
Original Article


Building pre-service teachers' identity: the value of dialogue within the classroom

VICENTE CARRASCO EMBUENA , MARIA JOSÉ HERNÁNDEZ AMORÓS

Department of general and specific Didactic, Faculty of Education, University of Alicante, Spain

ABSTRACT

Carrasco-Embuena V, Hernández-Amorós MJ. Building pre-service teachers' identity: the value of dialogue within the classroom. *J. Hum. Sport Exerc.* Vol. 7, No. 1, pp. 227-242, 2012. This article is the result of an investigation whose main objective is to know which the qualities of the teachers from the perspective of the students of Primary Education Teaching are. For that, 73 pupils of the second year of the PE Teaching degree of the University of Alicante collaborated, during the academic year 2009/10. The students wrote two letters to two teachers they had had at any stage of their academic path: one to the one who made a positive impact on them and another one to the one to a teacher who didn't. In this case, we have focused on the letter written to the teacher who did not leave a positive imprint on the participants. The information has been treated with the AQUAD6 program. The results help us recognise the improper features, more precisely: negative personal traits, low quality of interaction with pupils, didactic incompetence and unfavourable attitudinal consequences towards the students. The results recommend reflection on the initial formation of teachers, orientated to the development of teaching competences of personal and professional type, in a way that they contribute effectively to shape the teaching identity of the future teachers, making enabling them to give a successful answer to the current educative challenges. **Key words:** TEACHERS IDENTITY, PROFESSIONAL DEVELOPMENT, TEACHING COMPETENCE, TEACHERS TRAINING.

 **Corresponding author.** Faculty of Education. University of Alicante. C/ San Vicente del Raspeig s/n - 03690 San Vicente del Raspeig - Alicante – Spain.
E-mail: vicente.carrasco@ua.es
Submitted for publication November 2011
Accepted for publication February 2012
JOURNAL OF HUMAN SPORT & EXERCISE ISSN 1988-5202
© Faculty of Education. University of Alicante
doi:10.4100/jhse.2012.71.02

INTRODUCTION

It is a great challenge to tackle the topic of identity, mainly because of the multidimensionality and complexity of the term. The analysis of the professional identities is an interesting matter in itself, through it may seem too hard to deal with sometimes due to its width. For this reason, the study of the teaching identity has been focused from different perspectives, generating a series of theoretical heterogeneous postulates which lack of solvency as they don't converge in their conclusions (Beijard et al., 2004). The identity, understood as the conscience of oneself or a series of traits of oneself or of a group, is a classic topic which has generated a considerable interest in the search for knowledge about the peculiarities of the being. During the second half of the eighties and the beginning of the nineties of the past century, this term (together with the one of "identity crisis") is more frequently used, though there is a big difference between the use of the term and its proper conceptualisation (Côté, 2006; Beijard et al., 2004). By that time, the studies on identity are countless in the fields of Social Psychology, Sociology and Anthropology. With the course of time, they attract interest among the investigators of Social and Human Sciences, who make a conceptual revision of the term (Camillari et al., 1990) and highlight its social and human dimension.

Nowadays, this construct has increased the scientific curiosity as a consequence of the results of the constant social changes, which produce contradictory messages stressing the instability and uncertainty of our social, political and economical situation. Different authors (Habermas, 1989; Morin, 2001; Fernández, 2006) define this concept as the process of interaction between the individual conscience and the plurality of others. The identity is set up as a project in which the influences of those with which one interacts determine the ego and the way it is built. The importance of this lies precisely in its pronounced social and cultural traits, which makes identity a product of the symbiosis of intrinsic and extrinsic strengths. This is how MacLure, (1993) understands it when he assures that identities are interpretation strategies used to give sense to behaviours originated in the different scenarios people participate in.

In order to analyse the elements conforming this term more in detail, we have collected the contributions of Revilla, (2003) and we echo the main references she suggests for the study of identity building. The two first elements are related to the body and the own name, respectively. The third has a deep introspective aspect since it refers to self-conscience and memory, with which we narrate to ourselves through a selective memory and we feed our personal perception back. Finally, social interaction and compromise for exchange with others are also valued in identity building. This set of elements reveals the multifarious aspect of the term, understood as a process in constant change. It is a flexible and continuous building which evolves hand in hand with the historical situation. In fact, it lies within a process of building and rebuilding which is a product of experiences and interexchange that occurs among people (Sayago et al., 2008). It even seems that identity has a greater sense if approached from the contextual questions and representations (Hernández, 1999), and this focus signals our social-being character.

The particular aspects of the process of identity building can be extrapolated to the field of professional identity, understood as a shared scenario between the collective aspects and the singularities of people in charge of a professionalising task (Bolívar et al., 2004; Lopes, 2008). The imbrications between both identities (personal and professional) are easily identifiable, as shown for example when we check the existence of relation between the personal identity and the choice of studies or precise profession. As indicated by Bolívar et al., (2004) identities are a result of interaction. Consequently, we understand that this concept is originated in a shared space by: i) the individual; ii) the interactions emerging from his/her professional and social context; and iii) the institution in which he/she works (Sayago et al., 2008). As mentioned at the beginning, the study of identity had attracted interest due to the difficulty of the deep

comprehension of the term. In this case, our interest is focused on the teaching task, and the realisation of the intrinsic difficulties in the teaching and learning processes makes it become a critical matter (Johnson & Colombek, 2002; Urzúa & Vásquez, 2008).

The teaching task has a long tradition in which many diverse perspectives are interrelated (Graue, 2005). Some of them are, for instance, the critical pedagogy (Freire, 1970, 1998), the meta-cognition or self-regulated learning (Cardelle-Elewar & Sanz de Acedo-Lizarraga, 2003; Elliot & Dweck, 2005; Nevin & Cardelle-Elawar, 2003). That web of paradigms evidences the relevance of regaining in a selective and flexible way its most important aspects so as to be in the perfect condition to conscientiously analyse and interpret the challenges currently faced by the teachers. For this, it is a convenient strategy to provide future teachers with a quality initial formation which promotes reflection and the development of critical thinking to help them apply the reflective processes to the building of their teaching identity (Nevin et al., 2002; Nevin, & Cardelle-Ellawar, 2003; Milner, 2003). In this sense, we must highlight that the reflective teacher requires an active identity (Riveiro et al., 2001). In every teacher's task, assessment of the own doing is as important as the reflection in action, which are terms differentiated by Schön (1998), given the impact of the analysis and assessment on the validity and efficiency of the interventions. What is more, claiming the objective relevance of the reflective teacher leads inevitably to a competential focus on the teachers' performing. So much so that scientific literature on this matter has spread over the last few years (Perrenoud, 2004; Cano, 2005; Zabalza, 2003), setting a frame which gives answers to challenges of the teachers nowadays, helping them updating and in the translation of theory into practice at classroom level.

As what concerns university context, there is evidence on the identity of the future teachers being related so much to the formation they are provided with in the classroom as with the work experience, which is a reference for them (Sayago et al., 2008). Thus, it is paramount to provide a series of teaching and learning proposals that favour the collective reflection, debate and the development of critical attitudes towards their future occupation. The implementation of de Degrees is favouring Primary Education Teaching study plans which prioritise practice upon theoretical formation, stressing the learning in situations which can be a replica of the current professional reality. For that, the combination of diverse methodologies and flexible groupings let the students self-regulate their learning processes and develop a personal identity they build through the interaction of their self-reflection and the collective thinking which emerges from the interaction with others. In this sense, as several authors suggest, it is still needed to reinforce the cultural change in many fields of the university education and especially at methodological level (Sánchez & Zubillaga, 2005). In other matters, Biggs (2005) points out that there are four fundamental circumstances that favour efficient learning: a structured base of knowledge, an adequate motivational context, activity from the student's part and interaction with others. Evidently, these focuses are as productive as difficult to embody, since they require a great deal of dedication and effort by the teachers (De la Fuente & Justicia, 2003). Naturally, the responsibility is not only an obligation of the teachers but also a demand that must affect the student's scope. The conjunction of both efforts is paramount to attain an efficient learning (García et al., 2005; Hernández & Lacuesta, 2007).

As Knowles defends (2004), the professional development is sustained on the knowledge and the identity. Both elements are influenced by personal traits, biographical and academic experiences, initial formation, knowledge and adequacy to the school reality, where the teachers transfer their beliefs, emotions and cognitive processes through practice.

According to Marqués (2002), the basic competences a teacher must have include the mastery of the subject, pedagogical qualities, instrumental skills, the knowledge of new languages and personal aspects. The sum of the teaching competences is very large, and that is why there is a great diversity which is visible in the ways of being and doing of the teachers.

As such, the difficulty found in the formation of future teachers in the faculties is notable, not only because of the fickleness of current the social context but also because of the relativism between the way of understanding school and the teachers' role. This difference in perception signals a new complexity in the term "identity". That is our interest in approaching the recognition of what the students of Primary Education Teaching think about the quality that should be away from the good teachers' profile. That is to say, we mean to analyse the negative aspects of the teaching task to that this contradictory procedure leads us to give evidence on the desirable skills of the teachers.

DESIGN OF THE INVESTIGATION

This investigation was approached through a qualitative methodology as we considered it would favour a study in depth of the information provided by the participants and its adequate interpretation. We agreed that it was an ideal strategy to analyse the problems which emerge from the development of the practices, since the investigation deals with a reflective activity developed during the sessions of a subject (Silverman, 2000). This initiative meant to motivate the reflection of the students about the qualities of the teachers that had left either a positive or a negative imprint, or teachers who had made simply no significant impact on them. These deliberations should be expressed in two independent letters, which they were completely free to write and to address, too. That is why they are addressed to teachers of different academic stages.

The magnitude of the data made us approach the investigation from two points of view: one related to the essays on the positive qualities of teachers and another one related to the negative ones. In this case, we offer the second one, which provides the student group impressions of the inadequate aspects and behaviours attributed to some of their teachers.

Objectives and matters of the investigation

The main objective of this investigation is to know what the students of the second year of the Primary PE Teaching Degree think are the improper qualities of the good teachers. We came up with this idea half way through their formation as we considered that, by that time, their didactic knowledge and their previous experience as students in the different educative stages would favour their weighted reflection on the matters presented. For that, we formulated the following questions for the investigation in order to investigate their essays:

- Which qualities and attitudes do these students consider are contrary to a good teaching practice?
- To what extent are these qualities and attitudes improper (mainly identified with their own experience as pupils) a significant referent in their professionalisation?

Participants

The activity suggested was carried out by 73 students of a group of 108. Consequently, we counted with 67, 26% of the class group of the subject "Organisation of the School", corresponding to the academic year 2009-20, of the Primary EP Teaching Degree.

Data collection

In one of the activities developed for the implementation of the mentioned subject, the students were provided with a socio-demographic questionnaire to collect data related to the addressee teachers and to themselves. Then, they were encouraged to write their essays: one addressed to one of their best teacher and one to a teacher they considered wasn't doing a professional practice. The letter was used as an instrument to collect information as it was an ideal way of making the socio-emotional aspects emerge in the essays, which were especially interesting for the investigations as they imply key competences in the teachers' profiles.

The letters were read in small groups and valued according to some guidelines previously negotiated between the teacher and the students. They mainly evaluated the adjustment to the topic, the conceptual accuracy, the creativity, the expressive quality and the socio-emotional traits. The choice of the best letter of each group permitted ten students to share their compositions with the rest of the class, which generated a debate on loading these pieces of work on a blog.

The interest shown by the students and the quality of their compositions led us to a more profound activity, motivating us to further investigation on their letters. With the permission of the authors, we carried out a more comprehensive analysis of their letters, whose results are detailed in the following section.

Data analysis

The collected information was subjected to a codification process with the help of the AQUAD 6 program (Huber, 2006). In this way, many codes have been created, and we use them as the base to answer our investigation questions and to try some conclusions from the identification and valuation of the typical configurations located within the analysed data. Four investigators have separately contributed to the shaping of the category and the proposed codes, thus reassuring the validity of the analytical procedure.

RESULTS

The results of the investigation are presented in two different sections which make reference to the demographic-descriptive codes and the interpretative codes.

Definition and interpretations of the demographic-descriptive codes

Out of the 73 students that participated in the study, the majority in 19 years old and has accessed the Primary Teaching degree through the University Access Exam. The distribution in percentages is comparable. As what concerns the main features of the addressee teachers, 42 of them were addressed to male teachers, while 31 of them to female teachers. The distribution for age is shown on Table 1.

Table 1. Distribution per age of the addressee teachers of the letters.

Age	Number of teachers
20-30	3
30-40	26
40-50	32
>50	12

The majority of the addressee teachers were Primary teachers (27.4%) and Secondary teachers (56%). The distribution of teachers depending on the subject is detailed in Table 2.

Table 2. Subjects.

Subject	Number of teachers
Mathematics	17
PE	8
English	7
Spanish	5
Tutorship	4
Valenciano	4
Music	3
History	3
Natural sciences	3
Social sciences	3

Note. *Includes subjects selected by 3 students or more exclusively.

The synthesis of the data signals that the majority of the selected teachers by their negative qualities are aged between sections of 30 to 40 and 40 to 50. This shows that in general, they are professionals with a large experience. In the same way, a large percentage of the teachers are Secondary teachers, Mathematics, PE and English teachers. As for the data related to the gender, the letters addressed to male teachers stand out, though the difference used to describe female teachers is not especially significant.

Definition and analysis of interpretative codes

The information we obtained from the analysis of the letters has helped us establish four large categories or meta-codes with which we refer to the negative aspects of the teaching task. We can mention: the negative personal qualities, the lack of interaction qualities between teacher and students, the pedagogical incompetence and the negative consequences of his doing on the students. Each of these categories brings together a series of codes which helps recognise the outstanding negative aspects of the teachers' behaviour more in detail.

Figure 1 illustrates what codes reach higher frequencies. The outstanding ones are: lack of vocation, humiliating actions, methodological inefficiency, boring tuition, unfair assessment, little learning. As we can see, they imply the personal and professional dimension of the teaching profile.

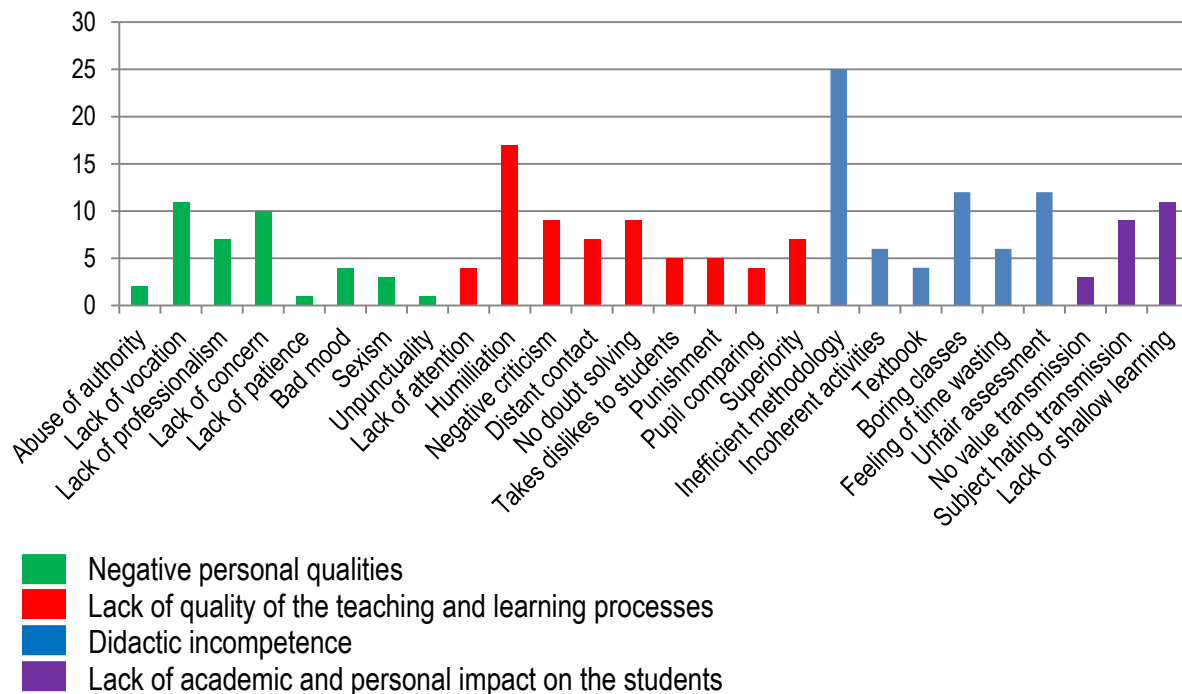


Figure 1. Distribution of absolute frequencies of the interpretative codes.

Personal negative qualities

Traditionally, teachers have been considered as a referent, not only because of their capacity to transmit the culture and to mould the future generations, but also because of their ethical and moral integrity. In opposition to the human quality required by the teaching practice, the participants of this investigation have pointed out a series of qualities which are improper of the teachers as they are stranger to the professional profiles that grant the positive influence on the comprehensive and balanced development of the students.

In the same way, one of the highlighted aspects was the abuse of authority, which evidences the predominance of the hierarchical relation in the educative interaction, in which participation and positive interaction with the students seems very weak or non-existent. The following narrations justify these statements:

And there was the chosen word, we felt it in your smile, a mocking smile and then we felt your voice, loud and always with that dictatorial tone, everything you said seemed to be a command, even if you were reading a tale, everything sounded like an order we had to follow on pain of being punished (Alu_019).

I can clearly state that you were looking for your own comfort through a dictatorial authoritarianism so as to gain the respect that would replace the lack of professionalism you were unable to win (Alu_028B).

Moreover, the students underline the lack of vocation as a defining trait of the teaching incompetence:

[...] Teachers like you, frustrated people at work who simply find the solution to make for a living by mistreating children (Alu_033).

Thank you for telling us once that you were annoyed when you didn't pass the examinations to work in a laboratory and that was why you were a teacher, because the only examinations you passed were those and that was why you were going to annoy us (Alu_055).

Precisely, this lack of vocation motivates another aspect also frequently highlighted: the lack of professionalism of these teachers, not so much in the academic dimension as in the personal dimension:

Even if the only thing you proved was you lack of confidence and professionalism, if what you wanted was respect, you had it (Alu_052A).

That is to say, I have had teachers who made me realise that not every person on the teaching world is qualified to teach and not every worker is as professional as they should be in their profession, no matter how much they master the subject they are specialised in (Alu_036B).

In addition, the lack of professionalism is linked to the lack of concern shown by the students:

I would like you to know that, from my point of view, your concern and interest for us to learn was null and void. That is why I believe that trying to change your way of teaching was an impossible mission, since no matter how much we would talk to you, you would never see sense or show some interest on our opinions and complaints (Alu_069).

If he/she had bothered to look us in the eye and had looked beyond the shallowness of his/her cold perceptions, he/she could have found some sense to his/her work, as it was clear that it had none to you (Alu_014B).

Other undesirable aspects highlighted by the participants were the lack of patience and the bad mood of the teachers, which are contrary to the specific features of the professional profile of good teachers, as for example showing a good disposition, being receptive, patient, and comprehensive with the students. The following essays illustrate these observations:

I even remember the time you made me go to the blackboard to solve an operation. You miswrote the formula and of course I didn't know it either. Far from showing the attitude of a teacher, you violently banged the blackboard very close to my head, giving me such a fright and throwing chalk dust at me (Alu_082).

You were always angry and punishing unfairly without even caring of what had happened (Alu_012).

Finally, some other highlighted negative attitudes were sexism and unpunctuality. These statements were an example of the following behaviours:

The majority of the complaints are made by the girls, as we can't stand how sexist he is (Alu_064).

When the bell rang, you were so punctual that we had time to do the assignment you had set in previous sessions, but not in a rush, no, no, we had all the time of the world to do them (Alu_051A).

Lack of quality in the interaction with the students

A typical aspect of good didactic proposals is that they grant intense and positive interaction between the different actors that participate in the teaching and learning processes. Among the attitudes of the incompetent teachers pointed by the students, we should point out the lack of disposition to listen and the lack of interest to solve doubts. This is how they explain it:

These are two of the examples of how you act in front of a student: ignoring him, not only that, but also refusing seeing and analysing what the problem is [...] (Alu_037A).

When someone had a problem and wanted to explain it to you so that you would help, your answer would always be "that's nonsense" (Alu_062).

Another negative behaviour that was reiterated was the humiliation suffered by the students. This humiliation was in many occasions originated in the comparison made between them, and it made the relationship be altered:

You spent two years of my childhood blaming me for the same thing over and over, making me feel inferior in relation to my classmates, tagging me as cynical and lazy in front of the whole class and telling me I would never be somebody in my life (Alu_060).

You always had to compare us all, stressing your favourite ones without bearing in mind the individual characteristics and the skills each of us had (Alu_014).

In addition to this, these humiliating attitudes and the lack of respect came along with negative criticism, which had a constant impact on the students with a kind of difficulty or those who didn't get on well with the teacher:

So we had to bear him during the whole year as we could, because when my parents intervened, you took a dislike on us and treated us differently; you made us believe it was our fault and you punished us by making us stand outside the classroom in the corridor, face to the wall while the others were doing their activities and even embarrassing us in front of them (Alu_006).

In a very peculiar and disguised way, you insulted and criticized people you didn't agree with (Alu_010).

Finally, the distant contact and the superiority shown by the teachers towards the students were relevant comments in this investigation. An example of these statements is the following extracts:

We all respected you, in such a way that we would not dare to ask you any question, simply because we were afraid of your answers and of being humiliated (Alu_043B).

Firstly, you didn't give your pupils the confidence to ask questions or express their opinion. The most important thing is to create a good confident atmosphere (Alu_143).

As for the hierarchical and vertical treat previously mentioned, some additional observation is spotted:

You are the most arrogant teacher, or rather the most arrogant person I've ever known. You always looked superior, trying to make those who surrounded you feel inferior (Alu_028).

Didactic incompetence

Once we have reviewed the relevance set by the participants on the human quality and the teachers' attitude in the educative interaction processes, we will deal with different competences related to their didactic training. According to them, when put on top of the other, they have very positive results on the quality of their professional outcome.

If we adopt a perspective the other way round, identifying the characteristics that a teacher shouldn't have, specifically referred to their didactic capacity and their work in the classroom, we will immediately notice the presence of one of the most recurrent codes: the inefficiency of the methodology. The following narrations transmit the dissatisfaction of the students with the methodological strategies used by the teachers they consider incompetent, including extracts as the following ones:

We know that elephants have a great memory, but this is not the most important thing for our development. It is clear that the only thing you had in mind was to make use memorise the book for the exam, to vomit it and then forget it by the next day. ¡Well that is education! (Alu_055).

Everything was a routine; we would always read texts over and over again in your class. Then only you spoke and we could and we could add nothing, as each time me asked questions, it seemed to bother you, for your answers were "I have already explained that, everything is in the books" (Alu_035A).

Some of these methodological suggestions offer incoherent activities with no interest for the students, and they hamper the efficient learning building:

It is not only in these aspects that you failed as a teacher. What you did in the classroom was not normal. You would normally take your newspaper and read it during the whole class, while you gave us the crosswords to have something to do (Alu_043).

In your classes we barely learned anything. The explanations were quite incomplete and I even daresay they were incoherent (Alu_028).

This incoherence in the proposed activities and the consideration of the textbook as the only didactic resource explains the dissatisfaction of the students with the classes, of which they stress the boredom and the feeling of wasting time:

He explained concepts and more concepts again and again; he would never go beyond the textbook (Alu_059).

The History classes were endless, as was his monologue... We were yearning for the bell to ring but it looked as if it didn't work (Alu_019).

Hand in hand with these sensations of boredom and tedious monotonous classes, the participants would agree to state that their void prominence has negative consequences on their interest for the subject:

As for your classes, I remember they were very long and boring, everything was part of a routine and only you would speak, while we were mere receptors who could not participate (Alu_066).

In this sense, your classes were so boring because nobody would participate as you would simply transmit information and we would only listen (Alu_056B).

Finally, a significant number of students have stressed the punishing way of evaluating and the frequency of the punishing attitudes of the teachers in the classroom:

When it was time to assess, you would make an exam that no one could pass even years later because I was never able to know how to deal with it, no matter how hard I had studied, and of course I never passed. You told me I didn't explain the way you wanted me to. And now I tell you, how would I know if you didn't explain that to me? You expect me to guess, right? (Alu_044A).

There were many time that you would punish us staying indoors during the break or with no PE class if we made the slightest mistake, for heaven's sake! (Alu_017).

Lack of repercussions of the teaching practice

The poor transmission of values through the teaching practice was a stressed topic in the students' essays. The traditional teaching approach, typical in these teachers's doing, together with their mentioned attitude and qualities produced a lack of interest in the subject. What is more, some even daresay that the incompetence of the teachers leads them to lose the interest on the subjects they used to enjoy:

Thanks to you, I hate maths. That's right, I hate them (Alu_028A).

But now that I'm studying aspects that can frustrate children, things that make them not acquire knowledge, I have to tell you that you are quite guilty for my lack of interest in these subjects (Alu_044A).

Moreover, they highlight the lack of guidance and orientation they receive from the teachers whose professional profile makes a negative impact on them, at academic and personal level:

So far, you are the person who made a greatest impact on me, and of course, the one who contributed the least at conceptual, educative and valuating level (Alu_053).

You could teach us anything at any moment of the year at academic or personal level thanks to your behaviour and your habit of having us be overwhelmed (Alu_070B).

Nowadays, the importance of personal development and socio-emotional competences is clear for the success of the academic objective. That is probably why a large number of participants consider that the incompetent teachers' doing leaves the personal values and the emotional education aside:

Another aspect I wanted to underline is the lack of transmission of personal values and learning that would make us grow as people (Alu_045).

Not only that, they also had to teach us values as cooperation, equality, tolerance, solidarity, etc. And they had to be a role model. So, after thinking about it, I think you were not a role model for us (Alu_045B).

DISCUSSION

In order to give an answer to the two questions of the investigations which were formulated for the consecution of the general aim, we have firstly analysed the qualities a competent teacher shouldn't have in detail and according to the students. The results have helped us obtain four ideas that form the experiences of the participants in their educative path. We can summarise them as follows: inadequate personal qualities for the teaching practice, didactic incompetence, lack of quality of interaction with the students and finally, scarce relevance of his/her academic and personal impact on them.

As what concerns the improper personal qualities of a competent teacher, the students agree in valuing the abuse of control, the lack of concern for the students or the lack of empathy and bad mood negatively. These attitudes are considered obstacles for the learning as they have a negative influence of the teacher-student interaction, and it produces an atmosphere of unease or even fear. Moreover, these behaviours cloud the picture the students have of a teacher profile as they link it to the lack of vocation which influences their professional capacity.

Another highlighter point was the poor interaction during the learning process. The negative atmosphere that results from the described attitudes, together with a hierarchical relation and professional behaviours which exclude active listening and include humiliation and lack of respect, draws an impenetrable frontier between the teacher and the student. At the same time, it makes the learning process more complicated and it produces negative reactions towards the subjects that these teachers work in.

As for the didactic formation of the teachers, the participants of this investigation consider it fundamental for the teacher to be a dynamiser of the educative processes, with tools to motivate through varied methodologies, inspired in interactive and reflexive models. For that, they point as the outstanding negative attitudes the incoherent activities, the routine-made learning process and the excessive use of the textbook as they lose interest and motivation towards work and the study of specific subjects.

Finally, some results obtained lead to the conclusion of an inefficient or scarce professionalism of the addressee teachers in their letters were no obstacle in their Primary Teaching study choice. However, it actually is in their professional practice expectations. The future teachers are convinced of the fact that their future professional practice will be inspired on the proceeding of the good teachers, and it will avoid the attitudes and misdoing of those who offered them a bad teaching practice.

CONCLUSIONS AND IMPLICATIONS

As we have mentioned, defining the teaching identity is an important challenge as it is a complex and polysemous concept, as widely evidenced (Coldron & Smith, 1999; Volkmann & Anderson, 1998; Cooper & Olson, 1996). The perception of the students on the competent teaching profile responds to their educative experience and their initial and practical formation, both being interactively related (Tickle, 2000). Multiple investigations on the beliefs of Primary Teaching Degree students exist: attitudes and sensitivity towards cultural diversity (Taylor, 2001), influence of the study plans of the previous beliefs (Al-Musawi, 2001), beliefs of the students on the learning atmosphere (Donche et al., 2003), effects of the previous beliefs on

the student identity building and the use of the new educative knowledge (Tilema and Knol, 1997), etc. With our investigation, we mean to know the negative qualities of the teachers considered incompetent and their repercussions on the students, who are conscious of the great meaning of their perceptions and opinions for their own professional identity building.

Initial formation, among other roles, helps the student check the hypotheses based on educative experiences. These tentative formulations are originated in the influences the good teachers have on them, who show them procedures, techniques and behaviours they interpret as valid referents. Our study has shown evidence on the fact that the competence must include the profile of a good teacher, starting from the classification of the traits that the students consider improper of a good professional. As we stated at the beginning, the teaching identity is set with multiple aspects and factors. That is how in recent research, this area has become autonomous investigation due to its special relevance (Bullough, 1997; Connelly & Clandinin, 1999; Knowles, 1992; Kompf et al., 1996). The biography referred to this topic insists on the lifelong changing aspect of this construct, which is far from being definitely conformed (Beijaard et al., 2004).

If we bear in mind that the teaching competences allude the personal and more technological aspects of the job, the qualities highlighted by the students conclude that, from their point of view, the teacher needs to hold some qualities as good presence, helpful disposition, positive and motivating attitude, humility and human quality. In contrast, they must eradicate the bad mood, the abuse of authority or indifference towards the needs of the students. Concentrating now on the common thread of the essays, good teacher must show evidence in their capacity to narrow the traditionally settled distance from the students, they must offer critical formative proposals, making sure that their teaching has an interpretational and situational character. Nevertheless, the comparison between students, the humiliation and the differentiated treat generate rejecting behaviours that, from the participants' perspective, represent an obstacle for the development of the learning. That is why, making the described negative teaching qualities objective, we can conclude that it is necessary to promote a familiar treat which creates confident atmospheres to pay attention to the individual differences in a comprehensive context. The educative centres are micro systems influenced by the social context, which is reciprocally influenced by them too. For that, the different agents of the educative community must have multiple interactions (Epstein, 2001), as its consideration has a relevant effect for the good performing of the schools.

A fundamental aspect that guarantees the quality of the teaching processes is the didactic enablement of the teachers. The knowledge they have in theoretical and practical pillars is important to perform an efficient teaching task. The didactics, as a discipline, is inspired in the influences it receives from the socio-cultural and historical context. That is why a teaching proposal is the result of a reflective and reasoned process, influenced by the explicit and implicit rules. In this case, the evaluation of the consequences of an incompetent teacher in his students, according to the participants, leads to the consideration that the only positive factor that can be extrapolated to their personal and professional development is that it constitutes an antithetical teaching profile that will inspire his practice.

In conclusion, we consider that our study incites to keep working on the path of promoting the reflexive activities at the Education Faculties in order to contribute to the future teachers to develop their funded professional identity in competences which combine pondered personal, human and professional skills that the good teachers' behaviour offer. We are aware of the need to contrast the analysed results to the ones from the letters addressed to the best teachers. This would provide indicators to shape the traits of a competent teacher in a more precise and comprehending way. It is a task we will do in the future.

REFERENCES

1. BEIJAARD D, MEIJER PC, VERLOOP N. Reconsidering research on teachers professional identity. *Teaching and Teacher Education*. 2004; 20(2): 107-128. doi:10.1016/j.tate.2003.07.001 [Back to text]
2. BIGGS, J. *Calidad del aprendizaje universitario*. Madrid: Narcea. 2005. [Abstract] [Back to text]
3. BOLÍVAR A, FERNÁNDEZ-CRUZ M, MOLINA-RUIZ E. Investigar la identidad profesional del profesorado: una triangulación secuencial. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*. 2004; 6(1):12. [Full Text] [Back to text]
4. BULLOUGH RV. *Practicing theory and theorizing practice*. In J.Loughran & T. Rusell (Eds.), *Purpose, passion and pedagogy in teacher education* (pp. 13-31). London: Falmer Press. 1997. [Back to text]
5. CANO E. *Cómo mejorar las competencias docentes. Guía para la autoevaluación y el desarrollo de las competencias del profesorado*. Barcelona: Graó. 2005. [Back to text]
6. CARDELLE-ELAWAR M, SANZ DE ACEDO-LIZARRAGA ML. Low-performing students' mathematical learning through self-regulation of emotional competence. *The Journal of Current Research and Practices in Language Minority Education*. 2003; 1(1):35-48. [Back to text]
7. COLDRON J, SMITH R. Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies*. 1999; 31(6):711-726. doi:10.1080/002202799182954 [Back to text]
8. COOPER K, OLSON MR. *The multiple "I's" of teacher identity*. In M. Kompf, W.R. Bond, D. Dworet & R.T. Boak (Eds.). *Changing research and practice: Teachers' professionalism, identities and knowledge*. London/Washington, DC: The Falmer Press. 1996. [Back to text]
9. CÔTÉ J. Identity studies: how close are we to developing a social science of identity?-An appraisal of the field. *An International Journal of Theory and Research*. 2006; 6(1):3-25. doi:10.1207/s1532706xid0601_2 [Back to text]
10. DE LA FUENTE J, JUSTICIA F. Regulación de la enseñanza para la autorregulación del aprendizaje en la universidad. *Aula Abierta*. 2003; 82:161-171. [Abstract] [Back to text]
11. ELLIOT AJ, DWECK CS. *Handbook of competence and motivation*. NewYork: The Guilford Press. 2005. [Back to text]
12. EPSTEIN JL. *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press. 2001. [Back to text]
13. FERNÁNDEZ M. *Desarrollo profesional docente*. Granada: Grupo Editorial Universitario. 2006. [Back to text]
14. FREIRE P. First letter: Reading the world/Reading the word. In: P. Freire (Ed.). *Teachers as cultural workers: Letters to those who dare to teach*. Boulder, CO: Westview Press. 1998. [Back to text]
15. FREIRE P. *Pedagogy of the oppressed*. New York, NY: Seabury. 1970. [Back to text]
16. GARCÍA JN, DE CASO AM, FIDALGO R, ARIAS-GUNDÍN O. La evaluación de prácticas universitarias y su aplicación en un enfoque innovador. *Revista de Educación*. 2005; 337:295-325. [Abstract] [Back to text]
17. GRAUE E. Theorizing and describing preservice teachers' images of families and schooling. *Teachers College Record*. 2005; 107(1):157-185. [Abstract] [Back to text]
18. HABERMAS J. *Identidades nacionales y postnacionales*. Madrid:Tecnos. 1989. [Back to text]
19. HERNÁNDEZ A, LACUESTA R. *Aplicación del aprendizaje basado en problemas (PBL) bajo un enfoque multidisciplinar: una experiencia práctica*. Conocimiento, innovación y emprendedores: camino al futuro. 2007. [Back to text]

20. HERNÁNDEZ F. Consideraciones sobre el sujeto y la identidad en la educación escolar. *Revista Kiririkí*. 1999; 51:27-31. [[Full Text](#)] [[Back to text](#)]
21. HUBER GL. *AQUAD 6. Manual del programa para analizar datos cualitativos*. Ed. VerlagIngeborg Huber. 2006. [[Back to text](#)]
22. JOHNSON K, COLOMBEK P. *Teachers' narrative inquiry as professional development*. Cambridge: Cambridge University Press. 2002. [[Back to text](#)]
23. KNOWLES JG. Modelos para la comprensión de las biografías del profesorado en formación y en sus primeros años de docencia. In: A. Ivor & F. Goodson (Eds.). *Historias de vida del profesorado*, (pp. 149-205). Barcelona: Octaedro. 2004. [[Back to text](#)]
24. KNOWLES JG. *Models for understanding pre-service and beginning teachers' biographies: Illustrations from case studies*. In: I.F. Goodson (Ed.). *Studying teachers' lives*. London: Routledge. 1992. [[Back to text](#)]
25. KOMPFF M, BOND WR, DWORET D, BOAK RT. *Changing research and practice: Teachers' professionalism, identities and knowledge*. London, Washington, DC: Falmer Press. 1996. [[Back to text](#)]
26. LOPES A. La construcción de identidades docentes como constructo de estructura y dinámicas: argumentación y virtualidades teóricas y prácticas. *Profesorado, revista de currículum y formación del profesorado*. 2008; 11(3):1-25. [[Full Text](#)] [[Back to text](#)]
27. MACLURE M. Arguing for Yourself: Identity as an Organizing Principle in Teachers Jobs and Lives. *British Educational Research Journal*. 1993; 19(4):311-322. doi:[10.1080/0141192930190401](https://doi.org/10.1080/0141192930190401) [[Back to text](#)]
28. MILNER HR. Reflection, racial competence, and critical pedagogy: How do we prepare pre-service teachers to pose tough questions? *Race, Ethnicity and Education*. 2003; 6(2):193-208. doi:[10.1080/13613320308200](https://doi.org/10.1080/13613320308200) [[Back to text](#)]
29. MORIN E. *Los siete saberes necesarios*. Bogotá: Cooperativa Editorial Magisterio. 2001. [[Back to text](#)]
30. NEVIN A, CARDELLE-ELAWAR M, BECKETT C, THOUSAND J, DIAZ-GREENBERG R. Eliciting and taking action on the voices of adults with disabilities: Advice for teacher education professors. *Journal of Professional Studies*. 2002; 9(2):70-79. [[Back to text](#)]
31. NEVIN A, CARDELLE-ELAWAR M. Dialogic retrospection as a metacognitive action research tool. *Australian Journal of Educational & Developmental Psychology*. 2003; 3:1-14. [[Full Text](#)] [[Back to text](#)]
32. PERRENOUD P. *Diez nuevas competencias para enseñar*. Barcelona: Graó. 2004. [[Back to text](#)]
33. REVILLA JC. Los anclajes de la identidad personal. *Athenea Digital*. 2003. 4:54-67. [[Back to text](#)]
34. RIVEIRO JMS, CABANACH RG, ARIAS AV. Multiple-goal pursuit and its relation to cognitive, self-regulatory, and motivational strategies. *British Journal of Educational Psychology*. 2001; 71(4):561-572. doi:[10.1348/000709901158677](https://doi.org/10.1348/000709901158677) [[Back to text](#)]
35. SÁNCHEZ P, ZUBILLAGA A. Las universidades españolas ante el proceso de convergencia europeo: Análisis de las medidas institucionales y acciones de aplicación y coordinación. *Revista de Educación*. 2005; 337:169-187. [[Abstract](#)] [[Back to text](#)]
36. SAYAGO Z, CHACÓN M, ROJAS M. Construcción de la identidad profesional docente en estudiantes universitarios. *EDUCERE. Investigación Arbitraria*. 2008; 42:551-561. [[Abstract](#)] [[Back to text](#)]
37. SCHÖN D. *El Profesional Reflexivo: cómo piensan los profesionales cuando actúan*. Barcelona: Paidós. 1998. [[Back to text](#)]
38. SILVERMAN D. Analysing talk and text. In: N.K. Denzin & Y. Lincoln (Eds.). *Handbook of qualitative research*. Londres: SagePublications, Inc. 2000. [[Back to text](#)]

39. TICKLE L. *Teacher induction: The way ahead*. Buckingham, Philadelphia: Open University Press. 2000. [[Back to text](#)]
40. URZÚA A, VÁSQUEZ C. Reflection and professional identity in teachers' future-oriented discourse. *Teaching and Teacher Education*. 2008; 24:193-196. [[Abstract](#)] [[Back to text](#)]
41. VOLKMANN MJ, ANDERSON MA. Creating professional identity: Dilemmas and metaphors of a first-year chemistry teacher. *Science Education*. 1998; 82(3):293-310. [[Abstract](#)] [[Back to text](#)]
42. ZABALZA MA. *Competencias docentes del profesorado universitario: calidad y desarrollo profesional*. Madrid: Narcea. 2003. [[Back to text](#)]