: Good afternoon, this is a professor from NV and I'm going to ask you a few questions for a research project...can you tell me how long have you been a teacher?

T1: well I have been a teacher for two years...from 2014 to...nowadays

I: can you please tell me or describe your first experiences as a teacher?

T1: OK, OK my first experiences as a teacher, at the beginning it was difficult because you don't have the experience or have the idea of what is teaching...I had been practicing in the B. A. you have to...when you have to...something to do... when you have to teach to earn money is different, you have an obligation, you have to think how to create your classes in order to continue...earn money you know...you have to pay attention to all those things...well, eh yes it was difficult because the level of English it was...it wasn't high because I don't know I was kind of I don't know how to say...kind of shy yes and my pronunciation I think I thought it was not enough, it was awkward you know and the students I think that the students...in that moment I thought that the students had more level than me and that's why is a real problem but when I gave my class... I taught my class the students were patient, they were participating with me and you know I felt good in that moment and then in the other day I start to create my lesson, to do my lesson plan very well you know with activities well formed and...in order to taught a...to teach in order to teach a good class...for my classes, games for example are good for me, I liked to use games in my classes because the students don't get bored and they learn, yes and that was my experience uh uh...yes

I: you gained more confidence as the classes progressed?

T1: As the classes progressed I started to get more confidence and I started to be a...to be a friend as a friend with them you know, they also tried to be...they tried to speak in English to me, they tried to do that and I think in that moment I think I did a good job and that's something that makes me happy.

I: can you tell me or mention some difficulties you had? Maybe at the beginning the students didn't want to participate, you had problems with the people like the director or other teachers?

T1: Well yes I had many problems, many many problems for example the students some of them are teenagers and teenagers are kind of crazy, make noise and I

tried to speak with them...I tried to speak with them in a relaxed way, at the beginning of the class I said mister could you please be quiet in the class because everybody is__ please be quiet uh other guy hide a school bag form other student and I speak with him...spoke to them I spoke to him and I said to him that be quiet please, pay attention don't do that because everybody is paying attention, I want you to be a professional in English and if you have any question please raise your hand, I am your friend if you have any question any problem please ask me, you have to be...you have to be a friend, you are a teacher you have to also be a friend in order to create a good atmosphere in the class, you know.

I: is it difficult to be a friend and also a teacher? Did you think of your teachers for example, maybe in the B.A. some of your teachers were strict but they were also friendly?

T1: of course, of course you...you're right, you don't have to be friend, friend you know very relaxed, no,no,no, you have to be a friend and strict at the same time because the students want to do what they want, no, no, no, no, they have to do what you want them to do, they have to do according to what you said, what you said they have to do it, they have to do in the same process as you said...a friend...uh...because you...if they want to ask you something, they can ask with all the... without a problem, you know, they can ask you whatever they want and strict because they have to do...they have to get progress in their English classes, they have to speak, they have to write well, they have to listen well, they have to develop those four skills that are important in a language.

I: do you remember a teacher that you admired, you said I want to be like that teacher: friendly but be a good teacher at the same time?

T1: sure, yeah, that made me be more professional, from the beginning I'm going to tell you, from primary school, I observed those kinds of teachers that are...that have good personality... I take some good parts of them, some personality of them and, from the primary school take some parts not all the qualities just the parts that I liked as a teacher form the...form the primary school, secondary school some of them, high school, university those kinds of teachers I take the positive aspects in order to create my own personality, my own way of teaching and to do very well, to do perfect, it's my job because the most important is that the students have to get a level, to reach a level, they have to improve their English skill and in order to be part of them is to create a good characteristic, a good personality of you.

I: And more specifically in the B.A. was there a teacher that you admired, an English teacher...that you said I want to become an English teacher because of that teacher?

T1: oh you want to know the name

I: was there a teacher that was influential in your career?

T1: yes there were, there were some teachers that were part of my personality as a teacher and very happy to know them because in this case you know...

I: you liked the way they teach the class?

T1: yes I liked very much the way they teach the class and I project that kind of teaching to my students, and my students said to me: teacher I liked the way you teach and that makes you happy...means that you are a professional and that you are a good teacher, you feel nice, you feel good you know

I: and you want to improve in your English because of what students tell you? You want to be better?

T1: yes, I want to be better...I...I don't want to be you know to have this level, no I want to be better, I want to speak better, I want to you know I want to be a good teacher, I want to be a good friend, a good counselor, good... you know in many, many aspects, you have to be good as a familiar, you want to be a good brother, a good father, yes and...continue

I: and know how do you think your experiences as a student have influence the way you teach? Did you like a particular class or a teaching style? When you were a student you said I want to be like this teacher but I don't want to be like this teacher

T1: yes...actually when I was a student in the B.A. there were...a teacher that don't stand up from his chair, he was explaining from that chair and he don't want to stand up, only from that chair and behind the desk you know, he want to explain everything, he doesn't use...he didn't use the board, many, many tools you can use, you can take advantage of that, the ICT's, you can use cell phones, you can make a group in whatsapp, you know you can ehh...record your voice, you know you can do many, many things, he didn't use...make use of that and he... and I was impressed and...I remember that I had to study very, very hard because I was in the university and I had to pass to exams and I start to work hard because it was hard, it was hard for me with that teacher and for example, on the other hand I had another kind of teacher that was very dynamic and those kind of teachers I like too much... and he said o.k. make a conversation, stand up, do that, do these things many, many things...and he create, and the class pass away very, very...faster, very, very fast and I liked those teachers and that's why I'd like to teach like that, and I want to be, I don't want to say that I am better than they, than them but I'd

like to be better than them, you know because I want to do my job perfect or the most perfect possible

Teacher 2

Can you describe some of your first experiences learning English?

Well, uh I remember that when I first started the B.A. here at languages school I was kind of nervous because it was the first time I was in real contact with the language, I mean I have had classes in high school but not the same way like this so the first time I had English classes I remember it was beginner class and the teacher that we had was an American so I was kind of excited about that.

Did you ever think you would become a teacher?

At that time well not really I thought I was going to be this kind of tourist guide who...maybe working in a hotel or something, later on I realized I could be a teacher.

Was there a point where you decided to become a teacher, you thought it would be interesting or you had a chance to teach a class?

Well I remember some of the classes that I had in high school they...got into college same as me...they asked me for help in English, they had English classes and it was kind of difficult for them to understand their teachers so they knew I had the knowledge so they asked me for help so I realized I was good at explaining them.

When you were studying at the B.A. did you admire a teacher and then you said I want to be like that teacher?

I think...as I told you this American teacher...it was like the most representative because as I told you I had never had had classes like these and I like the way he taught us because he was very active and uh used a lot of activities and at a certain point I said he's a good teacher I want to be like him.

When you were still a student did you have a chance to teach classes like planeacion classes, can you describe your experiences?

I remember this, I don't know what it's called, practica docente, teaching practice maybe and we had to give classes for fifty hours, we had to get a group and uh make some lesson plans and I remember the first time that I was explaining the students they were not paying attention, maybe it was because I was not their real teacher, I was alone in the classroom, it was kind of disappointing.

When you finished the B.A. and you were a professional teacher, do you remember how you felt?

In comparison to the first time? I think there were some changes, at the beginning or the first time you try to teach you don't have plenty of experience and self confidence so it's kind of a challenge to be in front of the classroom and explain something to the students, you are kind of afraid because you don't know if you are doing a good job and if the students are going to learn .

At first you were nervous or...?

Yeah, definitely...I was kind of like well in some of the first classes that I had I remember that a classmate asked me for help because he was going to be absent from school well not from the school from job and he told me if I could help him with a group and I said well I think I can do it so I went there...I was nervous because it was some of the first classes and it was in a high school where there were adults and uh young adults so...I was not like the model of the teacher, there were used to take some classes with teachers who were older than them and when they saw me they thought that I was another student and... there was an impact in that, it was kind of...nervous

So when you look back at your first classes or your first experiences you think you were prepared?

Teaching is a complex process and I think that you are...uh you're not always prepared because you deal with people and people are like different yep, so, here at the B.A. obviously you get this formative instruction but they don't teach you how to get experience in the job they just give you some activities, methods that you can use during class but uh it's on you that you get the knowledge, experience and that you get some time to get to know the students

When you were giving your first classes did you look back at your experiences as a student, you said I like this teaching method so I'm going to do this with my students?

Uh...I like to take some of the most representative activities of some of my previous teachers so uh when I decided to teach I took those activities and I tried to apply them to the students, certainly with some modifications because here at the languages school most of the students are supposed to like English whereas when you're teaching at a different school not all of them so I took some activities but I had to do some modifications

Do you think your experiences as a student have influenced the way that you are as a teacher?

Definitely I think, why? Because you consider that you can learn English in a different way sometimes with activities that your teacher uses but you also like to add more and to be kind of more creative with some activities with others you can use them just the same as your teacher did so, what I like is that now I have a better idea about how to teach different kinds of students

Can you describe an experience that made you feel good in the classroom?

Yeah, well I was teaching at a private school I had like fifteen students but there was this student who got into the course and didn't know almost anything and he also failed English at his school and he said...I always ask my students to call me by my name, he said hey teacher I don't like English and then I said why? And he said I don't like it I think it's going to be useless in my life and I tried to convince him that it was different and he was willing to learn a little bit more and paid attention and then he started to like it and got interested in the language...then he said guess what? I got an eight in my English test and then I said that's pretty good, congratulations and next time he got another exam he says guess what? now I got a ten and then I said that's good for you I see that you are improving and he said that's thanks to you and now he's...he doesn't take the exams because he got a nice grade and he...it is not necessary for him to take the test, so I think that that's good for me, well not for me for him, for me because I realized that I can do a good job with students

Can you mention some difficulties you might have had?

Some of the practices that I did during the B.A. I remember I had to teach English at this middle school student and it was a complete mess so uh, why? Because they were not students who were willing to pay attention, they just saw me like this practitioner, because I was kind of young and they were like we're not going to pay attention to you because you're not the teacher and whenever I tried to explain something they were like, they just got distracted with some other activities or doing homework from another subject and I took some time to get to know them and tried to know about their hobbies, things that they like and uh once that I uh I knew something about them they were more like well, you are kind of friend so, we can pay attention just for once, so I think it is important to get to know your students if you want to get them involved...but that time I felt frustrated, because even when you plan a lesson, you have all the activities and you have a time and some activities that you consider that are interesting, when you are in a real environment with real students, no more practice, everything is real, when you thought everything was going to be ok, then you realize it's not, so I felt frustrated

(relations with other colleagues)

I was working at a private high school, there were no other English teachers, so I was the only one, but I remember when I was working at a business English center at facultad de contaduria and uh, those were more kind of experienced teachers and I'm not this social guy I don't like much to talk to people, so they tried to talk to me so I was like well , we can talk but about what, so I'm not that sociable, so I didn't have this kind of relationship with them

Can you tell me how have you changed as a teacher?

Well, now I'm more knowledgeable, I think I can explain better, I can make myself to be understood, I got more self confidence and I got not plenty of experience but at least some experience teaching classes so that's something that changed

Do you think you have also changed as a person because of your experiences?

Yeah, you have to be responsible, once you become a teacher you have to be responsible, because you have to create a lesson plan for the class but I don't consider that I have changed as a person, well in that sense maybe, because as I told you, you have to be responsible

Characteristics that have helped you define yourself as a teacher?

What could it be? Self confidence, that now you got experience, you got knowledge, you got different methods to teach some classes.

Teacher 3

QUESTION 1

Me acuerdo por ejemplo yo empecé a estudiar español, este ingles a partir de la secundaria formalmente como materia, anteriormente como tengo dos hermanas mayores ellas me enseñaban unas palabras, vocabulario, frases típicas de inglés, a mi me encantaba, me gustaba mucho, lo básico que aprendí de ingles fue gracias a ellas, ya como materia, bueno empecé a partir de la secundaria, si bueno creo que eran clases dos veces por semana, una hora y no pasábamos del verbo to be, todo era, o sea no veía un gran avance durante las clases del programa...a parte como siempre me gusto el Inglés nunca lleve una materia extracurricular de inglés o sea yo aprendí por mi cuenta, de canciones, buscaba las letras y empezaba a buscar las palabras que no me sabia o frases o lo que fuera , yo estaba muy interesada en aprender así es que fui como muy autónoma, eso antes de la carrera, mi nivel no estaba tan bajo pero gracias a mi, a mi esfuerzo, obviamente ya cuando entre a la carrera, ya cambio y desarrolle mas las habilidades, bueno a parte de la gramática y el vocabulario desarrolle más que nada las habilidades, Listening, Speaking, Writing, Reading

Question 2

Pues, en algún determinado momento cuando era niña si, llegue a pensar en ser maestra, no sabía en qué pero si me gustaría ser maestra, ya después cuando ya avance por los años, pues no sabía exactamente que estudiar, ya una vez que entre a la carrera pues ya dije no se ve tan mal, no me convencía mucho, mucho ser maestra, pero ya conforme paso el tiempo dije no es tan malo y llegas a disfrutarlo

Question 3

Pues mi primera experiencia dentro de un aula ya dando clase fue una clase con niños en una primaria, creo que eran de cuarto o quinto año no me acuerdo muy bien, esa fui mi primera experiencia como maestra, era una práctica pero yo di la clase completa, entonces este, ya sabes todos los nervios y todo, dije que tal que todo sale mal y eso, precisamente todo salió muy bien, los niños disfrutaron tanto la clase que al final dije no pues ya se acabo la clase hasta los niños me aplaudían, entonces fue algo realmente muy satisfactorio, algo que si...yo dije bueno fue mi primer experiencia y no salió mal...no estaba yo convencida que así iba a ser siempre

Question 4

Bueno, no tanto por lo que esa persona hacia, un maestro que se me hace una persona extremadamente inteligente, habla varios idiomas, el prepara los materiales y todo, y decía wow que padre y es muy abierto, muy divertido, yo llego a ser maestra quisiera ser más o menos como él, porque es exigente pero a la vez relax o sea tranquilo

Question 5

Mi primera experiencia ya como maestra, ya como un trabajo, precisamente no fue aquí en México, yo tuve la oportunidad de irme a Rusia y allá empecé mi carrera ya profesional, pues imagínate, los nervios estaban al tope, pues si aquí en México, ya con tus paisanos, tu idioma, tu cultura te dan nervios, imagínate enfrentarte a otra cultura, y no sabias como iban a reaccionar, por ejemplo yo me acuerdo de mi primera clase, que fue con adolescentes , tenían entre doce y catorce años, rusos que no hablab...que tenían un nivel bajísimo de inglés, y yo no sabía nada de ruso para esas clases tenía que utilizar mucho material visual, muchos videos, mucho body language para que ellos me captaran mas la idea, tenía que ver mas allá por que yo decía no puedo explicarla nada en español y cómo hago para que ellos me entiendan completamente , ya poco a poco conforme el tiempo ya fui como que ganando mas habilidad para que ellos

entendieran y ya como que yo ya me fui relajando y no me fui presionando, pero al principio so me acuerdo que era un estrés tremendo, ellos me daban por ejemplo material eso sea me daban muchas fuentes, muchos libros, tanto digital como libro físico, tenemos varios y me decían puedes tomarlo de aquí puedes tomarlo de acá, este o si necesitas un material extra para las clases nos dices y te lo conseguimos y te lo damos, ya pero si había ocasiones en las que yo preparaba mi propio material

Question 7

Para nada, totalmente no, porque aquí te enseñan una cosa y ya la realidad es otra, ya cuando enfrentas problemas que dices esto no me lo dijeron durante la carrera y ahora cómo lo superas, entonces no, yo sentía que me faltaban como cositas entonces no, más que nada experiencia, tener ese tipo de experiencias no de cómo enfrentar ciertas situaciones que no te enseñan en la carrera

Question 8

Por ejemplo yo sabía que a mí no me gustaban las clases de aquí está la gramática y ya, yo por ejemplo me acuerdo que en la secundaria me acuerdo que yo tenía una maestra que era alumna de aquí y hacia sus prácticas con nosotros y ella si era más dinámica, ella si, por ejemplo me acuerdo que ella nos enseñaba lo de recetas, mix, cut, chop, todo eso, todo lo que tiene que ver con una receta, pero ella nos los enseñó de una manera muy dinámica, casi, casi nosotros hicimos la receta en el salón de clases y eso me llamo mucho la atención y me gustaba mucho siento que ayudan mucho a aprender mas fácilmente y eso me gusta implementar dentro de mis clases, como más juegos, más dinámicas, no nada más estar ahí sentados escuchando al maestro

Question 9

Puede ser que si, en parte sí, porque yo de plano digo que hay maestros que digo yo no quiero ser como él o ella y hay otros maestros que me gustaría más o menos robarle como que su idea, como es, como actúa, como enseña, pero obviamente hay rasgos de mi personalidad que influyen en la clase o sea yo puedo ser muy dinámica y lo que quieras pero tampoco me gusta el relajo, entonces vamos a jugar, vamos a ser dinámicos pero no vamos a echar relajo, todo con cierto orden, tiene que ver un poco de todo yo creo

Question 10

Si bueno, cuando estaba, cuando estaba en Rusia si me llegaban a decir, sobre todo la gente más grande que son como que los más agradecidos, más consientes, si me llegaban a decir que habían disfrutado mucho la clase, que les gustaba, que...vaya muchas gracias por todo y me sonreían, vaya veías sus caras de aprobación y eso me hacía sentir muy bien, y obviamente también he tenido alumnos aquí en México que me han dicho ay teacher usted es mi maestra favorita, si he tenido como ciertos piropos (risas)...yo definitivamente prefiero enseñar a adultos, siento que tengo más afinidad con ellos, siento que puedo trabajar mejor

Question 11

Como mi primer año fue fuera de México, fue en Rusia, al primera barrera fue el lenguaj...vaya la lengua, el idioma porque ni ellos inglés bien, bien, y ni yo ruso, para darnos a entender perfectamente nos costaba, luego yo veía sus caras como de qué, qué dijo, qué hay que hacer o qué entonces tenía que ponerle casi, casi mil kilos de paciencia y buscar la manera de darme a entender y que ellos... porque si era frustrante tanto para mí como para ellos y pues ya aquí en México he tenido cuestiones mas que nada de conducta, me ha tocado...ahora que trabaje con chicos de secundaria, ya sabes que los de secundaria son muy tremendos, entonces lo que a veces me molestaba más que nada era su conducta, un poco rebelde, un poco relajienta, entonces eso era lo que a mi más me molestaba, más que nada se ponían mucho a platicar y a jugar, demasiado hiperactivos que no se calmaban con nada, si era lo que, lo que me enojaba más

Question 11

Pues realmente tanto allá como aquí nunca tuve algún problema con los maestros, jamás, ni con mis jefes, ni con nunca hubo ningún conflicto, a lo mejor no nos amábamos pero siempre hubo cierta cordialidad, compañerismo, nunca he experimentado algún problema así fuerte con algún colega

Question 12

Pues sí, obviamente ha habido un progreso, ahorita mis nervios ya bajaron así bastantísimo, pues antes me imponía llegar a un salón de clases, ahorita obviamente sientes cierto nervio pero ya no es el miso de antes no, y sientes, bueno ya tus skills como maestro ya se van desarrollando, ya te vuelves más hábil para manejar más cosas para desarrollar la clase, ya todo fluye mejor, ahora que antes... sabes que usamos mascararas en diferentes ámbitos, entonces cuando yo soy maestra soy maestra, no soy de...soy tu maestra, necesito, respeto, necesito honestidad, necesito valores, obviamente soy diferente con mis amigos, con mi

familia, pero dentro de un aula si me comporto de la manera más profesionalmente posible

Question 13

Trato de ser profesional en el ámbito, obviamente trato de ser responsable, trato de ser amigable, no quiero ser un ogro, trato de...pues ayudar quiero que mis alumnos realmente aprendan, obviamente los que quieran aprender, porque hay unos que por más que los empujes no quieren avanzar, trato de ser organizada, me gusta ser muy organizada no, , no sé que más podría ser, dinámica tal vez un poco, más que nada es el respeto, la honestidad, la organización , el dinamismo en clase, pienso que esos son mis elementos como maestra

Teacher 4

Question 1

Ahh, mi primera, mi primera experiencia fue con mi hermana, yo estaba en la primaria y mi hermana mayor ya estaba en la secundaria en primero, ella estaba estudiando los verbos, yo no sabía si quiera qué estaba haciendo, escuchaba que repetía: was, were, been, was, were, been, entonces le pregunte qué estaba haciendo entonces me respondió que eran los verbos en inglés, en pasado, en pasado perfecto y así, entonces me llamo mucho la atención y le empecé a ayudar a aprendérselos, me aprendí algunos, no muchos pero si,, bueno esa fue mi primera experiencia, estaba súper emocionada y quería entrar a secundaria como ella porque a nosotras nunca nos llevaban a ningún curso extracurricular, a nada, ni deporte ni nada, ya cuando entre a la secundaria, mi maestra era un asco (risas), ella se notaba que no preparaba sus clases, se notaba que no tenía vocación, , el primer examen bien recuerdo que hasta se veía que ella había hecho los dibujos, era de descripciones y pues estaban hechos los dibujos a mano, ya nada más les saco copias, o sea...yo noté que no estaba planeando nada, ya en segundo de secundaria, ya en primero saque como que si baja calificación y yo siempre había sido de buenas calificaciones desde la primaria, y ya en primero de secundaria si como que me saque de onda porque en las demás iba bien y en esa si apestaba, ya en segundo la maestra era buena, no tenía mucha paciencia pero era buena explicando y me gustaba mucho sus clases, entonces siempre participaba y hasta le caía gorda (risas) si por tanto participar, en tercero me toco la misma maestra de segundo y pues a mí me seguía gustando, este pues siempre iba como un paso delante de mis compañeros, entendía más rápido las cosas, pero hasta ahí todavía no pensaba estudiar eso, eh bueno y en la prepa eh es que estudie en dos prepas en la primera la maestra si era peor que la de primero de secundaria, ni siquiera sabía la diferencia entre los adjetivos con -ed y con -ing, yo le pregunte cómo se dice estoy aburrido y ella

me dijo soy aburrida y yo ya sabía esa diferencia, sólo la quise probar (risas) y bueno entonces ni hacía tareas porque la maestra no me motivaba no, su forma de enseñanza no me motivaba, por una cosa o por otra dejé esa escuela y me fui a otra, a una escuela abierta, ahí tenía un maestro que había vivido muchos años en estados unidos, no había estudiado la licenciatura ni nada en lengua inglesa, pero pues había estado allá, entonces lo pusieron a enseñar, no sé que había estudiado allá, , y este, era muy bueno, a todos mis compañeros les caía gordo pero a mí me gustaba su método de enseñanza, casi siempre me pasa que cuando a mí me gusta como enseña un maestro a los demás les choca no se por qué , y también aprendí mucho con él, de hecho en alguna ocasión cuando estaba estudiando la prepa me ofreció trabajo, el tenía una escuela de inglés , así como cursos para los niños y así, pero en ese entonces yo ya estaba trabajando y no me ofrecía un salario, sino me ofrecía un curso de inglés a cambio, y si ya estaba trabajando y recibía dinero pues para qué me iba a ir según yo, no se me hacía útil trabajar así por un curso y pues ya de ahí hasta la facultad (risas)...la maestra que nos daba clases pensé que era la mejor maestra ya hasta sexto que tuve un mejor maestro me di cuenta que no era tan buena, este pero era muy paciente, ella ya estaba a punto de retirarse y seguía así con el amor a la carrera, no por tener muchos años estaba así como chocada ni nada, para nada y pues al principio para mí todo era así como muy básico, como te digo yo tenía cierta habilidad entonces para aprender inglés, estaba un poquito más avanzada que mis compañeros, lo que a mí me sacó mucho de onda fueron los exámenes estandarizados porque según yo estaba mucho mejor que otros compañeros en cuanto a nivel y la calificación que tuve fue ocho, entonces hasta me puse a llorar porque no entendía cómo era la manera que evaluaban aquí y hasta la fecha no me gusta (risas) y ya

Question 2

Eso me tengo que regresar un poquito atrás, estaba estudiando arquitectura, yo jamás, jamás pensé ser maestra, nunca en la vida ni cuando era chiquita cuando te pones a jugar, no, primero decía que iba a ser abogada y después me entro la idea de estudiar arquitectura, estuve ahí, pues pero era muy cara y me estresaba mucho y de hecho me enfermé, y decidí dejarla y como tenía que estudiar algo pues dije se me facilita mucho el inglés no, pues voy a estudiar eso pero jamás, jamás pensé ser maestra, de hecho entre con la idea de salir en el área de traducción o algo así, pero debido al MEIF no pude y además yo sabía que en algún momento de mi vida, o sea todos lo decían, tenía que dar clases, pero no lo veía como mi forma de vivir, yo lo veía bueno voy a empezar desde abajo y después voy a ser traductora (risas)

Question 3

Sinceramente fue un error, ay no es cierto (risas) mi mamá me presionaba mucho desde que salí era así de ya, el otro día de que te gradúas me consigues un trabajo no, entonces a las dos semanas de que salí de aquí fui a mi primera entrevista, me llamaron y no quise ir, no quise ir porque yo estaba de que no quiero, no quiero, entonces no, no fui y después una de mis amigas de aquí de la facultad me dijo que donde ella estaba trabajando solicitaban maestros, estaba muy relajado y todo eso que nada más era los sábados entonces dije un día a la semana mi mamá ya va a estar contenta de que estoy trabajando entonces ahí fue de que no fue tanto mi decisión de ser maestra sino como que todo me llevo a (risas) pero no, no quería ser maestra (risas)

Question 4

Si de hecho creo que son como tres los maestros, no voy a decir nombres, ay ya (risas) pero no de ellos es el más temido de la facultad supongo que podrías saber quién es (risas), este a mi me encantaban sus clases, aunque me desvelara porque nos daba muchas lecturas me encantaba y su carácter, si algún día tengo que ser maestra mi carácter tiene que ser como el de él, me tienen que respetar como a él, porque él no necesitaba decir guarden silencio o hagan esto o hagan lo otro porque nosotros sabíamos por lo que nos habían dicho que teníamos que hacerlo que porque si no se enojaba mucho y era muy explosivo y así entonces yo quería tener el carácter de él, y que más, bueno también lo admiraba mucho porque es obvio que está muy bien preparado, el sabe bastante, y de otro maestro pues mi maestro de alemán, a él yo lo admiro hasta la fecha y de hecho acabo de salir de mi clase de alemán porque lo retomé, , vengo a verlo, vengo a observar cómo enseña y a aprender un poco alemán pero más vengo a tomar un poco de sus estrategias, métodos y todo eso, sus actividades, porque ya las he puesto en práctica, la que hace años vi ya las he puesto en práctica, no importa que sea del alemán que las cambie al inglés, hay muchas cosas que las tengo que adaptar, pero si lo admiro mucho y trato de ser como él no, a mi manera y bueno el otro fue en el ultimo nivel de inglés, fue con el único maestro que no tuve que estudiar ni siquiera abrir el libro para nada para el examen porque me sentía completamente preparada si necesidad de estar estudiando, él para mí es un excelente maestro, como te digo a mis demás compañeros no les gustaba, ay no ese no me gusta no se qué, no sabe y pues a mí me gusto bastante, soy muy diferente a las personas (risas) qué más, creo que hablo mucho (risas)

Question 5

Si la primera vez fue en el centro de idiomas para la clase de MEIF de ingles dos creo, este pero fue como que muy equis, fue una clase de media hora y era en parejas, entonces lo que hice pues fue muy poco, su reacción fue positiva y pues

ya son adultos, ahí fue cuando dije creo que no esta tan difícil ni tan feo enseñar inglés, este después ah tome la clase de enseñanza a niños y no fue porque quisiera sino por el MEIF (risas) entonces teníamos que observar varias clases y después dar dos ,ahí fue con niños de primaria, me tocó el sexto año y la primera clase la prepare muchísimo, quise seguirla al pie de la letra y todo así con tiempos y no salió como yo esperaba, la segunda no la planeé y la noche antes dije qué voy a hacer, que voy a hacer y ya dije pues lo que salga (risas), entonces tenía unas tarjetitas de la primera clases y dije voy a reciclar mi material y en el momento todo se dio como que improvisé y salió muy bien, mucho mejor de la que había planeado, así todo perfecto entonces yo dije creo que yo tengo que improvisar y ya entonces creo que esas fueron las únicas que di siendo alumna

Question 6

El primer día me sentía nerviosa porque el dueño de esa escuela me había dicho que en mi grupo había dos niños que eran especiales, muy pesados, este, irrespetuosos hasta cierto punto y entonces estaba yo con esa idea y entre nerviosa al salón, pues me veía más joven que ahorita, estaba recién graduada y pues eran adolescentes, eran niños de secundaria, pubertitos, entonces si como que estaba nerviosa pero pues todo salió bien, terminamos amándome, cuando dejé esa escuela porque no me gustaba cómo era el director y así me buscaron ,ellos se salieron de ahí, me pidieron que les diera clase pero yo no quise porque estaba como que a lo mejor esto no es lo mío, voy a buscar por otros rumbos pero pues aquí estoy (risas)

Question 7

Para nada, yo cuando salí de aquí, la verdad es que estaba un poquito decepcionada porque sentía que, porque como te digo por el MEIF no me prepare ni para una cosa ni para otra yo tomé de literatura, del área de traducción y de enseñanza, de docencia, yo sentía que tenía todo muy vago y revuelto, no era especialista en ninguno de los temas entonces no me sentía preparada pero tenía que, tenía que serlo

Question 8

Sí, me acordaba de mi maestro de carácter fuerte, de por si tengo el carácter muy fuerte, no me costo, este no imitarlo pero adaptarlo a mis clases y de mi maestro de alemán te digo las actividades yo decía pues puede servir esta, me acordaba de una actividad de vocabulario pues voy a adaptar esa a mi clase y del otro maestro pues hacer que todo el aprendizaje fuera significativo y las tareas que tuvieran un propósito no nada más dejar tarea porque si, a mi de hecho no me gusta dejar tarea si la hago es porque de verdad creo que es importante que

revisen cierto tema o algo así, pero si me acuerdo mucho, me acuerdo tanto de los buenos maestros como de los malos, de los malos pues evitar ciertas cosas que no me gustaban, pero pues obviamente no puedes ser perfecto

Question 9

Mis experiencias como estudiante buenas o malas, si influyeron bastante el ejemplo de la maestra de primero de secundaria que no preparó ni siquiera los exámenes, dije nunca en la vida voy a hacer eso, dije voy a tratar de (risas) que si lo hice en la primera clase que todo fluyó perfecto, pero ya profesionalmente, ya pues evitar eso, tomar las cosas que me gustaban, si todo influyó de una manera mi forma de ser como maestra

Question 10

Podrían ser varias, de mi primer trabajo que nada más iba los sábados , un día me quitaron mi grupo por que como que estaba habiendo demasiada mancuerna con ellos y creo que al dueño no le gustó, entonces...además que mi método de enseñanza no era como ellos pedían, incluso a veces el se metía a mi clase y me interrumpía para decirme que lo que estaba haciendo no era como ellos querían, que era de otra manera, entonces me quitó a mi grupo y me paso con unos niños mas chiquitos, entonces ellos pensaron que ya no había ido ese día, y cuando me vieron en el receso me abrazaron y me dijeron que si me iba ellos se iban conmigo, eso me hizo sentir a mi súper bien, y en otra ya en mi último trabajo, era una escuela particular entonces había una clase muestra, yo estaba supera nerviosa pero todo salió súper bien y al final de la clase hable con los papás les pedí, les pregunte si había algo en lo que pudiera mejorar, algo que no les haya gustado o así, entonces uno de los papás me dijo que no, que todo había estado súper bien, que el se daba cuenta que su hijo había mejorado bastante, que no me tenía miedo como a la maestra anterior, que lo veía contento y que le había gustado mi forma de ser, o sea me chuleo ya clase y me dijo que me mandaba un caluroso aplauso, y un beso, súper bonito, en ese trabajo di dos clases muestra, una para secundaria y otra para prepa, igual los de secundaria y prepa esperas que por su edad sean así como apáticos, nuestro proyecto fue en equipos tenían que investigar de la música desde los 50s hasta la actualidad, y pues no tuve que decirles que tenían que hacer ellos solitos me dieron sus ideas e incluso hicieron más de lo que yo les pedí, igual al final de la clase le pregunté a los papás lo mismo y me felicitaron, una de las mamás que había tenido a su hija desde el preescolar me dijo que había sido la mejor clase muestra que había tenido desde que su hija había estado en el preescolar hasta la prepa que estaba en tercer o cuarto semestre algo así, pues ahí fue una satisfacción así súper padre, el reconocimiento de los papas es muy difícil a veces, ya no tanto de los alumnos, a

los alumnos a veces te los puedes ganara pero a los papas pues es más difícil y eso me lo llevo ene le corazón (risas)

Question 11

Sí, claro, bueno en mi primer trabajo fue por el programa que tenían así disque establecido que para mí era un porquería, yo decía no voy a hacer lo que ellos dicen porque no voy a ser una mala maestra, si sigo lo que ellos dicen una porquería, en el segundo trabajo fue lo peor que he vivido como maestra, este ahí me dieron nueve grupos, no tenía tiempo ni para desayunar, me dieron alumnos de preescolar, yo ya había tenido experiencia con preescolar pero por que le ayudaba a una tía que es educadora, de repente la acompañaba así a sus clases, me dejaba solita con el grupo y no tenía ningún problema porque no les esta enseñando otra lengua, yo simplemente les daba plastilina y colores, entonces ene se trabajo me dan todos los grupos de preescolar, de primero a tercero, y eran dos salones por cada grado, fue horrible, , el primer día lloré, entonces entró mi coordinador y me vio llorando, entonces se porto súper buena onda, me saco del salón, me dijo que él me iba a ayudar, se metió en el salón a cantar con los niños para enseñarme como podía enseñarles entonces en ese tiempo en un solo salón había tres niños con necesidades especiales, no sé cómo se les dice y pues no sabía cómo manejarlo y después mi coordinador renunció, entonces estaba más que perdida no había quien me ayudara, que me sacara llorando del salón y la primera clase que tuve con mi grupo de secundaria y prepa fue horrible, les pedí que se presentaran y un niño con temas que nada que ver, que le gustaba las pornografía, irrespetuosos a morir, era una escuela particular, y precisamente el niño que me habló de eso era hijo de la dueña, yo no sabía, en ese entonces todavía no renunciaba mi coordinador, lo regañó horrible e inmediatamente lo cambio de grupo, por qué, por qué era hijo de la dueña pues yo no me podía poner a regañarlo porque al niño no le gustó su maestra me cambiaron, no me corrieron pero me cambiaron y renuncie, esa es la peor experiencia que he tenido y ya (risas)

Question 12

En mi primer trabajo la relación con mis compañeros era muy buena porque los conocía de la facultad a todos menos con el director, el dueño, todo así de...en el segundo trabajo estaba una de mis mejores a migas pero con las demás compañeras no sentía una unión, hubo muchos factores que me hicieron renunciar, lo del hijo de la dueña, mi relación con mis colegas era así, no eran

groseros pero no eran muy buena onda conmigo, no eran amables, y ya en mi otro trabajo y donde todo se dio bonito y que por eso decidí ya ser maestra este pues era muy buena la relación desde el inicio, ellos se ofrecieron a ayudarme, mi coordinadora también, tenía sus ratos malos, y entre nosotros sabíamos que había días de estrés, pero nos apoyábamos, era muy buena la relación, eso fue lo que hizo que yo me quedara, porque en los anteriores trabajos en el primero estuve seis meses nada más, en el segundo estuve un mes y ya en el último terminé mi ciclo por la maestría tuve que dejarlo pero sino ahí estaría

Question 13

Si, pues aunque sea poca la experiencia me ha ayudado, y no soy la maestra que todo mundo quiere y la buena onda, ni me interesa que me quieran los alumnos, lo que me interesa es que ellos aprendan y si han aprendido, al final también unos me quieren, pero no es lo que busco, pero, si, si he cambiado por ejemplo cómo regular la conducta en el salón pues mis experiencias previas si me han ayudado, si, si he cambiado como maestra y como persona, no tenía nada de paciencia, nada, nada, nada de paciencia cuando era estudiante y ahora tengo paciencia no nada más con mis alumnos sino un poco más de paciencia y tolerancia con toda la gente, si, si me ha cambiado,...te repito la paciencia sobre todo, la tolerancia o sea es que, soy muy impulsiva y eso lo sigo siendo como maestra, eso no lo puedo dejar pero he podido ser un poco más tolerante y paciente con mis alumnos, antes por ejemplo odiaba a los niños, de verdad, no soportaba a los niños, soy la tía grosera, soy la tía regañona, soy la tía que no presta sus cosas, este y si había una fiesta y había niños a mi me molestaba estar escuchando sus ruidos, los callaba y así y recuerdo que fui a una fiesta ya como maestra ya en mi último trabajo que los amaba a todos, (risas) bueno no los amaba donde me sentía bien con mi trabajo había niños que estaban haciendo ruido y no me di cuenta, mi hermana me dijo por qué no te molesta que estén gritando y fue cuando me di cuenta ay no manches, ya soy tolerante si he cambiado bastante, bastante,

Question 14

Como de mi personalidad de mi forma de ser en una clase? Algo así, carácter fuerte, pero eso sí, eso me ha ayudado a que mis alumnos me respeten, de hecho me acuerdo de mi último trabajo, todo va a ser referido a mi último trabajo, todo lo bueno, uno de mis alumnos del que me hablaban así muy mal, la coordinadora, mis compañeros y así, me dijo un día maestra es que yo con la maestra anterior venia borracho a las clases, venia crudo y ella me decía ya mejor vete y duérmete en la esquina y con usted nunca he podido venir así porque me da miedo y dije perfecto (risas), me respetan, me tienen miedo pero para mí está bien porque eso ayuda bastante a que una clase sea tranquila, tampoco es que me odiara él, hasta

terminamos siendo hasta amigos, si tengo un carácter muy fuerte y me gusta, otra cosa soy hasta cierto punto burlesca, me burlo de mis alumnos pero en buena onda (risas) para hacer la clase amena, por ejemplo si les ponía una actividad de Reading entonces leían y si se equivocaban tenía que pasar otro alumno entonces cuando se equivocaban entonces yo hacía pum o me burlaba pero a ellos les daba risa, obviamente con los de prepa, con los de primaria no iba a hacer eso para nada, que más, soy muy exigente, muy, muy exigente, me gusta que las cosas se hagan bien y de hecho en una ocasión para lo de la clase muestra pues ellos tenían diálogos y tenían que prepararlos, yo les deje de viernes a lunes para prepararse y les dije que no tenían que leerlo y llegaron a leer y les arrebaté las hojas y les dije que en mi clase no se hacía eso entonces se fueron a sentar y les dije a los demás que ¿Quién si se aprendió lo que tienen que decir? Y solamente dos equipos lo hicieron y a los demás obviamente les baje decimas al otro día ya lo tenían aprendido y eso me gusta (risas), soy exigente pero sirve de algo, todo salió bien, los papás me felicitaron, sirve, qué más, soy flexible a veces si alguien le echa muchas ganas y de plano no se le da, pues digo no voy a evaluarlos de la misma manera aunque tal vez suene injusto pero pues uno conoce las fortalezas y las debilidades de los estudiantes, así es que hasta cierto punto soy flexible, igual si alguien cumplió con todas las tareas y algún día no la trae le daba chance de traérmelo el siguiente día, es que soy como que dura y blanda (risas), qué más, pues creo que nada mas no se me ocurre otra cosa ahorita

Teacher 5

Question 1

Mis primeras experiencias en la Universidad te puedo decir que fueron un poco, como te podría decir, aburridas y monótonas, desafortunadamente no tuve un maestro muy dinámico, entonces fue todo muy aburrido y repetitivo hasta cierto punto

Question 2

No la verdad no nunca lo llegue a pensar, no pasó por mi cabeza en esos momentos

Question 3

Yo creo que lo primero fue por necesidad, porque pensé que era como el campo que tenía más oportunidades dentro del sector que estábamos enfocados, pero después en mi servicio social, me tocó dar clases, conocer a maestros que daban clases muy bien y fue donde dije que me llegó a interesar más, un poco más.

Question 4

Híjole no, creo que no había un maestro, bueno si creo que si había un maestro que me causo una impresión positiva y dije yo quiero, quisiera dar clases así,

Question 5

Si, la verdad esas experiencias fueron un poco negativas, me fue muy mal, no sabía absolutamente qué hacer, eh, no planeé bien la clase, no supe qué hacer cuando estaba al frente de los demás, me puse muy nervioso a parte de mi pánico escénico y tomando en cuenta que todos eran compañeros de la misma clase sentía que solo me estaban observando y juzgando y no fue tan...tan bonito que digamos...pues si la clase fue pasando muy lento, no sabría describirte esa parte, me detuve varias veces, no sabia qué decir, repetí las cosas, sentí que fue bastante tiempo pero en realidad no fue así...si estaba muy nervioso, era la primera vez que me tocaba dar una actividad para los demás

Question 6

Como profesional, híjole, fue muy, fue una experiencia muy negativa a parte fue un grupo que tuve a una hora muy temprano y a esa hora hay que sr muy dinámico pero era mi primer grupo, mi primera experiencia como profesional, y este creo que no fui lo suficientemente dinámico, como decirlo, divertido, no puse muchas actividades, me guié mucho con el libro, este me faltó interactuar más con los alumnos, motivarlos más, seguir más modelos, fue una experiencia negativa la verdad...algo que me haya gustado...algo que no me gusto definitivamente fue dos alumnos que la verdad fue muy difícil manejarlos, no me querían, una alumna en particular no me quería y transmitió su odio a otros (risas) y este yo no sabía cómo manejar la situación y entonces pues no participaba, no me hacía caso, se quejaba de todo, cosas así y yo no sabía cómo manejarlo, yo ya había iniciado mal este con el grupo y así se fue, o sea inicie mal y así se fue todo el curso y me quede con ese sabor amargo de ese primer grupo

Question 7

Se supone que si debí sentirme preparado pero creo que sí hizo falta algo más, más experiencias reales, el problema fue que yo no tomé materias ya de las terminales todas enfocadas hacia la docencia entonces faltó como más experiencia real en cuanto a la pues a eso, pues por eso no me sentía tan preparado pero si debí, pues lo sentía muy poco, muy poco

Question 8

Si yo creo que lo empecé a hacer pero ya después porque te digo con este primer grupo fue muy difícil no me puse a pensar en eso pero después sí empecé ya a mejorar un poco y ya empecé a darme cuenta cómo me hubiera gustado a mí que

fuera la clase y empecé yo a buscar actividades a hacer material, a llevarme mejor con los alumnos o sea sí fue mejorando todo

Question 9

Si fue con ese primer grupo te repito, tuve maestros que si era todo con el libro, todo bien monótono y todo bien aburrido y cuando tuve maestros dinámicos fue diferente y si me dejaron un buen sabor de boca entonces mis experiencias como estudiante yo diría que sí pero lamentablemente influyeron más los malos, los negativos que fue, que fue lo que más me influyó...de qué manera si, se guiaban por el libro de que leíamos y responder el espacio en blanco o de que a ver quien hizo la tarea, lean sus respuestas, a ver hay que hacer esta actividad en grupo con el libro, ahí júntense y términenlo, o este...el libro dice que esto entonces como esto lo dice el libro es así y a ver vamos a hacer esto hoy, vamos a guiarnos con el libro y cosas así

Question 10

Si, lamentablemente no era una clase de inglés, sino de otra, otra materia, pero si fue una clase, una clase de traducción, y el maestro pues si era muy dinámico y nos ponía muchas actividades y si llegamos a...pues hacia que nos conociéramos, que socializáramos, que interactuáramos todos, cosas así, nos daba recesos, se comunicaba bien con nosotros, implementaba cosas que todos conocíamos si fue una, una buena clase...pues yo creo que sería uno de los últimos grupos que tuve como docente, este sí, más que nada fue que con ese grupo interactué más con los alumnos y se quedaron ellos con una buena percepción sobre mi y este bueno eso quiero creer y este recuerdo que si les aclare bastantes dudas y se les quedó a algunos de ellos otros no, otros no porque ora sí que su interés y su motivación, estaban completamente desinteresados pero su mayoría si recuerdo que si les aclare bastantes puntos

Question 11

Híjole pues te repito fue el primer grupo que tuve como profesional lo que tuve que hacer fue cambiar pues todo eso, tuve que ir cambiando, aprendí mucho del modelo que teníamos en esa escuela, me fui dando cuenta de cómo tenía que funcionar y poco a poco fui cambiando muchas cosas, ya después fue mejorando no,

Question 12

Llevarme con otros maestros, yo creo que si influye te sientes más motivado si tienes a alguna complicación, puedes pedir apoyo, pero claro es difícil siempre hay quien, siempre hay alguien a quien le caes mal, que te envidia o algo por el estilo,

pero creo que eso ya son cosas sociales, interacciones, interacciones sociales que si influyen, si te llevas bien con los demás maestros definitivamente puede ser algo muy bueno pero siempre va a haber una piedrita en el zapato

Question 13

Si yo creo que sí, yo creo que si vuelvo a dar clases, ya voy a tener más claro cómo es que tengo que hacer las cosas, de qué manera, qué modelo llevar, qué pasos dar, qué etapas implementar poco a poco para conveniencia de los alumnos...yo creo que si porque no es que fuera tan antisocial, si creo que me hizo hablar un poco más, llevarme un poco más, interactuar un poco más con las personas, desenvolverme un poco más porque es algo que como maestro definitivamente tienes que hacer para poder comunicarte con los alumnos

Question 14

Yo creo que la dinámica, este la comunicación si claro definitivamente es muy importante, la creatividad, yo creo que la improvisación también es algo muy bueno, yo creo que a mí me gusta mucho improvisar luego de repente, si se me ocurre algo así de momento de la nada digo bueno vamos a hacerlo y lo hago no o también, yo creo que también depende de los alumnos y ya ahí te vas, cómo se va adaptando tanto ellos a uno como maestro y uno como maestro se va adaptando a ellos dependiendo de las personalidades