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**NOVICE TEACHERS VOICES ABOUT THEIR FEELINGS RELATED TO THEIR  
TEACHING PRACTICE: A NARRATIVE STUDY**

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BOGOTÁ D.C., JUNIO DE 2018**



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# **Novice Teachers Voices about their Feelings Related to their Teaching Practice: A Narrative Study**

## **Abstract**

This paper explores the different situations that novice teachers encounter in their first year working at a school. They talk about the outcomes, challenges, likes, dislikes, and differences from the transition of the practicum to the practice as teachers. The data were collected by means of a conducted in-depth interview (narrative method) with five participants. The results show that by just expressing themselves and speaking about their concerns, likes, and dislikes, novice teachers may become empowered within their teaching. As a conclusion, co-workers, future teachers, and the school community will recognize and value novice teachers in their working environment by listening to what they have to say, which could lead to increased self-satisfaction in their careers. It is also of great importance for the universities with Enhances Language Training programs so that they are able to analyze their curricula and consider future changes as aids for the students.

*Key words:* Novice teachers, Teaching Practicum, Teaching Practice, Voice.

## **Resumen**

Este artículo explora las diferentes situaciones que afrontan los docentes principiantes en su primer año de trabajo en una escuela, en los que hablan sobre los resultados, desafíos, satisfacciones, preocupaciones y diferencias desde la transición de la práctica a la profesión como docentes. Los datos fueron recolectados por medio de una entrevista en profundidad (método narrativo) conducida a cinco participantes. Los resultados muestran que al expresarse y al hablar sobre sus preocupaciones, sus gustos y temores, los docentes principiantes podrían crecer y empoderarse en el proceso de enseñanza. Finalmente,

concluyo que los profesores novatos serán reconocidos y valorados en el ámbito laboral por sus compañeros de trabajo, futuros docentes y la comunidad escolar reconocerán y valorarán a los docentes principiantes al escuchar lo que tienen que decir, lo que podría conducir a una mayor autosatisfacción en sus carreras. También es de gran importancia para las universidades con programas de Entrenamiento del Lenguaje Mejorado para que puedan analizar sus planes de estudios. y considerar futuros cambios como ayuda para los estudiantes.

*Palabras clave:* Profesores principiantes, Práctica docente, Profesión docente, Voz.

## Introduction

*Novice language teachers*<sup>1</sup> encounter several situations after earning their degree in education, as the multiple roles they need to face or the different contexts they need to handle. Those situations might have novice teachers ask some questions related to the kind of preparation they have received from the major, in which they were enrolled for about five years. These questions could be something like: Was the teaching practicum<sup>2</sup> a resourceful scenario for learning everything I need to face inside a classroom? Was I prepared to face the difficulties that appeared along the teaching practice<sup>3</sup>? Have I successfully managed different situated matters inside and outside the classroom? The opinions and voices of teachers who are confronted with these diverse situations in the classroom must be acknowledged and analyzed by others such as colleagues and institutions like schools and universities. In doing so, the current pre-service teachers can hear novice teachers' experiences firsthand and problematize what happens in their teaching practicum.

Some researchers have looked into what happened to novice teachers during their first year after finishing their degree. For example, Villa (2017) works on how critical approaches to socialization highlight the role of novice teachers in critical school transformation during their induction stage. Besides, Tekin (2013) explores novice teachers' knowledge about and attitudes towards popular English language teaching (ELT) methods and post-method, and the effects of those knowledge and attitudes on their reported classroom practices.

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<sup>1</sup> A novice teacher is defined as any licensed teacher of record with less than one school year of classroom teaching experience. (Arkansas department of education, 2015)

<sup>2</sup> Teaching practicum is defined, as those periods of continuous practice in school constitute an obligatory part of the course in colleges or universities of education. (The Concept Of Teaching Practicum. , 2013)

<sup>3</sup> In this document, we understand the concept of teaching practice as the first years of work of novice teachers.



Although there are many studies that describe the problems of novice teachers in their first-year teaching experience (Çakmak, 2013), (Barrett, et al., 2002), the following articles explore some significant issues among English teachers, particularly those with less experience, including anxiety, lack of confidence, lack of English teaching knowledge, and insufficient teaching experience (Liu, 2014). Likewise, the difficulties in terms of personal factors (e.g., unrealistic expectations as a result of preconceived notions about students and the previous working experience,) and sociocultural factors (e.g., school policy and structure) (Lee, 2017). Few studies channeled to give and expose the opinions of the novice teachers. Akcan (2016) identifies the strengths and weaknesses in the teacher education programs, and catalogues the difficulties they faced when novice teachers started to teach; this study found significant differences between the content of novice teachers' academic courses in their teacher education program and the conditions they experienced in classrooms.

However, the purpose of this article is to explore various cases of novice teachers who are beginning their professional work, to discover and give teachers the opportunity to speak out and exposed outcomes, challenges, likes, dislikes and differences from the transition of the practicum to the practice as teachers. I decided to work in this particular topic because by listening to other teachers' experiences, we can perceive from someone else's point of view what are some of the challenges and likes of working as a teacher, especially in their first years in a work environment where they face new experiences and challenges.

### **Conceptual Framework**

A considerable amount of literature has been published on challenges experienced by novice teachers in the field of general education, but just some research works are about

the challenges that novice teachers face in the school, the different contexts they need to work with, and the multiple roles they need to perform in their work environment. Other articles consider the external factors and how all of these incidents affect the motivations of novice teachers, as well as, how they should use their voices to empower themselves.

**Different contexts.** Inside the classroom, novice teachers could feel challenged due to the constant changing of the context, which could be caused by “very large groups, poor, inadequate and unattractive environments, lack of instructional materials, little time assigned to the class, students with a negative attitude or with little interest and motivation, inconsistent programs” (Chávez, et al., 2012). Novice teacher assume there must be a way to proceed regarding these issues, maybe a method that helps them to face different experiences and challenges they find inside the school. Since these challenges make them more aware of the real context of what it means to be a teacher, novice teachers have the possibility to empower themselves in their classroom, and successfully meet these challenges, while they create opportunities to grow professionally as teachers (Weiner, 2003).

The teaching process has numerous situations that teachers will need to overcome throughout their professional careers. “Things such as educational background, school climate, student behaviors/needs/personalities, community climate, district environment, and administration all test a teachers’ preparedness during his or her first year of teaching” (Rees, 2015, p. 4). All this outcomes could be challenging for novice teachers. The first few years of a novice teacher’s career, are filled with social, academic, and personal circumstances and scenarios that make them more aware of the context. “To mobilize change and at the same time advance their own careers, teachers need to assume roles other than teaching, both pedagogical and administrative” (Rosenblatt, 2001, p. 684). Teachers

must assume multiple roles inside the school and by doing so they generate new conceptions, feelings, and opinions about their first professional experience as teachers due to their struggle with multiple roles in their practice.

**Multiple roles.** Teachers often need to perform new roles inside and outside the classroom, which can be a new part of their administrative and pedagogical duties at school. “Teachers need to constantly acquire and utilize new skills in short, to be skill flexible.” (Rosenblatt, 2001, p. 684). All the skills acquire by the teachers are the result of their working process inside the school. In doing so they will be more prepared to develop different roles. Some of the aspects of the numerous roles that teachers need to face are the management of different administrative situations. “In educational systems, schools are continuously undergoing changes in areas such as learning technology, social integration, and organizational structures” (Levin, 1993, p. 4). In doing so, teachers will acquire diverse skills. Teachers also develop into counselors since they need to integrate and work with students that have different realities and backgrounds. “Clearly, teachers like employees in any organization need to become flexible to adjust to changes, and this flexibility involves the development and utilization of various skills.” (Rosenblatt, 2001, p. 684). By the use of the different skills teachers could develop multiple roles and adjust easier in the school environment.

**Motivations.** Teachers need to be motivated and feel comfortable in their work. As in any other job, a highly motivated teacher is more likely to develop their work more efficiently. And it would also have an impact on the quality of their teaching performance. “Dissatisfaction has to do with the so-called hygienic factors, such as wages, workload, time available, relationships with colleagues, guidance, position, safety, private life and the impact of job” (Herzberg, Mausner, & Snyderman, 1959). These external factors directly

affect the procedures inside the classroom, because their job satisfaction affects directly how they proceed in the classroom.

**External factors.** The external factors would cause demotivation among teachers when they affect the relationship between the teacher and the student. For example “Students become customers or clients. As the implicit aim, private investors would have greater opportunities to gain from state expenditure, while influencing the form and content of education” (Saad Filho & Johnston, 2005). All of this eventually affects the learning processes and the motivations of teachers inside the classroom, causing teachers to work on other things than providing the knowledge to the students, and affecting the teacher-student relationship. The workload is one of the most common demotivating factors for teachers because it affects the wage and payment, however “Analysis has suggested that it is teachers’ perception as to whether or not their workload is manageable which leads to greater job satisfaction” (Body, 2018).

According to Castañeda and Aguirre (2018), pre-service English teachers’ experiences are excellent sources of information that needs consideration in curriculum design, especially in regards to the designing of new spaces for teaching practicum that can provide opportunities of growing professionally and personally. Teachers can collect all the information through as many different sources as possible, “field notes of the shared experience, annotations in diaries, transcripts of interviews, in observations of other people, in actions of telling stories, of writing letters of producing autobiographical or biographical writings, documents such as programming of class, and personal philosophies” (Connelly & Clandinin, 2000, p. 211).

**Voice.** All of these outcomes should be presented and communicated by means of lighting the “conflict between beginner teachers’ expectations and the reality of teaching”

(Le Maistre & Paré, 2010, p. 559). Teachers should have the ability to voice and express their opinions; Bogdan and Biklen (1998) describe giving a voice as “empowering people to be heard who might otherwise remain silent” or who have been silenced by others. Novice teachers have the right to make them be heard; their opinions and voices are important because they experience from firsthand what needs to be change in order to improve education. All of this is based on their experiences and perspectives about their practices in the classroom. Novice teachers’ voices presented by their stories and experiences in the classroom illustrate their struggle. “If unaccounted, curriculum works to dissipate both the actors' meanings and its potential to be a means to illuminating student and teacher experience” (Britzman, 1989, p. 143). The curriculum should be design by teachers and students together, where everyone voices could be heard.

As detailed by Connelly & Clandinin (1995), teachers have seen themselves without a voice of their own in the research process, and have often found it difficult to feel encouraged and authorized to count their stories. They have been made to feel unequal, inferior. Nonetheless novice teachers could express themselves and use their voices to express their concerns, likes, and dislikes, by narrating their experiences.

### **Methodology**

Since the main purpose of this research is to explore what novice teachers have to say about the transition from practicum to practice, this research uses a narrative method. In this study, novice teachers are considered story-telling organisms, who continuously interact within each other, creating a social related life. In these regards, narratives, as Connelly and Clandinin (1995) express, are a very suitable method to analyzed personal and social experiences from novice teachers.

From a narrative perspective, every single novice teachers’ experience in the

teaching practicum and teaching practice becomes stories that portray the way of being, personally and professionally. The construction and reconstruction of these stories provide an opportunity to reflect upon novice teachers' vocation and future as professionals, which, at the same time, let us see a wider panorama of the reality that novice teachers face during the first year working as a teacher (Connelly & Clandinin, 1995).

As a means to construct the narratives, I conducted in-depth interviews with 5 participants (see annex 2). I decided to use this particular technique because it focuses on extracting the perspectives, ideas and feelings out of the participants, as it allows generating narrative stories in which I could explore the incidents that happen during daily teacher workflow in a classroom context (Boyce & Neale, 2006).

To find out the incidents that occurred within each narrative, a narrative mode of analysis (Kim, 2015) covered the five novice teachers' stories and voices. Participants work as English language teachers in their institutions. Data collected then consist of narratives about their actions, events, and happenings. Those narratives allowed constructing coherent stories as an outcome of the analysis. The experiences exposed by the novice teachers (see annex 3) then permitted constructing five stories divided into different categories. In each category, there were analysis and transcription of their personal opinions, all of this without losing their identities and the essence of their voices in which they expose themselves.

### **Listening to the Novice Teachers: The Results**

The motivation and fulfillment of novice teachers are closely related to their chances to be active participants inside the institution, to build and share knowledge with the students, and to have a positive relationship inside the classroom and work environment. Teachers devote their life to education for different reasons; their motivations are based on the fulfillment of their vision within their profession. The vocation to be a

teacher is what motivates them to work for and toward education.

Alexandra<sup>4</sup> and Camila are two of the novice teachers who spoke up about their experiences in the teaching practice. They made a reflection upon why to be a teacher and their vocation to go inside a classroom and share their knowledge.

*I get up every day and I feel happy and I enjoy giving class, it's great to meet with a group of people who will learn something I learned in college, a knowledge that I can transmit... My life revolves around education, and being with my students for me is everything. Everything in life and I thank God that has put me on this path.*<sup>5</sup>

Alexandra.

*You realize that as a teacher you are making a change not only in the academic level, but also on a personal level. Because you are forming future citizens... to go inside a classroom and realize that all those students receive you with such affection, and love and are ready to learn with you, that's why I feel to be a teacher is my vocation.* Camila.

Teachers do more than teaching, and their impact extends far beyond the classroom. As a teacher, they are more than just an educator; they are also a mentor and guide. One of the most common reasons to become a teacher is to make a difference in the lives of as many students as they can, their vocation is to share their knowledge and help to development to students.

In order to generate a change in students' lives and share their knowledge, people who are aspiring to become a teacher go through a learning process at the University in a ten-semester major in which they will learn different methodologies and theories about the profession of being a teacher. All the material and information given by the University is

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<sup>4</sup> All the names are fictional.

<sup>5</sup> All the excerpts have been transcribed verbatim.

what novice teachers use to develop their classes in which the students learned about material design, cognitive development and learning styles, didactics of foreign languages, curriculum and educational management, pedagogical models and teacher training.

One of the most important classes offered by the university is the teaching practicum. In this class, the students transform themselves into teacher for 2 hours a week. The purpose of the practicum is to give the pre-service teachers the opportunity to go inside a classroom and experience firsthand, the feelings and challenges of being a teacher. Novice teachers have certain opinions about their practicum and how useful it was. They say that they acquired all the theory in the classes offered by the university, but then reality clashes them inside the classroom in the practicum. In order to correct this, the university should allow its students to practice from previous semesters. The classes are only 2 hours, and for the novice teachers, this is not in-depth and thorough enough.

In the practicum and throughout all the ten-semester at the University, students learned a variety of methodologies and strategies to become a teacher. This are a helpful tool for preserve teachers to use inside their classes. As Carla says:

*Effectively, the university provided qualified teachers with the necessary material, however I believe that the practice should begin in the third or fourth semester. As an approach to the processes that take place within institutions.*

Students like Carla have to attend the teaching practicum in the last three out of ten semesters of their major. The pre-service teachers will go to a school and share their English, Spanish, or French knowledge in a real context. Novice teachers have certain opinions about how they felt in their practicum and how these one taught them some important material that was helpful for their first years in the teaching practice. Maria offered their opinion about the differences between these two realities: the practicum and



the teaching practice and how the incidents that she faced helped her to develop the best methodology for her classes.

*I feel that the practicum was a great help in the sense of organizing the class. At least now as a professional teacher you do not get to your first class teaching a random subject. On the contrary, thanks to the practicum I know that there has to be an opening, to speak about a topic of the last class and I have to break the ice with my students. I think that the practicum helps you a lot to focus on the organization. Especially the feedback that teachers give you is a great help.*

The practicum is one of the biggest tools that the university offers to the students that are looking forward to becoming teachers, this subject provides future teachers the opportunity to get to know how is to work in a school and what to expect from the profession. But listening to the novice teachers, they ask for more intensity meaning more hours of practicum each semester. The university provides all the theory, but the students must practice what they have learnt over the ten semesters.

There are other major differences between the practicum and the teaching practice. Listening to the novice teachers, we can realize that the preserve teachers didn't spend enough time inside the classroom in the practicum. This results in the novice teachers not having the ability to develop a relationship with the students and the institution, because they didn't get to know in the practicum how to cultivate these relationships. Alexandra one of the novice teachers points out that:

*Universities should provide a pedagogical practicum from the first semesters, so that future teachers realize that the theory is not everything and that you really become a teacher is in the classroom and not outside it. Obviously studying helps a lot because you can apply several things but the teaching practice is given with the*

*experience that you acquire as a teacher.*

Carla offers another opinion about the difference between the practicum and the teaching practice.

*In practice, I only saw the students once a week, which did not allow knowing them, the relationship was limited. In the labor field, in my case I am in charge of the 8th grade, the relationship can be pleasant or difficult depending on how much disposition there is between both parties. The challenge is not only to effectively transmit my knowledge, but also to deal with the problems of each student (among peers, in their families, in their interpersonal relationships). On the other hand in the labor field you relate totally to the processes (academic-administrative-coexistence) of the institution in which you are working.*

During first years in the practice, novice teachers experienced some difficult situations that they did not experienced in their teaching practicum, such as the multiple roles that they need to perform and the administrative work they must do for the school. When novice teachers go through these situations and challenges, they learn how to handle those moments finding immediate solutions or methodologies that could help them to solve for these challenging situations.

Novice teachers envision a professional life inside the classroom in which the students contribute to the environment of the class and participate in their own learning process what is closely related to the reason that motivates them to work as teachers. This visualization constructed by the novice teachers is destroyed when reality clashes with them, since the teaching process is full of challenges, not only inside the classroom, but also beyond the doors of the class.

*I have had difficulties in handling classes and the group because sometimes they are*

*small groups or large groups but what concerns me the most is that all children live in a different world, all children are different people, and they learn differently, they think differently. You do not realize in the practicum that children have difficulties, do not live with parents, that nobody helps them with homework; they have problems with school, etc. (Lina)*

As a consequence of the previous challenging experience lived by the novice teacher she had to find the way to implement different and more accurate didactics and materials to use inside the classroom. All of this is based on the context, the level of the students, and the rules and values inflicted by the institution. According to what novice teachers say, if the university provides the future teachers with more hours within the practicum where they can face the possible challenges and incidents, they may feel more secure and they will be more prepared for the different situations and context that they will face in their professional lives.

The Novice teachers reflectively analyze their practicum in order to take advantage of their mistakes, obstacles, and successes. In doing so, they can work with different instruments and methodologies inside the classroom based on their own experiences, that will help them to handle any type of classroom scenario. In order to accomplish this, it is essential for a novice teacher to keep a diary or another source for collecting the knowledge and practices of their personal experiences; it is also useful for them to exchange their experiences with co-workers so they could share knowledge. Lina, one of the novice teachers, says:

*Something that I use in the University and that I use in the schools is the didactic material. At the University we created a teaching book from which many activities could be taken, to work on vocabulary, spelling, listening or specific grammar*

*topics, let's say that with games to reinforce speaking or spelling as the hangman, spelling, since right now children do not like much to copy and I work in the primary area they like to sing, draw, see more things on TV.*

Each institution has specific conditions, rules, and characteristics. They have a culture of their own in which teachers are immersed and they develop professionally. A novice teacher facing these different conditions could directly or indirectly affect the way in which they develop the class and feel about their job. Novice teachers need to confront different situations such as social context, relationships with the students, administrative work inside the school, and so on.

Camila had face some difficulties with the different roles that she must assume as a teacher at the school where she is working right now.

*You will find inside the classroom some students who present certain cognitive, familiar, emotional problems that influence how this student works with you. So the work becomes demanding because you must join not only your teaching knowledge but also you must work together with the academic part of the institution, with the psychological environment of the school and many times many schools do not have that system.*

As Camila says, she must perform administrative roles, work with the school counselor, and be a teacher. All of these makes her job more difficult because she feels overwhelmed with all the extra work.

These difficulties cause novice teachers the need to revert what they have learned in their practicum and all the information contained in the curriculum that might help them to find the solution to solve some of the difficulties they face. This allows them to assess what type of strategies and methodologies they can use in order to have better classroom

management. All these new experiences that several novice teachers could potentially face are a great source of knowledge for them.

On the other hand, Carla, Camila, and Maria had to confront situations in which they did not know how to handle the relationship between teacher and students' parents. Therefore, they had to assume different roles inside the school, as counselors, teachers, perform some administrative work. In their own words:

*At the practicum we never go through the attention of parents and parents tell you how you should educate their child. If the topic that you are teaching is too basic it is wrong if you go too advance it is wrong, if you speak hard is wrong but if you are very relaxed is also wrong. Everything is wrong for them and the responsibility falls on us as a teacher. (Maria).*

All of these situations have an effect on the planning, on the design of activities, and on the pursuit of how to achieve the goals of the class. Added to this is the large number of administrative tasks, as fill up some formats and manage the school program where they upload the grades and achievements for every single student. This has an effect, not only on teacher's motivation, but also on the time available for them to incorporate activities in the classroom.

*I feel discouraged by the evaluation system, in many cases I have felt that it is no longer the student who is interested in the grade, but the teacher who feels pressure from the institution to have "evidence" of his / her work. For this reason, I must fulfill with a schedule of notes that does not provide sufficient time to make the relevant evaluation or develop the activities as you have in mind. (Carla)*

Likewise, it takes a lot of the time from the pedagogical part inside the classroom to manage some of the administrative requirements requested by the institution. Those tasks

can be for instance attendance control or filing documents, designing of activities for the school program, filling up formats with the information of every single student. The fact is that a big part of the time for the class is used for these tasks. Thus, generating some discomfort in teachers who also have to share and provide the knowledge to the students.

*But when you already face a classroom when you already face an educational field, the difference is quite significant because first, because you will not change the world, you will not find people who are really willing to be transform with what you teach, you will realize that there are many social contexts that really need more than a teaching, they need a transformation but at the level of social reality.*

(Camila)

The board of directors (the principal and counselors) imposes the multiple roles that teachers assume inside the institution. Novice teachers need to learn how to manage all the different situations, incidents and challenges that comes within the job of being a teacher. Although the multiple roles are not the only challenge that teachers must assume, external situations affect and limit the internal processes inside the institution and the pedagogical aspects for the teachers. For example how the Minister of Education and the Government handle the education in the country, the money and resources that schools receive, plus the wages of teachers.

*In the economic part schools don't pay enough money, this discourage me from my profession, because teachers are very poorly paid even though I'm aware that I just left the university and I am not going to earn millions, I cannot compare the work of a teacher who had been working for ten years with me, that I've been here for one and a half year. (Maria).*

Furthermore, the external factors limitations generate pressure on English teachers, that

derive on feelings of frustration, overwhelming, and discouragement with the profession altogether. As Maria says, being a teacher is not an easy job and sometimes is ungrateful.

*Because the government provide benefits and scholarships to teachers that work for the state... For example what happens to my partners who teach to little kids in kindergarten, they are most badly paid when they do not only have to teach children but also to take care of them.*

In order to achieve significant development in their classes, it is important that novice teachers develop some awareness and knowledge about the different factors that can be a challenge for the students and for their teaching process and how they can handle these situations. This knowledge should be based on their own experiences in their teaching practicum, and their first few years beginning their careers as teachers.

The schools can support and listen to novice teachers' voices in several ways. Schools could be more supportive and understanding. They can provide more resources and settings for the teachers to put into practice in their classes. In addition, they could create a place in which novice teachers can express their opinions and thoughts about the curriculum.

By just expressing themselves and speaking out about their concerns, likes, and dislikes, novice teachers could grow and become empowered with their processes. As a result, they will be more recognized and valued, which could lead to increased pride in their careers and a continued effort to go on growing professionally.

## **Conclusions**

The present study focused on exploring different cases of novice teachers who are beginning their professional work. It also analyzes and discovers outcomes, challenges, likes, dislikes, and differences from the transition of the practicum to the practice as

teachers. From the results, it is possible to conclude that novice teachers encounter different incidents in their first year working in a school environment, as it is to handle different contexts in the classroom, to perform multiple roles at the school, to manage the external factors that affect their work as teachers. However, these incidents help them to build their character, expertise, and profile as teachers. The construction can be by using what they think is the most accurate method for them inside the classroom. This narrative research gives teachers the opportunity to speak out and exposed their feelings and opinions about the challenges and motivations of being a teacher.

The study presents useful information for future teachers or pre-service teachers, who are in their process of becoming formal teachers. By hearing from novice teachers' experiences, challenges, likes and dislikes with the teaching work, future teachers could make an idea of what to expect from the teaching profession and what others, in this particular case novice teachers, think and feel concerning their career. The voice of the novice teachers should be heard. In doing so, they can expose the different scenarios and roles they have to handle. It could help to the curriculum, or to other future teachers, to get to know how the life and the teaching practice inside an institution are in reality. It is also of great importance for the universities to listen to the voices of novice teachers for them to analyze their curricula and consider what changes they could do to help their future students. Mostly, the findings of this pilot study would enable the researchers to design further investigations on the voices of novice teachers or pre-service teachers on their thoughts and opinions about their profession.

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ANNEX

Annex 1



El propósito de este documento es obtener su consentimiento para poder grabar la conversación del día de hoy.

Yo Laura Alejandra Galvis Rache deseo grabar la conversación para analizar a profundidad la información que se me brinde con respecto a el tema de las practicas pedagogicas y su primer año trabajando como profesional en el campo de la docencia.

La información será utilizada única y exclusivamente para el análisis y desarrollo del proyecto de tesis realizado internamente dentro de la Universidad de la Salle.

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Si usted está conforme con lo anteriormente dicho, firme por favor donde se le indica.

Yo, el interesado, doy permiso por este medio para que la conversación de hoy sea grabada sirva para los propósitos mencionados arriba.

Nombre:

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Firma:

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Fecha:

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## Annex 2



### |PREGUNTAS

1. Cuéntame sobre tu primera experiencia como docente, los sentimientos, los pensamientos, los temores que afrontaste.
2. ¿Siente usted que las prácticas pedagógicas fueron de ayuda para su carrera profesional? - ¿cómo?
3. ¿Que diferencias encontró usted entre la practica pedagógica y el campo laboral?
4. ¿Que dificultades ha enfrentado en su primer año como docente y como las ha solucionado?
5. ¿Ha implementado algunas de las técnicas que se le enseñaron en la carrera? Si no, ¿que usa entonces?
6. ¿Alguna vez se ha sentido desanimado por la profesión de ser docente?
7. ¿Siente usted que ser docente es su vocación?

**Annex 3: Narratives****Lina****Narrative – March 26<sup>th</sup> - 2018**

Sometimes I feel discourage from my profession as a teacher because the work environment can be overwhelmed, there's a lot of occasions were I do not only have to deal with the students issues and learning processes but also I need to handle the relationship with my co-workers and bosses, who are always looking to emphasize what are my duties and responsibilities as a teacher. In many occasions, the directors and the school rules are very strict and they do not allow me to carry out the projects that I have in mind so I can promote the English language inside the school.

For me English is not only to learn the grammatical structure and to have a good pronunciation but it is highly important to learn the English culture. The schools should be more open to the different proposals that we as a teachers have. As in any field of life, I have also experienced some of the difficulties of being a teacher such as the number of students in a classroom and I'd learn that every single kid live in a different world, all of them are different people who learn differently and think differently.

To be honest the university really helped me and gave me some tools and knowledge that allowed me to adapt more easily to my working life, in addition I learned to design didactic material which permits me to create different activities for explain different topics, all this as a complement to the lesson plan or the scoop and sequence, which vary according to the school in which I worked.

For me the teaching practicum should include some topics such as the management of parents, how to upload grades to the platform, the management of the tests that the government imposes and many more things that allow the pre-service teacher to perform

better in their work. Because I think that at the university there is a lot of theoretical information but we do need more practice.

## **Maria**

### **Narrative – March 26<sup>th</sup> - 2018**

The university provided me all the theoretical bases to work as a teacher but I feel very insecure in the part of the practice. I believe that the university should allow its students to start the practicum from previous semesters. Since for me the practicum was a great help, I learned how to develop a class and the feedback that teachers gave me was a great help. My practicum teachers were very good at their work and helped me a lot they prepared me for my professional life. However, the University still need to provide some knowledge for us the students to know how to handle certain incidents for example how to resolve conflicts with students, how to work with students of inclusion, parent attention, and some more challenges.

When I entered the real world of teaching I faced different challenges and fears, for me one of my biggest fears of working as a teacher was working with big children because with little kids I can apply different strategies. Something that I question a lot is why the teachers do so much administrative work why do I have to fill ten thousand formats, why do I have to write observations about my students on a platform and a lot of things. For me the most important thing that the teacher must do and worry about is to provide knowledge to the students and educate them.

Another concern that I have is that I it is very difficult to teach English in a Spanish speaking country, where your students after leaving the classroom will not speak more English will not practice. So to be honest I feel that sometimes we waste our time and this disappoints me a little.

**Carla****Narrative – March 27<sup>th</sup> - 2018**

In my first experience as a teacher I felt nervous of not being able to control the group of students since it was a population with many family difficulties, I met girls who had bad vocabulary and who hurt their classmates, they did not pay attention, which made the teaching process difficult.

Another fear was not to be able of finding the appropriate solution in case some student did not understand the topic that I was explaining. Many students see the English as an obstacle and do not find motivation to learn it. The challenge is to change the image that students have from the second language. When they consider it is difficult they lose all interest and that is where discipline problems arise.

For me a significant challenge is not only to effectively transmit my knowledge but also to deal with the problems of each student and on the other hand in the work field of the institution. Effectively the university provided trained teachers with the necessary material, however I believe that the practicum should be given in the third or fourth semester.

It motivates me that more and more students are interested in learning a second language that they share their experiences with me that they ask for advice, and tools to use in their learning process. For me creating my own material is enriching, I continue learning from my experience as a teacher.

**Camila****Narrative – April 7<sup>th</sup> - 2018**

My first experience as a teacher was quite challenging. My fear was always to feel uncertain about the strategies that I was using if they were appropriate and if the students were learning with me. Many times I question myself if I was good for this job? But that's



when the feeling of vocation appears. Overall one of the things that happen is that as a teacher I have a lot of ideas to apply and to provide not only to my students but also to the school, but in many times the norms and the educational system cuts my wings for example the evaluation system is quite complex and takes a lot of time that I could spend educating and creating content for my students.

I really enjoy my work. I like to work with my students; I like to teach them and design the lesson plan, planning the didactics, dynamics and activities that I will use. I realized that I am really making a change not only at the academic level but also at the level of developing individuals. Because I only do not shape people at a theoretical level but I also guide and educate future citizens.

But there are also many difficulties in the work of being a teacher. Sometimes I find some students who have certain cognitive, familiar, and emotional problems that significantly influence how this student works in the class. So the job of being a teacher is hard because not only do I have to teach but I also have to work together with the academic part, with the psychological part of the school and others.

### **Alexandra**

#### **Narrative – April 10<sup>th</sup> - 2018**

From my first experience as a teacher I learned a lot about how to have authority over students because when I arrived at the school my co-workers warned me that I must be very careful with students but not afraid of them just to have authority. Therefore I learned to distinguish people I realized that I should not judge people by how they dress but by the contributions they make and I met students who gave many contributions to my class, and who learned a lot from my classes. But I also met people who did not care at all to attend class; I was feeling discouraged that they were going to school because of obligation.

I feel that in Colombia teachers are not given enough recognition and that teachers have to do many things in their profession. The teacher has to face 40 people who have 40 different moods. And nobody thanks me for the work I'm doing, the government does not take teachers into account and parents do not appreciate my work, although some students are very grateful and that encourages me.

I get up every day and I'm excited about the idea of teaching and meet with a group of people who will learn something I learned in college and I will be able to provide them with knowledge. It is very enjoyable for me that students appreciate me for my support, or that they are grateful because they have learned English. My life orbits around education, teaching classes and being with my students, and I thank God for putting me on this path.