The Construction of Teacher Candidates’ Imaginaries and Identities in Canada, Colombia, and Chile: An International Comparative Multiple Narrative Case Study

by

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Preparing future language teachers to address the needs of diverse learners has made it imperative for teacher education programs to embed reflective components in their curricula. As part of these efforts, researchers and teacher educators have become more aware of the need to have future teachers examine their own teaching selves (Kumaravadivelu, 2012) and their language teacher identities (LTIs) (Barkhuizen, 2016, 2017a; Morgan, 2004; Varghese, Morgan, Johnston & Johnson, 2005). One of the notable advances in this burgeoning field is understanding that teachers’ identities can be viewed as the constant intersection between: teachers’ past selves, their current selves, and their ideal or imagined selves (Kubanyiova, 2012). It is precisely within this area of understanding the role of future teachers’ imagination in language teacher education (LTE) and LTIs that this dissertation aims to contribute.

The present study provides a detailed account of how future language teachers construct their imaginaries in three five-year teacher preparation programs, one in Ontario, Canada (preparing teachers of French as a second language); one in Chile (preparing teachers of English as a foreign language); and one in Colombia (preparing teachers of both English and French as foreign languages).
This goal is achieved through an international, comparative, multiple, narrative case study. Data was collected through questionnaires, document collection, familiarization with the contexts, as well as innovative data collection tools like multimodal identity texts (Cummins & Early, 2011; Valencia & Herath, 2015), and online memes (Shifman, 2014). Findings show the presence of six recurring narratives in the accounts gathered from participants. These include: 1) globalization; 2) neoliberalism; 3) contemporary mediated globalized (mostly Eurocentric) culture; 4) a narrative of interconnectedness in a globalized world; 5) a predominantly Eurocentric understanding of LTE; and 6) images and stories of teachers and learners.

This study highlights the influence of these six narratives in the construction of participants’ imaginaries, as well as their agency to transform such narratives to suit their needs and use them to negotiate their own professional identities. Implications for the further exploration of teacher candidates’ imaginaries in LTE programs, as well as future avenues for research are discussed.
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# Table of Contents

Acknowledgements ........................................................................................................ iv

Dedication ......................................................................................................................... ix

Table of Contents ............................................................................................................. x

List of Figures .................................................................................................................. xvii

List of Tables .................................................................................................................... xxiii

List of Appendices .......................................................................................................... xxiv

List of Acronyms and Abbreviations ............................................................................. xxvi

Chapter 1: Introduction The Power of Imagination ...................................................... 1

Meet Me: My Lived and Imaginary Journeys ............................................................. 3

Who I Am Now ............................................................................................................... 3

  Early Encounters with Literacy in Two Languages ............................................... 7
  Adolescence, Rock & Roll, and MTV ..................................................................... 8
  Language Teacher Education Experience in a Nutshell ....................................... 10

Rationale for This Study .............................................................................................. 10

Research Questions ...................................................................................................... 12

How This Dissertation is Organized .......................................................................... 13

Chapter 2: Conceptual Lenses and Literature Review ........................................... 15

Conceptual Framework ................................................................................................. 15

  A Definition of Identity Guiding this Study ......................................................... 16
  Key Concepts in Social Identity Theory Emerging from Second Language Acquisition Research ................................................................................................................. 17
Narrative Inquiry in LTI ................................................................. 22
Narrative Inquiry: From Theory to Research Methodology ............... 23
The Narrative Imagination ............................................................. 25
Literature and Conceptual Lenses Informing My Data Analysis .......... 29
Social Justice and Identity in Language Teacher Education ................ 33
Towards an Integrated Model of LTI in Teacher Education ................ 34

LTI Literature Review: A Historical Overview ................................ 36
Literature on LTI Research ............................................................ 37
LTI Research Inspiring this Study ................................................... 41

Conclusion ...................................................................................... 45

Chapter 3: Methodology .................................................................. 47
Orientation ....................................................................................... 47

The Narrative Multiple Case Study: Self-contained Cases ................. 48

Research Contexts .......................................................................... 50
  The Canadian Context ................................................................... 50
  The Chilean Context ..................................................................... 50
  The Colombian Context ................................................................ 53

Research Design .............................................................................. 54

Data Collection Tools ..................................................................... 57
  Document Analysis ...................................................................... 58
  Background Profile Questionnaires .......................................... 58
  Focus Groups ............................................................................. 59
  Interviews .................................................................................. 59
  Observation ................................................................................ 60
  Field Notes ................................................................................ 60
  Other/Less-traditional Methods ................................................. 61
  Memes ..................................................................................... 62
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant Compensation</td>
<td>64</td>
</tr>
<tr>
<td>Data Processing and Analysis with NVivo 10/11 for Windows</td>
<td>65</td>
</tr>
<tr>
<td>Conclusion</td>
<td>68</td>
</tr>
<tr>
<td>Chapter 4: Wide-angle Stories: The Cases of Canada, Chile, and Colombia</td>
<td>70</td>
</tr>
<tr>
<td>Introduction: The Americas or Simply America?</td>
<td>71</td>
</tr>
<tr>
<td>Case 1: Canada, a Bilingual and Multicultural Nation</td>
<td>73</td>
</tr>
<tr>
<td>Learning and Teaching of French in Ontario</td>
<td>75</td>
</tr>
<tr>
<td>Case 2: Chile, The Latin American Tiger</td>
<td>77</td>
</tr>
<tr>
<td>Revisiting the Chilean Miracle</td>
<td>82</td>
</tr>
<tr>
<td>Case 3: Colombia, the Land of Magic Realism</td>
<td>85</td>
</tr>
<tr>
<td>Language Education Policy in Colombia</td>
<td>88</td>
</tr>
<tr>
<td>English Language Teaching in the Public Sector</td>
<td>92</td>
</tr>
<tr>
<td>Discussion</td>
<td>94</td>
</tr>
<tr>
<td>Conclusion</td>
<td>96</td>
</tr>
<tr>
<td>Chapter 5: Mid-range Cases: 3 Language Teacher Education Programs</td>
<td>98</td>
</tr>
<tr>
<td>Case 1: Language Teacher Education at Southern Ontario University</td>
<td>99</td>
</tr>
<tr>
<td>Contextual Background</td>
<td>99</td>
</tr>
<tr>
<td>LTEP’s Strengths</td>
<td>100</td>
</tr>
<tr>
<td>Challenges Faced in LTEP</td>
<td>101</td>
</tr>
<tr>
<td>Envisioned LTEP</td>
<td>102</td>
</tr>
<tr>
<td>LTEP Community</td>
<td>103</td>
</tr>
<tr>
<td>Stories of Teachers and Teaching</td>
<td>103</td>
</tr>
<tr>
<td>Developing Professional Teacher Identities</td>
<td>104</td>
</tr>
<tr>
<td>Case 2: Language Teacher Education at Central Chile Pedagogical University</td>
<td>105</td>
</tr>
<tr>
<td>Contextual Background</td>
<td>105</td>
</tr>
</tbody>
</table>
LTEP’s Strengths.................................................................................................................. 106
Challenges Faced in LTEP .................................................................................................. 106
Envisioned LTEP ................................................................................................................. 107
LTEP Community ................................................................................................................. 107
Stories of Teachers and Learners ...................................................................................... 108
Developing Professional Teacher Identities ...................................................................... 108
Case 3: Language Teacher Education at Pacific State University (Colombia) ............. 108
Contextual Background ....................................................................................................... 108
LTEP’s Strengths ................................................................................................................. 110
Challenges Faced in LTEP .................................................................................................. 111
Envisioned LTEP ................................................................................................................. 112
LTEP Community ................................................................................................................. 113
Stories of Teachers and Learners ...................................................................................... 113
Developing Professional Teacher Identities ...................................................................... 113
Discussion ............................................................................................................................ 114
Conclusion ............................................................................................................................. 115
Chapter 6: A Mid-range View of the Metaphoric Images of Teachers and Teaching in
Participants’ Memes .............................................................................................................. 117
Student-teacher Memes ....................................................................................................... 117
About the photo collages ..................................................................................................... 119
Others’ Perceptions .............................................................................................................. 119
Metaphor 1: Teachers Are Anti-heroes .............................................................................. 120
Metaphor 2: Teaching is Deprivation ................................................................................. 126
Metaphor 3: Student Teachers Are Heroes ....................................................................... 130
The Dream ............................................................................................................................. 134
The Reality ............................................................................................................................. 136
Discussion ............................................................................................................................. 140
Conclusion .................................................................................................................................................. 142

Chapter 7: A Close-Up View of Teacher Candidate Cases of the Construction of Imaginaries 144

The Format ................................................................................................................................................ 145

Case 1: Connor ............................................................................................................................................. 145

Connor’s Language Learning and Teaching Journey ................................................................. 146
Connor’s Landscapes of Practice .............................................................................................. 149
Connor’s Social and Support Networks .................................................................................. 150
Connor’s Linguistic and Cultural Identities ........................................................................ 153
Dreams and Imaginaries ........................................................................................................ 157

Case 2: Catalina ........................................................................................................................................ 161

Catalina’s Language Learning and Teaching Journey .......................................................... 162
Catalina’s Landscapes of Practice .......................................................................................... 165
Catalina’s Social and Animal Support Networks ................................................................. 166
Catalina’s Linguistic and Cultural Identities ........................................................................ 168
Catalina’s Dreams and Imaginaries ...................................................................................... 170

Case 3: Tati .................................................................................................................................................. 172

Tati’s Language Learning and Teaching Journey .................................................................... 174
Tati’s Landscapes of Practice .................................................................................................. 176
Tati’s Social and Support Networks ....................................................................................... 177
Tati’s Linguistic and Cultural Identities ................................................................................ 180
Tati’s Dreams and Imaginaries ............................................................................................... 183

Discussion ............................................................................................................................................. 188

Conclusion .............................................................................................................................................. 190

Chapter 8: A Close-up View of How Connor, Claudia, and Tati Imagine the Life-stories of Diverse Learners ........................................................................................................................................... 191

Pictures 1 and 2: Diverse learners .......................................................................................... 195

Narrative Knowledging: Pictures 1 and 2 Stories .................................................................. 197
The Power of Imagination in Teacher Candidates’ Development of their Professional Identities and How Their Imaginaries Are Constructed ................................................................. 227
Teachers’ and Learners’ Stories .................................................................................. 227
Using Innovative Methodologies to Research LTI ...................................................... 228

Study Limitations and Future Directions for Research ............................................ 228

Conclusion .................................................................................................................. 229

References .................................................................................................................. 231

Appendices ................................................................................................................ 247
List of Figures

Figure 1. The LTI narrative research cycle........................................................................................................ 3
Figure 2. I am a dual Colombian-Canadian citizen. ............................................................................................ 4
Figure 3. Sophie and Joshua on Joshua’s 2nd birthday.......................................................................................... 4
Figure 4. A Christmas family photo. ...................................................................................................................... 5
Figure 5. TESOL 2016 Conference with my colleagues and co-presenters (from left to right): Antoinette Gagné, Victorina Baxan, and Sreemali Herath.......................................................... 5
Figure 6. A picture with one of my classes at Spokane Falls Community College in 2005......... 5
Figure 7. MA in Applied Linguistics from York University. ................................................................................. 6
Figure 8. Marlon the photographer. ..................................................................................................................... 7
Figure 9. A Nirvana T-shirt I owned when I was 15 and a Metallica poster I had in my bedroom when I was 14 years old. ................................................................................................................. 9
Figure 10. MTV’s 90s logo, which was displayed on my TV for a significant part of the day. .... 9
Figure 11. Dissertation’s navigation map.............................................................................................................. 14
Figure 12. Conceptual framework: Narrative, LTI and imagination within a transformative language teacher education perspective. ........................................................................................................ 16
Figure 13. Barkhuizen’s three levels of context. .................................................................................................. 24
Figure 14. A three-dimensional, multiscalar narrative space. .............................................................................. 25
Figure 15. Advances in LTI research.................................................................................................................... 37
Figure 16. The all-in-one zoom lens metaphor illustrated .................................................................................... 49
Figure 17. One Céleste, three different fields of view .......................................................................................... 49
Figure 18. Teacher candidates blocking the street outside CCPU............................................................... 51
Figure 19. Street blocked with burning desks set on fire during the protests.......................... 52
Figure 20. The education sucks and this government too.......................................................... 52
Figure 21. Data collection tools.................................................................................................. 57
Figure 22. Leila’s folder showing her transcribed identity text................................................... 66
Figure 23. A screenshot showing Amelia’s folder with her interview and its transcription. ...... 66
Figure 24. NVivo ‘nodes’/themes............................................................................................... 67
Figure 25. Child nodes organized under six parent nodes......................................................... 67
Figure 26. Word frequency cloud showing nouns and verbs..................................................... 68
Figure 27. Three countries, three LTEPs................................................................................... 70
Figure 28. This is not America. .................................................................................................. 71
Figure 29. Make America great again.......................................................................................... 71
Figure 30. This is not a pipe....................................................................................................... 72
Figure 31. Map of Canada.......................................................................................................... 73
Figure 32. Map of Chile.............................................................................................................. 77
Figure 33. President Allende mural in the streets of Valparaíso.................................................. 79
Figure 34. Víctor Jara Foundation in Santiago de Chile. The foundation aims to preserve Jara’s legacy....................................................................................................................... 80
Figure 35. Kaarina Kaikkonen’s exhibition Traces (2013) outside the Museum of Memory and Human Rights. This art piece is made up of coats, which belonged to young people who, like Jara, were captured, imprisoned and never went back home. Coats were donated by each victim’s family. ........................................................................................................ 81
Figure 36. Map of Colombia...................................................................................................... 85
<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Mural at PSU: Flies feeding and rejoicing on peace.</td>
<td>88</td>
</tr>
<tr>
<td>38</td>
<td>Teacher candidates’ identity development in their language teacher education program</td>
<td>99</td>
</tr>
<tr>
<td>39</td>
<td>Language teacher education at PSU</td>
<td>109</td>
</tr>
<tr>
<td>40</td>
<td>The banking concept of education artistically represented in a mural at PSU’s languages building</td>
<td>111</td>
</tr>
<tr>
<td>41</td>
<td>A Social justice language teacher education continuum</td>
<td>115</td>
</tr>
<tr>
<td>42</td>
<td>Claudia’s student-teacher meme</td>
<td>118</td>
</tr>
<tr>
<td>43</td>
<td>Collage 1</td>
<td>121</td>
</tr>
<tr>
<td>44</td>
<td>Collage 2</td>
<td>122</td>
</tr>
<tr>
<td>45</td>
<td>Collage 3</td>
<td>124</td>
</tr>
<tr>
<td>46</td>
<td>Collage 4</td>
<td>125</td>
</tr>
<tr>
<td>47</td>
<td>Collage 5</td>
<td>127</td>
</tr>
<tr>
<td>48</td>
<td>Collage 6</td>
<td>129</td>
</tr>
<tr>
<td>49</td>
<td>Collage 7</td>
<td>131</td>
</tr>
<tr>
<td>50</td>
<td>Collage 8</td>
<td>132</td>
</tr>
<tr>
<td>51</td>
<td>Collage 9</td>
<td>133</td>
</tr>
<tr>
<td>52</td>
<td>Collage 10</td>
<td>134</td>
</tr>
<tr>
<td>53</td>
<td>Collage 11</td>
<td>135</td>
</tr>
<tr>
<td>54</td>
<td>Collage 12</td>
<td>136</td>
</tr>
<tr>
<td>55</td>
<td>Collage 13</td>
<td>138</td>
</tr>
<tr>
<td>56</td>
<td>Connor’s opening slide</td>
<td>146</td>
</tr>
</tbody>
</table>
Figure 98. Pictures 3 and 4. .................................................................................................................. 199

Figure 99. Pictures 5 and 6 .................................................................................................................. 203

Figure 100. Pictures 7 and 8. ............................................................................................................. 208

Figure 101. Teacher candidates’ narrative construction of their evolving identities..................... 220

Figure 102. Diana and Sophie Céleste blowing bubbles. ................................................................. 221

Figure 103. Bubbles clustered together. ............................................................................................ 221

Figure 104. Shared narratives spread throughout the Americas....................................................... 222

Figure 105. Teacher candidates’ interconnectedness......................................................................... 223
List of Tables

Table 1. LTI Research inspiring this study. ................................................................. 44

Table 2. Data collection timeline. .............................................................................. 55

Table 3. Participant information. ................................................................................ 56

Table 4. Participant compensation ............................................................................. 65

Table 5. Admissions at SOU, CCPU, and PSU Language teacher education programs. ......... 96

Table 6. Others’ perceptions. .................................................................................... 119
List of Appendices

Appendix A. Information Letter for Canadian Teacher Candidates .................................................. 247
Appendix B. Consent letter for Canadian Teacher Candidates .......................................................... 250
Appendix C. Information Letter for Canadian Teacher Educators .................................................. 252
Appendix D. Consent Letter for Canadian Teacher educators ......................................................... 254
Appendix E. Background Profile for Canadian Teacher Candidates ................................................ 255
Appendix F. Background Profile for Chilean and Colombian Teacher Candidates ......................... 259
Appendix G. Background Profile for Canadian Teacher Educators ................................................ 263
Appendix H. Background Profile for Chilean and Colombian Teacher Educators ......................... 266
Appendix I. Interview Questions for Canadian Teacher Candidates ............................................... 269
Appendix J. Interview Questions for Chilean and Colombian Teacher Candidates ....................... 272
Appendix K. Focus Group Interview Questions for Canadian Teacher Candidates ....................... 275
Appendix L. Focus Group Interview Questions for Chilean/Colombian Teacher Candidates ........... 277
Appendix M. Interview Questions for Canadian Teacher Educators ............................................. 279
Appendix N. Interview Questions for Chilean and Colombian Teacher Educators ....................... 282
Appendix O. Instructions to Create Your Identity Text and Meme .................................................... 285
Appendix P. Sample Pictures of Diverse Students for Canadian Teacher Candidates .................... 288
Appendix Q. Sample Pictures of Diverse Students for Chilean and Colombian Teacher Candidates .......................................................... 289
Appendix R. Field Notes Chart .......................................................................................................... 290
Appendix S. Form A: Applying to Do Research in/on the BEd/ITE Program at Southern Ontario University ................................................................. 291

Appendix T. Consent Letter for the English Pedagogy Director at Central Chile Pedagogic University/Pacific State University ................................................................. 295

Appendix U. Consent Form for the English Pedagogy Director at Central Chile Pedagogic University/Pacific State University ................................................................. 298

Appendix V. Recruitment Flyer for Canadian Teacher Candidates .................................................. 299

Appendix X. Student-teacher Meme Gallery.................................................................................. 302
List of Acronyms and Abbreviations

AT: Associate teacher. It refers to teacher candidates’ practicum host teacher.

CCPU: Central Chile Pedagogic University (pseudonym).

CLT: Communicative language teaching.

EFL: English as a foreign language.

ELT: English language teaching.

ESL: English as a second language.

FSL: French as a second language.

L1: First language.

L2: Second language.

LTE: Language teacher education.

LTI: Language teacher identity.

LTII: Language teacher identity and imagination.

NS: Native speaker.

NNS: Nonnative speaker.

PSU: Pacific State University (pseudonym).

SOU: Southern Ontario University (pseudonym).

TCs: Teacher candidates.

UAE: United Arab Emirates.
Chapter 1: Introduction
The Power of Imagination

*Imagination will often carry us to worlds that never were. But without it, we go nowhere* 
(Sagan, 1980, p. 2).

Carl Sagan’s inspiring words on imagination serve as a powerful reminder of the importance of imagination in the creative processes of the mind. Indeed, imagination allows us as learners and teachers to negotiate our identities when we contemplate our dreams, needs, plans, and our ‘possibilities for the future’ (Norton, 2013, p.5). In 1994, Sagan received the *National Academy of Sciences*’ Welfare Award Medal ‘for his ability to communicate the wonder and importance of science, to capture the imagination of so many, and to explain difficult concepts of science in understandable terms’ (Academy of Sciences, 2017). This is a recognition which relates to this dissertation because it was these same words cited above that in 2012 captured my imagination and elicited my curiosity and fascination to research what nourishes future language teachers’ powerful imagination.

Back then, I was acting as an English-Spanish interpreter accompanying a group of Chilean school principals visiting a secondary school North of Toronto. The school we were visiting has an emphasis on arts and sports, so teachers often collaborated with students to create colorful murals for school walls. I read Sagan’s words in one of the school’s murals and they immediately captured my attention. My imagination was boiling with ideas and connections between my life experiences and my research interest in language learners’ and teachers’ identities. This prompted me to think about the role of imagination in shaping my own language learner, teacher, teacher-educator-in-the-making, and researcher identities. Sagan’s words resounded deeply within me as they took me back to the 80s and 90s when I was a young English as a foreign language learner growing up surrounded by Spanish and Latin American cultures in Colombia. I remembered how eager and creative I was to learn and use the English language, as well as embrace the (predominantly North American) English-speaking cultures I had already encountered through music and television. As a learner, I always tried to find ways to immerse myself in an imaginary English-speaking world in which I was constantly talking to myself in English (both mentally and sometimes out loud, despite the puzzled looks I often got from other people). Looking back at these experiences, I think this imaginative linguistic and
cultural immersion took a greater effort from me, for in those days, the Internet was less populated with content and mostly accessible to youths from privileged socioeconomic backgrounds. Thus, access to materials in the target language (input) was scarce for a teenager from a low socioeconomic status like myself in Colombia.

This reflection made me want to know more about other fellow non-native language teachers’ efforts to create these lived and imaginary worlds where the target language and cultures are constantly used, which is what motivated the present study. This dissertation tells a story, in fact multiple stories, about how future language teachers’ identities are fueled by their lived experiences and their vivid imagination as they go through their language teacher education journeys. Consequently, this thesis is a meta-story made up of a myriad of language learner and teacher stories.

In reading the narratives presented in this dissertation, imagination plays a central role in allowing teacher candidates to make ongoing decisions based on their lived stories, as well as their envisioned goals and identities about the kind of persons and teachers they want to be in the future (Barkhuizen, 2016; Kubanyiova, 2012; Norton, 2013; Pavlenko & Norton, 2007). Additionally, as the storyteller in this manuscript and as part of my efforts to facilitate the reading and understanding of the narratives presented, I want to suggest that we (yes, you as the reader, and I as the storyteller) actively use our imagination in a similar fashion to how Sagan invited his audience to use theirs in the first episode of his famous televised show *Cosmos: A Personal Voyage* (Sagan, Druyan, Soter, Malone & Andorfer, 1980). When Sagan introduced the show, he told his viewers:

> We are going to explore the cosmos in a ship of the imagination, unfettered by ordinary limits on speed and size, drawn by the music of cosmic harmonies. It can take us anywhere in space and time… it will carry us to worlds of dreams and worlds of facts. Come with me!

Similar to that ship of the imagination Sagan talks about, reading the multiple narratives in this dissertation will take us across real places like Canada, Chile, and Colombia, as well as other imagined places. We will also use our imagination to move across time as we read about the experiences of the young teacher candidates who graciously shared rich details and valuable insights about themselves, allowing me to narrate the stories in this thesis.

In the following section of this chapter, I will provide a brief overview of my own language learning and teaching experiences. The purpose of sharing my own experiences is to illustrate the
imaginative journey that led me to my research questions and the design of this study. This dissertation is partially modeled on Barkhuizen’s (2017a) most recently edited volume on language teacher identity (LTI) where each chapter begins with a short self-reflective autobiography by each experienced researcher contributing to his book. This approach highlights the inseparable and dialogic relationship between teachers’ self-reflection, their need to make sense of their identities, as well as researching and theorizing LTI. The interrelationship among these themes is illustrated in Figure 1, which I call the LTI narrative research cycle.

![Figure 1. The LTI narrative research cycle.](image)

My autobiography, I must admit, is inspired and modelled upon those of my participants’. Following my autobiography, I present my rationale to conduct the study and the research questions behind it. Lastly, I outline the organization of this dissertation through describing the key themes discussed in each of the proceeding chapters.

**Meet Me: My Lived and Imaginary Journeys**

**Who I Am Now**

I begin this story with the version of me closer to this thesis, which is my current ‘me’, and then I provide a few insights on how reflecting on my experiences as a young language learner and teacher-in-the-making allowed me to imagine this thesis.
I am Marlon Valencia. I was born and raised in Cali, Colombia. I am an emerging researcher with an interest in language teacher education. These are some of my most salient current identities: I am a dual Colombian-Canadian citizen (see Figure 2). I am the father of two lovely children, Sophie Céleste and Joshua Nicholas (Figure 3). I am also a husband to my beautiful, amazing, and supportive wife, Diana (Figure 4).

Figure 2. I am a dual Colombian-Canadian citizen.

Figure 3. Sophie and Joshua on Joshua’s 2nd birthday.

1 All figures in this dissertation are meant to complement the message conveyed by the text or expand on it. Therefore, not all figures are explicitly described in words.
I am also a scholar in-the-making (Figure 5) and an experienced English and Spanish language instructor. Even though I was trained to teach English as a foreign language when I did my language teacher education program in Colombia, back in 2004, I was awarded a teaching assistantship to teach Spanish (my native language) at a community college in Washington State (Figure 6).

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**Figure 4.** A Christmas family photo.

**Figure 5.** TESOL 2016 Conference with my colleagues and co-presenters (from left to right): Antoinette Gagné, Victorina Baxan, and Sreemali Herath.

**Figure 6.** A picture with one of my classes at Spokane Falls Community College in 2005.
This helped me develop an interest for the Spanish-speaking world, which I must admit, I knew very little of. This led me to pursue my Master’s in Foreign Languages and Cultures at Washington State University. These experiences played a decisive role in my determination to consider Chile as one of my research sites, since I wanted to learn more about the differences and similarities that countries in the Spanish-speaking world shared regarding the teaching of English as a foreign language.

This curiosity led me to do my Master’s in Applied Linguistics at York University, where I first read about language teachers’ and learners’ identities. I became fascinated with this area of research through a course titled *Language and social identity* taught by Brian Morgan. After finishing my MA at York (see Figure 7 above), I started my Ph.D in Language and Literacies Education at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. At OISE, I continued learning more from my professors about how identities are negotiated at the intersection of language, ideologies, relations of power, and the local and larger socio-political contexts learners and teachers are immersed in. During my Ph.D, I had the chance to interact with several Chilean teachers and teacher educators. This is how I learned about the similarities between Chile and Colombia regarding their language in education policies, which made me entertain the possibility of doing a comparative study. This comparative study initially included two countries I already considered myself part of—my native Colombia, and my home, Canada. Also, as explained above, my time at OISE brought a new and exciting context to the study, Chile.

In addition to my student, teacher and scholar identities, one of the activities that I enjoy the most is photography (Figure 8). For me, photography is the art of capturing light to create images. This passion for capturing images can be seen, I hope, throughout this dissertation and it
has guided my metaphors for viewing the multiple case studies presented as three different fields of view, ranging from wide-angle to close-up views.

Figure 8. Marlon the photographer.

I include these identities because they all – along with time and reflection—in innumerable ways, sculpted what this thesis came to be. The next section provides a glimpse of who I was as an English language learner and teacher-in-the-making, so I can illustrate my motivation to design and conduct this study.

Early Encounters with Literacy in Two Languages

I grew up in the city of Cali, where Spanish is a majority language just as it is in any large urban area of Colombia. Back in the 1980s, foreign languages were not a requirement for elementary school in Colombia. Therefore, even though Colombia is officially considered a multilingual and ‘pluricultural’ nation (de Mejía, 2005, p. 50), I learned to read and write exclusively in Spanish at age five. When I was six, I was introduced to English literacy through Sesame Street books that a good friend of the family, who had recently emigrated to the U.S, started sending me in the mail. Once these books started arriving, I remember always waiting for the mail to come. In these books, I saw many familiar words and things like the alphabet, numbers, shapes and colors. As a second grader, these concepts were already familiar to me in my first language; thus, in these books I was simply learning new names for them in a ‘cool’ new language. I also had my mom help me with pronunciation, even when words were unfamiliar to her. In fact, she simply read them as they sounded in Spanish, adding an extra ‘English twist’ by pronouncing vowel sounds a bit longer (I only came to realize this as I grew older). Looking back at my good old
Sesame Street books, I can say that they did not provide me with the language competence to
write a doctoral dissertation in English. However, I know for sure that they made me feel smart;
they showed me that I was able to speak another language, and even teach other children the
‘cool’ new words that I had just learned. Thus, in many ways, I could say that my friend’s
thoughtful present started expanding my imagination towards my life-long journey in second
language education and learning, and towards doing this Ph.D.

Adolescence, Rock & Roll, and MTV

In secondary school, I was not happy with the grammar-translation oriented 40-minute English
classes that I had three times a week in my public school. Thus, after discussing this issue with
my mother, I started attending a private language school for three hours a week, every Saturday
morning. As an 11-year old, I was fully aware of the great effort that my mother, being a widow
with two children, was expending to pay for this language school. For this reason, I prepared for
my placement test, so I could skip some levels and save her some money. The Canadian teacher
doing the placement interview sent me to an intermediate class, and briefly mentioned that this
class was going to be a bit of a stretch for me. However, what she did not mention was that these
classes were fully taught in English. This direct method/communicative approach ‘language
immersion’ program catered mostly to the needs of children who were going to elite private
schools and were used to having Content and Language Integrated Learning (CLIL) classes in
English. At first, it was hard for me to function in this new language ‘immersion’ environment,
and I had other children laugh at me more than once because I simply could not understand what
the teacher wanted me to do. Nevertheless, as time passed I thrived simply because I was highly
motivated and invested in learning the language. In addition to these Saturday classes, I worked
hard to immerse myself in the target language (TL) by listening to music in English, watching
TV, and speaking to other TL speakers like teachers, classmates or even foreign tourists every
time I had the chance to meet one.

I learned lots of English from music. First, I started by getting the words to the most popular
songs playing on the radio from magazines or newspapers, and then I would listen to them (often
on repeat for long periods), learn them by heart and practice my pronunciation. Later on, when I
was more competent, I would listen to new songs and try to write as many of the words as I
could get. Songs also allowed me to make inferences about non-standard grammar, like the use
of ‘ain’t’ as a common contraction of be not, have not, and even do not, in vernacular English. I remember inferring this from paying close attention to how Bon Jovi and Metallica used ‘ain’t’ in two of their songs “This ain’t a love song” (Bon Jovi, These Days, 1995), and “Ain’t my bitch” (Metallica, Load, 1996).

Figure 9. A Nirvana T-shirt I owned when I was 15 and a Metallica poster I had in my bedroom when I was 14 years old.

Figure 10. MTV’s 90s logo, which was displayed on my TV for a significant part of the day.

As you can see, music was my window to authentic colorful language not taught in books or schools but used in social and informal situations in North America. In addition to music, I read magazines such as Rolling Stone and Mad at the language school’s library, and when my mother got cable, I was constantly ‘hooked’ to MTV. That is when I first noticed that I could hear unfamiliar words, figure out their spelling and look them up in my monolingual English dictionary. This love for the English language, as well as the fun and caring teachers I met at the
language school, made me imagine becoming an English as foreign language teacher. I thought I could perhaps change the status quo in public schools where most EFL classes and teachers were certainly uninspiring, at least in my public school.

Language Teacher Education Experience in a Nutshell

These personal experiences convinced me to apply to a language teacher education program (LTEP) after finishing secondary school. Also, by the time I was admitted to my academic program, I was already proficient in English. Thus, I was given the chance of taking a language proficiency placement test, which allowed me to do all my English-related coursework with students in their fourth year of the five-year language teacher education program I had been admitted to. As a result, in my first term, I was enrolled in academic writing courses in English; whereas, on the other hand, my introductory Spanish courses were not yet focused on developing my argumentative writing skills. Consequently, as soon as my Spanish courses required writing academic essays in Spanish, I started drawing from the concepts and skills learned in my second language (L2) academic writing courses.

These experiences are what made me consider the importance of imagination in my own language learner and teacher candidates’ lived stories. Indeed, for me being raised by a widowed mother with two children living on a minimum wage survivor’s pension, the ability to travel abroad to a place where I could immerse myself in the target language and culture was simply impossible. Therefore, I had to make ends meet with music, television and my imagination. Luckily, I had plenty of the latter. In the next section, I will justify my rationale to conduct this study and the theoretical tools that guided me.

Rationale for This Study

The notion of reducing the existing gap in student achievement by providing equal access to educational resources regardless of students’ differences and “personal circumstances” (Ontario Ministry of Education, 2012) has been a topic of consideration worldwide. Indeed, teacher educators in Ontario, Chile, and Colombia have been prompted to consider multiple ways in which pre-service teacher education programs should respond to the needs of an ongoing influx
of diverse learners due to the recent prominence of diversity as part of the globalization processes currently taking place around the world (Faez, 2007, 2011; Infante, 2010). In Colombia, this need has been further experienced as the country witnesses the forced displacement of children due to Colombia’s on-going armed conflict (Guerrero, 2008). As a result of the ongoing movement of people across borders, teacher education has progressively been informed by a culturally-inclusive approach commonly referred to as social justice teacher education (SJTE) (Hawkins, 2011; Zeichner, 2011). However, infusing social justice principles in teacher education may not be enough to produce culturally sensitive and responsive teachers, so long as the voices of diverse teacher candidates are not heard. Therefore, Conklin (2008) and Zeichner (2011) argue that teacher educators working within an SJTE framework should also model the same kind of inclusive and understanding attitudes that they hope their teacher candidates (TCs) will assume in their K-12 classrooms.

Accordingly, it is of paramount importance for teacher education programs to not only respond, but also capitalize on the wealth of diverse TCs’ perspectives and experiences in order to assist them in their journey to ‘become teachers’ (Clarke, 2008). Additionally, viewing teacher education as a process of ‘becoming’ brings the focus of attention to the multiple factors that account for individuals’ diversity. In so doing, we can begin to understand these processes as socially and historically constructed within the existing relations of power in the contexts where diverse TCs are immersed (Cummins, 2001). Consequently, the traditional conceptualization of teacher education seen as the acquisition of skills and techniques for teaching has been expanded to the development of teacher identities in which an evolving sense of becoming a teacher plays a central role (Barkhuizen, 2017a, 2017b; Clarke, 2008, 2009). Therefore, understanding and facilitating TCs’ development of their teacher identities has recently received great interest among teacher educators and researchers. Of particular interest to this study are the ways TCs make sense of their present experiences in LTEPs based on what they envision in their future teacher roles. It is precisely within this area of identity research that this thesis aims to contribute.

Furthermore, this study strives to gain a better understanding of how diverse TCs imagine themselves, how their imaginaries are constructed, as well as how their investment in imagined communities and identities impacts their professional development in pre-service teacher education. This dissertation is based on an international-comparative-multiple case study of how
TCs in three five-year second LTEPs construct their teacher identities. Participants included individuals from the following academic programs:

- one preparing French as second language teachers in Ontario at Southern Ontario University in Canada;
- one preparing English as foreign language (EFL) teachers in Chile at Central Chile Pedagogic University²;
- one program that prepares teachers of both English and French as foreign languages at Pacific State University in Colombia.

The following are the research questions that this study aims to answer:

**Research Questions**

The research questions below are all contained within the following overarching question, which motivated this study: *What imagined communities and identities do future language teachers invest in, and how does this influence the negotiation of their professional teacher identities?*

The four sub-questions that arise from this macro question are:

- How do teacher candidates construct their imaginaries as they go through language teacher education programs?
- What are teacher candidates’ claimed identities?
- What are teacher candidates’ contested identities?
- What communities and identities do teacher candidates envision for their potential learners?

The stories narrated in this dissertation respond to Barkhuizen’s (2017b) call for research on the following topic areas of language teacher identity (LTI):

__________________________

² All three names are pseudonyms for anonymity purposes.
• The relationship between teachers’ language learning histories and LTIs.

• LTI in neoliberal times and within contexts of inequitable schooling practices.

• Collective as opposed to individual LTIs.

• Teacher aspirations, imagined future identities, and ideal selves (Location 333-349).

These are all areas of research and methodology which, Barkhuizen (2017b) “hope[s] generate ideas for further LTI research, especially for graduate students searching for dissertation topics” (Location 333).

How This Dissertation is Organized

This introduction is followed by a combined literature review and conceptual framework in Chapter 2. Chapter 3 provides a description of the methodology used in carrying out this study, the contexts researched, the participants, as well as a description of how data was collected and analyzed.

This dissertation reports on a narrative multiple case study. Thus, Chapters 4 through 8 present findings as multiple cases or cases within cases. Chapter 4 discusses the three contexts: that is the sociopolitical and educational settings of Canada, Chile, and Colombia. Chapter 5 provides insights on participants' perceptions and expectations of their LTEPs, as well as how they negotiate their professional teacher identities in these three contexts. This is followed by the discussion of a series of collages of images that participants associate with their experiences and perceptions of what being as student-teacher is like in Chapter 6 in a series of student-teacher memes. Chapter 7 presents individual vignettes of Connor, Catalina, and Tati, the three participants who allowed me the privilege of learning more about them through this study. Chapter 8 tells the stories of learners that Connor, Catalina, and Tati imagine they could teach in their EFL and FSL classrooms. Finally, Chapter 9 revisits the study's research questions introduced in Chapter 1. This is followed by an overarching discussion of the findings of this study, its contributions to language teacher education, and the implications of what has been learned. Conclusions, as well as suggestions for future research are provided in that last chapter.
Figure 11 (below) summarizes the organization of this study, depicting Chapters 1 through 8 and their contents as interconnected in an outer circle; whereas, Chapter 9 appears at the core of this graphic representing the importance of the contributions to language teacher identity research made by this dissertation.

![Dissertation's navigation map](image_url)

*Figure 11. Dissertation's navigation map.*
Chapter 2: Conceptual Lenses and Literature Review

This chapter builds on the rationale described in the previous passages, particularly on the notion illustrated in what I called the narrative language teacher identity (LTI) research cycle. Importantly, this LTI research cycle acknowledges the dialogic relationship between theory and research through a narrative approach. Moreover, as Varghese (2017) wholeheartedly argues, the need to theorize LTI arises from teachers’ and teacher educators’ need to reflect, understand, and define what LTI means in their everyday practice. This chapter provides a summary of both the post-structural lenses that inform this study and the empirical research that it builds on in one combined text.

In so doing, the chapter is divided in two main sections: 1) an introduction and description of the conceptual lenses used in the study, and 2) a review of the literature relevant to this research. Therefore, the chapter begins with an historical overview of the seminal work that defines identity in language education and shows how it relates to imagination. Next, a description of the role of narrative in the construction/negotiation of LTI is introduced. This is followed by a discussion of the relationship between narrative and imagination, which builds on research on cognitive linguistics and psychology. This subsection aims to provide a robust theoretical and research-based understanding of the power of imagination in constructing/negotiating diverse teachers’ identities within a social justice language teacher education perspective. In the last subsection dedicated to presenting the conceptual framework of this study, theoretical constructs regarding the prevalent shared narratives found in my research are discussed. The literature review section of the chapter provides a description of trends in LTI research, which includes an overview of the literature on native and non-native speaker teachers. Then, a series of studies that address LTI in different ways, and inform this research are introduced. The chapter concludes with a discussion of six different prominent narratives that influence how the teacher candidates (TCs) participating in this research perceive and envision themselves.

Conceptual Framework

The first section of this chapter provides a view of the three intersecting conceptual lenses used to design the study and make sense of data. Consequently, as Figure 12 illustrates, the first lens informing this research is LTI theory, which builds on identity theory in language education. The
second prominent theoretical construct in this conceptual framework is narrative. This lens not only informs the study conceptually, but also methodologically and stylistically in the way findings are presented. Last, theories of LTI and narrative intersect with imagination to create a combined lens which Nussbaum (1997) calls the narrative imagination. These three intersecting lenses are part of what I refer to in this dissertation as a transformative view of LTE, which combines elements of Norton’s (2005) critical language teacher education model and Kumaravadivelu’s (2012) modular model of language teacher education for a global society.

![Conceptual framework: Narrative, LTI and imagination within a transformative language teacher education perspective.](image)

A Definition of Identity Guiding this Study

In his book *Second Language Identities* (2007) David Block illustrates how the current trend in the social sciences uses a post-structural lens aimed at viewing identity as constructed through social interactions, and as constantly changing. This view departs from an understanding of identity as static, traditionally held from a biological determinism perspective and builds on Lyotard's notion of postmodernism. In his seminal book Lyotard (1989) *The Postmodern Condition: A Report on Knowledge*, he defines postmodern “as incredulity toward metanarratives” (xxiii). This view rejects metanarratives as absolute truths. Thus, what postmodernity embraces is a multiplicity of truths. Therefore, identity in this sense steps away from the simplistic conceptual framework of nature (where we are born good or evil) versus
nurture (where society makes us good or evil). Therefore, this view of identity invites researchers to distance themselves from those all-encompassing narratives upon which much historical academic/scientific knowledge blindly relied. These all-encompassing narratives, Block reminds us, feed the structuralist approach to identity that involves searching for “universal laws or rules of human behavior” (p. 12). I have begun this chapter with a discussion of postmodernism because I suggest revisiting the idea of grand narratives, but from a poststructuralist perspective. Therefore, I do not advocate that we accept grand narratives as absolute truths, but the findings of this study demonstrate that there are narratives that are shared among TCs and across contexts in Canada, Chile, and Colombia.

Additionally, it is important to point out that this research project, builds on a poststructuralist notion of identity. Indeed, I adopt Bonny Norton's definition of identity that suggests identity rests on: “How a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future” (2013, p.5). This definition comes from a series of advances in applied linguistics research described in the paragraphs below, which are followed by some specific definitions of language teacher identity based on narrative inquiry.

Key Concepts in Social Identity Theory Emerging from Second Language Acquisition Research

Second language acquisition (SLA) research in the 1980s and the beginning of 1990s was dominated by an interest in understanding “the interaction of learner-internal and leaner-external variables, guided by [a] cognitive-interactionist framework” (Ortega, 2009, p. 216). This research tradition aimed to identify common variables or patterns among second language (L2) learners and regarded L2 learning as a phenomenon produced by the interaction of such common variables (Ortega, 2009). Scholars such as Bonny Norton were dissatisfied with research orientations that looked at L2 learners’ variables and the social context separately, instead of integrating them to gain a better understanding of how L2 learning occurs (Norton Peirce, 1995). Such dissatisfaction, as well as the emergent academic interest in social interaction in the human and social sciences discussed above, resulted in what David Block called “the social turn in SLA” (2003, 2007). This social turn brought attention to a wide array of social factors including learners’ and teachers’ identities (Block, 2007; Ortega, 2009).
Identity in SLA, viewed from a post-structural lens, studies language learning as a nuanced and intricate process, moving beyond the search for universal laws and variables characteristic of the traditional structuralist paradigm as mentioned above (Block, 2007). Thus, identities are not seen as static or fixed entities; rather they are understood to be dynamic, in constant change and negotiated through social interaction (Block, 2007; Menard-Warwick, 2006; Ortega, 2009). SLA researchers’ interest in identity issues was elicited by Bonny Norton’s study on the struggles of five immigrant women in Canada (Norton Peirce, 1995).

In this study, Norton observed what she called “an ambivalent desire” (1995, p. 17) to learn and practice the target language, among her participants, which varied in different contexts. This ambivalent desire, she thought, could not be explained in terms of learners’ variables such as motivation, introversion, inhibition or field dependence, as the cognitive-interactionist research orientation discussed above suggested. Therefore, Norton relied on social theories to interpret and analyze her data. Norton’s longitudinal case study looked at the learning experiences of five English language learner-immigrant women over two years as they interacted with different target language speakers in their everyday lives in Canada (Norton Peirce, 1995). Norton collected data through diaries, questionnaires, as well as personal and group interviews. The purpose of using the diaries was to capture the most memorable or meaningful interactions that participants had with other English speakers and later discuss these episodes with the researcher. In those annotated interactions, Norton noticed that her participants often felt inferior to native speakers (NSs) of the target language or nonnative speakers (NNSs) whose competence they judged superior to theirs. This particularly happened in situations in which participants lacked the cultural, linguistic or socio-pragmatic knowledge to interact. A good example of this is when Eva, a Polish woman in her 20s, felt powerless and was unable to respond, when one of her restaurant coworkers pointed to a T-shirt with a picture of someone Eva did not know about. Gail, Eva’s coworker, told her: “How come you don’t know him. Don’t you watch TV? That’s Bart Simpson” (p.10). As Eva recounted the event, she said: “It made me feel so bad and I didn’t answer her nothing. Until now I don’t know why this person was important” (p. 10).

On the other hand, other data suggested to Norton that there were times in which her participants were empowered to speak regardless of any self-perceived cultural, linguistic, or socio-pragmatic limitations. One of these moments occurred when Martina, a committed mother that had immigrated to Canada for a “better life for children” (p. 20), felt that her landlords were taking advantage of her. This episode was interpreted by Norton as Martina’s way to resist
marginalization by defending her family’s rights against improper social practices. This is what Martina wrote on her diary:

The first time I was very nervous and afraid to talk on the phone. When the phone rang, everybody in my family was busy, and my daughter had to answer it. After ESL course when we moved and our landlords tried to persuade me that we have to pay for a whole year, I got upset and I talked with him on the phone over one hour and I didn’t think about the tenses rules. I had known that I couldn’t give up. My children were very surprised when they heard me (p. 22).

These two conflicting types of data led Norton to look for an alternative theoretical orientation to interpret her participants’ ambivalence to speak under different circumstances, which will be better understood by discussing how Pierre Bourdieu's (1991) notion of cultural capital intersects with Norton's key construct of investment.

**Investment**

Even though Norton (Darvin & Norton, 2015; Norton, 2017) recently revisited this key concept in identity research, it is important to understand its origins before discussing revised notions of investment. In analyzing her participants’ ambivalence to speak, Norton coined the term investment, which she used to explain the relationship that learners have with their “changing social world” and their multiple and complex social identity (Norton Peirce, 1995, p. 17). Investment is rooted in Bourdieu’s notion of cultural capital. Bourdieu (1991) broadly understood cultural capital as including different kinds of knowledge, skills or cultural acquisitions (such as education and technical qualifications) that may in turn be transformed into other types of capital due to their high exchange value; (Menard-Warwick, 2006; Norton Peirce, 1995). Applying Bourdieu’s concept, Norton theorized that learners may invest in learning an L2 if they feel that doing so will allow them to gain both symbolic and material resources that are important to them. Returning to Eva’s case, even though she wanted to work with Anglophones, so she could practice her English, she was often silenced when customers made comments about her accent. This was due to a feeling of being an “illegitimate” speaker of English (p. 23). Nevertheless, as time passed, and she began to talk to her coworkers about her experiences in Poland and Italy, she made an investment into what Norton called “an identity as a multicultural citizen” (p. 25). This new identity gave her the confidence to confront a customer who made a comment about her accent. In this interaction, the customer told her: “Are you putting on this
accent, so you can get more tips?” to which Eva replied: “I wish I did not have this accent because then I would not have to listen to such comments” (p. 25).

In Martina’s case, Norton sees her participant’s construction of “social identity as multiple and a site of struggle” (p. 20) due to her identities as a woman, an immigrant and a primary caregiver in her family, among others. Martina worked at a fast food restaurant with two young women aged 12 and 15. Martina felt treated unfairly because her young coworkers often talked and played computer games in the manager’s office rather than work. This is what she recounted about that situation: “[i]n restaurant was working a lot of children, but children always thought that I am—I don’t know—maybe some kind of broom or something. They always said: ‘Go clean the living room’” (p. 23). However, as time passed Martina got tired of doing her coworkers’ job and once told them “to go and clean the tables” (p. 23). Martina justified her action by explaining that one of her coworkers was younger than her son. Norton interpreted this as Martina claiming her right to speak. In this situation, Martina subverted the order of the existing unequal power relations by investing in her primary family caregiver identity, which empowered her to speak to the Canadian-English native speakers (NSs) with the authority of a mother, rather than as an immigrant non-native-speaker (NNS) of English. Norton argues that the ability to claim the right to speak should be added to Hymes’s notion of communicative competence (1971, as cited in Norton Peirce, 1995). This implies helping L2 learners understand how the rules of use of a particular language have been socially constructed throughout history to serve the interests of dominant groups.

In a more recent reconceptualization of investment, Ron Darvin and Bonny Norton (2015) place investment at the intersection of identity, capital and ideology. Placed as such, the concept can be used to explain how language teachers "need to navigate relations of power in the classroom and understand the possibilities and limitations of their institutions and communities" (Norton, 2017, Location 1866). Similarly, the concept can be applied to the ways 'language teachers can reframe their relationships with others in order to claim more powerful identities from which to teach," and to language learners like the ones described in Norton's initial work (Norton, 2017, Location 1860).
**Imagined communities and imagined identities**

Benedict Anderson (2002) introduced the term imagined communities to refer to nation states as imaginary political communities that embody the commonalities that their citizens are believed to share. These commonalities may include such things as a shared history, a common origin, language, religion, among other symbolic elements. From this concept, language identity theory has also looked at L2 learners’ investment in imagined identities in which learners project what they want to be as competent speakers of their L2s (Norton, 2013; Ortega, 2009).

**From communities of practice to landscapes of practice**

In the early 1990s, Jean Lave and Etienne Wenger proposed communities of practice (CoP) as an alternative to the traditional sociolinguistic research tool of communities of speech (Lave & Wenger, 1991). CoP research examines groups whose members share common interests, rather than the same language or dialect. CoP research thus looks at community dynamics, identity, and gender, as constantly changing while also examining the multiple factors that act as gatekeepers of membership in particular communities.

More recently, Wenger-Trayner and Wenger-Trayner (2015) have expanded the CoP notion to what they refer to as landscapes of practice. Thus, this concept builds on the idea that any given profession is made up of different communities of people, which together constitute what they call 'the body of knowledge' of such profession. These are the multiple and interacting communities of practice in which a given professional may navigate (e.g., a teacher educator may be part of a community of teachers while also being part of a community of researchers, and a community of teacher educators). It is these communities of practice that an individual is part of which collectively constitute that person’s landscapes of practice. Together these communities and landscapes of practice represent the body of knowledge of a particular profession. In this new theorization of this important lens in identity research, the following are a few key concepts:

- **Competence** refers to the dimension of knowing, which is not individual but negotiated and defined within a particular community of practice.

- **Knowledgeability** modulates a person’s relations to multiple practices across the landscape, which translates into **identification** with some communities in which the
person is invested. The notion of accountability in a landscape of practice is dynamic and is “quite a dance of the self, especially when there are conflicts at boundaries in the landscape” (Wenger-Trayner & Wenger- Trayner, 2015, p. 24).

- **Imagination** comes into play "As we journey through a landscape we are also constructing an image of the landscape that helps us understand who we are in it" (Wenger- Trayner & Wenger- Trayner, 2015, p. 21).

**Narrative Inquiry in LTI**

The field of narrative inquiry in teacher education has certainly brought meaningful advances in terms of the possibilities it represents as a research tool and theoretical lens. As Clandinin and Connelly (2000) affirm, stories present a window that bring us closer to people’s experiences, which is key to identity research. Besides, considering how Norton’s (2013) definition of identity emphasizes how a person understands her relationship to the world across time and space, it is imperative for identity researchers to learn about their participants’ stories. In fact, Sfard and Prusak (2005) argue that identities are made up of collections of stories about people. In LTI research, the development of teacher identities is understood as the permanent construction and reconstruction of the self in order to meet the needs of the constantly changing situations encountered in TCs’ contexts (Bruner, 2002; Bruner & Kalmar, 1998). This permanent construction of the self relies on “the guidance of [TCs’] memories of the past and [their] hopes and fears for the future” (Bruner, 2002, p. 64). Also, researching teacher education through a narrative inquiry lens allows an understanding of teacher knowledge resulting from the interaction between the content knowledge taught in teacher education programs (knowledge-for-teachers), TCs’ lived stories or experiences, and their expectations for the future (Xu & Connelly, 2009).

In addition to this, Clandinin and Connelly (2000) conceptualize a three-dimensional narrative inquiry space which encompasses: 1) a personal and social dimension; 2) the past, present, and future and finally 3) the dimension of places. The first dimension refers to participants’ personal and social experiences and interactions. The second dimension relates to participants’ memories of the past, current experiences, perceptions, and what they imagine about the future. The last dimension deals with the contexts where participants live their life-stories (Barkhuizen & de
Klerk, 2006; Clandinin, 2006; Kamhi-Stein, 2013). Moreover, in a recent definition of LTI, Block (2017) explains how

being a language teacher is an ongoing, narrated process which brings together experiences in the past, present, as well as those anticipated in the future. LTIs are constructed via (or emerge from) interactions (both face-to-face and electronically mediated) with others: fellow teachers, students, supervisors, and any number of more distant stakeholders such as parents or companies who might be paying tuition fees (Location 842).

This definition, like Norton's (2013) mentioned at the beginning of this chapter explains how LTI could be understood as encompassing who teachers were, who they are now, and who they want to be (or not) in the future, as well as their relationship to others and the world in general. Also, within the tradition of narrative theory and research, LTI is understood as a story that is permanently re-written. Another important recent definition of LTI is Barkhuizen's (2017b), which he created after gathering perspectives from all 41 authors contributing to his volume on research in LTI. He explains that LTIs are thus:

- cognitive, social, emotional, ideological, and historical - they are both inside the teacher and outside in the social, material and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and others, and they are accepted, acknowledged and valued, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and over time - discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community, and in material interaction with spaces, places, and objects in classrooms, institutions, and online (Location 186).

These two definitions of LTI place imagination as an integral part of identity negotiation in considering TCs’ possibilities for the future. After introducing two recent definitions of LTI, which explain the importance of imagination in language teachers' development of their identities from a narrative perspective, the following lines will provide some relevant tenets of narrative analysis that are of importance to this study.

Narrative Inquiry: From Theory to Research Methodology

In his narrative approach to exploring context in language teaching, Barkhuizen (2008) suggests three different levels of context, which he found are recurrently examined in narrative studies.
These three interconnected levels of context are represented in his model with three concentric circles shown in Figure 13. The inner circle refers to teachers’ immediate personal space and stories, which relates to everything having to do with their identities, emotions, inner thoughts, dreams, etc. Barkhuizen refers to this context level as *story* (lowercase). The second concentric circle, represents what he calls *Story* with a capital ‘S’. It represents the larger interpersonal context or local communities where teachers interact with others and negotiate their identities such as the school community, school policies, etc. Last, the outer circle represents the broader sociopolitical context in which teachers are immersed, and he calls it *STORY* (uppercase). This contextual level implies a larger ‘space’; thus, it may refer to a province, or country, government-created policies, etc.

![Diagram of Barkhuizen's three levels of context.](image)

*Figure 13. Barkhuizen’s three levels of context.*

In a more recent iteration of Barkhuizen’s (2016) model to narrative analysis, not only he acknowledges the importance of context, but also places an emphasis on the content of the stories being told. This model, he calls a three-dimensional, multiscalar narrative space. It combines context analysis by referring to his three story-levels, and content by looking at the traditional story-content dimensions of characters, setting, and plot. In his three-dimensional multiscalar model Barkhuizen suggests the following three questions: 1) who? (characters); 2) where? (setting) and; 3) when? (plot). Barkhuizen’s model that includes story-content dimensions is depicted in Figure 14. This narrative analysis model is used to structure the stories showcased in Chapter 8.
Figure 14. A three-dimensional, multiscalar narrative space.

After this overview of how LTI research has evolved, the following sections introduce key concepts from social theory and psychology to understand the dialogic relationship between imagination and narrative.

The Narrative Imagination

Martha Nussbaum (1997) provides a compelling account of why the humanities are a necessary part of the school curriculum. Indeed, she suggests that because children and youths use their imagination to cultivate their minds and envision the views and lives of others, exposure to stories (literature) allows children and youths using their imagination to learn about people different from themselves. This helps them further develop their judgment and expand their worldviews beyond what they have traditionally been taught to believe. She insists that

A child deprived of stories is deprived, as well, of certain ways of viewing other people. For the insides of people, like the insides of stars, are not open to view. They must be wondered about. And the conclusion that this set of limbs in front of me has emotions and feelings and thoughts of the sort I attribute to myself will not be reached without the training of the imagination that storytelling promotes (p.89).
In the same vein, Molly Andrews (2014) argues that "it is our imagination which assists us in synthesizing the information we take in about the world around us, and helps us to process it, looking beyond and beneath what is" (p. 11). Also, it is through that intricate relationship between imagination and narrative where we make sense of our lived stories, entertain the possibility that the lives of others may be not so different from ours, and understand that others’ views of the world are equally valid. In short, Andrews argues that imagination is not a mere individual construction but, as Shani Orgad (2012) demonstrates in her study, it can also be globally-constructed with the images of ourselves and others that we are exposed to on a daily-basis through media representations. In fact, Orgad explains that

the power of media representations lies in the creation of a certain environment of images, narratives and sensations that become the resources that shape what we know and get to know about the world. The power of media representations, in other words, resides in producing symbolic resources that feed individual and collective imaginations (p. 41).

As Kieran Egan (2005), a scholar who actively advocates making imagination part of the school curriculum, argues: “Imagination is the tool that enables us to see one thing in terms of another. This peculiar ability lies at the heart of human intellectual inventiveness, creativity, and imagination” (Location 132). The term imaginaries used in this study combines notions from Taylor’s (2002) concept of social imaginaries and Orgad’s (2012) notion of global imagination. Therefore, when I speak of imaginaries, I refer to common understandings of how individuals imagine their own social existence and that of others. This use of the term imaginaries echoes Richards’ (2017) understanding of LTI being “both individual as well as social in nature” (Location 3189). My use of this term also encompasses individuals’ understandings of their place in the world among others, their expectations, their envisioned futures and the norms and values associated with these. These imaginaries are socially and technologically mediated and constructed through images of the local, national, and global.

In her study, Orgad (2012) lists the following five features of how media representation shapes our collective or global imagination as follows:

1. Imagination is a process of negotiation and interaction between personal and collective thinking and feeling.
2. Imagination is both factual and normative, referring to both meaningful real actions and fantastical: It allows us to entertain the possibilities for the future, as well as seeing things for what they are not (thinking beyond our values, knowledge and beliefs).
3. Imagination involves thinking and feeling, and can be messy and contradictory:
Imagination can contradict our beliefs and unconsciously impact our judgement contrary
to what we would expect.
4. Imagination is dialectic: it could be both emancipatory and constrain our views of others
and the world.
5. Imagination is a moral force: as it allows us to make decisions, both consciously and
unconsciously.

For all of these reasons, Andrews (2014) argues that imagination should always be at the center
of attention for, “[i]gniting imagination is, then, the purpose of education, as this provides the
impetus for what lies beyond known experience” (p. 59). Thus, she explains that our role as
educators is "…to demonstrate to students that there are important connections between their
individual lives and the world of ideas-in other words to make them thirsty for a sense of what
lies beyond-" (p. 59). Now that these important ideas regarding the dialogic and inseparable
relationship between narrative and imagination have been presented, the following section will
introduce some important concepts from the fields of cognitive linguistics and psychology to
explain how our imagination helps us make sense of the world through metaphor.

**Metaphor and the Brain**

Metaphor has traditionally been used in education not only as a stylistic tool, which is the idea
we commonly have about this concept, but also to make sense and explain teachers' and learners'
experiences. Of import to this research is the fact that the metaphor of the teacher as a hero has
been a recurrent one (Brown & Moffett, 1999; Goldstein, 2005; Villate, 2012). Sreemali Herath
and I are certainly no-strangers to this, since we used the hero's journey metaphor to explain our
Ph.D experiences (see Herath & Valencia, 2015; Valencia & Herath, 2015). Also, in their
compelling study of the common images associated with teachers and teaching in popular North
American culture, Weber & Mitchell (1995) unpack the images, stereotypes, and metaphors
employed by learners and disseminated by media to refer to teachers. These images and
metaphors tend to be, in most cases, unflattering. The present study looks at metaphor, not only
as a powerful catalyzer for reflection when making sense of experience, but more importantly as
the mechanism that allows our conscious and largely unconscious thinking. Therefore, the
following section will explain what view of metaphor is used to make sense of this research's findings.

First, the work of cognitive linguists George Lakoff and Mark Johnson (1999, 2003) on the importance of metaphor has allowed a reconceptualization of this mind tool as an inherent part of humans’ conceptual system. Therefore, in Lakoff and Johnson's view, metaphors achieve this by facilitating the conflation of mental imagery originated from sensorimotor domains and subjective experience. An example of this could be how an infant may initially relate the sensorial experience of being held by her caregiver (feeling warm and close to this person) with the subjective feeling of affection (feeling loved) and perceive both as undifferentiated experiences (as if both being held and feeling loved were part of one single, yet multi-layered experience). Therefore, according to Lakoff and Johnson, this type of primary metaphor is embodied because it relies on the body’s sensorimotor system. The reliance on the sensorimotor shapes the way the brain processes such experiences by activating specific neural structures every time the same type of stimuli is perceived, as well as when a conflated subjective experience is conceived.

Second, Lakoff and Johnson argue that primary (embodied) metaphors allow the development of more complex conceptual metaphors through inference, so when someone tries to describe a highly complex concept such as love, many other metaphors may come to mind relating love to other concepts or experiences (both sensorimotor and subjective). Let us examine the example of the LOVE IS A DRUG (certainly a leitmotiv in music taken up by artists like Roxy Music in their 1975 hit Love is the drug and much more recently by Kesha in her 2010 song Your love is my drug) or LOVE IS A JOURNEY metaphors. Both metaphors call on a whole set of other metaphors to make sense of love. In the first case, love is explained in terms of a substance, that when used alters the way the body and mind work (with all its positive and negative implications). In the latter case, love is equated with a trip from an initial point to a destination. The lovers can be thought of as travelers who want to reach that destination ideally together, and the road may not be straight which could result in experiencing difficulties; nonetheless, the trip may also be pleasant at times. The third important point I want to highlight is that such metaphoric thought processes take place mostly unconsciously as we interact with the world around us, and that is precisely what determines how we understand and react to any stimuli surrounding us, as well as, our memories, thoughts, and ideas (see also Lakoff, 2008).
Consequently, metaphor involves both perception and thought, which is why, psychoanalyst Arnold Modell (2003) refers to metaphor as the currency of the mind. In his work on psychotherapy, Modell describes metaphor as a mapping system (an idea that builds on Lakoff and Johnson’s notion of the development and activation of similar neural structures in the brain for sensorimotor and subjective experiences explained above), which allows transferring meaning between different domains (from source domain to target domain). At the same time, this process transforms meaning and generates new perceptions by means of novel recombinations. In fact, Modell (2009) highlights the importance of metaphor for imagination as he explains that “[i]magination could not exist without this recombinatory metaphoric process” (p. 4). This is precisely why Lake (2011) calls metaphor the language of imagination. This is where these ideas on metaphor are key to understanding the effectiveness of memes in spreading political and other types of ideologies. Indeed, the growth and use of metaphors in the recent events regarding the U.S. presidential campaign can be understood as effective due to their ability to connect with our unconscious metaphoric processes without us even realizing it (Haddow, 2016; Yiannopoulos, 2016). This discussion will be revisited in the findings sections of this thesis, particularly in Chapters 6 and 8.

Literature and Conceptual Lenses Informing My Data Analysis

One of the advantages of multiple narrative case studies, like the ones reported in this dissertation (discussed in detail in Chapter 3), is the possibility of combining shared themes found in data as metanarratives (Barkhuizen, 2014). Consequently, my data analysis and coding of common themes prompted me to revisit my literature review and conceptual lenses as it is often the case with qualitative research (Creswell, 2013; Johnson, 1992) as I began to find common themes to code my data. Therefore, I saw the need to find literature on the following five themes that could inform my data analysis: globalization; neoliberalism; the role of globalized culture; social interconnectedness; as well as, images and stories of diverse others, which include teachers and learners. In the following paragraphs, I expand on defining these notions, which helped me make sense of my findings.
**Globalization**

Globalization is understood as the multiple processes of interaction and integration between people, governments, companies and other entities aimed at deterritorializing capital and economies (Tuathail, 1988). These processes are fueled by information and communication technologies, the consolidation of transnational media emporiums, supranational organizations, among others. They are also characterized by a constant flow of information, the movement of labour, transnational migration, and the infusion of local realities with global imaginaries. Moreover, in Appadurai’s view “imagination is the key component of the new global order” (1996, p. 31) for it enables us to compare our own experiences with those of other humans as we imagine ourselves being part of a globalized world.

**Neoliberalism**

Neoliberalism is a political and capitalist ideology, which builds on the idea of freedom. Thus, as citizens we are commonly told that in a free capitalist world, the government should reduce its size, and cut social programs, as well as the provision of goods and services that are essential to citizenry in order to make room for customers’ freedom of choice. For example, instead of having a municipally-owned water treatment plant, potable water could be hypothetically sold by one or more private companies. These companies would compete against each other, which would give consumers freedom to choose the water that they want to drink while the profits that these companies make would benefit the entire community by creating job opportunities and providing a better service.

This is the kind of discourse that is commonly repeated to align with what Gramsci (2011) calls common sense ideologies, which represent the interests of the groups in power. This common sense, Gramsci explains, “consists in its being a disjointed, incoherent, and inconsequential conception of the world that matches the character of the multitude whose philosophy it is” (p. 333). Therefore, to sum it up, neoliberalism is commonly understood as the creation and adoption of legislation and policies characterized by the progressive de-regulation and erosion of state-operated services such as the provision of drinking water, education, health, among other services, in favor of for-profit-private corporations. While often suggested to be for the public
good, these policies are commonly enacted to the detriment of the citizenry (Holborow, 2015; Klein, 2007;).

Neoliberal education reform is of particular interest to this study. In her provocative book about the relationship between language and neoliberalism, Holborow (2015) argues that neoliberal ideologies highlight the concept of entrepreneurship under the assumption that everyone is capable of being successful having freedom of choice in terms of the kind and/or amount of education they get. This ideological assumption explains that if learners are not successful, it is simply because they did not invest enough in their education.

Also a valuable view of the influence of neoliberalism is made by Paul Verhaeghe in his compelling book *What about me?: The Struggle for Identity in a Market-Based Society* (2012). In this book, Verhaeghe traces the origins of identity in family stories, which he explains shape our values. Family stories, he argues, are about our ancestors, they tell us about our origins and who we are, but they are also a projection of the kind of persons we might become. In addition to this, Verhaeghe, acknowledges that these family stories are embedded in wider cultural and sociological contexts. Moreover, Verhaeghe emphasizes that these smaller stories are also part of great narratives shared by larger groups. Accordingly, he argues that the previous ubiquitous great narratives of our times have been subject to a profound shift in our values and identities, as neoliberalism becomes the ‘new narrative’. As a result, the pervasiveness of neoliberalism -and its often uncontested ideologies- has changed our values in aspects of everyday life such as education. Therefore, in current times, we may not always see education as a right, but as a service or business transaction. In this business transaction, students are customers and professors or educational institutions are service providers.

In addition to this, as discussed by Holborow (2015), the neoliberal narrative emphasizes the development of entrepreneurial identities based on a false meritocratic idea of success. Consequently, it facilitates the creation and adoption of a false meritocratic system that privileges those who already have the material and symbolic capital needed to succeed, but puts the onus of success or failure on each learner. This, Verhaeghe (2012) argues, as a psychoanalyst, is having a significant impact on social relations, the way we perceive the world, and even our mental health. Verhaeghe shows how over the past 60 years there has been a significant increase in the number of mental disorders listed in the American *Diagnostic and Statistical Manual for Mental Disorders*. What Verhaeghe argues in his book is that in addition
to entrepreneurship, the narrative of neoliberalism promotes a philosophy of the perfectibility, which appeals to western religious values as it is rooted in the possibility of perfecting oneself. This, in current marketing terms could be translated into: you can always look and be better, you just need to buy the right product, and do the right thing, what marketing tells you should do. Such discourse presents ‘things’ as vehicles to live what Verhaeghe calls ‘the good life’ as an ultimate idea of success. Therefore, he explains that suffering from mental illness presents a much more socially and personally acceptable narrative to failure than admitting and being chastised for not doing enough to be successful.

*Contemporary Mediated Globalized Culture*

Mediated global culture happens when predominantly North American and European culture (literature, music, TV, films...) is disseminated through information and communication technologies and appropriated or transformed (as seen in Internet memes and virals) with its corresponding media representations for the construction of narratives of the self and others. Building on the work of Shani Orgad (2012), the importance of highlighting this shared narrative lies in acknowledging how imaginaries are constantly shaped by the interaction of diverse global and local representations about ourselves and others. These representations are ones that we are permanently exposed to through media, our life experiences, and perceptions and are mediated by the knowledge and ideas that we already have about ourselves and others (Orgad, 2012).

*Interconnectedness*

The shared narrative of interconnectedness builds on the notion that as individuals we are connected to different social networks (not necessarily online) or landscapes of practice. These social networks nurture our very specific needs (e.g. a language TC network, a cycling group, a party group...), and we participate in them as often or as much as desired. Wellman and Rainie’s (2012) notion of networked relationships highlights the prominence of the technology-mediated interconnectedness we experience today, and underscores our participation in the different support networks that we have. This notion is used in this study to build on Norton's (2013), Barkhuizen's (2017b) and Block's (2017) definitions of LTI introduced above, in which teachers
construct their identities through interactions with other teachers, students, and various other people in the sociopolitical virtual and inhabited spaces they are immersed in.

The next section of this chapter discusses several views of language teacher education (LTE) as seen through an LTI lens, which I will henceforth call transformative LTE models and use as an umbrella term.

Social Justice and Identity in Language Teacher Education

The scope of LTE had traditionally only been concerned with providing pre-service teachers with a knowledge base in applied linguistics or second language acquisition (SLA) as was deemed necessary to become effective language teachers (Freeman, 2009). However, in the 1990s second language (L2) teacher educators and researchers developed a growing interest not only in what L2 teachers should learn, but also in how they should learn it (Freeman, 2009). This brought attention to the rich social interactions that occur in the different contexts where LTE takes place (Freeman, 2009; Kamhi-Stein, 2009; Miller, 2009; Singh & Richards, 2009, Richards, 2017). Thus, learning in LTE has recently been embraced as a social practice in which teacher-learners should no longer be asked to imitate other teachers, but instead should be encouraged to participate and negotiate the multiple identities that they bring to their LTE programs (Singh & Richards, 2009).

Language teacher educators working with a sociocultural perspective in mind advocate for an understanding of teacher learning as a process of identity construction in which the micro-processes of the classroom are related “to the larger macro context in which (language teacher education) is situated” (Singh & Richards, 2009, p. 202). Nevertheless, the assumption that a combination of content-based courses and a practicum is sufficient to prepare competent language teachers still prevails in in many LTE programs around the world (Singh & Richards, 2009), like the contexts this study reports about. Consequently, LTE often ignored the roles of context and identity in mediating teacher-learners’ learning, which produced a sense of dislocation between the lived experiences of pre-service teachers from the learning that takes place in LTE classrooms (Miller, 2009). Thus, the following section discusses how LTE research has recently embraced LTI and how teacher educators and researchers advocate for the importance to explicitly include self-reflective elements in teacher education programs (see
The following paragraphs will describe what I refer to as transformative understandings of LTE, which integrate LTI as a core component.

Towards an Integrated Model of LTI in Teacher Education

Miller (2009) advocates for a systematic inclusion of identity issues in LTE. A first step would be to introduce pre-service teachers to identity theories, so they can gain a better understanding of how identities are socially negotiated in the diverse contexts where they, as teacher-learners, are immersed. A second step would be having teacher-learners critically reflect “on what seems personally, institutionally, and socially doable in classrooms, how change is effected, and how knowledge, pedagogy, and identity intersect” (p. 178; see also Kamhi-Stein, 2009). Such reflections would lead teacher-learners to examine how identities are negotiated amidst relations of power. Related to this, Miller draws on the importance of looking at identity negotiation from Cummins’s perspective (2009) in order to unveil the different power relations that may facilitate or hinder students’ and teachers’ identity negotiation.

Jim Cummins’s work (2001, 2009) with minority children in culturally and linguistically diverse classrooms provides empirical evidence of how students benefit from education models that not only acknowledge their first languages (L1s), but also allow them to invest in the multiple identities that they bring to the classroom. This model of education could certainly be applied to LTE; thus, teacher educators should not only acknowledge the multiple identities that teacher-learners bring to their programs (ethnic, racial, national, migrant, gender, social class, language, as mentioned above), but should also allow them to invest in those identities while negotiating their new identities (student, teacher, etc.). This could result in a shift in classroom dynamics, contributing to the creation of collaborative relations of power, in which knowledge is co-constructed by both teacher-learner and L2 educators (Cummins, 2001). This is opposed to environments in which coercive relations of power result in the marginalization of teacher-learners, such as in contexts in which non-native speaker teachers (NNS) would be considered illegitimate speakers of the target language (Cummins, 2001). The following two studies are examples of how the theory developed in LTI research, particularly regarding the benefits of introducing NNS teachers to theoretical constructs that posit NNS as successful users of more than one language (see Cook, 1999, 2016), facilitates NNS teacher-learners’ process of developing positive L2 teacher identities.
Shin’s (2008) article examines the myriad of difficulties that NNSs face in inner-circle contexts, despite the multiple advantages that their experience of having had to learn the target language might grant them (for a discussion of the advantages of NNSs see Moussu & Llurda, 2008). Shin suggests how NNSs can be empowered through teacher training sessions that involve instruction on metacognitive awareness, in which teacher-learners are introduced to concepts that portray NNS teachers positively. In this context, rather than building on the native speaker-NNS dichotomy, Shin proposes introducing NNS teacher-learners to Cook’s concept of multicompetence (1992, 1999, 2016). Cook’s (1992) concept sees L2 users as successful users of the target language rather than what they can never be: Native speakers (NSs). The concept of the multicompetent language user provides teacher-learners with an empowering model to construct their professional identity.

Pavlenko’s (2003) often cited study is a good example of how the reading of scholarship on the concept of multicompetence by teacher-learners in a TESOL program exerts a positive influence on their self-perception. In this study, the analysis of teachers’ autobiographies shows a shift in their L2 learning/use approach from futile attempts to attain NS proficiency to the actual realization of their multicompetence, which is reflected on a sense of improved self-confidence in teachers (see also Kramsch, 1998; Kramsch & Lam, 1999 for the concept of the intercultural communicator).

More recently, as Motha (2017) argues, LTI has been progressively integrated as a core component of language teacher education (unfortunately not yet sufficiently enough), at least in the view of researchers like Norton (2005) and Kumaravadivelu (2012). Based on the experiences of diverse teacher educators working in Australia, Canada, China, and the U.S., Norton suggests a model of critical language teacher education in which language teacher identities and a critical examination of relations of power, in and beyond the classroom, are central. What Norton advocates is that language teacher education programs (LTEPs) systematically create spaces for TCs to reflect on their identities and the existing relations of power in their sociopolitical contexts. This with the intention of allowing them to reframe their relationship to the world so they can claim more powerful identities, which will allow them to embrace their developing teacher identities.

In a similar way, Kumaravadivelu (2012) integrates LTI as a core component of his modular model for language teacher education for a global society. In this model, he explains how
teachers’ practice is affected by their identities (who they are), their beliefs (what they think works best in their classrooms), and their values (what they ethically or morally think is the best for the common good of their students). In other words, Kumaravadivelu argues that teachers’ decision-making in the classroom is influenced by the following factors: their personal interests; their lived histories (and any other factor which might shape their identities); their cultural capital; ideologies; the practices that they feel are more effective to achieve their intended educational goals; as well as their judgment on what they imagine would be ethically or morally appropriate for their students (see also Farrell, 2017).

The theory presented in this subsection of the chapter responds to the need to integrate LTI as a core component in LTE. Doing this provides teacher educators and TCs with significant opportunities to transform the ways in which teachers are prepared by facilitating the creation of more responsive models of LTE, which acknowledge TCs’ experiences and allow them to invest in their identities. This stands in contrast with the traditional LTE curricular approach of developing TCs’ competence in the target language, knowledge of applied linguistics, and an increase in field experiences as they approach the end of their programs. Therefore, I refer to LTE models which provide TCs with a more active role in reflecting and shaping their own teacher preparation, as transformative LTEPs. Now that these important concepts have been introduced, a review of language teacher identity research relevant to this study is presented in the next section.

LTI Literature Review: A Historical Overview

In a recent review of LTI research, Cheung (2015) surveyed a series of 28 articles published between 2003 and 2013 in sixteen top-tier peer-reviewed journals (including TESOL Quarterly, European Journal of Teacher Education, Journal of Language, Identity and Education, among others). Cheung concludes that the research articles published in these journals addressed mostly two issues in LTI: 1) attempts to define teacher identity, as well as the multiple factors that influence teachers’ identitary options, with knowledge and practice being key factors; and 2) the use of narrative inquiry to make sense of teachers’ identities through the interpretation of their lived stories, which in the case of non-native teachers has been highly documented. Therefore, these recent developments in LTI research could be summarized as originating from teachers' and researchers' need to make sense of teachers' identities. An initial interest developed on issues
related to native vs. non-native English speaker teachers. This led to significant advances in theorizing in the field, which was followed by an increase in the use of narrative inquiry both as a conceptual lens and as a research methodology to understand language teacher identities. This is still a prevalent trend as this study suggests. The ongoing reflection and the empirical knowledge that has been produced in this vibrant research area has led to a re-consideration of the role of LTI in teacher education. This has resulted in viewing LTI as an integral part of language teacher education. Figure 15 illustrates the recent advances in LTI research, which is followed by an overview of significant developments of importance to this study in the following pages.

**Advances in Language Teacher Identity Research**

![Diagram of Advances in Language Teacher Identity Research]

*Figure 15. Advances in LTI research*

**Literature on LTI Research**

Teachers construct their professional identities through their interactions and performances in the social contexts where they act both as learners and teachers. Therefore, identity in LTE is understood “in relation to discursive, social, cultural and institutional matters” (Miller, 2009, p. 175). Miller groups the growing literature produced on how teachers construct their identities, within the following three strands: 1) identity and knowledge; 2) identity and practice; and 3) identity and the nonnative language teacher (p. 175).

In examining identity and knowledge, Miller discusses Simon Borg’s (2003) review of research on teacher cognition, which he defines as “the observable cognitive dimension of teaching” (p.
According to Borg, teachers’ thoughts, knowledge, beliefs and acts are performed in social contexts like classrooms, and cannot be detached from identity formation. Consequently, teacher-learners’ knowledge base on L2 teaching and professional practice is in constant construction and is a result of a negotiation between their *apprenticeship of observation* (see also Borg, M., 2004) and the new theoretical constructs that they progressively build through interactions with their peers and instructors in their LTE course room, as well as with students in their practicum experiences.

For the second strand of teacher identity literature, Miller cites Varghese, Morgan, Johnston and Johnson’s (2005) article on theorizing teacher identity, which provides three different theoretical perspectives to look at how teachers build their social identities. The three theoretical perspectives include: 1) social identity theory, 2) community of practice theory, and 3) “identity as pedagogical performance” (Miller, 2009, p. 176). Varghese et al (2005) describe teachers’ identities as formed through practice in institutional settings such as the L2 classrooms where they teach or the LTE programs they attend. Accordingly, these institutional settings contain local and external discourses (Varghese, 2008), such as language or educational policies, that limit the identity options available to teachers. Moreover, students, professors, administrators and community members assign teachers identities that might be in conflict with teachers’ self-perceived identities (Varghese, 2017; Varghese et al, 2005; Varghese, Motha, Park, Reeves & Trent, 2016).

The last burgeoning category of literature on teacher identity that Miller refers to, identity and the nonnative teacher, has been particularly prolific. Therefore, this body of literature deserves a sub-section of its own in this review because the ideologies behind the monolingual native language speaker as the ideal model for language learning and teaching still continue to impact the lives of TCs (Cook, 2016) as this study illustrates.

**Nonnative language teachers**

Nonnative speaker (NNS) educators have traditionally been regarded in many cases as a sort of inferior version of their native speaker (NS) counterparts (Braine, 2006, p. 13). It is important to highlight that the Chomskyan notion of the native speaker being “the ideal informant” (Canagarajah, 1999, p. 78) played a substantial role in spreading such ideology. Peter Medgyes,
a pioneer in establishing a scholarly reflection about NNS teachers (Braine, 1999, p.13), discusses the issues related to differentiating native English speaker teachers from non-NS in his book The Non-native Teacher (1994).

In this work, Medgyes calls NS and NNSs “two different species” based on differences of language proficiency, teaching behavior and the effect that language proficiency exerts over teaching behavior. However, in their co-authored seminal article, Árva and Medgyes also point out that both NSs and NNSs “can be equally good teachers in their own terms” (2000, p. 357). In addition, these two authors argue that hiring practices should be based on teachers’ professional virtue rather than language background (Árva & Medgyes, 2000). Notwithstanding, the authors mention how teaching behavior may be conditioned by teachers’ perceptions of what they think they do, in contrast with what they actually do. Thus, it is necessary to consider how NNS teachers construct their identities taking into account their self-perceived identities, as well as the identities that others might assign them.

Furthermore, Moussu and Llurda (2008) discuss the possible implications of the semantics of the word used to describe NNS teachers, more precisely, the use of the non particle. According to Moussu and Llurda, this non prefix does not allow NNS educators to identify any particular characteristic of their own group except for establishing what they are not. Therefore, if NNSs claim such identity using this negative particle, it could be perceived as if they chose a “non-identity” (Moussu & Llurda, 2008, p. 337). Another implication of the use of the NNS terminology is the fact that most of these educators fall into the English as a second language speakers category, which implies deficiency. Indeed, as Kachru and Nelson say: “it is almost unavoidable that anyone would take ‘second’ as less worthy” (1996, p. 79). Last, this essentialist position of defining NNS for what they are not is further complicated by the elusiveness of the notion of the NS considering that native speakership is mostly supported by an individual’s condition of having been born within a homogeneous linguistic community (Moussu & Llurda, 2008, p. 337). Today, this hardly seems to be the case, particularly as it is arguable that English has an international cross-cultural function (Kachru, 1992). For this reason, defining the notion of NS is not an easy task.

Even though it is certainly beyond the scope of this literature review to delve into the complexity of the notion of the native speaker (refer to Cook, 1999 and 2016 for perspectives on re-thinking the native speaker model in L2 education), some important notions with regard to the NS-NNS
dichotomy will be briefly addressed here. In addition, I must clarify that due to the robust body of literature found in the disciplines of Applied Linguistics and TESOL the following discussion will mostly treat issues about ESL teachers within the frame of NNS identities. Still, these issues are presented with the intention of providing insights that are of value to the present study.

It was only until 1985, when Paikeday’s book *The Native Speaker Is Dead!* came out, that scholarship notoriously turned its attention to investigating the theoretical construct of the native speaker (Kramsch, 1998). In this sense, Kramsch discusses three types of privilege that are commonly associated with giving NSs their ‘native’ status, including: 1) entitlement by birth; 2) right acquired through education, and 3) the prerogative of membership in a social community (p. 19).

Native speaker by birth has been one of the less questioned arguments in determining who is a NS and who is not. According to this definition, any human being born into a community where a language is spoken is considered a NS of such language (Kramsch, 1998, p. 20). Nevertheless, Kramsch (1998) explains how this generalization cannot account for individuals that are born in contact with one or more languages, but are not able to use any of such languages as a NS because of different socioeconomic and/or educational factors that impair their linguistic abilities.

The second privilege that determines native speakership discussed by Kramsch (1998) is the denomination of NS by education. In this case, Davies (1991) argues that NNSs can develop language capacities of NSs through early childhood exposure to the language, which is where education plays a key role. The issue at stake in this case would be determining the amount of education necessary to develop NS competence, which according to Kramsch would turn native speakership from a privilege of birth into an educational right. This right comes from being socialized in a community of NSs and being recognized as a member. This certainly implies that it must be other community members who finally determine who can be a NS, which can be better understood from a landscapes of practice perspective.

NS by virtue of being a member of a linguistic community goes beyond nativist and educational factors, and sees the NS-NNS dichotomy as a matter of membership (Kramsch, 1998). Here, within a community of speakers of a given language, community members act as the gatekeepers of native speakership. It is within this socio-cultural context that Kramsch deems the possibility for NNS to become NS irrelevant; nevertheless, she argues in favor of revising the issues that
prevent proficient bilingual outsiders from becoming part of the NS group. Given that membership in a community is determined by community members, it is of paramount importance to examine who might claim to have the right to say who is a NS or a NNS of English. This issue of who counts as a NS of English goes back to Kachru’s concentric circles (1992) where inner-circle speakers of English speak prestigious varieties of English that are seen as legitimate, whereas outer circle varieties are viewed as non-standard or nonnative. Notably, Jennifer Jenkins (2006, 2014) has contributed important insights with her work on English as a lingua franca, which claims that English can be used without necessarily associating it to a particular group of speakers, rather, its ownership (see Norton, 1997 for a discussion of this) may be claimed by all of its speakers.

LTI Research Inspiring this Study

In an attempt to gain a better understanding of how teacher identities are developed, a burgeoning number of studies informed by post-structural theory have been conducted (Barkhuizen, 2016; Barkhuizen, 2017a; Byrd Clark, 2008; Faez, 2007; López-Gopar, 2009, 2016; Pavlenko, 2003; Varghese et al, 2005). Among these studies three concepts have emerged that help analyze language learners’ and teachers’ myriad of reasons to have a sense of belonging (or not) to different groups (Norton, 2005, 2013; Pavlenko & Norton, 2007). These three concepts include: 1) imagined communities (Anderson, 2002); 2) situated learning and communities of practice (Lave & Wenger, 1991); as well as 3) imagined identities (Norton, 2013; Pavlenko & Norton, 2007). The first two concepts have already been introduced above; however, a brief discussion of how these intersect with identity and imagination is presented below.

First, Anderson argues that imagination plays an important role in forming ideologies which give members of nation-states a feeling of being part of an imagined community and sharing commonalities with other citizens of the same nation-state, even when they may never meet each other. Second, Wenger’s situated learning theory applies Anderson’s imagined communities to the diverse communities of practice that individuals may want to participate in. The nature of an individual’s participation in a community of practice directly impacts her identity development. Third, Norton builds on the former two concepts and gives imagination an “identitary function” (Pavlenko, 2003, p. 253). Indeed, she argues that language learners may feel more reluctant to
speak to individuals they perceive to be acting as gatekeepers of the imagined communities that language learners may want to be part of or invest in.

Furthermore, Norton highlights the importance of acknowledging the imagined communities of learners and their impact on learner investment and participation in the learning process. Additionally, building on the identitary function of imagination in teacher education, Fettes (2005) argues that pre-service teachers’ identity development is “in part a journey of imaginative development,” since they “come to imagine teaching and themselves as teachers, in new ways” (p. 3). However, despite the importance of imagination in teacher education, not many studies have focused on the influence of TCs’ investment in imagined identities and how these are constructed in language teacher education. Pavlenko (2003), Byrd Clark (2008), and Clarke (2008, 2009) considered the role of imagination and the development of teacher identities.

As mentioned above, Pavlenko (2003) analyzed the impact of introducing alternative imagined communities to diverse teachers in a MATESOL program. The researcher introduced critical readings focusing on the advantages of being multilingual and multicultural to a group of diverse teachers. Teachers’ engagement with these readings allowed them to re-imagine themselves as members of a community of multicomponent (proficient in and knowledgeable of two or more languages and cultures) users of English (Cook, 1992, 1999), which presented a more attractive alternative to their investment in a community of non-native speakers of English. In the second study, Byrd Clark (2008) explores Italian-Canadian French TCs’ investment in ideologies and representations of language learning in a globalized world as part of their development of their multicultural and multilingual teacher identities in Ontario. Last, Clarke (2008) documents teacher formation as a process of identity development in a pre-service English teacher education program in the United Arab Emirates. In his study, Clarke provides an account of multiple perspectives on the complexity of evolving teacher identities, which highlights the role of imagination in allowing TCs to position themselves as teachers. Along with Pavlenko, Clarke invites further reflection on the dichotomies present in the dominant discourse that position teachers and teaching in binary oppositional terms. Here binaries such as ‘traditional’ versus ‘modern’ teaching, ‘native speaker’ versus ‘non-native speaker,’ are challenged; and Clarke advocates for the promotion and recognition of the hybridity of teachers’ identity options. In addition, these three studies encourage further research on the different options available for teachers and TCs to re-imagine themselves as they construct their teacher identities.
In recent years, a series of studies sharing similarities with the research presented in this dissertation has been produced. The first study I describe is López-Gopar’s (2009, 2016). It involved a large ethnographic action research project, which included school children and young TCs in Oaxaca, Mexico. The research project was carried out in a class aimed at training TCs to teach young learners. TCs created multimodal identity texts as part of the data collection instruments used, but these were not done using computer tools. López-Gopar provides a rich account of the myriad identities of both school children and TCs as well as their struggles in a context with significant social inequity.

In Kubanyiova’s (2012) comprehensive grounded theory study, in-service teachers attending a professional development program in Slovakia volunteered to take part on a study aimed at understanding their experiences and ideas about professional development programs. The researcher used interviews and questionnaires. This allowed her to learn about teachers’ future idealized projections of the kinds of teachers they wanted to be and how these ideal selves helped them make sense of their present identities.

Barahona’s (2014, 2015) study used cultural historical activity theory to research a Chilean LTE program and understand the degree to which it mediates TCs’ experiences as observed in the kind of teachers it prepares and the opportunities it provides them to learn to teach. This study looked at TCs’ practicum experiences, which Barahona reports played a key role in their development of professional teacher identities. The researcher explains how TCs’ sense of being recognized as legitimate teachers was often challenged by the local teacher communities as well as by the harsh realities they encountered in real classrooms with classroom management being one of their greatest challenges. The researcher used classroom observation, questionnaires, TCs’ self-reports of practica and interviews.

In my collaborative study with Sreemali Herath (Herath & Valencia, 2015; Valencia & Herath, 2015), we used multimodal identity texts created in VoiceThread to research our own teacher-researcher Selves (emphasis in original). This study was inspired by this dissertation and arose as a parallel use of its data collection tools. It served as an important contribution to advance my own theorizing of teacher identities and the use of multimodal identity texts. Last, Barkhuizen’s (2016) study, relies on short story analysis to revisit a teacher’s narrative that had been written a decade before, to explore the teacher’s imagined identities and how her identities and thinking
had evolved over time. Barkhuizen used interviews/conversations and written narratives. Table 1 provides a summary of the studies mentioned in this section.

Table 1. LTI Research inspiring this study.

<table>
<thead>
<tr>
<th>Study</th>
<th>Context</th>
<th>Participants</th>
<th>Aim/Research Questions</th>
<th>Methodology</th>
<th>Data Collection Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarke (2008)</td>
<td>UAE</td>
<td>Young female EFL teacher candidates</td>
<td>How the socio-political and educational context influences TCs’ negotiation of their identities in the UAE.</td>
<td>Critical discourse analysis</td>
<td>Focus groups, Online discussions</td>
</tr>
<tr>
<td>Byrd Clark (2008)</td>
<td>Ontario, Canada</td>
<td>Young Italian-Canadian French Teacher candidates</td>
<td>Investment in ideologies and representations of language learning in a globalized world Overlapping identities</td>
<td>Sociolinguistic critical ethnography</td>
<td>Focus group, Classroom observation, Interviews, Identity narratives</td>
</tr>
<tr>
<td>López-Gopar (2009, 2016)</td>
<td>Oaxaca, Mexico</td>
<td>Young EFL teacher candidates</td>
<td>Who are TCs and what are some of their issues?</td>
<td>Critical ethnographic action research</td>
<td>Interviews, Classroom observation and interaction, Identity texts</td>
</tr>
<tr>
<td>Kubanyiova (2012)</td>
<td>Slovakia</td>
<td>Experienced in-service teachers completing a PD program</td>
<td>Understanding EFL public school teachers’ professional development</td>
<td>Grounded theory ethnography</td>
<td>Pre and post course questionnaires, Interviews, Classroom observation</td>
</tr>
<tr>
<td>Barahona (2014, 2015)</td>
<td>Chile</td>
<td>Young EFL teacher candidates</td>
<td>LTE program: Mediation of TCs’ experience The kind of teachers it prepares Opportunities available for TCs to learn to teach</td>
<td>Cultural Historical Activity Theory</td>
<td>Observation, Teacher candidates’ self-reports, Interviews</td>
</tr>
</tbody>
</table>
Even though these studies provide an important account of how teachers and TCs develop their professional identities, they focus only on one context, and teachers of only one language. Moreover, the focus of these studies was not precisely on the imagined communities and identity options available to TCs in pre-service LTE and how their investment affects the development of their teacher identities. Thus, a comparative case study involving diverse TCs preparing to become teachers of two different target languages in three different contexts provides richer insights that will contribute to teacher education theory and practice. The following paragraphs explain how this study aims to contribute to the theorizing of LTI by revisiting the notion of the grand narratives that Lyotard (1989) argues defines postmodernism.

**Conclusion**

This chapter provides an overview of trends in LTI research and theorizing relevant to this study, as well as the theoretical underpinnings informing it. The field of LTI is described as evolving from a need for teachers and researchers to research their identities to make sense of their teaching Selves (Kumaravadivelu, 2012, emphasis in original). Three notable developments in the field are in the areas of native and non-native language teacher identities, the use of narrative inquiry as a research tool, and a recent acknowledgment of LTI as a core component of LTE.

In this thesis, I build on these developments in LTI by adopting narrative inquiry theoretically, methodologically, and in how I present my findings. I also revisit the notion of grand narratives to draw attention to the shared narratives described in the findings of my study, rather than viewing them as absolute truths. This is done with the intention of assuming a critical applied linguistics position rooted in postmodernism to make visible the influence of predominantly Eurocentric views and understandings of LTI and LTE, as well as to question their hegemony (Pennycook, 2010). In doing this, the present chapter sheds light on how theory and research
inform the research discussed in this dissertation. Chapter 3 explains this study's methodology and the process of data collection.
Chapter 3: Methodology

Orientation

This research is framed as a case study, which provides rich descriptions and details on the multiple imagined communities and identity options available to teacher candidates (TCs) during their language teacher education (LTE) journeys in each data collection site in Canada, Chile, and Colombia (Creswell, 2013; Johnson, 1992; Mackey & Gass, 2005). Furthermore, comparative case studies present the advantage of researching unique factors across different contexts. Thus, it is possible to draw conclusions that may apply to more than one educational context (Crossley & Vulliamy, 1984), despite the lack of generalizability attributed to case studies as a result of their unique accounts on particular cases (Creswell, 2013; Johnson, 1992; Mackey & Gass, 2005). As Johnson (1992) explains, case studies focus on an entity “to discover systematic connections among experiences, behaviors, and relevant features of the context” (p. 84). Case studies also tell the stories of bounded systems, which in the case of this research are: three countries; three teacher education programs; the collective experiences and views of 12 TCs in these programs; and last, the detailed stories of three participants who are representative of the larger student population. Thus, this dissertation presents multiple case studies, which are also described within three different views to provide a detailed account of the factors influencing how TCs negotiate their identities. As a result, the cases presented in this dissertation begin with the macro contexts in which TCs are immersed in Chapter 4 including Canada, Chile, and Colombia. This is followed by the cases of three language teacher education programs (LTEPs), which situate all participants within their immediate context by presenting these three programs and TCs’ stories of their collective experiences and perceptions of them in Chapters 5 and 6. Chapters 7 and 8 provide close-up views of three TCs and their language learning and teaching journeys, their multiple identities, as well as what these three participants imagine about teaching their target languages to diverse learners. The following section provides greater detail on how these three multilayered levels of cases are introduced and discussed throughout this dissertation from a narrative inquiry perspective. Additional details on sampling and the data reported are described throughout this chapter.
The Narrative Multiple Case Study: Self-contained Cases

As mentioned above, data collection, analysis and the writing of this comparative multiple case study are all informed by narrative inquiry. Thus, this study specifically addresses the contexts where the stories told take place in the format this dissertation is written.

The findings of this study are presented in narrative writing. That means that the different types of data collected have been added together to create different stories through the activity of ‘narrative knowledging’ (Barkhuizen, 2008), which is making sense of the data through stories. Therefore, this thesis is written as a meta-story that tells a series of different stories including: how this study came to be; how it was carried out; the stories of three countries, and the stories of how a group of young teacher candidates experience their LTE journeys in three different academic programs. Where possible, participants have been contacted\textsuperscript{3} to share the created stories and get their insights on my interpretation of data. The importance of how these stories relate to the fields of narrative inquiry and language teacher identities are what Barkhuizen (2014) refers to as the “tellability” (p. 86) of the stories. In telling the stories of participants and their contexts, this dissertation relies on Barkhuizen’s (2008) narrative approach to exploring context in LTI research.

The All-in-one Zoom Lens Metaphor

An all-in-one zoom lens in DSLR photography is a lens that allows a photographer to move around and make photographs with one single lens that offers views that range from wide-angle to the magnified images of a telephoto. Therefore, the photographer may easily get a rich picture of a landscape or building with all of its details, while the same lens also affords the photographer the possibility of zooming in as needed to get a close shot of birds or nature without being intrusive. Figure 16 explains the three focal distances this metaphor builds on considering an APS-C (crop) sensor camera.

\textsuperscript{3} Unfortunately, Tati could not be contacted as she tragically passed away shortly after data collection. Chapter 7 has more details about Tati’s story.
The all-in-one zoom lens metaphor: The advantage of having multiple fields of view

At a short focal length it produces a wide-angle view. This provides not only an image of the subject being photographed, but also of its surroundings.

At mid-range focal length it produces images which look closer to what the human eye sees. Therefore, animals, people or objects look the size they are in real life.

A longer focal length in a zoom lens allows photographers to get a close-up view of the animal, person or object they photograph. This is extremely useful for nature photography as the photographer can stay at comfortable distance and yet capture the fine details in the picture.

Figure 16. The all-in-one zoom lens metaphor illustrated

This can be best understood by viewing three images produced using an all-in-one zoom lens at the three-indicated focal lengths to take photos of my daughter Sophie Céleste, which is illustrated in Figure 17.

One Céleste, three different fields of view: The all-in-one zoom lens metaphor illustrated

Figure 17. One Céleste, three different fields of view
Research Contexts

This study was conducted in three research sites as follows: 1) a concurrent LTEP at a large urban Canadian research university preparing teachers of French as a second language in Ontario, Canada; 2) an English as a foreign LTEP at a large urban university in Chile, which specializes in teacher education; and 3) an LTEP at a large urban research university in the South Pacific Region of Colombia preparing teachers of English and French. Each context will be briefly described in the following section.

The Canadian Context

Data collection in Canada was conducted in the University of Southern Ontario’s (SOU) Concurrent Teacher Education Program (CTEP). This is an interdisciplinary undergraduate program that involves several different partner academic units at SOU. CTEP allows recent high school graduates and first-year SOU students to obtain their Bachelor of Education degree, while they work on their Honors Bachelor degree concurrently throughout the course of five years. Consequently, CTEP presents TCs with the possibility of doing their teacher education in Physical Education, or becoming generalist Primary/ Junior (Kindergarten to Grade 6) teachers or specialist Intermediate/Senior teachers (grades 7 to 12) in two teachable subjects. One of these teachables could be French as a second language (FSL), given that they receive proper training as language teachers (Salvatori, 2009). FSL participant recruitment in this program took place at the end of their French Curriculum, Instruction and Assessment class, which I was able to observe for several weeks. Data collection in Canada started at the end of April 2013, only a few days before my trip to Chile in May. There were no major complications with participant recruitment or with TCs completing their assigned tasks. This program has been discontinued due to recent reforms in the offer of teacher education programs in the province as is further discussed in Chapter 4.

The Chilean Context

Data collection in Chile was conducted in Central Chile Pedagogic University’s English Pedagogy Program (EPP). EPP at CCPU is an interdisciplinary and collaborative undergraduate
program that draws on the expertise of three partner units of the university. These three partner units are: 1) CCPU’s, Morning Program, (for full-time students who have recently finished regular high school education); 2) CCPU’s Evening Program (for working and professional students); and 3) CCPU’s Inland Campus, (for full-time students who have recently finished regular high school education in the area of Aconcagua Valley).

The EPP allows graduating high school students to earn an English teacher degree throughout the course of five years. All EPP graduates from the three partner units get the same professional English teaching degree (unlike the various teaching options offered by CTEP in Canada). I had initially planned observing classes every day during my nearly three-month stay in Chile. However, there was some local unrest with university students being on strike due to recently proposed changes to students’ eligibility to receive tuition subsidies. Therefore, the university’s main building was closed or occupied by students most of the time I was in Chile (see Figures 18 & 19 below).

Even though protests against tuition fees involved students from different academic units at CCPU, many English pedagogy TCs were also protesting curricular changes to their program that they feared were detrimental for education. Figure 20 illustrates this with a poem taped to the gates that closed the university’s main building.

![Figure 18. Teacher candidates blocking the street outside CCPU.](image-url)
This situation was a great source of distress for me, as I was faced with the possibility of not having any place to find participants due to the prolonged strikes, constant riots and occupations of buildings. Many TCs were no longer going to the campus. Some TCs who commuted or
travelled further from other cities and towns, had simply gone back home, or taken time off. Thus, the university was mostly empty aside from those students who were protesting. However, initially I was able to recruit 4th year TCs. Although 4th year TCs were not my target participants, I thought they would still be suitable given that a year later they would be in their 5th year like my participants in Ontario. Nevertheless, I recruited three year-five participants in addition to the latter group. I also spent two weeks in a larger Chilean city speaking to TCs and teacher educators so I could learn about other LTEPs.

The Colombian Context

Similar to the Chilean context, PSU offers a 5-year LTEP. However, in this program TCs are not only trained to teach English as a foreign language, but they also graduate as teachers of French. Access to this research site at Colombia’s PSU was negotiated while I was in Chile. I was constantly sending e-mails and communicating with local professors. Arrangements were finally made for me to visit the university during a conference hosted on campus. I had submitted an abstract to present a research article at the conference and got accepted, so this helped me secure funding from the University of Toronto’s School of Graduate Studies to help cover the costs of the trip. However, a week before my trip, the conference got postponed due to a prolonged agricultural workers’ strike. Since I had already booked my plane ticket, I immediately spoke with the conference organizers and the academic program director to ensure I could still travel on the date initially agreed. This allowed me to begin data collection on schedule and do an alternative academic presentation for teacher educators and TCs as a way to contribute to the local community and justify my travel funding. The strike was nationally known as ‘the peasant strike,’ since it was country workers who were protesting the unfair conditions and impositions that resulted from the Colombia-US Free Trade Agreement.

The strike was already over when I travelled, so I had no complications to recruit participants while I was there. My trip was short since I was already familiar with the Colombian context. Also, from my experience in Chile, I knew that I only needed a few days to recruit participants, conduct focus groups with them, give TCs instructions to create their identity texts, and speak to teacher educators. Interviews were conducted via Skype once I was back in Canada from October 2013 to March 2014.
Research Design

This research focuses on the experiences, identity negotiation, and construction of TCs’ identities, which contributes to the existing literature on LTI. Table 2 on the next page provides an outline of the data collection schedule at the three sites. Table 3 provides information on the 12 participants recruited in these three universities (four Canadians, three Chileans, and five Colombians). The three participants appearing in blue font were selected using typical case sampling criteria (Creswell, 2013) because they are highly representative of the larger student population in their LTEP. Accordingly, in the case of SOU, Connor is a recent immigrant who comes from a Core French program (in this program students study only three hours of French a week, see more about this in Chapter 4) and has a strong dual national identity. In the case of Chile, Catalina is a TC coming from a low socioeconomic background who has seen English teaching as an opportunity for upward mobility and is working hard to become an English teacher. In the Colombian context, Tati, like many of her fellow TCs, joined her LTEP because she liked languages and not because she was sure about investing in a career as a language teacher. In addition to these three TCs being a representative sample of the larger TC population, I was able to establish a closer researcher-participant relationship with them, which allowed me to learn more about their stories. Therefore, only the complete data sets of these three participants are fully mined in this dissertation.
### Table 2. Data collection timeline.

<table>
<thead>
<tr>
<th>March 2013 - Data collection begins in Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participant recruitment at SOU.</td>
</tr>
<tr>
<td>- Document collection.</td>
</tr>
<tr>
<td>- Class observations.</td>
</tr>
<tr>
<td>- Field notes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April-September 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Focus groups with teacher candidates at SOU.</td>
</tr>
<tr>
<td>- Explain teacher candidates how to do their identity texts.</td>
</tr>
<tr>
<td>- Conduct individual interviews with teacher candidates and teacher educators.</td>
</tr>
<tr>
<td>- Conduct focus groups with teacher candidates.</td>
</tr>
<tr>
<td>- Field notes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May - Junly 2013 - Data collection starts in Chile.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Recruit participants at CCPU.</td>
</tr>
<tr>
<td>- Conduct focus groups with teacher candidates and do individual interviews with teacher educators.</td>
</tr>
<tr>
<td>- Document collection.</td>
</tr>
<tr>
<td>- Class observations and field notes (as much as possible when there were no strikes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July- October 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Get teacher candidates' identity texts.</td>
</tr>
<tr>
<td>- Conduct individual interviews in person or via Skype with teacher candidates.</td>
</tr>
<tr>
<td>- Return to Canada at the end of July.</td>
</tr>
<tr>
<td>- Begin processing data on NVivo.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Travel to Colombia: September 22-26.</td>
</tr>
<tr>
<td>- Conduct focus groups with teacher candidates at PSU.</td>
</tr>
<tr>
<td>- Explain teacher candidates how to do their identity texts.</td>
</tr>
<tr>
<td>- Conduct individual interviews with teacher educators.</td>
</tr>
<tr>
<td>- Maintain ongoing field notes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 2013- March 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Get teacher candidates' identity texts.</td>
</tr>
<tr>
<td>- Conduct individual interviews with teacher candidates via Skype.</td>
</tr>
<tr>
<td>- Conduct individual interviews with teacher candidates.</td>
</tr>
<tr>
<td>- Begin processing data on NVivo.</td>
</tr>
<tr>
<td>Teacher Candidate (pseudonym)</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Amelia</td>
</tr>
<tr>
<td>Connor</td>
</tr>
<tr>
<td>Fetemeh</td>
</tr>
<tr>
<td>Leila</td>
</tr>
<tr>
<td>Antonia</td>
</tr>
<tr>
<td>Catalina</td>
</tr>
<tr>
<td>Nicolas</td>
</tr>
<tr>
<td>Claudia</td>
</tr>
<tr>
<td>Daniela</td>
</tr>
<tr>
<td>Juliana</td>
</tr>
<tr>
<td>Luisa</td>
</tr>
<tr>
<td>Tati</td>
</tr>
</tbody>
</table>
Data Collection Tools

In this section, I provide a description of the various data collection tools used for the purpose of data triangulation (Johnson, 1992) in order to capture the complexity of TCs’ narratives.

**Document analysis**
- Language and education policies.
- Institutional policies.
- Curriculum documents.
- Teacher education program documents.
- Government documents.
- Media and pop culture texts.

**Observation**
- Classroom observation in pedagogy-oriented courses conducted in the target language or the dominant local language.
- A research journal with field notes.

**Background questionnaires**
- Teacher candidates and teacher educators completed background profile questionnaires in the three contexts.

**Focus groups**
- Teacher candidates were asked about their experiences in their teacher education programs.

**Identity texts**
- Teacher candidates were asked to create a multimodal identity text (Cummins, 2009), which included a student-teacher meme.

**Interviews**
- Semi-structured interviews were conducted with teacher candidates and teacher educators.

*Figure 21. Data collection tools.*
Document Analysis

Data collection included gathering, coding and analyzing documents, articles and news. I focused on articles or news about national politics, local language and education policies, institutional policies, teacher education program documents, and planning documents. I also sought out reports on previous research initiatives that may have been part of each program’s continuous review processes, such as TC and teacher educator focus groups and surveys aimed at learning more about TCs’ experiences in these academic programs. Other documents such as handbooks, course outlines, class handouts, and documents posted in electronic course management systems (e.g. Blackboard, WebCT, Moodle…) were also collected. Media documents such as newspaper articles were collected, and I also included relevant popular culture texts of any semiotic kind related to language teaching/teachers widely circulated via social networks, such as Internet memes (the notion of meme and its use as a valuable research tool will be explained in the section on less traditional methods below). Chapter 5 focuses on LTEPs’ documents which outline the curriculum of each program as well as the distribution of its field experiences in order to compare these three programs and situate them in a continuum between traditional views of LTE and alternative models of teacher preparation, which include LTI as a core curricular component (see Chapter 2 for more details on transformative LTEPs).

Background Profile Questionnaires

Background questionnaires were administered to TCs and teacher educators in the three contexts. These questionnaires allowed me to learn more about all participants’ basic biographical data, such as their age, work experience and/or academic experience (in the case of teacher educators), the languages that they use, as well as their personal affiliations with religious or cultural backgrounds (see Appendices E and G for the Canadian TCs’ and teacher educators’ questionnaires, and Appendices G; F and H for the Chilean and Colombian TCs’ and teacher educators’ questionnaires). Table 3 above provides some of the information collected in these questionnaires.
Focus Groups

Focus groups were only conducted with TCs in each research site. These focus groups asked participants about their experiences in their corresponding teacher education program. TCs were asked about the courses they took to help them develop their target language proficiency, as well as their education-oriented courses and field experiences. Participants were given the focus group questions on site and were offered light refreshments. See Appendices K and L for the focus group research questions.

Interviews

Semi-structured Interviews were conducted with both teacher candidates and teacher educators.

Teacher candidates

Semi-structured 45-60-minute follow-up interviews were conducted with each participant in person (when possible) or via Skype. Questions from the sample questionnaire (see Appendices I and J) were asked, and new questions were also generated based on participants’ answers to their background questionnaires, focus groups, and/or their identity texts. TCs were also shown pictures of different learners in order to elicit the answers (see Appendices P and Q) used to co-construct the stories about diverse learners presented in Chapter 8.

Teacher educators

Semi-structured 45-60-minute interviews/conversations were also conducted with a few teacher educators in all contexts. Teacher educators (TEs) were interviewed in order to get a broader perspective and knowledge of the values and visions informing their practice in each LTEP. Questions from the sample questionnaire were asked (see appendices M and N), as well as others based on data analysis once data collection had already started. These interviews were conducted in a more informal way than the interviews with TCs. Although TE interviews are not directly reported in this dissertation, these conversations were important in giving me an insider’s
perspective on each of the three LTEPs studied. This provided valuable insights that allowed me to make sense of the findings presented in Chapters 5 and 6.

Observation

Non-participant observation was conducted in a few pedagogy-oriented classes taught in the target language as much as possible. This was done with the intention of developing an etic perspective (Johnson, 1992) of initial teacher education in the three contexts by observing the language and pedagogy-oriented courses and taking detailed notes (see the field note-taking schedule in Appendix R). However, I was not able to observe many classes, particularly in Chile due to the ongoing strikes. Although the class observations are not tabulated or reported in this dissertation, they allowed me to gain a better understanding of these three LTEPs and contextualize TCs’ experiences in them. This part of data collection proved useful when comparing TCs’ perceptions of their LTEPs to what I saw in their university classes.

Field Notes

In addition to the data collection tools already discussed, I also took field notes during all data collection activities. The field notes allowed me to keep a record of what I saw, heard and thought at various stages of the project. For this, I used the note-taking schedule in Appendix R, as well as my audio recorder to keep a digital voice-journal. These rich notes have already resulted in a parallel collaborative research project about my positioning and teacher-researcher identities before, during, and after data collection in Chile (Valencia & Herath, 2015). Although my field notes are not reported in my thesis, they allowed me to gain significant insights about my three research contexts.
**Other/Less-traditional Methods**

**Identity texts and memes**

TCs were also asked to create an identity text and a meme, using an online open source web 2.0 tool called *VoiceThread* (www.voicethread.com). In the following paragraphs, I explain the notions of identity texts and memes, as well as how these two research tools enriched my data collection and have even impacted my reflection on my own teacher and researcher identities.

**Identity texts**

Cummins (2009) defines identity texts as the products of learners’ creative work or performances, which may be of a multilingual and/or multimodal nature, and which allow learners to invest in their identities. Therefore, identity texts facilitate learners’ sharing of their personal stories, strengths, and knowledge; also, who they are with their teachers, peers, and the wider community. Using *VoiceThread* (VT), this research invited TCs to create interactive and multimodal identity texts. Specifically, TCs were encouraged to show the diverse (cultural, ethnic, linguistic, along with any other identities that they wanted to share) identities that are important to them in their student-teacher journey. I created my own identity text as a sample for participants to see what I expected them to do (see the Identity text + meme instructions in Appendix O).

My use of VT in this study and what I shared about it with a fellow doctoral student, Sreemali Herath, prompted us to create a study that was parallel to our dissertations. For that study, we used multimodal identity texts created in VT. We did our own teacher-researcher identity texts, viewed each other’s creations and responded to them using VT. Sreemali and I also recorded our critical conversations, in which we deconstructed our preparation for data collection and our research in both of our comparable research contexts: Chile and Sri-Lanka. In one of our two co-authored articles about this project, we highlight the following features of why we used VT. We make a list of the following user/research-friendly features of VT as follows:
• It supports the use of pictures (e.g. jpeg files), videos (e.g. mp4 files) or other types of files (e.g. M.S. Word files) to create slides.

• Slides can be discussed using text, voice or video comments.

• The author can also doodle on slides as she discusses its contents via voice or video comments (e.g. if she wants to make emphasis on a particular part of an image during her discussion/explanation).

• All creations may be shared with anyone (having access to a computer and standard broadband Internet access) regardless of having a VoiceThread account via a ‘share link.’

• We could also do text, voice or video comments in response to each other’s identity texts on any slide (this interactivity feature requires having a VoiceThread account) (Valencia & Herath, 2015, p. 557).

VT also allows for the conversion of every interactive presentation into a movie (mp4 file), which can be downloaded for a small fee.

**Memes**

This study builds on Knobel and Lankshear’s (2007) understanding of memes as ‘contagious patterns of “cultural information”’ (p. 199), which are easily reproduced and passed from person to person. Importantly, memes also shape and reflect the ethos of the social groups that engage in their reproductions. Memes include images, sounds, catchphrases, ways of doing things, or a combination of several of these cultural patterns; in fact, multimodality is a common feature of Internet memes. Additionally, considering that the ‘perception meme’ discussed in this chapter is an Internet meme, Shifman (2014) highlights how such digital creations are a part of user-generated content that is widely shared online. This is a distinctive feature that builds on the participatory nature of the Web 2.0 era we currently live in. Furthermore, in the past decade, the consumption and creation of Internet memes has become an essential part of contemporary digital culture, since this type of user-generated content presents a viable bottom-up alternative to the content broadcast by traditional corporate media outlets (Haddow, 2016).
The rise of Internet memes as a powerful tool for conveying unfiltered messages and ideologies has become particularly strategic for political groups since memes are easily presented as content created by voters and/or sympathizers of their candidates or political agendas. That is the reason why Milo Yiannopoulos wrote an article on the Breitbart News website discussing how ‘meme magic’ effectively positioned Donald Trump as ‘the Internet revenge on lazy elites’ back in May 2016 when Donald Trump seemed likely to win the Republican Party Nomination. Not only did Internet memes allow easily-shared positive depictions of Trump, but they also facilitated the constant trolling and unfavorable portraying of other fellow GOP nominees like Jeb Bush and Ted Cruz. This meme magic later continued to serve Trump well as he sought to connect to a wider ultra-conservative audience (such as the readership of Breitbart News) on his way to become the 45th president of the U.S and build on the Trump president narrative, which David Cay Johnston amply documents (2016, 2017).

Thus, Internet memes may hold a powerful role in reproducing ideologies and shaping mindsets, as evidenced in political elections. Unfortunately, as imprisoned Colombian hacker Andrés Sepúlveda’s words suggest, memes need not always be true. Indeed, when Bloomberg journalists asked about his claim that his work contributed to rig elections in favor of the presidential candidates who hired him in nine different Latin American nations (Nicaragua, Panama, Honduras, El Salvador, Colombia, Mexico, Costa Rica, Guatemala, and Venezuela), Sepúlveda said: “When I realized that people believe what the Internet says more than reality, I discovered that I had the power to make people believe almost anything” (Robertson, Riley & Willis, 2016).

For this study, I asked TCs to create their own version of the “What People Think I Do/What I really Do” meme. This meme is also known as ‘Perception meme’, an online meme that was widely circulated on social networks since February 2012 (Tibetts, 2012). This meme shows a collage of five to six pictures depicting a range of preconceptions often associated with a particular occupation or field of expertise. The punch line in this meme lies in the opposition between common stereotypes related to the profession, the professionals’ imagined expectations, and the actual (often not so exciting) reality of the occupation or practice (Tibetts, 2012).

I asked TCs to create their own student-teacher meme keeping in mind their personal journey of becoming a teacher. I provided TCs with the following possible categories for their five to six-picture meme:

What my friends think I do
What my professors think I do

What my mentor/associate teacher thinks I do

What my parents think I do

What my students think I do

What I like to think I do

What I actually do

I purposely used the term student-teacher rather than teacher candidate for the meme because this term easily conveys the fluid and transitional state of being both a student and teacher-in-the-making. This meme was, in most cases, included as the last part of TCs’ identity text.

The combination of the identity text and meme, as less-traditional research tools, has allowed me to learn more about TCs’ investment in imagined identities and their perceptions about how other community members see them. See Appendix O for more information on the Perception meme as well as the instructions to create both the identity text and meme.

**Participant Compensation**

As per, the University of Toronto’s Office of Research Ethics’ guidelines, all participants received compensation of $50 CAD for an approximate 4.5 hours of their time invested in participating in this study. To calculate this, participants were informed that they were not expected to spend more than two hours doing each of the requested activities: focus group and background questionnaire, identity text and meme, and interview. Table 4 illustrates the estimated amount of time to complete each task.
Table 4. Participant compensation.

<table>
<thead>
<tr>
<th>Data Collection Activity</th>
<th>Estimated Time Required to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus group and background questionnaire</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Identity text and meme</td>
<td>2 hours</td>
</tr>
<tr>
<td>Interview</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Total estimated time</strong></td>
<td><strong>4.5 hours</strong></td>
</tr>
</tbody>
</table>

Data Processing and Analysis with NVivo 10/11 for Windows

This study generated a large amount of multimodal data, which proved to be challenging to process and analyze. Data includes: audio files, image files, word processor files, videos, and e-mails. Data was processed, analyzed and coded in QSR International’s NVivo 10 and NVivo 11 Pro for Windows. In order to handle multimodal files, an NVivo 11 Pro license had to be purchased since the Starter edition cannot process image, video or audio files. NVivo was used as a repository where all data became easily accessible and manageable to create audio/video and text-synchronized transcriptions of identity text videos, focus groups, and interviews as needed. It also served as an archive for literature, and images of other relevant documents gathered as data collection progressed. Figures 22 and 23 show screenshots of what multimodal data from this study looks like in NVivo 11.
Using NVivo as a repository for all data and documents associated with this study facilitated the emergence of common themes, which were easily coded using the software’s nodes feature (what NVivo calls its themes). The emerging themes are displayed in Figure 24, which shows a close-up screenshot of the six nodes created. These are known as parent nodes. This is a useful feature since multiple case studies like this one benefit from thematic analysis allowing the comparison of multiple narratives, which leads to establishing common themes, as well as
discussing individual differences (Barkhuizen, 2014). In addition to this, finding common themes in the narratives of a multiple case study facilitates the combination of shared themes into a metanarrative. The metanarrative is created through the interaction of recurrent themes in the stories told by participants as in the case of this study (Barkhuizen, 2014). Thus, data was coded under six different NVivo nodes, including: 1) Contemporary mediated globalized culture; 2) Globalization; 3) Images of teachers and learners; 4) Language teacher education; 5) Neoliberalism, and 6) Interconnectedness. These are the recurrent metanarratives appearing in TCs’ stories that are highlighted in this study. Moreover, parent nodes can have child nodes, which are contained within each coding category. This is shown in the larger screen capture illustrated in Figure 25.

![Nodes](image)

**Figure 24.** NVivo ‘nodes’/themes.

![Nodes](image)

**Figure 25.** Child nodes organized under six parent nodes.
Additionally, NVivo allows for the creation of word frequency clouds. This was a feature that afforded me different views of data during the initial stage of finding common themes. The word cloud shown in Figure 26 was created by this software through running a query on all available sources of data. This word cloud only shows verbs and nouns (all other types of words were blocked from the query), as expected, the words: teacher, teaching, English, and French are popular in the data. Also, the words ‘know’, ‘self’ and ‘critical pedagogy’ can be seen in this cloud. This exercise helped visualize some of the recurrent themes in the data set. However, it requires the researcher to filter out the most commonly found words, which tend to be, fillers, articles and prepositions.

![Word frequency cloud showing nouns and verbs.](image)

**Figure 26.** Word frequency cloud showing nouns and verbs.

**Conclusion**

This chapter provides an overview of the methodology used in my research. This includes a description of each of my research tools and the data it aimed to collect. This section is followed by an introduction to each data collection site, which is further expanded in Chapter 4. Contextual information also includes an overview of how data collection took place in each context, including a brief mention of any difficulties experienced, as in the case of strikes and protests in Chile and Colombia. This chapter also explains the choices I made as to which data to present. As mentioned above, data analysis and coding were done using *NVivo 10* and *11*. The coding process made salient the presence of six pervasive narratives, which TCs across the three research contexts experienced collectively. The discussion of these shared narratives is integrated into the findings chapters which move from wide-angle views to close-up views as a series of
layered multiple case studies. Accordingly, Chapter 4 provides a wide-angle view of the stories of Canada, Chile, and Colombia, while Chapters 5 and 6 provide the mid-range views of each LTEP researched. These chapters are followed by Chapters 7 and 8 providing a close-up view of Connor, Catalina, and Tati. Last, Chapter 9 includes a discussion of this study’s findings and elaborates on the idea of the six shared narratives, while highlighting the implications of the study.
Chapter 4: Wide-angle Stories: The Cases of Canada, Chile, and Colombia

Figure 27. Three countries, three LTEPs.

The first metaphoric lens used in telling the stories of this study’s participants is the wide-angle. This lens provides a panoramic view of the socio-political national and regional contexts in which each of the three language teacher education programs (LTEPs) studied are situated. Therefore, in the following section I invite you to engage in using your imagination to visit Ontario, Canada; Central Chile, and Colombia’s Pacific coast region. The chapter begins with an introduction, followed by a vignette featuring each of these three contexts. Each vignette, opens with a brief historic overview of events occurring in each country covering aspects related to how Canadians, Chileans, and Colombians view themselves. The chapter helps understand how the national narratives of imagined communities and the imaginaries of teacher candidates (TCs) are constructed. This is followed by a brief description of each context’s language in education policy, which serves the purpose of situating these three LTEPs. One of the cohesive narrative elements recurrently appearing throughout the chapter is the notion of how the discourses of globalization and neoliberalism result in significant commonalities in these three countries and TCs’ narratives. This finding reifies the notion of interconnections among the two/three
Americas (that is if we were to include Central America), as being only one America, one continent.

**Introduction: The Americas or Simply America?**

*Figure 28. This is not America.*

The photo appearing in Figure 28 depicts Chilean-born artist Alfredo Jaar’s controversial creation, named *A Logo for America* (1987, 2014, discussed in Jones, 2016). As shown in the photo, this artistic work involved the use of an electronic billboard displaying a map of the United States of America with the words ‘THIS IS NOT AMERICA’ over the map. This piece of art was initially displayed in New York’s Times Square in 1987, and a second time in 2014. More recently, it was shown in the summer of 2016 on London’s Piccadilly Circus as part of South London Gallery’s exhibition of contemporary Latin America art titled *Under the Same Sun* (Jones, 2016). Jaar’s message certainly stands in stark contrast to U.S. President Donald Trump’s campaign’s slogan, which was ‘Make America great again’ (see Figure 29) and Trump’s proposed 2020 presidential campaign’s slogan of “Keep America great” (Blake, 2017).

*Figure 29. Make America great again.*
Jaar’s *A Logo for America* was initially played for only a few minutes before midnight in NYC’s Times Square, yet it faced substantial criticism by on-walkers and other Americans. Indeed, just like surrealist Réne Magritte’s provocative *Ceci n’est pas un pipe* (This is not a pipe) painting, Jaar’s work powerfully showed an image that viewers would take at face value, but then the work of art would semiotically contradict this by introducing text telling viewers that the image depicted is not what they think or assume it is.

![Ceci n’est pas un pipe.](image)

*Figure 30. This is not a pipe.*

Jaar’s billboard resonates with me because I was raised and educated in what in North America is commonly known as another continent: South America. In Colombian schools, children are taught that America is one whole continent, from Alaska or the Canadian Artic, down to the Chilean or Argentinian Patagonia. Children also learn that *Los Estados Unidos de América* (The United States of America) is a country, just like *Los Estados Unidos de México* (The United Mexican States) and that U.S citizens are simply known as *Estadounidenses* (citizens of the U.S and not Americans as it is commonly translated). This certainly entails a different view of politics since Latin American children are taught that all inhabitants of this one and vast continent are indeed Americans! The reason why I start this chapter by discussing this is twofold: First, because it serves to illustrate the fact that all inhabitants of the Americas, to a great extent, are part of one interconnected and interdependent landmass rich in nature and people. The second reason is to highlight how we all have one thing in common: either our ancestors or we have all gone through different processes of oppression by dominant groups throughout the history of the Americas (e.g. colonization, discrimination, etc.). Thus, one of the goals of this thesis is to advocate that as teachers, researchers and teacher educators, we embrace the task of helping TCs unpack how the existing power relations and the history of the contexts in which they are born or teach affect who they are, their view of others (including their students), and of the world. The description of the three national contexts that follows is derived
from document analysis including language and education policies, historical accounts of major events in the recent history of each country, newspaper articles and more. The shared narrative of neoliberalism discussed in throughout the chapter emerged from a focus on events that have an impact on how the citizens of these three countries perceive themselves.

Case 1: Canada, a Bilingual and Multicultural Nation

There is no such thing as a model or ideal Canadian. What could be more absurd than the concept of an ‘all Canadian’ boy or girl? A society which emphasizes uniformity is one which creates intolerance and hate (Trudeau, 1998).

This section provides a panoramic view of the most significant events that have recently shaped the language politics (Labrie, 2010) landscape in the Canadian context, both at the federal and provincial levels. The contents of this section are largely based on my collaborative work with Antoinette Gagné (see Gagné & Valencia, 2014) in a co-authored article about French as a second language (FSL) TCs’ struggles and opportunities to develop their target language competence at Southern Ontario University. Canada has a vast geography but a small population of 35, 362, 905 (CIA, 2017). It has a stable economy largely based on manufacturing, mining and service sectors. Canada has also undergone notable change in its demographics and its
cultural and linguistic landscape, which will be addressed using Normand Labrie’s (2010) term language politics in the following section.

Labrie (2010) defines *language politics* as “the exercise of social control over linguistic diversity and linguistic variation” (p. 333), which is what best describes the following story about how Canada became the bilingual and multicultural country that we know today. In the 1960s, the country faced a crisis of national unity (Burnaby, 2008; Hayday, 2005) due to political and social tensions between English and French speaking Canadians. At the time, English speakers were the dominant group in Canadian politics and a politically active French-speaking group from Quebec was fighting for their rights to self-governance at the provincial level, and for a greater participation in the Federal Government. Together these efforts to assert the legitimacy of Quebec at the federal level, secularize the education system, and send a clear message to Ottawa that French-speaking Canadians were equally important became known as the ‘Quiet Revolution’. This activism added pressure on the Federal Government to create the Royal Commission on Bilingualism and Biculturalism 1963-1971, with the intention to give both English and French equal prominence in the whole country. The result was a movement to “reconsider the positioning of francophone Canadians in the national narratives of the era” (Haque, 2010, p. 267). This was achieved through the Official Languages Act of 1969, which gave both English and French equal status in the Parliament, within the Federal Government, and gave equal rights and status to speakers of both languages. With regard to equal rights for minorities, a language in education policy titled the Official Languages in Education (OLE) Program 1970-1971 was implemented. This policy made available federal funding to provincial education programs, so the children of minority English speakers could be educated in English in Quebec, and francophones could be educated in French in the rest of Canada. In addition to this, considering that English and French are not the only languages spoken in the country, on October 8, 1971, and as a response to the pressure of the Ukranian-Canadian community, Prime Minister Pierre Trudeau established a policy of multiculturalism as part of the bilingualism framework. This policy in part acknowledged the linguistic rights of other minorities, such as indigenous and immigrant communities; however, it did not come with an equal status for immigrant or indigenous languages to that of the two official languages (Cummins & Danesi, 1990). Nevertheless, this measure taken by the Trudeau Government resulted in an enhanced sense of belonging for diverse linguistic and cultural groups in modern Canada (Haque, 2010). However, as Eve Haque eloquently shows (2010, 2012) this enhanced sense of belonging is not
equal for all Canadians. In her detailed study of the work led by the Royal Commission on Bilingualism and Biculturalism (2012), as well as the policy documents and developments that followed, Haque explains how the mythology of the nation state manufactured through these efforts creates parallels between race and languages. This underscores the status of two founding groups: Anglophones of British origin and Francophones of French origin vis a vis an amalgamated group of indigenous and multicultural others. Moreover, Haque critiques Pierre Trudeau’s amorphous definition of multiculturalism, which marginalizes any language other than English and French by asserting that recent immigrants have a personal choice to maintain their heritage languages while their economic and upward mobility can only be attained through the fluent use of at least one of the official languages. This promotes a restrictive notion of bilingualism commonly known among Canadians as speaking English and French; therefore, the speakers of other languages are often not perceived as bilingual. This problematic situation has also been exacerbated by a progressive erosion of the federal funding allocated to immigrants’ language training, which results in limited language skills for a substantial number of recent newcomers and restricts their possibilities for upward mobility. Therefore, what the country’s de facto language politics promotes is an imagined nation (Anderson, 2002) with two prominent groups of founding people including Anglophones of British origin and Francophones of French origin. These two groups are followed by indigenous and multicultural others who must assimilate to at least one of the official and dominant cultures and are left with a personal choice of preserving their heritage languages and cultures. Nevertheless, preserving their heritage languages is often perceived as detrimental to their success in integrating and becoming part of Canada’s social fabric, which commonly results in immigrants’ Canadian-born children not speaking their heritage languages.

Learning and Teaching of French in Ontario

Ontario, as the most populous Canadian province also has the largest population of Francophone Canadians outside of Quebec. Thus, Ontario has a curriculum policy that offers three different types of French as a second language (FSL) programs in schools (see Gagné & Valencia, 2014 for a detailed discussion of FSL Programs in Ontario). These programs include:

**French immersion**: French is taught as a subject and as a medium of instruction for a minimum of 50% of the student timetable. Immersion programs can be full (100% or
close to full-time in French) or partial (approximately 50% in French). These programs can have an “early” (around Kindergarten or Grade 1), “mid” (around Grade 4), or “late” entry (around Grade 7). Immersion programs vary in different school boards based on their proportion of courses provided in French and in their entry points.

**Core French**: French is taught as a subject, for an average of three hours per week in elementary and secondary schools.

**Extended French**: French is taught as a subject and is also a medium of instruction for a number of courses. Extended French programs have a smaller amount of French in their schedule than immersion programs.

It must be noted that my participants in the Canadian context are all graduates of Core French programs, which implies that the LTEP must facilitate TCs’ development of their French language competence during their five years (Gagné & Valencia, 2014).

The variety of existing FSL programs has made choosing French as a teachable subject more attractive to young TCs due to the employability opportunities that it represents. However, as of September 2015, the Government of Ontario brought a significant change to teacher education extending consecutive teacher education programs (these require applicants to have an undergraduate degree) from the usual one year/nine months to two years (Ferguson 2011; Ontario College of Teachers, 2014). This with the intention of reducing the amount of unemployed new teacher education graduates, as well as aligning with other provinces that already had two-year consecutive teacher education programs. This measure had a trickle-down effect that also impacted concurrent teacher education programs like SOU’s. Hence, administrators and teacher educators at SOU were faced with the difficult decision of not offering admission to their concurrent teacher education and phasing it out as the current TCs graduate.

Another important factor impacting the lives of teachers and learners which needs to be noted in this vignette of the Canadian context is what Larry Kuehn calls the narrative of global neoliberalism. In his eloquent essay titled ‘The Globalization of Education: The Implications for Canada’, Kuehn (2015) provides a modern account of changes in Canadian Education that have a lasting impact in the country’s education system. He explains that Education policy in the times of neoliberal globalization requires countries to fit within a narrative of marketing themselves as
globally competitive in a high-technology economy, which demands 21st century skills such as “critical thinking, competencies, and networked and co-operative forms of work” (p. 219). He also explains that this model creates a contradiction between the state’s reduction in resources and state intervention needed to shape a nation’s education system. This contradiction is resolved by providing freedom of choice in which marketization and privatization are defining features. This results in an inevitable change in the role and values of teachers where entrepreneurialism becomes part of their job. Teachers are thus expected to become their own managers, but their performance is constantly assessed through audits, output indicators, and appraisals, just as if teachers were considered production line workers. The neoliberal globalization of education has also required the application of standardized tests, which seek to homogenize education across countries. In this view, the notion of linking young people from different countries around the world becomes an important feature of globalization in Canadians’ and other citizens’ imaginaries. As Kuehn explains “one now finds similarities from country to country. The Internet, media and popular culture reach everywhere.” (p. 230).

Now that the Canadian context has been introduced, the Chilean context will be described.

Case 2: Chile, The Latin American Tiger

Figure 32. Map of Chile.

*It is not the first time. For me and for millions of other human beings, Tuesday, September 11th has been a date of mourning, since that day in 1973 when Chile lost its democracy in a military*
coup... And now, nearly three decades later, the evil gods of historic randomness have decided to assign that same tragic date to another country, a new deadly Tuesday, September 11th...
What has ended, in fact, is the well-known North American ability to see themselves as exempted from evil, an attitude which has allowed the citizens of this country (The United States) to imagine themselves beyond the misfortunes that plague other unlucky and less prosperous people on earth...This indulgent invulnerability has been fractured forever. Life in North America, from now on, shall share the precariousness and uncertainty that most other inhabitants of this planet must live with...

(my translation, Dorfman, 2006, p. 1-4)

Chile, a country having an exuberant geography with a long coast on the Pacific to the west and the magnificent snowcapped Andes to the east, has for long been considered the ‘Latin American miracle’ due to its stable economy and business friendly environment for foreign investment. Presently Chile has a population of roughly 17,650,114 (CIA, 2017). Chile is a mineral-rich country and currently the largest copper producer in the world, which is source of 20% of its government’s revenue (CIA, 2017). Chile has been constantly praised for its economic stability and its commitment to the free markets by North American newspapers like the New York Times or the Washington Post (Klein, 2007). This economic stability was also praised by U.S. President George Bush during his visit in 1990, when he was seen shaking hands with General Augusto Pinochet (Gerstenzang, 1990). Being perceived as a market where foreign investment may easily and securely thrive, Chile has also been nicknamed the ‘Latin American tiger’ (Kennedy & Ramos, 1999). However, this assumed prosperity and stability for transnational companies to establish themselves in Chile, begins with a deadly “Tuesday September 11,” vehemently described in the fragments cited at the beginning of this vignette.

These lines are part of Chilean-American novelist Ariel Dorfman’s introduction to Chile: El otro 11 de septiembre (Chile: The other September 11) (2007), a volume compiling a series of essays about the violent events taking place in Chile in 1973. At this time, the democratically-elected socialist President Salvador Allende was overthrown from government by a coup d’etat, which indelibly marked the fate of this nation. Dorfman’s introductory essay may easily capture his readers’ imagination to help them visualize how two of the cities that he called home, Santiago de Chile and New York City share the same tragic date: Tuesday September 11th. On this date, the unimaginable happened both in Chile and the United States of America. It was 1973 in Chile when Allende was overthrown and 2001 in New York in 2001 when terrorists attacked the
World Trade Center. The images evoked by Dorfman’s words serve the purpose of facilitating an understanding of how closely-knit life in the Americas (and to a great extent, in the rest of the world) is, as both North and South may share “the precariousness and uncertainty that most other inhabitants of this planet live with” (Dorfman, 2006, p. 4). What is certain is that what happened in Chile in 1973 and the developments arising afterwards had a deep impact in the kind of world we live in today, as discussed in the lines below.

Figure 33. President Allende mural in the streets of Valparaíso.

In the days that came after September 11, 1973 under a military junta, and later under General Augusto Pinochet, Chileans experienced the imposition of a military regime. This military government, as Chileans with a favorable view of it often call it, brought massive repression and wide-spread terror to anyone who seemed to contradict or oppose its aim of freeing the country from communism. That was the case of much esteemed folk singer Víctor Jara who was imprisoned at the national stadium, tortured and assassinated, just like thousands of others.
Figure 34. Víctor Jara Foundation in Santiago de Chile. The foundation aims to preserve Jara’s legacy.

Jara’s last poem attests the tragic events:

There are five thousand of us here
in this small part of the city.
We are five thousand
I wonder how many we are in all
in the cities and in the whole country?...
How hard it is to sing
When I must sing of horror.
Horror which I am living,
horror which I am dying (Jara as translated by Tapscott, 2003, p. 337)

The words to Jara’s last poem were initially written in sheets of paper from a notebook facilitated by a fellow prisoner at Chile’s national stadium (a place turned into a makeshift prison and torture site). The words were later transcribed onto cigarette packs to bypass the military thorough body searches on the lucky prisoners who were able to leave the stadium alive. That is how Jara’s final poem came to light (Revista Terminal, 2013).
This regime of terror was also accompanied by the most ruthless implementation of economic measures based on Milton Friedman’s laissez faire market theories applied by technocrats (introduced as technicians by Pinochet) commonly known as the Chicago boys. This turned Chile into the first world-lab for neoliberalism (Harvey, 2005; Klein 2007, 2016; Letelier, 2016). These drastic measures aimed to achieve a miraculous recovery of the country’s economy by applying the free market trinity: privatization, deregulation, and cuts to social spending (Klein, 2007, p. 90). Such measures resulted in a substantial reduction of government spending towards the welfare state. They also brought changes to the social system that in time would be copied elsewhere in Latin America with the intention of repeating the economic miracle that Chile had become. Such is the case of José Piñera’s private pension funds known as Administradoras de Fondos de Pensiones (AFP = Pension Funds Managers), which have recently resulted in massive protests around Chile (BBC Mundo, 2017; Bonnefoy, 2016). Under this pension system, workers must save 10% of their monthly income until reaching the age of retirement, which is 60 for women and 65 for men. The recent protests have been motivated mostly because a significant number of retirees have found themselves looking for jobs since the minimum pension is $140 USD (a month), which was only established by President Michelle Bachelet in her minimum pension

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4 He is the older brother of former President and current presidential candidate Sebastian Piñera.
pension reform in 2008 (Bonnefoy, 2016). The monthly pension of $140 USD in Chile is not enough to even pay rent, let alone eat. However, those retirees who worked in law enforcement continued in the old pension system and are not facing the same stark situation. Yet, the austerity shown in the pensions of most retirees does not reflect the amount of money these private funds have, as their assets for 2016 were a total of 171,000,000,000 USD, which was roughly equivalent to 71% of the country’s GDP (Bonnefoy, 2016). Nevertheless, José Piñera, faithful to his commitment to free the markets, recently explained that Chile’s “AFP system is like a Mercedes Benz in that the system is well-made, sophisticated and full of security. However, even Mercedes Benz automobiles need gas to run.” Piñera used this metaphor to speak about how secure and well-made his invention is while placing the brunt of its failure on the working class for not doing their part. Accordingly, if retirees have such meager pensions it is because they simply have not given much thought to their future and have not saved enough (Vera, 2016).

Revisiting the Chilean Miracle

The extraordinary measures used as shock therapy to treat Chile’s sick economy certainly resulted in an economic miracle, but for whom? That is the question that journalist and renowned author Naomi Klein asks when she explains why there is such a firmly held belief that the Chilean market-based economic model is exemplary and should be implemented in other countries. In her own words,

[i]n Chile, if you were outside the wealth bubble, the miracle looked like the Great Depression, but inside its airtight cocoon the profits flowed so free and fast that the easy wealth made possible by shock therapy-style “reforms” have been the crack cocaine of financial markets ever since (Klein, 2007, p. 101).

This certainly brings into perspective what Orlando Letelier had already said back in August 1976 in The Nation in his now famous article titled: The ‘Chicago Boys’ in Chile: Economic Freedom’s Awful Toll (Klein, 2016; Letelier, 2016). Letelier, who had been a former ally and Minister of Foreign Affairs and Defense for Allende, believed that these new economic measures favored small privileged groups and transnational companies in detriment of the majority of Chileans’ well-being (Klein, 2007). Letelier thus argued that this seemed more of a social project to benefit the wealthy in disfavor of the working classes. For example, Pinochet ended a social program started by Allende that gave low-income families milk, while the rich elites and foreign
investors had carte blanche to monopolize the internal markets and speculate to make substantial profits. This resulted in a deep economic crisis, which pushed Pinochet in the early 80s to remove several Chicago boys from public office, as well as nationalize many of the companies that had been sold. In addition to this, the fact that the national copper company, Codelco was never sold also played a key role helping the economy recover. Letelier’s essay certainly did not sit well with the Chicago boys or Pinochet, as the general revoked Letelier’s citizenship shortly after the publication of this article. A few weeks later, on September 26th, 1976 a bomb was placed under Letelier’s car tragically ending his life and one of his colleagues near Sheridan circle, the street where foreign embassies are located in Washington, D.C. Recently declassified documents, 40 years after Letelier’s assassination, show the CIA considered the assassination to have been ordered by the Chilean regime with possible knowledge of the U.S. Government (DeYoung, Montgomery, Ryan, Tharoor & Yang, 2016).

The section above puts into perspective an important part of Chilean history, which highlights how neoliberalism was allowed to spread in Chile under the repression of a violent military regime. Nonetheless, governments around the world often praised the regime for its openness to freeing the markets and embracing economic progress. This admiration eventually turned into action when similar reforms and austerity measures were implemented in the United States by President Ronald Reagan and the United Kingdom by Margaret Thatcher, which came to be known under their own brand of Reaganism and Thatcherism (Harvey, 2005). Despite of the international popularity of Chile’s devotion to the free markets, Antonia, one of the Chilean participants mentions why this part of Chilean history is important to understand within this research. Indeed, she eloquently explains in her own words during her interview how this episode of Chilean history is a cultural issue that still divides Chileans:

| Foreigners have some sort of idea about what happened here in ’73 with the coup and all that because they (probably) read it in books or other materials, but they don’t know that... when they come to Chile, this is still very present (today) and it divides the country in a thousand ways... |

5 I use the Kristen ITC font to highlight my participants’ voices throughout this dissertation.
and what we have is like some sort of cultural stagnation with this... so they will only understand this when they come here and speak with a family in favor and another family against it and so on... (my translation).

The ruthless implementation of neoliberal measures has also had a significant impact in the country’s education system and its language politics. Since English is often unquestionably equated as the language of globalization. Chile—like many countries around the world—also wants to become competitive in the global market and make its citizens bilingual in Spanish and English. Hence, the English Opens Doors program was born out of the country’s vision to take part in the global economy (Barahona, 2014, 2015; Farias & Abrahams, 2010; Matear, 2008). However, as Matear (2008) explains English may not open doors to everyone since the neoliberal model of education adopted in Chile created three tiers of schools under the guise of choice. Realistically, however, these tiers are based on the ‘customer’s’ ability to pay and include: elite private schools, private-subsidized schools, and public schools. The first group of schools are the ones that cater to the needs of Chilean families, which have the material and symbolic capital to send their children to English language immersion schools. The second group of schools are private, but are allocated public funds to make them accessible to middle-income families. These schools may offer English language programs similar to the Core French model described in the Canadian context. The last group of schools is accessible to families from a lower socio-economic status and are the schools in which English language teachers struggle with resources in often over-crowded classrooms with learners having a limited language competence. TCs coming to CCPU mostly come from these schools as teacher education presents as a viable alternative for upward mobility for youths from low socioeconomic backgrounds. In this context, English pedagogy programs become even more attractive to them due to the increased employment opportunities that the English Opens Doors policy presents to English teachers.

Another example of the impact of the pervasive free market ideology in Chile’s education is the view of educational institutions as service providers. Thus, in the case of universities, these institutions realigned their missions within the neoliberal agenda under the guise of freedom of choice for parents and students. Therefore, Chileans could choose different institutions according to their needs and budget free post-secondary education was no longer an option as of 1980 with the introduction of new legislation (Decretos de Fuerza de Ley N.° 1 & 4 de 1980 and 5 & 24 de
Another consequence of the implementation of these ideologies was the devaluation of the status of teachers and teaching, in part also due to the decentralization of education which facilitated the rapid spread of a business model for schools where administrators determined their institutions’ budgets. These measures resulted in a notorious reduction in teachers’ salaries and the banning of teachers’ unions (Moreno-Doña & Gamboa Jiménez, 2014). This situation helps to explain why disciplines related to language education such as applied linguistics and TESOL in Chile, lack dedicated journals for scholars who would like to disseminate their research (Scientific Library Online - Scielo, 2017). Thus, Chilean applied linguists and teachers of English are left with the choice of publishing in journals mostly devoted to education, theoretical linguistics, or literature; or they may simply choose to publish elsewhere as in the case of Farias and Abrahams (2010) cited above, whose work was published in the Colombian Applied Linguistics Journal. This is one reason why the vignettes on Canada and Chile show more detailed descriptions of language policy research.

**Case 3: Colombia, the Land of Magic Realism**

![Map of Colombia](image)

*Figure 36. Map of Colombia.*

*I dare to think that it is this outsized reality, and not just its literary expression, that has deserved the attention of the Swedish Academy of Letters. A reality not of paper, but one that lives within us and determines each instant of our countless daily deaths, and that nourishes a source of insatiable creativity, full of sorrow and beauty, of which this roving and nostalgic Colombian is but one cipher more, singled out by fortune. Poets and beggars, musicians and prophets, warriors and scoundrels, all creatures of that unbridled reality, we have had to ask but little of*
imagination, for our crucial problem has been a lack of conventional means to render our lives believable. This, my friends, is the crux of our solitude.

(Translation, García Márquez, 1982 as cited in Nobel Foundation, 2014).

Colombia is a country with coasts on the two oceans, a variety of climates ranging from snowcapped mountains to deserts and it is rich in natural resources such as emeralds, gold, and oil. In 2016, the country had a population of 47,220,856 and most of its inhabitants are concentrated in its large urban areas (CIA, 2017). Colombia is not only rich in natural resources, but also in its imaginaries. In 1982, Gabriel García Márquez was awarded the Nobel Prize in Literature “for his novels and short stories, in which the fantastic and the realistic are combined in a richly composed world of imagination, reflecting the continent’s life and conflicts” (Nobel Foundation, 2014). García Marquez’s most famous novel is titled 100 Years of Solitude (1967), and that solitude is precisely what he was alluding to in the words cited above from his Nobel Prize acceptance speech. He explains that Colombia’s crux of its solitude lies in the fact that Colombians’ everyday life is abundantly imbued with elements distinctive of magic and the improbable, which renders reality hard to believe for anyone who is not fully immersed in the country’s vicissitudes. In fact, García Márquez is known as one of the main representatives of magic realism (also known as magical realism), which the Oxford English Dictionary defines as ‘a literary or artistic genre in which realistic narrative and naturalistic technique are combined with surreal elements of dream and fantasy’ (Magic realism, 2017). The notion that Colombia’s reality is surreal or hard to comprehend is an idea Netflix has recently banked on in its hit TV series Narcos (Brancato, Bernard & Miro, 2015), a ‘fictional’ show which recreates the stories of Colombia’s most infamous drug lords from the Cali and Medellín cartels. In the first minute of the show a few captions explain what ‘Magical realism’ is, followed by these words: ‘THERE IS A REASON MAGICAL REALISM WAS BORN IN COLOMBIA”. This feeling of living a reality that surpasses fiction is certainly not something new to Colombians. Indeed, a recent example can be found in a heading from El País (Colprensa, 2017), a national newspaper. The heading reads: Attorney General’s Office Anti-corruption Director captured for corruption (my translation). However, the origin of this reality and the reason for many of Colombia’s woes are not the guerrillas or the drug trafficking; rather, as Robinson (2013) explains it lies in how the country is governed by a small central elite in Bogotá. According to Robinson, for this elite group, the only purpose is to maintain their privileges by ensuring they remain in power, while other elites in the periphery do as they please in their areas of influence so long as they ensure
the central elite gets their votes in the next elections. Therefore, Colombians have been governed by the same group of families who take turns running the country and define the political landscape. Nevertheless, during elections many Colombians are bamboozled into thinking that political contenders coming from these same families stand for different ideals and represent the people, which is what explains last October’s loss of the peace plebiscite.

Colombia has had an ongoing conflict with the FARC guerrilla group, which has resulted in more than 220,000 deaths in nearly 60 years of conflict (Associated Press, 2013). In fact, Colombia’s internal conflict even results in war becoming a national export as Colombian mercenaries are the preferred hire choice by Erik Prince’s latest iteration of his Blackwater mercenary army. In this new secret desert force, Colombian mercenaries are hired to fight for the UAE in Yemen (Hager & Mazzetti, 2015). However, despite the prominence of the armed conflict, to most Colombians living in urban centers, like myself, war is something we mostly watch on television. President Juan Manuel Santos negotiated a peace agreement with FARC that has been finally coming to fruition in the past months. As part of the government’s efforts to have Colombians participate in this negotiation the president decided that the agreement should be voted on a plebiscite asking whether citizens supported it or not. However, similar to how the Brexit vote happened, Colombian elections took most by surprise when the majority of voters disapproved the agreement. Nevertheless, statistics show that most Colombians who said ‘no’ to the peace agreement were in large urban areas where they have not had to suffer the direct consequences of this prolonged internal armed conflict; whereas the victims of this violence overwhelmingly voted to have the peace agreement approved. The international community was thinking why would Colombians say no to their most significant opportunity to end this conflict? The answer lies in how Colombians imagine themselves as a nation. Many Colombians live in a state of permanent distrust of the government and find it unfit to look after their needs (Vásquez, 2016). They are also easily manipulated by the political elites who are against the policy of land restitution proposed in the agreement, as well as the threat that the special transitional justice represents to the military elite who fear being prosecuted for their war crimes. Nevertheless, despite the controversy, President Santos was awarded the Nobel Peace Prize 2016 and the peace agreement has moved on through the Colombian courts with the opposition promising to dismantle the whole agreement if they win the 2018 presidential elections.

More recently things have been complicated by president Santos involvement in a corruption scandal in which his 2014 presidential campaign was accused of being funded by infamous
Brazilian contractor Odebretch. This contractor has been at the center of one of the greatest corruption scandals in Latin American history since it became known that Odebretch bribed politicians in several countries in exchange for getting large contracts for infrastructure projects (Graham-Harrison, 2017). Thus, as Figure 37 shows with two flies feeding on the word ‘peace’, politicians skillfully manipulate deadly armed conflict for their own benefit ending Colombians’ dreams of peace. This erodes Colombians’ trust in their government and their imaginaries as a peaceful and equitable state. Now that the sociopolitical context of Colombia has been discussed, an overview of the most relevant decisions made with regard to its language politics are discussed. This section is largely based on my research on Colombia’s language policy during my Master’s work at York University (Valencia, 2009) and an article I wrote and published at the beginning of my doctoral studies (Valencia, 2013).

![Figure 37. Mural at PSU: Flies feeding and rejoicing on peace.](image)

Language Education Policy in Colombia

English as a foreign language (EFL) instruction in Colombia became popular after the Second World War and was institutionalized in 1979 through a decree that made the teaching of English compulsory in 6th and 7th Grades, while French was mandatory for Grades 10th and 11th (de Mejía, 2005, p. 54). The first significant effort to ameliorate EFL instruction was the English Syllabus, a project led by the Colombian Ministry of Education in 1992 (Usma, 2009, p. 125). This project involved a partnership with two bi-national language, educational and cultural centers, the British Council (BC) and Centro Colombo Americano, two institutions with a long tradition in Colombia (Valencia, 2007, as cited in Usma, 2009, p. 125). This joint effort aimed to address four main issues of foreign language instruction in Colombia: 1) students’ low language proficiency; 2) a lack of clear and feasible objectives in schools; 3) a need to renovate language
instruction and learning in schools and; 4) the unavailability of updated teaching materials and textbooks. The English Syllabus also promoted communicative language teaching (CLT) nation-wide and encouraged the inclusion of other languages in the school curriculum (Usma, 2009, p. 125). This first substantial effort to improve language teaching in Colombia encountered several obstacles. The first was teachers’ lack of oral proficiency to engage in CLT practices. The second was the negative response of the Ministry of Education to the need to intensify the hours of language instruction as suggested by the two bi-national centers. For these reasons, the BC concluded that teachers ended up teaching in ways in which they felt more comfortable, which implied a constant use of students’ L1 and less CLT-oriented activities. (Usma, 2009).

Later, in the 1990s, the Ministry of Education and the Government of the United Kingdom and Northern Ireland signed an agreement to work in conjunction with Colombian universities to create an endeavor that was called the Colombian Framework for English (COFE) (Rubiano, Frodden & Cardona, 2000). This joint effort led by the BC brought together teacher educators from different universities to reflect on the actual situation of English language teaching (ELT) in Colombia from 1991 until 1997. Issues such as teachers’ professional autonomy, the need to strengthen the research component of language teacher education, as well as the design of graduate programs were brought to attention through this project (González, 2007). COFE aimed to reform teacher education by drawing on the importance of teacher educators’ development through a reflective practice in which research was of paramount importance. However, the situation of universities’ institutional bureaucracy, limited resources, lack of administrative will and teacher educators’ unfamiliarity with educational research held COFE back from going further (Usma, 2009).

On July 4th, 1991, a new constitution that gave official status to indigenous languages was issued, and it was followed by significant changes in language policy. In 1994, a new education law, known as Law 115 or General Law of Education, established a policy of ethno-education (bilingual education in Spanish and indigenous languages) for minority communities (de Mejía, 2005). This law also drew on the Colombian Constitution’s Article 67 to highlight the importance of “promoting the acquisition of at least one foreign language starting in early elementary school” through its Article 21 (Gobierno de Colombia, 1994, pp. 4-5). This is something that Rey de Castro and Garcia (1997) argue to be the official recognition of English as a key element to support “the development of the Colombian economy and the education systems to enhance Colombian opportunities in the area of globalisation” (as cited in de Mejía,
2005, p. 54). The policy was an economic and educational development the Colombian government has envisioned as it allows the exploitation of Colombia’s natural and human resources (Gobierno de Colombia, 2009; Ramírez Cuellar, 2005; Redacción El Tiempo, 2001).

The inclusion of a foreign language in the elementary school system was a significant change since EFL instruction had traditionally started only in 6th Grade and continued to 11th Grade. This was a foreign language education policy that the BC criticized in 1989 for being based on political pressures more than educational considerations; thus, resulting in a faulty foreign language policy for secondary education (as cited in de Mejía, 2005).

The appearance of the General Law of Education (1994) gave birth to several initiatives to raise the standards in the teaching of foreign languages (de Mejía, 2005). One of such initiatives was the Curricular Guidelines for Foreign Languages (Gobierno de Colombia, 1999), which was jointly constructed by school and university educators to provide a clearer guidance on how to approach the challenges introduced by legislation. Another enterprise that the Ministry of Education led was the National New Technology and Bilingual Programme (1996-7), which resulted in the implementation of 1500 computer multimedia classrooms with a fast and reliable Internet connection. This project aimed to enhance ELT through access to scientific and technological information (de Mejía, 2005, p. 54). This program also provided a three-month training to 3200 English teachers that were sent to the United States, so they could be instructed on the use of new technologies. The aim was for these teachers to act as leaders and multipliers of the program by passing on this internationally acquired knowledge to their fellow EFL teachers upon their return to Colombia (Marulanda & Berdugo, 2005; de Mejía, 2005).

In 2000, the Instituto Colombiano para el Fomento de la Educación Superior (ICFES = Colombian Institute for the Promotion of Higher Education) introduced a compulsory foreign language component to the State Examination for Admission into Higher Education. This test is a requirement to pursue higher education and makes students eligible for admission to some public universities depending on their scores, as in the case of PSU. The renovated ICFES test came to be known as Pruebas Saber and it “established a new competence-based framework” (Barletta & May, 2006, p. 236) in which English was the default option due to the country’s tradition of ELT in schools. English also became part of the more recently established Examénes de la Calidad de la Educación Superior (Exams for the Quality of Tertiary Education known as
ECAES), which evaluate university students after finishing their undergraduate degrees (Bonilla & Tejada-Sánchez, 2016).

In their careful overview of Colombia’s language in education policy landscape, Camilo A. Bonilla and Isabel Tejada-Sánchez (2016) provide a useful overview of how more recently the Colombian Government through its Ministry of Education have created multiple iterations of a policy of English-Spanish bilingualism in majority contexts where Spanish is dominant. This language in education policy has received different names, including: National Program of Bilingualism, Colombia very well and more recently Bilingual Colombia 2014-2018. The seemingly arbitrary name choice aligns with the various changes in focus and the ambitious plans of inserting Colombia in a globalized market by making its citizens competent in the assumed language of globalization (Bonilla & Tejada-Sánchez, 2016; Valencia, 2009, 2013).

Two of the most notable changes in Colombia’s language politics are the unquestioned adoption of the Common European Framework of Reference (CEFR) (unquestioned by the government, but not by scholars, see González, 2007 and Usma, 2009), the involvement of the British Council as a consultant and provider of teacher training programs, as well as the increasing use of British exams and teaching materials (Bonilla & Tejada-Sánchez, 2016; Usma, 2009, Valencia, 2013). Another recent focus of the new iteration of Colombia’s English language policy has introduced a significant investment on recruiting foreigners who are brought as native speakers and who in many cases lack proper teacher education to support English language learning in public schools (Bonilla & Tejada-Sánchez, 2016).

Colombia’s language education politics landscape has had a direct impact on ELT in public schools, particularly considering that, similarly to Chile, Colombia has a notoriously divided and inequitable system of public and private schools. Just like in Chile, the school system favors families with the economic resources to access private elite bilingual immersion schools. One of the points with which I wholeheartedly agree with Bonilla and Tejada-Sánchez (2016) is that the de facto language policy of inserting Colombia in the globalized economy stratifies students with various degrees of language competence and linguistic capital as a means to respond to transnational companies’ needs of outsourcing, the call center industry and the established free trade agreements with countries like the United States of America and Canada. This recent language policy reform has resulted in a progressive marketization of the provision of English language teaching with the government giving carte blanche to transnational publishers, English language proficiency exam makers, and teacher training providers like the British Council to
swell their coffers (Gonzáles, 2007; Usma, 2009, 2015). This, combined with a lack of clear directives from the Ministry of Education in which terms such a bilingual and bilingualism (terms that are part of the policy’s raison d’être keeping in mind that the policy is titled *Bilingual Colombia*) are not even defined, results in the manufacturing of consent among Colombians to pass neoliberal reform in public education (Valencia, 2013). I argue this because it creates favorable conditions to exacerbate the disparities between public and private schools rendering public institutions inadequate in the view of many.

This, as Holborow (2015) points out, results in English language competence becoming a necessary tool for higher education, job opportunities and upward mobility, while the onus of learning English is entirely placed on learners. Thus, if the government does not articulate a language policy that allows students from public and private schools equitable opportunities for acquiring the expected English language competence, then students from lower socioeconomic backgrounds will be left to learn English on their own and find the means to do so. The next section examines the situation of language education in the public sector, so this issue can be illustrated more broadly.

**English Language Teaching in the Public Sector**

The actual current situation of EFL in public schools does not seem as positive as that of the elite bilingual schools described by de Mejía in her book *Power, Prestige and Bilingualism* (2002). In a 2006 press release even the Ministry of Education questioning the possibility of achieving the goals of the, back then called, National Program of Bilingualism (NPB), due to the negative results that their diagnostic studies suggest about teachers’ and students’ language proficiency (Gobierno de Colombia, 2006). This same press release questions the amount of time assigned to EFL classes. However, in 2006, Jan Van De Putte, ELT Manager of the British Council had explained that two hours per week was good enough to get students from a current A1 or A2 level (basic user) to a B1 level (independent user) (Gobierno de Colombia, 2006) as described by the CEFR, which is what the NPB aimed to achieve for all secondary school graduates nationwide. The discussion that follows presents some studies done in public school EFL classrooms in the region where PSU is located and which still provide a picture of public schools that aligns with the findings of my research.
In a study that required TCs to observe public school English teachers, Hernández and Faustino (2006) show a more realistic view of what is going on in EFL classes. Hernández and Faustino found that classes focused mostly on grammar, substantially reducing the number of communicative activities. EFL teachers in these schools also taught most of their classes in Spanish and the use of English was limited to pronunciation exercises. The researchers also observed that a grammar-translation orientation to language learning and teaching was prevalent in the assignments that students were given.

Marulanda and Berdugo (2005) followed up on the National New Technology and Bilingual Program previously mentioned. As discussed before, this program purchased computers with a reliable Internet connection for a number of classrooms, which were used by students to access different kinds of educational information. An EFL teacher trained in the use of these technologies was required to assist the learning process as a facilitator. Marulanda and Berdugo found that the use of technological resources such as pedagogical software was not optimized due to an emphasis on the structural study of the language in which communication was apparently not an important part of classes. Therefore, the researchers suggest a constant revision of the course contents and methodology so the use of learning resources can be improved.

Findings like Hernández and Faustino’s, as well as Marulanda and Berdugo’s suggest that public school teachers’ practice is not in line with the current theorizing, research and practice trends in second language instruction. However, the Ministry of Education has commonly sees this issue, as a consequence of teachers’ limited English competence and lack of knowledge of proper teaching methodologies (Gobierno de Colombia, 2006), despite the multiple other factors that affect the quality of language instruction in public schools, as Sánchez and Obando (2008) argue.

Sánchez and Obando (2008) provide “a brief description of the characteristics of many EFL classrooms in Colombia” (pp. 190-191), which helps understand the reality of ELT in public schools. The first and most salient factor that affects instruction is class size, due to the large number of students that public school teachers have in their classrooms. The second situation that Sánchez and Obando bring into consideration is the fact that many EFL teachers are not properly trained as foreign language teachers.

Interestingly, the Ministry of Education requires all teachers to become certified in order to work for public schools as stated by Article 116 of Law 115 (Gobierno de Colombia, 1994). Article
116 says: “In order to be a teacher in the State’s education service, a teaching undergraduate or graduate degree issued by a university or higher education national or foreign institution (is required) …”. However, a few paragraphs below, Article 118 states that any person holding any kind of undergraduate degree can become a teacher “if needed.” Thus, these “teachers” are often professionals in other areas that teach EFL because they might have a certain degree of English proficiency, but are not knowledgeable in second language acquisition or other areas for which foreign language teachers receive training in teacher education programs. This situation seems to repeat itself now with the Ministry of Education’s emphasis on bringing ‘native speakers’ who are not certified teachers and may come from countries where English is a first, second or foreign language, which further complicates the government’s definition of the concept of native speaker.

Additionally, a common scenario in public schools’ EFL classrooms is the lack of professional development offered to teachers to improve their language proficiency or keep updated on the current practices in second language instruction. According to Sánchez and Obando (2008), EFL classrooms in public schools also lack instructional resources and students commonly have different levels of proficiency. Another common factor in public school EFL classrooms, previously observed, is that classes are mostly conducted in Spanish (Marulanda & Berdugo, 2005; Sánchez & Obando 2008). Sánchez and Obando see this as a possible consequence of teachers’ struggle to manage large classes and deal with students’ different levels of proficiency, as well as a lack of resources. Therefore, students’ exposure to the target language in public schools is still very limited taking into account that EFL classes are offered two hours per-week.

Discussion

The cases of Canada, Chile, and Colombia discussed in this chapter present a view of the interconnections between the three countries with the narrative of neoliberalism acting as a recurrent theme. It is important to note how the traumatic events in Chile in 1973 turned the country into a laboratory for neoliberalism as Harvey (2005) explains. The coup d’état was followed by a series of economic and political measures in Chile, as well as in other countries like Canada and Colombia, aimed at progressively eroding the role of the state as a social welfare provider. This erosion of the role played by the state to ensure the well-being of its
citizens was achieved through the free market trinity that Klein (2017) describes as consisting of privatization, deregulation, and noticeable reductions in social spending. Also, Klein describes this as part of a shock doctrine aimed at turning neoliberal ideology into common sense. These common-sense ideologies (Gramsci, 2011) are embedded in Canada, Chile, and Colombia’s social fabric where marginalized populations often unquestionably accept the government’s inability to provide them with the cultural capital (Bourdieu, 1991) that they need to access opportunities for higher education and thus, skilled jobs. Three examples of how the efforts led by the governments of these three countries seem insufficient to allow equitable upward mobility to marginalized populations are: The Bilingual Colombia language policy (Usma, 2009, 2015), Chile’s English Opens Doors program (Matear, 2008), and the Language Instruction for Newcomers to Canada program (Haque, 2012). Moreover, as Kuehn (2015) illustrates in his essay, Canada is also part of this neoliberal turn in education through its inception of the narratives of global standardization of education prescribed by the Organisation for Economic Co-operation and Development. The need for standardization is justified through a free-market discourse in which education should strive to make Canadians more competitive in a globalized world while also enhancing their freedom to choose the kind of education they need. This, Kuehn argues, results in particular segments of the Canadian population, such as learners from middle-class and higher socioeconomic status, being more in tune with their corresponding global counterparts than they are with their fellow Canadians from lower socioeconomic status.

In addition to this, as Holborow (20015) effectively explains, neoliberal ideologies in education are pervasive with one of them being the notion of entrepreneurship, which she argues is at the core of neoliberal education reform. In this view, all the responsibility of getting the education needed for upward mobility is placed on learners in a false meritocratic system in which not everyone is equally equipped to succeed. Also, as Verhaghe (2012) describes, the possibility of failure and being judged as not investing enough in one’s education, being lazy or not being sufficiently entrepreneurial, is extremely distressing. Therefore, as he argues, mental illness presents a socially acceptable and more attractive alternative to explain one’s failure rather than admitting one’s inability to succeed.
Conclusion

The wide-angle lens adopted in this chapter provides an important overview of political events and developments in language politics that affect the provision of LTE in Ontario, Chile and Colombia. It also illuminated the collective imaginaries of Canadians, Chileans and Colombians. Canadians see themselves as being part of a bilingual country in which English and French have official status, while multiculturalism is welcomed. Chileans see themselves as part of a progressive country that has embraced the free markets. Nevertheless, this has resulted in the creation of an education system that is based on ‘choice’, but offers the best options of becoming bilingual in Spanish and English to those Chileans who can afford it. Colombians imagine themselves as being part of a country embroiled in an prolonged armed conflict where politicians constantly benefit from manipulating citizenry to keep their privileges. Similar to Chile, Colombian students from public schools struggle to get the linguistic competence in English deemed necessary to compete in a globalized economy.

An important factor that this chapter aims to show is the interconnections between these three contexts with the shared narratives of globalization and neoliberalism affecting the lives of teachers and learners. As this discussion moves into the mid-range lens or the cases of the three LTE programs studied, Table 5 below provides a snapshot of each of these programs, their admission requirements and the TC population it serves. One common feature in these three programs, which connects it to the shared narrative of neoliberalism described in this chapter, is that LTE attracts mostly applicants from lower (in Chile and Colombia) and middle-class (in Canada) socioeconomic statuses.

Table 5. Admissions at SOU, CCPU, and PSU Language teacher education programs.

<table>
<thead>
<tr>
<th>LTE Program</th>
<th>Admission Requirements</th>
<th>Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Ontario University</td>
<td>Completing a detailed applicant profile</td>
<td>Low to middle-class income</td>
</tr>
<tr>
<td></td>
<td>A Minimum Cumulative Grade Point Average of 2.70</td>
<td>Diverse students, with an abundant number of first or second-generation newcomers to Canada</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Most teacher candidates are graduates of Core French programs</td>
</tr>
<tr>
<td>Central Chile Pedagogic University</td>
<td>Secondary school grades</td>
<td>Lower socioeconomic students from the city and its surrounding areas</td>
</tr>
<tr>
<td></td>
<td>Cumulative Grade Point Average: 15%</td>
<td>Most applicants come from public schools and have a limited knowledge of English</td>
</tr>
<tr>
<td></td>
<td>Language and communication: 45%</td>
<td></td>
</tr>
<tr>
<td>Pacific State University</td>
<td>National Standardized tests scores</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical reading: 40%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English: 30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social studies: 20%, Math: 10%</td>
<td></td>
</tr>
</tbody>
</table>

*Participants in this study completed an admissions test no longer used. The test was based on assessing applicants’ linguistic skills to learn various languages, as well as English reading comprehension. However, due to a recent increase on the number of applicants (an average of 700) in the past years, it is no longer feasible to do this admissions test due to the challenge it presents in terms of allocating resources for it.

Lower socioeconomic students from the city and other cities around the Pacific and Colombia’s Coffee Triangle (region) Most applicants come from public schools and have a limited knowledge of English. However, teacher educators report a recent increase in newly-admitted teacher candidates’ English language competence in recent years. Teacher educators explain this might be due to youths’ frequent use of information and communication technologies.
Chapter 5: Mid-range Cases: 3 Language Teacher Education Programs

This chapter provides a mid-range view of teacher candidates’ experiences in the local language teacher education programs (LTEPs) in which they negotiate their emerging professional identities. It provides insights on the multiple narratives that conflate in teacher candidates’ journeys in their LTEPs. The findings presented in the following pages include data collected during focus groups and conversations with all 12 participants at Southern Ontario University (four participants), Central Chile Pedagogic University (three participants), and Pacific State University (five participants). In the following discussion, each program is described in terms of five salient factors from my conversations with teacher candidates: 1) what teacher candidates see as their LTEP’s strengths; 2) the challenges teacher candidates experience in their LTEP; 3) what teacher candidates envision as ideal changes or improvements to their LTEP; 4) participants’ sense of community in their LTEP; and 5) the stories of teachers and teaching in the program. These five factors all intersect with teacher candidates’ development of their professional identities, a central theme that will be discussed after introducing each of the LTEPs. The structure of the chapter is organized by themes and is illustrated in Figure 38. In this depiction, at the center of the pentagon shape are the personal stories of how teacher candidates (TCs) develop their professional identities, while the circles that surround the pentagon depict the five factors that emerged in the data. This graphic represents how TCs’ identities are negotiated amid the prevalent LTE narratives. The first LTEP discussed is Southern Ontario University’s, followed by Central Chile Pedagogic University’s, and last Pacific State University’s. At the beginning of every case, each program is described in terms of some of its distinctive curricular features and distribution of field experiences to contextualize TCs’ views. This particular focus on curriculum and field experiences, serves the purpose of understanding and comparing each program. This comparison is based on how each program is positioned in relation to traditional curricular designs in which a knowledge base including applied linguistics and language competence are prominent. Traditional curricular designs contrast with alternative models of LTE, which include LTI as an integral component (see Chapter 2). It must also be noted that even though my class observations, field notes, and conversations with teacher educators are not presented in this chapter; this data allowed me to understand, analyze and put TCs’ collective observations and perceptions about their LTEPs in perspective.
Case 1: Language Teacher Education at Southern Ontario University

Contextual Background

In this section, I describe SOU’s concurrent teacher education at the time of data collection. Nevertheless, the program has gone through several curricular changes since then and it must be noted that it will be closed in 2018 as the last cohorts of TCs graduate. As mentioned in Chapters 3 and 4, SOU administrators decided to focus on offering only a two-year Master of Teaching program as the university’s response to a new provincial policy stipulating that initial teacher education programs must be two years in length.

SOU aims to help TCs become knowledgeable of the Ontarian classrooms’ realities by involving them in numerous field experiences to an amount of approximately 120 days throughout their entire five years in the program. Therefore, the whole LTEP is designed to have principles of equity, diversity and social justice as its main pillars based on a combination of course work and
abundant field experiences starting as early as TCs’ first year in their program. The list below summarizes some of the milestones for TCs as well as distinctive program features:

- The program offers admission to students in their first or second year of their Honors Bachelor of Arts or Bachelor of Sciences degree (H.B.A./H.B.Sc.).
- Newly admitted students are pre-enrolled in their first education course on child and adolescent development, which spreads across two academic terms and has a 20-hour field observation component. TCs must declare their anchor (teachable, which in the case of my participants is French) subject in their first year.
- Year two TCs must enroll in an education course on equity and diversity, which comprises a 20-hour field placement.
- The first two years of this five-year concurrent teacher education program are mainly devoted to the H.B.A./H.B.Sc. degree, which for French TCs implies taking most of their French language course work in order to further develop their oral and written proficiency.
- TCs officially begin the Bachelor of Education (B.Ed.) portion of their program in their third year. TCs must complete a 100-hour internship related to their main teaching subject. This implies gaining more field experience related to their teachable. Thus, many French TCs complete these hours in daycare facilities or school environments where French is spoken.
- In year four, TCs complete a 35-day practicum and in year five another 20-day practicum supervised by an associate or host teacher who mentors them in her own classroom, as well as an SOU supervisor. During these years TCs continue taking French courses and are invited to demonstrate their oral and written proficiency by taking a test focused on French for teaching (Gagné & Valencia, 2014).

LTEP’s Strengths

TCs at SOU showed a positive and highly enthusiastic attitude about their academic program, particularly their professors. In addition to this, they mentioned how they feel significantly engaged in classes when their professors share stories about their own teaching experiences and connect these to the topics discussed in their lessons. One of the positive anecdotes they remembered was when a sociolinguistics professor gave them the option of creating a lesson plan rather than doing a traditional final paper at the end of their course. This assignment, they felt,
had been a notable opportunity to embrace their developing professional teacher identities, as they considered it a practical application of their knowledge on teaching FSL to an imaginary classroom scenario.

TCs also mentioned how their field experiences had been ‘eye-opening’ and how such experiences had allowed them to better understand what they had learned regarding teaching FSL to young learners. An example of this was how the hours they spent in real Ontario classrooms had allowed them to realize the importance of classroom management. In addition to this, TCs discussed how they easily related their course on mentored inquiry and teaching to real teaching situations. They added that this class presented them with a space to ask questions and engage in discussions that helped them make sense of their field experiences. These classes, they mentioned, felt “like therapy sessions”.

**Challenges Faced in LTEP**

An interesting aspect related to TCs’ discussion of their challenges in this teacher education program was their often-contrasting understandings and preferences when it comes to teaching and learning. For instance, Connor complained about some professors always lecturing, whereas Fetemeh argued that she goes to classes “to be lectured”. Furthermore, she added that doing traditional assignments such as essays, is how she feels she truly learns. In making her point on how she was always more receptive to professor-led discussions, Fetemeh explains how she would often even sleep during TC-led activities. She added that she could even wake up after an hour nap, and still be able to participate in the discussion as she felt these teacher-learner-centered activities never allowed much to be learned. In fact, some participants mentioned that if they were taught by their instructors more often, rather than doing more TC-centered activities, they felt they would 'retain' more from their courses.

Another issue that arose in the focus group was the fact that three-hour classes in a heavily-packed program, particularly during their professional semester, posed a serious challenge for TCs to stay engaged. They felt that six-hour blocks of classes were excessive, as in the case of their language-teaching oriented classes. Regarding field experiences, even though TCs were mostly grateful to have these enriching hours in the field, the case of less than ideal school placements was also mentioned. For example, Connor shared that all his field experiences had
been with younger learners and not with high school students, which is the age group he is preparing to work with.

One more concern that TCs discussed about their program was how they would have liked to have been given an earlier introduction to some aspects of teaching, such as lesson planning and classroom management as they struggled with these during their practicum.

French classes were also challenging because there was an expectation that TCs should have certain linguistic and communicative competence, which made them feel that there was a generalized lack of support and coherence regarding their French learning experiences in their academic units.

Envisioned LTEP

One of the most common perceptions about what to improve in the concurrent teacher education program at SOU was its curriculum. TCs constantly mentioned a redundancy in the areas of teaching or topics covered in several of their courses. Participants also commented that even though there is a wide range of field experiences, they wholeheartedly agreed that they could benefit from a greater exposure to real schools and FSL classrooms. One of the aspects that they highlighted had to do with gaining a better understanding of the work environment in which they will soon be immersed. Therefore, they wanted to know more about administrative aspects related to the job. These included tasks such as dealing with medical or personal leaves of absence and learning more about the Ontario student records, which refers to individual students’ records as they go through school in the province. TCs also argued that they would prefer to have more assignments that involve direct lesson planning and alternative assignments, which could be easier to complete. Another important consideration with regard to enriching their FSL teacher preparation program is the possibility of offering more courses for them to take in French.

In addition to this, TCs mention that choosing their associate teachers who host them during their practica is a critical factor in determining their successful field experiences. Connor had a very negative and intimidating experience that made him question everything about being a language teacher. Indeed, his associate teacher would constantly challenge his language competence,
decision-making ability and teaching skills. He shared that his associate teacher even asked him once if he could still change his mind about being a teacher.

Another important aspect in their teaching preparation that TCs mentioned is being taught about religious diversity. Given that Southern Ontario is very diverse they were concerned that teachers or even professors may make wrong assumptions about religions about which they have limited knowledge.

**LTEP Community**

TCs felt that their sense of community was greatly enhanced by the abundant personable and understanding teacher educators available in their program. Fetemeh’s words provide insight into this feeling as she mentioned “You feel like you are part of a community.” Thus, some professors are extremely supportive. There is a sense of collegiality among TCs, and this can be experienced in some of their shared spaces considering the amount of time they spend together. Leila mentions that one of those cases is when TCs from her academic unit take the university's shuttle bus from her local campus to the downtown campus. Leila said: "…[the] shuttle is also bonding time. It's like having an hour conversation, [on things such as:] is it *de or de la*?”

**Stories of Teachers and Teaching**

Regarding their professors, participants mentioned how some of their instructors did not manage to establish good rapport with their TCs. There was a conversation about how this had to do with each instructor’s teaching style and social skills. Thus, participants insisted that feeling some sense of connection to their professors was of paramount importance for them to feel comfortable in class, and ask for advice or clarifications. Another issue that emerged was how sometimes TCs were unsure on what their instructors expected from them and felt that at times there was a lack of clear guidelines or rubrics. Moreover, they suggested that some professors had exceedingly high expectations of them without offering proper scaffolding. TCs could compare teaching styles and how approachable (or not) their professors were as some courses were taught simultaneously by two professors. Participants described two types of professors: Those who are research professors and those “you feel comfortable with”. A few of their
professors, they argue are balanced in both aspects. They also mentioned that they had experienced ineffective teaching approaches, which had prompted their reflection on what type of situations or behaviours to avoid as language teachers. Another issue discussed was how they felt some of their professors had been condescending.

Some teacher images and metaphors emerged in discussions during our conversation. For example, Connor said "Teaching is a lot more than teaching, you are the super hero". Connor said he wants to bring the superhero back into teaching. This contrasts with some of the ideas on being a teacher that associate teachers shared with the TC participants during practicum as discussed in the following section.

Developing Professional Teacher Identities

A defining moment for participants’ negotiating their professional teacher identities was practicum. The following are some of the comments they made regarding their practicum experiences:

Fetemeh: "practicum was like a test of everything we learned."

Sylvie⁶: "It’s finally trying to apply everything we’ve been listening to since year one and to face the challenges that they think we’d face."

TCs also reported various observations and reactions to what they had experienced during practicum. Some of them mentioned that their associate teachers motivated them, whereas others like Connor had a completely opposite experience. Other TCs found associate teachers often being "overprotective, intrusive and patronizing". On the other hand, TCs also had associate teachers who shared snippets from their life/teaching philosophies, such as "have a life, do not take the teacher’s burden upon you!"

__________________________

⁶ Sylvie was present during this focus group and signed a consent form for it, but did not follow up on her participation in my study.
This group also showed varying definitions of what being bilingual means to them. The majority of TCs in the group agreed that being bilingual is an ongoing process of learning and using the language to communicate; however, one of the participants believed in an idealized form of balanced bilingualism.

Case 2: Language Teacher Education at Central Chile Pedagogical University

Contextual Background

CCPU prepares English teachers for local elementary and secondary schools. Therefore, it has an emphasis on facilitating TCs’ development of their English language competence throughout the five years and provides them with tools through pedagogy-oriented courses, which attempt to put multiple Chilean classroom realities at the forefront. Field experiences are distributed across the last four of the five years in the program and allow TCs to move from observing the students and teachers to taking a more active role in their host classrooms. The following list provides a description of the program with a focus on field experiences:

- The first two years of the program aim to help TCs develop their English language competence and make them aware of the sociopolitical contexts of Chile, as well as develop their academic writing skills in Spanish.
- TCs take their introductory course on Linguistics at the end of the second year.
- Initial field placements involve classroom observation and note taking in order to foster TCs’ reflection on the local classroom realities. They span two years of the program.
- These field placements allow TCs to interact with local school communities.
- Field placements are divided in: Field placement I in year two (classroom observation), Field placement II in year three (TCs assist their host teacher), Field placement III in year four (TCs collaborate with their host teachers and take a more active role in the classroom).
• In total TCs must spend 40 hours in classrooms (approximately two hours every week for four weeks each term). These field placements also have a reflective component which involves four hours of class every week.

• The practicum takes place over 12 weeks in the fifth year of the program. TCs must spend four hours a week in middle school and two in elementary school. Additionally, they must participate in school meetings with students, teachers and parents.

• Prior to their practicum, TCs have an orientation which involves four hours about teaching English in secondary school and three hours about teaching in elementary schools.

LTEP’s Strengths

TCs at CCPU felt thankful towards their professors and saw them as personable and willing to give them advice, not only in classroom and teaching-related matters, but also on personal matters as friends. They felt their English professors were the greatest strength their program has, as they were understanding, supportive and role models for them. TCs also mentioned that field experiences had been eye-openers and brought them closer to the realities of Chilean ESL classrooms.

Challenges Faced in LTEP

Similar to what was noted at SOU, TCs at CCPU mentioned that there seemed to be an implied assumption from their professors that all TCs come with a homogeneous English language competence. TCs said that in their first year in their LTEP, they struggled with English classes as the communicative language teaching they were experiencing notably contrasted with the rote learning, grammar-translation-oriented methodology that they had come to know as English learners in their public secondary schools. At CCPU, TCs were faced with the challenge of having to express their feelings and opinions in English, which back in their first year, seemed like a daunting task. However, as the years passed they seemed to have embraced communicative language teaching. Unfortunately, one of the particular challenges that they mentioned they faced during their practicum was meeting their practicum supervisor’s request to teach their practice
lessons in English, when their students had a limited knowledge of the language. Catalina mentioned how her practicum supervisor had to remind her of this.

Another issue that TCs encountered in their LTEP is a perceived separation between English courses and pedagogy-oriented courses. These pedagogy courses are taught by CCPU faculty who come from other disciplines and not the teaching of English as a foreign language (TEFL), which makes it challenging for TCs to make connections between those subjects and the actual realities of TEFL in Chile. The only English-medium course that they mentioned as being related to pedagogy was their EFL didactics course. Even though they had an applied linguistics course, they felt it mostly dealt with theory and not practical issues.

Practicum also made TCs feel insufficiently prepared to face the realities of Chilean schools. One reflection was on the fact that associate teachers (ATs) instruct their TCs to provide instructions and have learners complete rote-learning exercises.

Envisioned LTEP

TCs' suggestions about improving their LTEP were mostly curricular. In general, they wanted to learn more about classroom-related issues, as well as begin their field experiences earlier in the program in order to maximize their amount of classroom hours. The earlier field experiences were suggested with the idea of becoming more aware with the various school realities that they will face as teachers, as well as learning how to help their learners in each context. Another suggestion that they made was to move the EFL didactics to the earlier years of the program rather than at the end as it is currently. They said that they would like to learn more about how to teach special-needs learners. TCs also mentioned that they would want to have greater opportunities to access scholarships to participate in study-abroad programs, as well as to attend graduate school.

LTEP Community

With regard to their LTEP communities TCs described every cohort as being different, but acknowledged the existence of certain common communities or practices across cohorts. Three of these included: "the party-goers, the potheads, and the good students". There were also
divisions based on political opinions or preferences. Thus, the program was significantly divided. Participants suggested that it was the party-goers and the drug-users (potheads) who got together to go on strike.

**Stories of Teachers and Learners**

As mentioned under the discussion of the program’s strengths, inspiring teacher stories are central to the construction of TCs imaginaries and negotiation of their professional teacher identities. This can be seen in the way that some participants enthusiastically manifested how they wanted to become professors at CCPU. This feeling can also be corroborated by the fact that their younger professors were students of their older professors, who in turn are also CCPU alumni.

**Ideas on classroom realities.** TCs find it hard to justify why their learners should learn English. Indeed, English is perceived by learners and their parents as not being useful (*no sirve para nada*). Moreover, English is not even spoken in subsidized-private schools’ English classes.

**Developing Professional Teacher Identities**

In this focus group, there was no-direct mention of specific instances in which TCs had a feeling of developing their professional teacher identities other than its progressive construction through course-work and field experiences as mentioned throughout this case.

**Case 3: Language Teacher Education at Pacific State University (Colombia)**

**Contextual Background**

Language teacher education at PSU has five interacting components distributed across its curriculum: 1) knowledge of English and French, 2) linguistics, 3) knowledge of pedagogy, 4) field experiences, and 5) classroom research. This is clearly illustrated in Figure 39, which appears in one of the program’s internal policy documents. Figure 39 shows the four
elements as components that complement TCs’ preparation: (starting in the upper left corner and going right) linguistics, pedagogy, Spanish, and research. Foreign languages (English and French appear at the center of the graphic and these are crossed by an arrow with pedagogic and research-oriented subjects at the top and field experiences at the bottom. This falls in line with previous efforts led by the Colombian Framework for English (COFE, described in Chapter 4), which aimed to develop language teachers’ reflective skills.

![Diagram of language teacher education at PSU](image)

**Figure 39. Language teacher education at PSU**

The following list summarizes some of PSU’s distinctive features:

- The first two and half years of the LTEP are mostly devoted to developing TCs’ communicative competence in English, French, their academic writing in Spanish, and linguistics knowledge base. They also take their first pedagogy course at the beginning of year two.

- In the last term of year three and the beginning of year four, the program introduces two research courses titled classroom-oriented inquiry (1 and 2), which include 72 hours of field experiences consisting of classroom observation and research in school

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7 This figure is taken from one of the LTEP’s internal policy documents. A proper citation is not provided to avoid compromising the anonymity of the research site.
settings. The research conducted is modeled on action research. TCs’ hours in school may vary depending on their research projects, which may involve additional school visits to collect data.

- Practicum is also divided in two courses: Introduction to practicum and practicum.
- The first course involves mostly an observation period of eight to nine hours in local classrooms. This is followed by an intervention, which is the first lesson TCs must plan and deliver as they prepare for their practicum.
- The practicum has 45 hours of field experience. 25 hours are spent co-teaching and assisting their associate teacher and the remaining 20 hours involve supervised teaching. Practicum is supervised by a PSU professor and an associate/host teacher submits a report of the TC’s performance.

**LTEP’s Strengths**

TCs felt that their language courses were a strength of their program. Literature is embedded throughout all of their language courses. Most TCs start French with a very limited knowledge of the language; however, by fourth semester they feel having an equally balanced competence in their two target languages. All TCs in this group felt that they were given significantly more tools to develop their autonomous learning of French as compared to their English language courses. One notable example of this is how they felt better prepared in terms of their French grammar, and they all feel much more confident about teaching French than English. This came as a surprise to me because when I was a TC in Colombia, English was the predominantly teachable subject across the different cohorts of my LTEP.
Figure 40. The banking concept of education artistically represented in a mural at PSU’s languages building.

TCs felt that an elective course on creating materials to teach children EFL was a great addition to the program. They highlighted the fact that the course was taught by a professor who was also an experienced public school teacher. TCs thought this course effectively allowed them to learn about the realities of public school classrooms and made them imagine the different possible ways in which they can meet their English language learner children’s needs. TCs felt this class was better than their pedagogy-oriented courses, and some TCs taking the course even expressed their concern that not everyone would be able to benefit from such class.

Another aspect that was highlighted as a strength of the program was the flexibility that professors had to teach their classes based on TCs’ needs. Therefore, English language professors did not always rely on the textbook to provide content for their courses. Some other professors had also developed a balance between theory and practical classroom issues.

Challenges Faced in LTEP

Similar to the other two contexts, TCs in this group mentioned the issue of their language professors assuming TCs come with a relatively homogeneous language competence and that they already have certain proficiency. These assumptions, according to several TCs, surpassed their actual knowledge of the language. This made their first year in the program challenging for many of them, since they simply lacked the skills to communicate effectively, let alone write their assignments in academic English.
Writing, they also observed, was a challenging task in their three languages. They recalled an anecdote, in which a professor had helped them learn the structure of an essay by means of a metaphor (a simile) comparing it with a hamburger. They explained it in the following words: "An essay is like a hamburger: the two pieces of bread are the intro and the conclusion. The meat, the lettuce, and the tomato are the argumentative paragraphs."

Envisioned LTEP

TCs had several suggestions on how to make the program meet their needs more effectively. One of these suggestions was making a better use of TCs in the last semesters by having them mentor/advise TCs in earlier semesters. Additionally, participants mentioned that establishing clear curricular requirements of the courses that need to be completed would have helped because many of them were confused about what pedagogy-oriented courses they should take. The university could use TCs to help with English classes taught in other academic programs (e.g. Engineering, Sciences, etc.) as this could provide TCs with more teaching practice and language instructors with a teaching assistant. Such an arrangement could be beneficial not only to them, but also to language learners and everyone else in the academic community.

This program has native-speaker language teaching assistants in French and English, who in many cases, are perceived by TCs more as friends or tourists rather than language teaching assistants. Therefore, there was a feeling that this valuable resource is underused as TCs mentioned that language assistants do not collaborate with professors as they expected.

TCs also felt pedagogy and research-oriented classes should all show continuity regardless of the instructor. Thus, the strength of freedom to teach mentioned above, also derived the weakness of lacking curricular coherence when professors created different content for their courses. TCs also thought more practicum options should be made available.

TCs mentioned that it is still very common for students at PSU doing other programs to apply to the LTEP because they feel "they have the time or they can do it (learn languages)". However, they often do this without taking the program as their first academic option or sometimes without even realizing that it is a teacher preparation program. This was a feeling shared by professors, who mentioned that the larger PSU community often sees them as a language school and not as a teacher education program.
In addition to this, some of the TCs felt insufficiently prepared to create lesson plans. Luisa learned to plan lessons as she started to work.

LTEP Community

Similar to the Chilean context, TCs in this program also acknowledged the existence of a few communities of practice. A notable one was the group the TCs called the ‘ñoños’ (nerds). Teacher educators in the program have also led several initiatives to create a greater sense of community and use the target language outside of the curriculum. One example that they cited was the French café, which was successful in both fronts, but was discontinued because the professor in charge could no longer lead it.

In addition to these spaces, TCs commented that classes like the one on creating teaching materials mentioned above pushed them to collaborate with their fellow TCs in imagining the classroom realities that they would face. For TCs, such activities gave them a sense of community and empowerment as teachers-in-the-making.

Stories of Teachers and Learners

Regarding stories of learners, TCs said they had a clear idea of what to expect in public schools. Namely, they knew to expect classes of 40+ students who may think that English is just one more subject required for them to get their high school diploma and thus have no personal investment in learning the language.

TCs in this group aligned much more with their Canadian counterparts in the sense that they mentioned that they constantly learned what to do from those they described as outstanding professors, and what not to do from those who were less exemplary.

Developing Professional Teacher Identities

TCs report that teaching is what makes them feel like teachers. Thus, practicum is one of the spaces they felt more strongly about with regard to claiming their teacher identities. However, in
the first term of their fifth year, they had not yet done their practica. Some TCs were already teaching, as certification is often not required for private schools, so they mentioned they already were teachers. For those who were not teaching, they mentioned a class titled Classroom-oriented inquiry as a course in which they experienced the reality of teaching. This course combines field experiences, which range from class observation to peripheral participation.

Discussion

This chapter provides a view of the three LTEPs’ curricula and TCs’ experiences in them as well as their perceptions of each program. The three programs embedded field experiences across their curricula with the intention to connect TCs with the realities of their local contexts, relate theory to practice, and hone their teaching skills. However, the length of the field experiences and specifically the number of hours involved varies greatly across the three programs as does the timing of the field experiences across the five years.

The two Latin American LTEPs engage in a more traditional approach to LTE, which as Singh and Richards (2009) mention, is still very common across the world. Thus, both LTEPs have a focus on developing TCs’ language competence and provide them with a knowledge base of linguistics/applied linguistics and pedagogy. Nevertheless, PSU adds to this model by requiring systematic reflection through TCs’ involvement in school/classroom-based research in order to enhance their reflective practice and extend their time in the classroom. On the other hand, SOU starts involving TCs in classroom-oriented pedagogy courses as soon as they begin their academic program, which not only helps TCs contextualize theory, but also focus on equity and diversity in Ontarian classrooms. This stands closer to what Zeichner (2011) refers to as social justice language teacher education since it acknowledges the diversity of both teachers and learners in Canada and seeks to respond to diverse students’ needs. SOU’s program is also more closely aligned with Norton’s (2005) model critical language teacher education and Kumaravadivelu’s (2012) modular model of language teacher education for a global society as it provides TCs with abundant opportunities to reflect on their own experiences as learners, as well as explore their own developing teacher identities through its numerous learner-oriented courses and field experiences.
Therefore, if these three programs are put in an LTE continuum where traditional programs are on one end and a transformative view of LTE is at its opposite end, CCPU would stand closer to the traditional end of this continuum, PSU would appear further along towards the transformative model of LTE end, and SOU would appear closer to it. Figure 41 below, illustrates this social justice LTE continuum.

![Figure 41. A Social justice language teacher education continuum.](image)

**Conclusion**

The overview of each LTEP program’s main features, as well as the description of TCs’ experiences and perceptions in each, provide a glimpse into the lived realities of TCs in each LTEP. The findings presented throughout the chapter resulted from the focus groups carried out in each context and the curricular documents collected from each site. In the focus groups TCs shared their views on each program’s strengths, the challenges that they faced, their suggestions to enhance future TCs’ experiences, their sense of community and the teacher stories that have had a meaningful impact on the development of their professional teacher identities. These stories and experiences contrast with the program’s intended curricular choices since TCs often perceived redundancy or incoherence in the curriculum. There is also a generalized call for more abundant and relevant field experiences. Among the different themes discussed by TCs are stories of both successful and unsuccessful teachers, which become salient in providing future language teachers with rich narratives to choose from when constructing their teacher identities. This chapter serves the purpose of situating what teachers think and imagine about teacher education based on their lived experiences as narrated in focus groups. One of the salient features of the findings discussed in this chapter is the presence of a common narrative of LTE that does
not seem to be tied to where their LTE program is situated along a social justice LTE continuum. This chapter highlights the fact that TCs share similar experiences and perceptions of their LTE regardless of their location and that their respective LTEPs have a powerful influence in shaping TCs’ professional teacher identities. The implications of this shared LTE narrative are discussed in Chapter 9.

The following chapter builds on data collected through participants’ student-teacher memes allowing a view of how TCs construct images of teachers and teaching in their social and personal imaginaries.
Chapter 6: A Mid-range View of the Metaphoric Images of Teachers and Teaching in Participants’ Memes

Until you make the unconscious conscious, it will direct your life and you will call it fate (Jung, as cited in Ross, 2014).

This chapter presents the case of all 12 participants’ perceptions, idealized visions, and expectations with regard to their journeys as teacher candidates (TCs) and their future jobs as teachers. Thus, similar to Chapter 5, it affords a mid-range view of all participants’ collective stories. Jung’s words cited above become particularly salient in this chapter as its two main objectives are: 1) analyzing participants’ student-teacher memes to highlight their importance in researching and 2) unpacking the construction of TCs’ imaginaries. This certainly echoes Jung’s idea of making the unconscious conscious to help TCs and teacher educators understand how student-teachers negotiate their professional identities. As explained in Chapter 3, in the last part of their identity texts TCs were asked to create ‘perception memes’ about their student-teacher journeys. In these perception memes, participants share some of their ideas on what society, their parents, and professors may think of them; as well as their idealized and realistic visions of teaching. Throughout the chapter, the images used in participants’ memes are discussed as rich multimodal metaphors, which allow powerful insights into the diversity of images in TCs’ imagination and shed light on the pervasiveness of cultural stereotypes associated with teachers and teaching. To facilitate the analysis of recurrent images, these definitions are followed by a series of collages combining pictures from all participants’ student-teacher memes. All collages were created around a series of common metaphors of teachers and teaching appearing in their memes. Last, the recurrent metaphors found in these memes are discussed in the light of the study’s conceptual framework.

Student-teacher Memes

To create these memes most participants used an online meme generator available at www.uthinkido.com, a now defunct website as this meme reached its popularity in January 2012 and is no longer in fashion. The meme generator on this website, produced memes with six picture panels, like Claudia’s meme shown in Figure 42. A few other participants created their own picture slides, which they uploaded individually to their identity text on VoiceThread. Some
participants like Claudia, used images found on the Internet, while others used their own photographs.

![Teaching meme](image)

**Figure 42. Claudia's student-teacher meme.**

Three basic perception elements illustrated in these student-teacher memes include: 1) what others think I do; 2) what I would like to think I do, and; 3) what I actually do. Thus, the meme starts by allowing participants to comment on how they think other people perceive them, which I refer to as other’s perceptions. Second, it moves into what they ideally would like to do as teachers, which I call the dream. Finally, it shows their perceived reality of the job, which I refer to as the reality. All 12 participants created student-teacher memes. In the following lines, a summary of the findings obtained from the meme data collection tool is presented through a comparison and discussion of the recurrent images and perceptions shown in all 12 creations. This discussion is facilitated by Table 6 and thirteen collages combining participants’ images and showcasing each category described below. However, each participant’s individual creation can be viewed in Appendix X for reference.
About the photo collages

Each group of pictures from different TCs’ memes was put together in a structure that resembled participants’ original individual memes. Therefore, collages are made up of two to six picture panels that gather the images used by participants depicting each of the categories mentioned above and their corresponding subgroups. Each image has a caption showing whose perception is symbolized by the picture. Selections from participants’ own words are also included with the collages. These selections appear in the Kristen ITC font to highlight their voices.

Others’ Perceptions

Table 6 summarizes who ‘others’ mentioned in the perception memes are and how many times each group of ‘others’ appears in total. The five categories coded are: 1) Friends; 2) Family, which also includes the terms ‘mom’ and ‘parents’; 3) Supervisor, which refers to someone who participants perceive as having the duty of supervising their work (e.g. ‘boss’, ‘principal’, and practicum or thesis supervisor); 4) Professors are thus coded as a separate category, but professors sometimes share similarities with supervisors due to the nature of the teacher educator and TC relationship; 5) Society or people; and 6) Colleagues.

Table 6. Others’ perceptions.

<table>
<thead>
<tr>
<th>Who?</th>
<th>Number of times it appears in participants’ memes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>12</td>
</tr>
<tr>
<td>Family (includes: mom, parents)</td>
<td>10</td>
</tr>
<tr>
<td>Supervisor (includes: boss, principal, practicum or thesis supervisor)</td>
<td>10</td>
</tr>
<tr>
<td>Professors</td>
<td>6</td>
</tr>
<tr>
<td>Society/people</td>
<td>5</td>
</tr>
<tr>
<td>Colleagues</td>
<td>1</td>
</tr>
</tbody>
</table>
The common themes found among what these ‘others’ think of student-teachers are organized under three different metaphors: 1) teachers are anti-heroes; 2) teaching is deprivation, and; 3) student-teachers are heroes.

Metaphor 1: Teachers Are Anti-heroes

The first four collages show images of teachers being perceived by others as anti-heroes since they depict teachers acting unprofessional, irresponsible, careless, or childish, particularly with regard to doing their job. Teachers are commonly shown doing unrelated activities during their work hours. These images denoting a general lack of interest or professionalism stand in contrast with the images of teachers being altruistic or embracing activism embodied by the metaphor of ‘teachers are heroes’, which will be presented at the end of this ‘others’ perceptions’ section.

Collage 1

In collage 1, Amelia appears in Pictures 1 (p1) and 2 (p2). She is text-messaging in p1 and drinking coffee in the teachers’ lounge in p2. Then, Connor’s images show him with a bottle of wine (p3), with colors and crayons (p4), and playing video games in p5. Amelia explains p1 with the following words:

…what society thinks I do. I think that society is known for thinking that teachers do absolutely nothing, so what society thinks I do is: me texting because they think we sit around and just watch the children (while we are) on the phone, don’t really do anything and then we’re like, ’Oh, bell rings, you guys can go home now!’
Figure 43. Collage 1.

Collage 2

In this collage, Pictures 1, 2, and 3 come from Leila’s meme. This is what Leila explains about her pictures:
... what my friends think I do and what that one is... first box says 'Finally done! in the fall I'll be teaching fourth grade'' and then the second box says, 'This is my last chance to do the things I won't be able to do as a teacher ha ha' Poom, there goes one of the kids... and the (next) one is what my professors think I do... I don't know if you can see that but it says 'Hello everybody! Unfortunately, I cannot be here today, so here's a picture of me looking professional instead'... next one is what my students think I do, that one says, 'I know the kids don't like you and pick on you, but you have to go to school, you're the teacher!' Leila’s pictures denote reluctance to assume the responsibilities and challenges involved with teaching, as well as an unwillingness to give up her young adult university-student life. Picture 4 is from Antonia’s meme. It shows a male teacher sleeping on his desk. In Picture 5, Nicolas is posing for a photograph standing with his class. He is wearing a shirt and a tie. This picture suggests that Nicolas’ students perceive him as always trying to look good and professional in front of others, regardless of how realistic this expectation might be given the unpredictable
nature of teaching school children. In Picture 6, Nicolas is sitting with a group of eight female teenager students; thus, he suggests that his friends think that he enjoys being surrounded by young female students.

In looking at the reasons why Nicolas suggests that his friends may think this, it is important to consider that in Chile the age of sexual consent is 14 (Gobierno de Chile, 2016). Therefore, with Nicolas being a TC in his early 20s, any suggestion of him becoming close (taking into consideration the inferred implications of this metaphor) with one of his female students over 14 is certainly viewed as unethical and scandalous for the Chilean teacher and school community, but not illegal and possibly less socially questioned outside of these two groups. It must also be noted that even though this type of behavior seems beyond unthinkable from an ethical and moral stance in North America, it was only until 2008 with the introduction of the Tackling Violent Crime Act that the age of consent in Canada was changed from 14 to 16 (Government of Canada, 2008). This law also introduced a ‘close in age exemption’ if a minor is 14 or 15 and their adult sexual partner is less than five years older. In addition to this, the idea of a particularly young and highly sexualized teacher engaging in ethically-questionable behavior with youths has been a leitmotif in literature and film for quite a while. A notable example of this is Nabokov’s Lolita (1955) and one of its most recent blockbuster iterations is Sony Pictures’ Bad teacher (2013) starring Cameron Díaz. Also, in early 2017 the media stirred up controversy on the fact that Emmanuel Macron, France’s newly-elected president, is married to Brigitte Macron. She was a former teacher at his secondary school where they met under her direction of the school’s theater group (Chrisafis, 2017) when he was 15 years old and she was 24. Thus, it should not seem far-fetched that some TCs in countries with a younger age of consent may think their friends see them as teachers who could take advantage of their privileged position of trust.

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8 There is a bill that has been proposed to change legislation regarding the legal age of consent to 15 if the minor’s partner is less than seven years older. For all other situations, the age of consent would be 18 (Mata, 2016).
Figure 45. Collage 3.

This collage begins with Claudia’s image showing a young man sleeping over a pile of books (p1). This is followed by Daniela’s image of Mafalda, a famous Latin American cartoon character, relaxing at what seems to be a beach (p2). Then, Juliana’s picture shows her with students and her boss dressed as a clown (p3). While, Luisa’s pictures show her doing homework while a fellow TC plays the guitar (p4), and dancing with a friend (p5). Last, Tati’s picture suggests her friends think that she spends most of her time having fun, relaxing or procrastinating. This is what Luisa explains about Picture 5:

I’m working on my monograph (thesis) with a partner. Despite the fact I work on my paper, I think my mentor teacher (thesis supervisor) thinks I don’t do anything because when my partner goes to see him, she almost always does it without me… so I think, he thinks this is what I do, instead of working on my monograph (thesis).

And this is what Tati says about what her friends may think of her in picture 6:
What my friends think I do. They always think that I sleep and play with Junior. Junior is my little brother. They always think that I always go out every weekend. It is like a big deal for them, that I always do it... I just have a huge problem about procrastination... they say that I'm always procrastinating. I don't know why but well... sometimes I do it... they are just like obsessed with that idea... so I decided to pick this meme which is very nice, so it is very funny and at the same time it is not who I am but it is who my friends think I am. (It says) I'm very busy doing things that I don't need to do in order to avoid doing anything I'm actually supposed to be doing’.

Collage 4

This is the last collage under this metaphor in the others’ perceptions section of this chapter. It shows photos of Tati having a drink, sleeping, having fun with friends and an image from the Internet, which depicts a young woman ‘flirting’ with three young men.

Figure 46. Collage 4.
This is what Tati explains about these two pictures:

Picture 1: So what many professors think I do, not all supposedly... so my professors think that I'm always partying and drinking and having a great time or that I'm always sleeping and relaxing, don't doing anything... and my professors also think that I just have the capacity (ability) to sit down anywhere and just to start reading whatever I need to read and understanding immediately... so it is like... and 'Then you can come here and talk to me about it...' it is like, 'OK, I cannot do that!'

Picture 2: Oh, this is nice, what my parents think I do.. my parents think I'm always laughing and I'm always spending (a) nice time with my friends, cooking and eating and buying things with the money that comes... wherever... I don't know where they think it comes... or if I'm not having a great time, I'm going out and flirting with all the guys around... which is like, 'What?' I mean, they are nice guys, but I'm not flirting all the time, and also they think that getting a five (the highest mark for an assignment or test in Colombian universities) is the easiest thing for me to do. I mean I just go and say, 'OK give me the exam, I'm going to do this thing and that's it, OK, give me my five!' I don't know why they have that idea in their minds?

Metaphor 2: Teaching is Deprivation

This metaphor includes two collages with images that suggest how ‘the others’ participants alluded to in their memes think about student teachers. Here the theme was that as student teachers develop their professional teacher identities they must progressively abandon their old selves and embrace a life of deprivation. These images further elaborate on Leila’s idea of reluctance to embrace teaching depicted in Collage 2. The images in Collages 5 and 6 suggest teachers must live a life deprived of all fun and joy and become solely devoted to three
obligations. First, they must prove they are knowledgeable about their teaching subject (target language and culture). Second, they must be disciplined. This includes committing to a strict code of ethics, enforcing discipline, as well as looking and being professional. Third, teachers live a life of servitude to marking. Thus, a recurrent idea portrayed in these collages is that teachers do not have lives outside of school.

**Collage 5**

Collage 5 begins with Amelia’s picture suggesting that teaching is repetitive and boring (p1). This is followed by Fetemeh’s images (p2-4). Picture 2 shows a stereotypical French language fan in a striped shirt, a beret, holding a bag with baguettes and a glass of wine. This image suggests that her friends think her life solely revolves around French. This is how Fetemeh explains her other two pictures:

*Figure 47. Collage 5.*

**Picture 3:** (this) one is what my students think I do, and I think that one comes from this idea within schools that French teachers aren't as good at French as they're supposed to be. I've heard a lot of people complaining that a lot of time the teachers would speak in English during
class or they wouldn't know enough French to be able to help out the kids.

**Picture 4:** the other one is what society thinks I do and it has someone sleeping under a desk. I think that is because society doesn't appreciate teachers enough.

In Pictures 5 and 6, Antonia and Catalina highlight how teaching is deprivation of fun with all students being punished by them (p5). They also suggest that teachers must meet professional expectations on how they must dress, which restricts their fashion options and may make them look boring. This aligns with the research findings of Weber and Mitchell presented in their book *That’s funny, you don’t look like a teacher: Interrogating images and identity in popular culture* (1995), about how images of teachers being unfashionable, boring, and constantly making students suffer are abundant in North American popular culture.

**Collage 6**

This collage reinforces the pervasive metaphor that teaching is deprivation. First, Catalina (p1-2) and Juliana (p5) show the archetypal image of a boring and strict teacher evoking a life deprived from all joy, which seemingly disapproves of any type of fun. Then, similarly, Claudia’s images suggest language teachers living a life, which seems uniquely devoted to academia. Here, a picture of Einstein’s famous mass-energy equivalence formula (p3) and a professor standing in front of a lecture hall full of students and with a fully-written blackboard (p4) are used. This, Claudia described symbolizes how people expect her to know all about languages because she is a foreign languages TC.
Juliana’s explanation of Picture 5 embodies that image of the soulless and unhappy teacher whose only purpose in life seems to be making her students suffer. She explains:

_Society think's that one is ‘una cuchilla’_ (literally: ‘a blade’. This is a metaphor that in most speakers of Colombian Spanish evokes memories of a school teacher who was excessively strict as well as hard on homework and tests) _that this is the only thing that one does with students: punish them, give them homework and give them zeros_ (the lowest mark possible) _in their tests._

In image (p6) Tati chose a picture that shows her as a student teacher helplessly staring at children misbehaving during her practicum. She appears constantly stressed with trying to reach out to her students, earn their respect and being able to teach. Tati explains the image as follows:

_so I just believe that they (students) think that I just come here and see all of you (students) being this messy, and freaking out your teacher and I’m just here like standing doing anything, when I’m actually making these big questions about how is it that I’m going to do when they’re (students) going to be, all of them in charge of me (under my supervision)... how is it_
that I'm going to be able to teach them if I see that the tutor (associate practicum teacher) has problems? My tutor has problems with discipline or has problems with this and that. How is it that I'm going to do it? I don't know (if) they think that I go there just to have fun, but actually it is a very stressful situation, and also nice, because I have a lot of fun with them... but is also... non-stressful... it is something to me to reflect upon, to think about it. How is it that I'm going to keep them with me (keep them engaged), how is it that I'm going to connect with them? How is that they are? How is their dynamics as a group and their dynamics as people, as persons... I don't know I'm just like always trying to understand this.

This last example illustrates how teaching for Tati also means giving up her comfort for the stress and anxiety that comes with the uncertain and messy reality of teaching children in a language classroom. This, she explains is both a struggle and a motivating challenge to continue her language teacher education journey.

Metaphor 3: Student Teachers Are Heroes

This metaphoric category often presents images of teachers and teaching and thus could often be associated with the two previous metaphors. However, the images introduced in the following collages are included under the metaphor of ‘teachers are heroes’ because of what TCs described along with each of them. Thus, the images evoke feelings and expectations of TCs being altruistic, successful and always prepared for any kind of situation that may arise. They are shown as being ready to sacrifice their lives, their sleep, and fun for teaching (or marking). They also always look professional despite all the difficulties they might encounter in their teaching careers.
Collage 7

This collage opens with Amelia’s photo of her surrounded by school students from one of her field experiences. She explains that she chose this picture to represent that her mother expects her to help everybody “with their issues” while also being “really nice” (p1).

![Collage 7](image)

*Figure 49. Collage 7.*

In Picture 2, Connor represents his professors’ insistence on always embedding cultural aspects in his lessons and using authentic materials as part of his constant efforts to keep students engaged. Leila introduces a picture of The Simpsons’ deceased character Mrs. Krabappel looking fatigued and marking what seem to be tests in her bed (p3). Antonia’s image has a movie poster from Disney’s *The Pacifier* (2005) (p4). In this movie, Navy seal Shane Wolfe, portrayed by Vin Diesel, having no previous teaching or parenting experience, must protect four seemingly chaotic children. Therefore, in the poster Wolfe is shown looking tough (the look expected of a Navy Seal) and wearing a set of baby bottles as if they were an ammunition belt. The picture’s use by Antonia suggests how teachers are miraculously expected to always be ready for any situation - as a Navy Seal being deployed into unknown and unhospitable terrain-they may face when working with children.
In Picture 5, a teacher is shown marking and has a ball and chain, which builds on the expectation that teachers must always put marking as one of their top priorities. Last, Nicolas’s picture shows him posing with his students with everybody wearing their school aprons, which I learned is a symbol of professionalism in Chilean schools. This image suggests that his principal always expects him to have everything perfectly under control, which every teacher knows is a highly unrealistic expectation.

**Collage 8**

In this collage, Claudia’s image shows a young woman being offered money (p1) and Daniela’s image has a young woman smiling in awe as she is under a money shower, which implies that she is suddenly and happily getting wealthy (p2). Both pictures reflect the local realities of the two Latin American contexts in which these TCs live.

![Collage 8](image)

**Figure 50. Collage 8.**

In both Chile and Colombia, language teacher education is a popular option among high school graduates from lower socioeconomic status, particularly because of the high employability of English teachers due to both countries’ English language policies. These language policies also present rich opportunities for study abroad or teaching assistantship programs, which often result
in abundant possibilities for upward mobility for these young TCs. Thus, TCs are often perceived by their families and friends to be role models of self-improvement and prosperity. In fact, this is what Claudia explains about Picture 1: “My friends think I’m super rich”. This stands in contrast to the Ontario context, where it seems uncommon to think that teachers are wealthy. On the other hand, in Picture 3, Daniela builds on the recurrent image that teachers’ bosses always expect them to be diligent with their paperwork and marking, while also looking professional and happy. In Picture 4, Daniela adds students’ unrealistic expectation that their teacher should know everything about languages. Moreover, in explaining her meme, Juliana expands on this expectation that teachers should have vast knowledge and be able to ‘transmit’ it (p5). She explains:

Instruct, transmit my wisdom... she (my mother) thinks that I am transmitting my wisdom... that it is like I have already done a post-doctorate or something similar. My mom feels very proud of me and tells everyone about it (Interview).

Collage 9

In the last collage of this category, we see two images from Luisa (p1-2) and one from Tati.

Figure 51. Collage 9.

Luisa suggests that her friends think of her as a protester who constantly gets involved in riots. This perception emerges not simply because of her TC status, but mostly because she is a public university student and Pacific State University has a reputation for belligerence. However, at the
same time, there is a societal expectation for TCs from this university to have an interest in social justice activism. Luisa also emphasizes that her parents always expect her to be working hard and studying. In the same vein, Tati describes her picture as representing how her practicum supervisor expects her to always have brilliant ideas, when this actually means a lot of hard work for her.

**The Dream**

This section comprises two collages with images representing what TCs idealize about their student-teacher experience.

**Collage 10**

In this collage, Amelia (p1), Fetemeh (p3), Antonia (p5), and Catalina (p6) all chose pictures that represent their ideal of teaching classes in which students not only pay attention, but also actively participate in an orderly fashion.

![Collage 10](image)

*Figure 52. Collage 10.*
In Picture 2, Connor mentions how he always wants to look and feel professional, hence the picture wearing a suit and carrying suitcase. In Picture 4, Leila brings the common metaphor of the teacher being a hero, and explains how she would like to ‘save the world before 3 pm’, which is what the superhero character says in her speech bubble.

**Collage 11**

In this collage, Nicolas (p1) and Daniela (p2) have pictures suggesting the same perfect class that most participants idealized in collage 10. Here images of teachers having a class full of engaged students who ask questions and who are empowered to actively participate in their own learning are quite common. On the other hand, Luisa (p3) and Tati (p4) suggest a much more balanced teaching life in which they have time to teach, help their students, rest and still be the fun young adults they are. Last, even though Juliana’s image (p5) provides a notion distant from what she would like to do, it is what she sometimes feels she does: excessive marking!

*Figure 53. Collage 11.*

This last image brings this discussion closer to the perceptions of TCs’ lived and imagined ‘realities’.
The Reality

In this last section, TCs provide a view of what they perceive their realities are. What can be seen from these images is how being a student teacher involves embracing mostly three important and yet, at times, seemingly contradictory aspects of these young TCs’ identities: 1) being young adults; 2) being students; and 3) becoming teachers.

Figure 54. Collage 12.

Collage 12

In Pictures 2, 3, and 5, Connor, Fetemeh, and Leila emphasize how despite the high expectations that society, their parents, friends or professors have of them, they are still human beings who need to rest and reflect (p2). They also need to have a sense of humor and use it in class to build rapport with their learners (p3), as well as enjoy less idealistic and more mundane things like eating (p4). However, all these images they view being related to teaching as Connor and Fetemeh explain their choices in the following identity text excerpts:
**Picture 2:** the reason I put a picture of me resting, which is sleeping is to know that you can only do so much at the end of the day and the rest is up to you and how your students react... and figuring out what their needs are and what your needs are... so I don't want this picture to be misinterpreted as lazyness, but I do think as a student-teacher resting is important and just knowing that you've reflected on your actions... your behavior and figure out ways to improve them (Connor).

**Picture 3:** ...and then what I actually do. It's a chemistry joke. I'm not a chemistry major, but I thought it was funny because it says: 'I would make another chemistry joke, but all the good ones Argon!' Which I think is probably how I end up being in front of my students. It's just like kind of stupid humor and sarcasm and just kind of making sure that I'm there for the students so that they can trust me and confide in me whenever they want to. Kind of just trying to relate to them because a lot of times we were like pretty close in terms of our age... (Fetemeh).

Amelia (p1), Antonia (p5), and Catalina (p6), emphasize the multitasking skills, the challenges and responsibilities that come with teaching. As Amelia clearly puts it:

**Picture 1:** What I actually do is all of those things where it's like... teaching through the language, making lesson plans, being a mom, being a caregiver. All of those things that are listed in the picture is what we actually do. And we are 24/7 working. It's not a 9 to 5 job, like most jobs! It's all the time!

**Collage 13**

In this last collage, Nicolas, Juliana, Luisa, Daniela, and Tati highlight the complexities and responsibilities of being student teachers in a similar way. Nicolas shows a picture where he is
posing behind a face-in-hole gorilla board. He is the big gorilla and appears holding two younger primates by their hands (p1). In this picture, he suggests that in reality, he must deal with classroom management issues and the many other challenges associated with working with young learners. Juliana’s image shows how she has truly embraced teaching despite the fact that she initially joined her LTE program because she loved languages, not because she wanted to be a teacher (p4). Luisa’s image (p5) draws attention to how as a future teacher, she must work hard to complete her course work, thesis, practicum and other requirements to successfully finish her LTE program. Last, Daniela’s (p3) and Tati’s (p6) reflection on their images included below reinforce Amelia’s ideas on the complexity of being student teachers, which serve as helpful final samples of TCs’ perceived realities and the challenges they experience.

**Figure 55. Collage 13**

**Picture 3:** Being a student and being a teacher at the same time is very complex. My friends think I’m making lots of money with my job, my professors think I have nothing to do and that my life is only devoted to academic purposes, my boss thinks I’m always happy and relax(ed) thinking about students and planning my classes with enthusiasm, my students think I’m an expert at English and they don’t realize I’m learning too in
this process. I like to think my students like my classes and everything is perfect and finally what I really do is try to manage my time and take time to do homework, to read, to go to class, to go to work, to plan my classes, to work with low-level (basic language competence) students, to have a social life and to rest (Daniela).

Picture 6: So this is my perfect slide... what I actually do being a student-teacher of languages, what I actually do is that, I have this big mess around my mind and it happens to me, ‘quería comentarte una cosita que pensé’ (I wanted to tell you this little thing that I thought- this is the text in the cartoon on the slide), I mean it is just ‘una cosita’ (a little thing), when it actually has been like a full ideas and this big mess or not a mess sometimes, but they’re too many that I have in my mind about how to be a better person... and it is this idea and this is a news for you because it is a new idea that I have on my mind...

Tati continues her musings on her student teacher journey depicted in her meme. She discusses how when she has felt challenged and confused, some of her teacher educators have been fundamental in scaffolding her learning and the negotiation of her professional teacher identity. This can be read in her own words in the excerpt below:

...right now and at this moment when we are so lonely many times... when we don’t have clear ideas in our minds, when we’re just messing up... these teachers (teacher educators) that come and talk to you about life about what is really going on, who tries to make you critical, who tries to bring you to this world, yes you are in another world because you’re studying languages because it is in another world, but you need to come to the real world, and how is it that you’re going to connect those two worlds that you have in your mind? It is very nice... and what I actually do is having all these questions, not knowing what to do, asking myself about
everything and also being willing to be a better person, a better teacher, a better student.

Tati’s words are a powerful reminder that becoming a language teacher involves being in more than one world simultaneously. In view of the present study, TCs enact their professional identities and other imaginary worlds, which allow these young future teachers to envision their future learning and teaching journeys, as well as the kind of teachers and persons they want to be.

Discussion

The chapter opens citing Carl G. Jung’s (Jung, as cited in Ross, 2014) words on his theory of the collective unconscious, despite this study’s focus on post-structural and post-modern understandings of identity. This is done not with the intention of suggesting this notion as a unique factor that conditions participants’ actions, instead, I want to acknowledge the influence of the six shared narratives discussed throughout this thesis in shaping participants’ imaginaries. This is done to highlight the need for LTE programs to provide safe spaces where TCs can unpack the subjacent and often unconscious metaphoricious images present in their imaginaries. The following lines build on the notions of meme and metaphor introduced in the literature review under the section of the construct of narrative imagination. Reviewing these notions in this chapter allows understanding why these memes are viewed as powerful vehicles for making conscious the prevalent metaphoricious images of teachers and teaching recurrently appearing in participants’ identity texts.

As discussed in Chapter 2, this study understands memes as “contagious patterns of ‘cultural information’” (Knobel & Lankshear, 2007, p. 199). Memes are easy to reproduce, may include images, sounds, catchphrases, ways of doing things, are easily shared from person to person and often reflect and shape the broader values and behaviors of the societies that create them. Therefore, the idea of eliciting participants’ perceptions about how they see themselves, how others see them, what they idealize about their profession and what they see as the realities of being teachers proves to be a fruitful way to start a discussion with TCs as to why they have the particular views conveyed in their memes. Such discussion could also allow for a deeper analysis of the prevalent images or metaphors that TCs identify with their profession. The work of Orgad
(2012), as well as Weber and Mitchell (1995) shows how memes are highly influenced by the ubiquitous presence of popular culture and the stereotypes about teachers and teaching it disseminates. It is precisely these stereotypical images introduced by TCs in their memes which led to the organization of this chapter into metaphoric themes.

Now, in view of the work of Lakoff and Johnson, it is important to consider how metaphors operate in order to discuss participants’ work, which is why a brief overview of this concept is presented below.

First, Lakoff and Johnson’s (2003) view metaphor as embodied, which implies that simple metaphors have an origin in a person’s physical experiences (for example, an infant may relate closeness to her parents, as well as the feeling of warmth and proximity to being loved). Whereas more complex conceptual metaphors may not be directly embodied as they build on combinatory processes that allow transferring meaning across different domains to create new recombinations. For example, when we say that ‘love is a journey’, there is not only the notion of proximity between two or more people implied, but this metaphor also elicits the idea of going together from point A to B where people experience both happy and challenging moments along the way.

Also, metaphorical processes are mostly unconscious; thus, meaning is transferred from one domain to another without involving conscious thinking processes. Therefore, in the findings presented in this chapter, TCs may find themselves making inferences or assumptions about teachers, teaching and learners, without being aware of why they think the way they do. The three metaphorical categories described in participants’ meme collages and around which the findings are organized include: 1) teachers as anti-heroes, 2) teaching as deprivation, and 3) student teachers as heroes. This comes as no surprise since mediated popular culture shows an abundant presence of such images and, as Orgad (2012) argues, they have a crucial role in shaping our imaginaries. Also, as mentioned above, these findings reify Weber and Mitchell’s (1995) ideas of how popular culture infuses a plethora of images about teachers and teaching that children may learn uncritically. These images in turn influence their expectations and views of school and teaching. Even TCs have these frames about what teaching and teachers are like; however, TCs begin to challenge those ways of thinking as they move through the five years of their teacher education programs.

Another important feature of metaphor is that it can be viewed as a mapping system (Modell, 2003, 2009), which allows transferring meaning between different domains (from source domain
to target domain). This mapping system also has the power of transforming meaning to generate new perceptions by creating new recombinations. This metaphoric process, Modell argues, is what makes imagination possible. What this means for this study is that TCs have images of their ideal selves (as well as less ideal selves) (Kubanyiova, 2012) that guide who they want to be in the future, and they use these images to negotiate their identities today. This aspect of metaphors merits consideration as it presents rich opportunities for positive intervention in LTEPs to challenge negative or unrealistic perceptions about teachers and the profession. Therefore, one of the strengths of memes as related to metaphor that this study builds on is how the multimodal combinations of images, words or sounds may easily connect with TCs’ unconscious metaphoric processes of their imaginaries. Furthermore, it is possible to uncover the images of teachers, teaching, and learners that TCs may have uncritically learned from society and media by having them create memes.

Conclusion

This chapter builds on the concepts of meme and metaphor adopted in this study to show the hidden power of multimodal memes in unpacking TCs’ imaginaries. Thus, the meme collages organized according to metaphors make salient the recurrent themes in my 12 participants’ preconceptions, stereotypes and idealized visions of students, TCs, teachers, and teaching. One point which should be addressed regarding the images presented in these meme collages is whether they were simply chosen by TCs to create the common incongruence present in memes (Shifman, 2014), which is a distinctive feature of humorous texts (Attardo, 1994, 2001). However, if participants chose their images simply because they thought they could be funny and contrast the stereotypical or idealized vision of teaching with reality, it is also interesting to analyze why they made such choices.

Furthermore, the analysis of these memes, the prevalent metaphors that arise and the discussion of these with TCs prompts the kind of useful reflection that can be evidenced in participants’ vivid words. These memes not only allow an examination of how TCs feel about the way they are perceived, but also provide a space to critically reflect on why participants want to be teachers and what they want to achieve as teachers. This goes in line with Jung’s words at the beginning of the chapter where making the unconscious conscious is important. Indeed, teachers and teacher educators must understand these unconscious metaphors to avoid reproducing the
ideologies that suggest teaching and teachers are only how they are portrayed in popular culture. This is imperative, so we can avoid seeing these portrayals as teachers’ only destiny. In fact, psychoanalysts see metaphor as playing a central role in the interpretation of unconscious meanings. Thus, Modell (2003, 2009) wholeheartedly believes in the benefit of deconstructing the unconscious meanings present in metaphoric processes, such as the ones illustrated in my participants’ student-teacher memes. This construction of new meanings in psychoanalysis could allow patients to recontextualize their traumatic memories and produce therapeutic change. Therefore, the intention in this study is to both make the unconscious conscious and allow the attribution of new meanings to TCs’ metaphoric repertoire.
Chapter 7: A Close-Up View of Teacher Candidate Cases of the Construction of Imaginaries

The purpose of this chapter is to provide a close-up view of the individual rich narratives that teacher candidates (TCs) produced when they participated in this study. As previously explained in Chapter 3 these three cases come from a careful selection of typical cases (Creswell, 2013), that is, participants who are representative of the student population in these three teacher education programs. Additionally, the discussion that follows explains how I could establish a more fluid participant-researcher relationship with these three young TCs due to their inquisitive natures.

My interactions with these participants included different roles under different circumstances, which went beyond the traditional researcher role. For Connor, at times, I was a language learner struggling with my limited proficiency in French in an intensive methodology and assessment class fully taught in French. This is because I observed Connor’s French Curriculum, Instruction and Assessment class and had the opportunity to interact with him in both English and French prior to participant recruitment. For Catalina, I enacted my teacher role when I was helping my participants learn about using VoiceThread to create their identity texts. Catalina came to an orientation I gave to further explain what identity texts were and how they could use VoiceThread to create them. For Tati, I even took an interviewee role when answering her multiple questions about my research and my reactions to her elaborate identity text (more details about this are shared in her narrative). In addition to Tati’s repeated e-mail exchanges and reflective conversations, she also shared with me her brainstorming process and the notes that she took when planning and creating her identity text.

Therefore, due to these particular circumstances, and how my multiple identities intersected with those of these three participants, I was able to move fluidly between both insider and outsider dimensions in a dynamic, evolving, negotiated, and context-dependent manner (Schmidt, 2015). This afforded me the advantage of learning more about my participants, which gives me a vantage point to tell their stories in greater detail. Likewise, these three participants provided the longest and richest identity texts and interviews in my three research contexts. Thus, these cases were also selected from among the 12 core participants because of the abundant data provided by Connor, Catalina, and Tati. This was mostly due to their generosity and willingness to share their
insights with me. Tati even mentioned that our interactions were “like psychological therapy” for her. In fact, my conversations with these three participants during their interviews reinforced the view that they had developed a keen interest in reflecting on their own personal student-teacher and life journeys after participating in this study. Additionally, the choice to share close-up stories and focus on three candidates was made to allow for a rich presentation of the large amount of data collected, and in an attempt to do justice to TCs’ wealth of identities and imaginaries.

The Format

In presenting these three cases, TCs’ narratives are constructed from excerpts and images taken from their responses to background questionnaires, e-mail communications, identity texts and interviews. Despite the inability for this traditional print-text format to accurately showcase the multimodal nature of data, the narratives below combine text and images throughout. All images are taken from TCs’ identity texts and their own words appear in the Kristen ITC font. My translations or clarifications appear between brackets as necessary. This format allows an insider view of participants’ constructed narratives. To enhance the coherence and facilitate readability, I have structured each story into the following six sections: 1) an introduction of each participant and how we met; 2) their language learning and teaching journeys, as well as what they learned from these; 3) a description of their landscapes of practice; 4) their social and support networks; 5) their linguistic and cultural identities, and 6) how they construct their dreams and imaginaries. The first narrative presented is Connor’s (SOU, Canada), followed by Catalina’s (CCPU, Chile) and last, is Tati’s (PSU, Colombia).

Case 1: Connor

I met Connor in his French Curriculum, Instruction and Assessment class in February 2013. I observed this class at SOU as part of my familiarization process with the context to prepare my thesis proposal and subsequent research ethics protocol. Access to this class was granted by the generosity of both the instructor and students who allowed me to become an unofficial teaching assistant. This incredible opportunity also presented me with a serious personal and professional linguistic challenge: understanding and communicating in French. Prior to this, I had not had the
chance to use my basic and diminishing French skills in over a decade and this was a great source of tension for me at the beginning. This is where Connor and other TCs played a key role in constantly accommodating and scaffolding my communicative efforts allowing me to use my limited French competence. Thus, I was able to interact with Connor on different occasions and we had conversations about language teaching and the teaching of FSL in Ontario classrooms.

![Connor's opening slide.](image)

At the end of the school term, I invited TCs to participate in my study. Connor was enthusiastic about participating in my research, so he immediately became part of it. He was among the first participants to create their multimodal identity text and invested a substantial amount of time and effort preparing it. Connor even mentioned how he thought he could show this autobiography to anyone interested in learning more about him (i.e. possible employers), as it shows who he is and how he got to where he is now. In Connor’s opening slide (Figure 56) he includes the words: ‘...a teacher in the making’ to highlight the notion of being a life-long learner rather than feeling like some sort of end-product of a teacher education program.

Connor’s Language Learning and Teaching Journey

Connor grew up in Lebanon until he was 13, and then his family immigrated to Canada. Thus, in his early childhood, he was surrounded by Arabic, (Parisian) French, and English. He started learning English in kindergarten because he was sent to an English language immersion school. Connor explains his first experiences with his three languages in the follow excerpt from his identity text:
I’ve been learning all three languages... worth mentioning that I always performed best in English, and second I performed in French and then Arabic. Then, Lebanese Arabic was usually my worse performance and I was never sure why. I don’t know if it was because I couldn’t relate to the language. It was kind of difficult, specially because the Lebanese language when you speak, you’re using a completely different dialect than when you write.

Connor further explains the difficulties he faced with Lebanese Arabic in his identity text mentioning his constant struggle between the formality required in writing as compared to the informality of the spoken language. He also adds that he still considers himself a learner of French. This can be seen in the following identity text excerpt:

so the written word is a very formal Arabic, but when you speak half the words are... you know half the words have gone out the window and you’re using completely different words, so I just never picked it up very well. (I am) happy to say that I continue to learn French, so ever since Kindergarden, I know that it’ll pay off. All these hours of translating. Using dictionary before we had Wordreference and Larousse online. and it all paid off!

For Connor studying a language has a deep connection with learning about the target culture. This is a view that he embraced due to his life experiences as a language learner and as a TC noting that it was a recurring theme in his teacher education program, across classes taught by different professors. These are Connor’s words regarding how he views language learning:

so for me learning a language isn’t just about the grammar rules and the words and all the letters of the alphabet... it’s a lot more, especially, the culture (identity text).
Even though learning French is something that Connor is really invested in, this is certainly not his only passion as can be seen in the two subjects that he chose to teach. This is how he introduced this topic in his identity text:

So now I'd like to talk about my teachables which are history and French. Two very good stories from my Grade 11 and 12 years in high school, which proved very pivotal... very important in the decisions that I made after high school and on my journey as teacher...

In this comment, Connor makes an emphasis on his experiences in high school, which he attributes to how his history teacher inspired him and made him passionate about history although at the time he had felt much more interested in math and science. He continues saying:

My (history) teacher managed to engage me a lot. I just had fun. I had fun learning about people... I could go on forever about the importance of history... and I do get a bit angry when people say that you know history happened yesterday, so why is it important? You know, we've heard it all.

Connor adds that there is simply not enough he can say about how his history teacher inspired him to become a teacher. The picture shown in Figure 57 shows Connor with his girlfriend (of five years as he comments on this slide) and history teacher after his high school graduation.

Figure 57. Connor with his history teacher and girlfriend.
It is also important to note that Connor’s passion for history made him consider this subject his first option to teach. Nevertheless, in the southern Ontario teaching market where teaching opportunities for new graduates are scarce, he chose French as his first teachable subject hoping that this will afford him better possibilities at securing a stable job. The following excerpt from his identity text explains this:

My other teachable is history. I always say other because technically French is my first one, but really I’ve always wanted to teach history... but not French or science or math... so history, I’ve always loved. I’ve loved learning about experiences and people, facts, and events, and just knowing why... the reason why things are the way they are today. I see great value in history, I think it’s one of the most important, if not the most important subject.

Connor’s Landscapes of Practice

Connor is a hard-working TC who is also actively involved in his university’s student residence. He has been living in student residence since his first year of university and he currently is a residence assistant (RA). His job is to help new students adjust to life in their school dormitories. Connor’s role as an RA has allowed him to explore and put to the test various facets of his teaching skills, such as preparing fun activities to enhance a sense of community among his residents. In addition to this, Connor also constantly finds himself offering guidance, managing conflict, and helping new students in their transition from high school to the fast-paced life at a large and diverse Canadian university. This is something that Connor enjoys because he can connect to the difficulties that many of his new residents’ experience, particularly when they are faced with living on their own and away from their families for the first time. This will be expanded upon as I describe Connor’s social networks in the following section. Figure 58 shows Connor and his university’s residence staff.
Connor comes from a Muslim family, originally from Beirut, Lebanon. His family immigrated to Canada in 2004 when he was 13 years old. He took Core French in high school. Connor mentions how his father, who was an engineer, did not share his excitement for history. However, his father agreed that French was a good option for Connor’s university studies. The picture shown in Figure 59 is of significant importance because that was the day Connor graduated from high school, and the beginning of a new personal journey in two ways. Not only he was soon starting university, but he was also going to start living on his own in Canada. After graduation, his parents left to permanently move to Lebanon.
As a result, Connor was excited about starting his studies at SOU and living on campus, but at the same time it was the first time in his life that he was going to be fully responsible for his well-being. Thus, it was a bitter-sweet moment. Connor says that his father asked him to relocate and go to university in Lebanon; however, Connor decided to stay in Canada.

The relocation of his family was one of the reasons why Connor started growing his social network in his university’s student residence program and it is one of his motivations to help new students that are struggling with their new independent life at SOU. In fact, Connor describes his work as a residence staff member as one of his passions. This thoughtful attitude about his work
as RA has won Connor several recognitions and awards that he proudly presents in his identity text, like the Programmer of the year recognition shown in Figure 60.

As mentioned above, Connor’s girlfriend is also an important part of his life and is definitely part of his support network (see Figure 57 above).

Another important person in Connor’s life is his sister. She has also been a role model to him as a language learner because she is a fluent speaker of German and has a minor in German and French from SOU. Thus, she constantly gave him advice throughout his studies. Connor introduces his sister in the picture shown in Figure 61.

![Figure 61. Connor and his sister.](image)

His fellow TCs have also played an important role in supporting Connor’s journey of becoming a teacher and he mentions how he feels proud of being one of the few male TCs in his cohort. This, he depicts with the picture seen in Figure 62 below.

![Figure 62. Connor and his fellow teacher candidates.](image)
Connor’s Linguistic and Cultural Identities

Connor is a dual Lebanese-Canadian citizen. He has spent 9 years in Canada, which is nearly half of his lifetime. In his identity text, he illustrates this with a picture of him showing his Canadian and Lebanese passports (see Figure 63) preceded by a slide with the heading: Dual citizenship; I am Lebanese; I am Canadian. With regard to his claimed and assigned cultural identities, Connor shows ambivalence both in his identity text and during the interview, as will be shown in the following lines.

*Figure 63. Dual citizenship; I am Lebanese; I am Canadian.*

In his identity text Connor speaks about Lebanon and refers to it as visiting “home”. He uses two slides, one of them has a heading with the word ‘home’ between brackets as shown in Figure 64 and the other shows him in Lebanon (Figure 65).
This is what he comments on these two slides:

Figure 64. Visiting "home".

Figure 65. Connor in Lebanon

This is me at home in Lebanon. I've visited twice in the 9 years that I've been in Canada. The reason home is in brackets is only because I'm not really sure where home is at this point. I don't know if it is where my parents are or if it's where I'm happiest or where I feel like I belong.
These two slides and Connor’s explanation opened up a conversation regarding his feelings of ambivalence about his two national identities during the interview. I specifically asked him about the place where he truly felt he belonged. He responded:

I belong in Canada, in a suburban place, not in the heart of the city. You know with green grass, some snow... Like the Canadian lifestyle. The Canadian way of thinking. You go to work; weekends you have off...fun stuff to do. The healthcare... like it's the way people around me think. That's how I identify where I belong, so in Lebanon I feel out of place because around me people would think that I'm either too liberal or too Western or not ‘macho’ enough ...

![Oh Canada...](image)

*Figure 66. Connor's pride about being Canadian.*

The comment about not being macho enough refers to Connor’s more egalitarian view on gender roles, which he has embraced as part of his Canadian values. Being Canadian is a source of pride for Connor, as a slide he includes in his identity text showing a Canadian flag with the words ‘Oh Canada…’ suggests (see Figure 66).

Furthermore, in his identity text he reinforces his sense of belonging in Canada even when he is trying to explain why in some ways he feels that Lebanon is still home:

...living abroad will change who you are, so now when I visit, it's home because there's home-cooked meals and I know the streets and the friends, but belonging... I still say: Mississauga, Ontario.
Connor also adds that he is not the only one who perceives that Canada has changed his viewways and the way he acts, which can be observed in the following comment:

something I'll mention is... some of my parents' friends look at me and they'll know that I have spent some time in Canada. That I'm no-longer a product of Lebanon, which is quite weird because they've seen some growth, they've seen some changes in my behavior or just the way I conduct myself, which they've said is a huge positive! It's just the way I go about... you know presenting myself, which they've really enjoyed.

Notwithstanding Connor’s vehement pride in being Canadian, his binational and bicultural identity remains quite ambivalent as can be perceived when I asked him if he felt bi/multilingual and/or bi/multicultural. He explained:

Yes, bilingual. Bicultural yeah... probably. Well I know three languages, but my French isn’t a perfect native-like proficiency so I say I’m bilingual. I’m multilingual, but Arabic is always my first language, English is my second, and French is a third. Culturally, I’m a mix of both. Because you know? 13 years there, nine years here so I won’t say I’m Canadian... I’m Lebanese with a Canadian passport. I’m a Lebanese who’s lived in Canada for 10 years, you know? I won’t say ‘oh, I’m Canadian’. I wouldn’t forget my roots... a little francophone culturally, but more from Lebanon. I like the European French culture. It’s not oriental. It’s European. The more time I spend in Canada, the less Arabic I feel and the less francophone I feel. I’ll start feeling like a North American who knows French.

This interview excerpt shows how fluid Connor’s cultural and linguistic identities are and how he imagines himself in the future based on his past and present experiences.
Dreams and Imaginaries

In his identity text and throughout his interview Connor constantly commented on how his teacher imaginaries and dreams were constantly fueled by what he watched, read or had learned about in his multicultural life experiences. The first comment Connor made regarding the construction of his imaginaries was about the lasting influence that television had had on him in terms of what he thought about the French language and its speakers. This is something he explains in the following interview excerpt:

Growing up I saw the TV really influenced me. You’d see the stereotypical French man with the beard, the mustache and the café and I always imagined, ‘Oh I want to be like in the streets of Paris talking fluent French and sounding a lot like what I’d seen on TV’. That was always my end goal!

Nevertheless, Connor’s experiences as an FSL learner showed him there was much more to the picture than these rather essentialist images from contemporary mediated globalized culture (Orgad, 2012), as he comments below:

But I found it was more difficult. It wasn’t a realistic portrayal of French. Sometimes it’s a lot more different, you know? So I thought it was like a picture of perfect French... perfect pronunciation... not like any slang words that I wasn’t used to hearing or I wouldn’t be able to find in the dictionary... and then I found out about Montreal French and that made me like 100% sure that there wasn’t a picture-perfect French. The perfect pronunciation... that romance in the language. You know part of it is a myth, part of it is true, but I still strive to be the person that can fluently have a conversation on the street.

Yet, as user of French, Connor still embraces that dream of being able to engage in casual conversation with anyone on the streets of a French-speaking city. Therefore, Connor’s
imaginaries have come a long way from those initial media representations he had learned from television, even though he still has the same dream.

Another important aspect Connor mentions has played a key role in how he has constructed his North American imaginaries is connected to the way he embraced Canadian culture since his arrival in the country. This, he relates to multiple activities that he has been willing to learn about and practice in Canada. Three examples of this that are mentioned in his identity text are: 1) listening to Heavy Metal; 2) Halloween, and; 3) Ice skating. Figures 67, 68, and 69 show the pictures that Connor included in his identity text along with his comments on each.

1) Listening to Heavy Metal

![Figure 67. Connor at a Heavy Metal concert.](image)

This me at a Heavy Metal concert... and this is important, because I love Heavy Metal and I discovered it, you know when I came to Canada and I realized that it's great because a lot of the lyrical content of many bands deals with mythological and traditions and aspects of countries with rich heritage or history, so I really enjoy listening to those kinds of bands that really draw from their own culture and this is... doesn't mean that I learned French any easier, but what it means is.... I'm absorbing information in different ways and I'm learning about cultures and I've always associated language learning, you know about the culture of the language or learning about the target language so even if I'm learning
about you now, a Dutch Viking tradition, or whatever, I’m just learning about ways I can absorb information and translate it into knowledge that I can apply in my course work, in my presentations, as a teacher candidate... so all these experiences help shape my way of thinking and the way I perceive the world around me.

It is important to highlight the way Connor begins by describing how he discovered this music genre in Canada, as well as how he can easily relate Heavy Metal to his imaginaries about other cultures and historical periods. Indeed, Connor clearly integrates many resources to contribute to his interest in understanding others and gaining a richer view of the world.

2) Halloween:

![Figure 68. Connor's first Halloween.](image)

This picture is just of me as Batman. In Lebanon Halloween isn’t celebrated in the traditional trick-or-treat kind of way. I always mention this when I talk about Canada. It was my first time. It represented my first time trick-or-treating, in Grade 8 and I kept going, I believe until
Grade 11. so I do like dressing up once a year. It’s just part of that Canadian life that I’ve adopted into my own identity.

Halloween is one of those activities that Connor associates with Canada, as this was a completely new experience for him. Furthermore, Halloween and trick-or-treating was one of the many ways Connor enacted his Canadian identity.

3) Ice skating:

In Lebanon, no such thing as an ice rink. So this is just another way where I try to immerse myself in a culture... and by trying new things I realized that you will fall, you will bruise a bit... physically, mentally, emotionally... physically of course when you slip and fall on the ice but it’s OK, because you get back up and you practice some more and eventually you become a master and you know it’s a life-long journey, so I’ve equated that with figure skating for some reason, just the fact that I’m always open to new adventures which I believe is part of being an effective language learner... being committed to the language you’re teaching or the subject matter or just being someone who cherishes every experience that is offered to them.

Figure 69. Ice skating.
In this image, Connor brings back several of the ideas that he had already shared about language learning and the connections between language and culture. He begins by identifying ice skating as a Canadian activity that he was willing to try, knowing that he would likely fall and end up with bruises. This is an effective metaphor that Connor uses to refer to his resilience both as a newcomer to Canada and as a language learner, noting how both are life-long journeys.

**Teaching imaginaries.** Connor wants to teach high school because he says he wants to be much more focused on teaching rather than classroom management. He says he wants to be more professor-like as a teacher. As mentioned above, a university environment is also a place where Connor already knows he can thrive as a residence assistant and he has even considered student services as an alternative career path in the future.

**Case 2: Catalina**

I met Catalina through her practicum supervisor a few days after arriving in Chile in May 2013. Faced with difficulties contacting fifth year TCs due to the ongoing strikes at CCPU (see more about these strikes in Chapters 3 and 5), Professor Julia introduced me to her practicum
supervisees. This was a solution as practica and supervision were unaffected by the strikes since these took place in local schools. Catalina was one of Julia’s students.

Catalina mentioned she had time and immediately showed interest in participating in my study. I had the chance to interact with Catalina, not only in our focus group, but also during a tutorial in which I introduced a few tentative participants to VoiceThread. This tutorial took place in one of the university’s computer labs before the building was fully occupied by protesters. Those protesting included TCs with doubts about the curricular changes that the program was going through, as well as TCs supporting a larger student activist group demanding the Chilean government free tuition.

Catalina’s Language Learning and Teaching Journey

Catalina’s love story with English started when she was around eight years old. She often listened to music in English and watched movies with Spanish subtitles, which she found distracting and frustrating. Back then, she wondered: “What would happen if I learn this language and then I don’t have to be reading (subtitles) because I can understand everything people say?” (Interview). In fact, this was a big motivation for Catalina as she was fascinated with Hollywood blockbusters from the 80s like Gremlins (1984) and music in English from the 60s and 70s. Moreover, she even argues that her story with English begins with the Beatles, as she explains in her identity text in Figure 71. She narrates the slide below as follows:

Since this is my Identity text, I couldn’t leave them behind because the Beatles, they are my idols... and they are the primary reason why I started learning English because I wanted to understand what the lyrics of their songs were saying and... their music is so beautiful and is so full of emotions. They’re the reason also I like music... I think maybe also you can teach English using the Beatles because their lyrics are very simple and full of content... that’s what I think!
Catalina told her parents about her interest in learning English and they did their best to provide her with materials in English, so they bought a VHS and Disney’s *Magic English* video tapes. Catalina started watching films with English captions, and after some time realized that she did not always need to read the subtitles to get the gist of what was going on. Likewise, Catalina constantly highlights the important role music played in helping her learn new vocabulary in English. Catalina mentions how she not only memorized the lyrics of her favorite songs, but also made contextual associations with new words. She was eventually able to make further inferences and connections to other songs and texts.

As illustrated by these few examples, Catalina’s English learning started mostly autonomously and out of self-motivation since she only began taking English classes in secondary school. From her experience, Catalina remembers feeling English classes in Chilean public schools were mostly grammar-focused and that the English learned from books does not accurately reflect the nuanced English spoken in real situations by actual users of the language. Catalina mentions that when she speaks to native speakers of English, she notices how they use a significant number of contractions and slang that are not commonly taught in school books. In addition to this, Catalina comments that often the textbooks used in schools introduce British English varieties, when the English most commonly found in Chile through music, books, films, and television tends to be North American.
In addition to listening to music in English, Catalina is also passionate about American literature, as she is an avid reader of Edgar Alan Poe and Emily Dickinson. This love for fiction also translates to Catalina’s real life, as she chose to name one of her dogs Gatsby, after Scott Fitzgerald’s novel *The Great Gatsby* (1925).

One of Catalina’s greatest challenges as a language learner has been vocalizing and pronouncing all the sounds in English words. A struggle she often associates with her L1 since final *-s* aspiration and deletion are quite common in Chilean Spanish. Due to her personal interest in learning English and how much she had learned autonomously, Catalina often was in a position to help her classmates with English homework and grammar when she was in secondary school. She recalls this experience as being the seed of her imagined future as an English teacher. Therefore, she felt teaching would allow her to continue helping others. This can be seen in her identity text when she describes the slide shown in Figure 72.

![Figure 72. The life I choose.](image)

I always loved English. It's a very interesting language. I also always loved to teach. When I was younger, I like(d) to teach my classmates in school and high school and I felt really good when they learn(ed) or (understood) what I was explaining to them, so that's why I choose studying English
teaching because it's the most important thing in my life I think. I love being a teacher!

Catalina’s teacher identity was later reaffirmed throughout her studies in English pedagogy as she interacted with her professors. She particularly makes comments about four professors from CCPU who she feels played a significant role as her mentors in the process of claiming her professional identity. In her narratives about her teachers, she mentions how professors at CCPU constantly showed that they genuinely cared about their TCs. Catalina’s professors were always willing to listen to TCs if they had any problems, or when they came looking for advice on classroom management or teaching in general.

Catalina’s Landscapes of Practice

Catalina was raised as a devout Catholic, and she studied in a local parochial school in the touristic city of Viña del Mar. As mentioned above, music has always had a special place in her life. More recently, due to her interest in singing, Catalina’s mother convinced her to join the local church choir. At first, Catalina admits to being reluctant about joining her church choir as her musical interests expand well beyond the worship genre. Nevertheless, with time Catalina began feeling more comfortable in the choir to the point that she truly enjoys it now.

Catalina also has a strong connection with nature. As an expression of this deep connection with nature and particularly animals, during her student-teacher journey, she decided to adopt a stray dog. Stray dogs are certainly abundant in Chile, and particularly in Valparaíso and Viña del Mar (Morales, Varas & Ibarra, 2009). This, according to Catalina, was a life-changing experience, as she started developing an interest in learning more about animal rights and loving nature as shown in Figure 73. In fact, she took this a few steps further and decided to become vegan and actively defend animal rights. Consequently, she joined an animal rights activist group called Animal Libre (Free animal). Therefore, participating in animal activism is an important part of her life as Figure 74 shows. In fact, she adopted two stray dogs and a cat, who she refers to as her own ‘guaguas’ (Chilean slang for babies), which will be mentioned in the discussion of Catalina’s social and animal networks below.
Catalina’s Social and Animal Support Networks

Catalina maintains a strong relationship with her parents and boyfriend, as well as her uncle, aunt and cousin, who appear in the slide shown in Figure 75. She discusses her strong family ties with the following words:
Well, the first thing that I want to say is that I have a great family and boyfriend. These are my parents with my uncle, Raúl, that passed away years ago... and this is my boyfriend. He also is a former student of the Central Chile Pedagogic University. He's three years older than me and he's a teacher already. These are my uncle and aunt... and this is my cousin. They are like a second parents to me and as I said he's like a brother.

*Figure 75. Catalina’s relationships.*

As mentioned in the previous section, Catalina’s adopted stray dogs and cat are part of her family and she refers to them as her babies. These furry family members also have special names as discussed with her identity text slide shown in Figure 76.
These are the house babies. These are my babies: Gizmo, Gonzo, y Gatsby. I choose those names because all those names represent some different things. For example, Gizmo is for one of the characters of my favorite movies: Gremlins. Gonzo is because I watched Muppets when I was younger and I loved them... and Gatsby is because the Great Gatsby is one of my favorite books. And all of them have a G name. I love them and they are a great part of my life. That’s why I think I wanted to include them here in my identity text.

Catalina’s Linguistic and Cultural Identities

When asked about her linguistic and cultural identities, Catalina explains that she knows about some English-speaking cultures, but she does not live like people who are part of such cultures. Therefore, Catalina does not feel bicultural. Catalina thinks that she needs to be immersed in an English-speaking culture for a significant amount of time in order to feel bicultural. This is what Catalina explains about her linguistic identities and her accompanying slide (Figure 77).
I know how to speak obviously Spanish, porque es mi lengua natal. It's my native language, I know how to speak English and I know how to speak... well, a little. I don't speak very much because I'm learning... for a few months... but I know a little how to speak Swedish. I love it! It's a very beautiful language and also I want to learn other languages. Maybe French in the future or Italian. I also want to learn Latin... I don't know... well people say it's useless, but I love Latin! I want to learn like six languages.

In a similar way to the beginning of her journey with English, Catalina is currently studying Swedish autonomously. She is watching movies in Swedish to get used to how the language sounds. Catalina is also learning vocabulary and grammar on the Internet. Because of her English, Spanish, and developing Swedish competence, Catalina feels plurilingual; nevertheless, as discussed above, she does not feel bi/multicultural.
Catalina’s Dreams and Imaginaries

Catalina’s imaginaries and her identities have been greatly influenced by three activities that she mentions she has always dreamed about: acting, singing, and helping others. This is what she explains in her identity text slide titled ‘My other dreams’ depicted in Figure 78.

I also have other dreams... well, when I was younger, I wanted to do other things, but I didn't because... well I didn't have my parents' support and also... I don't know... I think that maybe I wanted to help people more than being on a stage and perform in a play or sing... I don't know. People said I have a lot of talent acting and singing, but helping people is one of the best things that you can choose in life. That's why I choose teaching instead of these other dreams.

As Catalina mentions, she made a career choice based on a profession that she thought was going to have a greater social impact. However, in her interview she comments that being a teacher also allows her to sing and perform as part of the varied activities that she needs to do to keep her elementary school students engaged.
One of Catalina’s hobbies, which she associates with doing something for other people, is baking. She loves baking cupcakes for her family and friends to enjoy at parties and other special occasions. This is what she explains about this hobby with the slide shown below in Figure 79.

![Figure 79. I love baking.](image)

Other thing I love is baking. I think it's also very relaxing and I don't know, I like it. Also, I like to bake cakes for birthdays or special occasions and people like my cupcakes, cakes, brownies, so I will keep doing it because its a nice way to spend the time rather than do other things.

In addition to these activities, by the end of her identity text, Catalina mentions that she has more dreams and plans for the future. These plans include travelling around the world, learning other languages as well as interacting with other cultures. Catalina states that even though fulfilling these dreams may not be easy to achieve now, it is not impossible either. This can be seen in her comments below and Figure 80.
And in the future, I would like to travel around the world. I don't know... I think it's a very nice way to learn other cultures and live different realities. I want to have a lot of experiences in my life. I know it's not easy, but I know it's not impossible either. I'm very young. I'm 22 years old and I can travel in the future. I want to go to the United States, Canada, England, Australia, Paris, Sweeden, Norway. I want to go to a lot of places... meet a lot of people and... I don't know... grow as a person.

**Teaching imaginaries.** Catalina sees herself teaching in a school for children coming from families with a low socioeconomic status. In addition to this, Catalina would like to teach in more than one school. She also sees herself teaching elementary school children as she feels this would allow her to be more creative and use more didactic tools.

**Case 3: Tati**

I had the fortune of meeting Tati in September 2013 when I was recruiting participants at Pacific State University. We chatted during a focus group in which she and a colleague of hers shared
some of their experiences and recommendations for the language teacher education program they were doing.

![Tati's opening slide](image)

**Figure 81. Tati’s opening slide.**

Tati completed her multimodal identity text in late January 2014. She produced a rich autobiography (her *VoiceThread* lasts 73 minutes, when the average duration of TCs’ creations is around 10 minutes) in which attention to detail is abundant. Throughout her participation in this study, Tati generously allowed me a privileged view of some of her imaginaries, dreams, experiences and passions related to her journey in LTE. In mid-February, I interviewed Tati from Canada via *Skype*. We had a prolonged and interesting conversation in which she even took a bit of interviewer role as she was curious to learn about my reactions to her identity text.

On March 29th, while I was at the TESOL conference in Portland presenting some preliminary research findings and getting some feedback on my doctoral work, her best friend Claudia, e-mailed me with the sad news about Tati’s untimely death. Tati suffered a cardiac arrest while she was working as a research assistant at her alma mater. Being a research assistant, a TA, and an exceptional TC, she was well known and liked by professors and colleagues. Thus, the news of her death rippled throughout the LTE program community.

In March 2016, I was invited to present an academic paper via *Skype* at the *XI Meeting of Colombian Universities with Language Teacher Education Programs and II ELT Conference*. A few days before my presentation, I contacted Claudia knowing that she could attend the conference. I told Claudia that I was going to present some of the insights learned from Tati and other participants. Thus, Claudia got in touch with Tati’s parents and told them about my
presentation, which I did in Tati’s memory. Her parents and sister came to my presentation and seemed happy to listen to Tati’s musings, as well as to remember her positive attitude and good sense of humor. In the following lines, I use simple present to refer to Tati because in this study I expect my readers to see her no differently to any of my other participants—she was a young, energetic, passionate and caring TC ready to conquer the language teaching world! This, I hope, provides a vivid image of Tati, her passions, struggles and dreams.

Tati’s Language Learning and Teaching Journey

Tati started learning English at a private language school where her siblings were already taking classes. Thus, as a young child, she had been exposed to music in English. Furthermore, she mentioned in her interview how she could remember the tunes of particular songs in English from the 80s and 90s because she had access to music and cable television in English at home. Later on, Tati attended two different private language schools where she learned English in an informal environment within what she described as a predominantly communicative approach to language learning. Therefore, when she started studying English in her LTE program, she felt that even though she could communicate at a beginner level, she was not fully aware of the grammar she relied on when using her English. Thus, from being a language learner she concluded that communicative language teaching should not merely focus on developing learners’ communicative skills with a focus on listening and speaking. Rather, she advocates for an approach that ‘keeps in mind’ the four integrated skills at all times. Additionally, she is passionate about her belief that even though language learners should have more than a grammar-only focus, they could certainly benefit from timely explicit corrective feedback and grammatical clarifications as needed.
An important part of her journey, recurrently appearing in her identity text and interview, are the stories of teachers who had helped her view the world in different ways and from whom she had been inspired to embrace languages and language teaching. Figure 82 shows Tati’s multilingual introduction to her teacher narratives. After this slide, she introduces a list of names of professors she said had played a key role in helping her become the TC that she is. An example of Tati’s teacher narratives can be seen in the following excerpt from her identity text. In this excerpt, she discusses how Professor María Clara, a French professor, had shown her that there was more to teaching a language than simply explaining grammar or introducing students to communicative tools. Tati explains,

... she (Professor María Clara) teaches... I mean her backup plan is like...
OK, I'm going to teach you French, but actually her purpose is to teach you how to live, she just has this strong political view of things and everything, but you know? You get so critical with her, and you understand, and you really get to use your French to try and to make out your point... to defend your opinion... I mean, she's great with that!

There are many other instances in which Tati discusses vivid teacher stories from which she learned valuable lessons about being the kind of teacher that she wants to be. It is important to mention that she had initially started a degree in business and began her LTE program simply because she liked English. However, as time progressed she felt the passion that her professors had for language teaching and it is these teachers who convinced and inspired her to become a
teacher. Tati also acknowledges that even though she loves what she does, her journey of becoming an English and French teacher has not been an easy one and it demands time and effort as can be seen in Figure 83 and her comments on this slide.

![Figure 83. FTS I’m going to Narnia](image)

OK, but I need to be honest with you and this student-teacher journey sometimes makes me think, ‘Fuck this shit I’m going to Narnia!’ It is hard! It is very hard... for example in my case I need to work... I work doing style corrections (text editing and proofreading) and with papers and uh, French papers, Spanish papers and I also work as a monitora de investigación (research assistant) and... I have my classes and all of those things that we need to read and to understand... to learn... I have a family who is always asking me for time and I have many things to do.

This excerpt shows how sometimes Tati feels overwhelmed with the vast number of things she has to do, it also highlights her human side and the importance of finding time for those whom she loves. This will be further expanded in the two next sections.

**Tati’s Landscapes of Practice**

Tati works as a teacher assistant for a Spanish professor every week at her alma mater. Tati also started negotiating her practicum at a local Waldorf school and was given the opportunity to
observe classes and interact with teachers at this school. When asked about any extracurricular activities she is involved in, apart from her two jobs, she said that she really was not into church or into any particular activity. However, she mentioned spending time with her friends and editing theses and academic articles for professors. Therefore, even though Tati is not currently teaching as many of her colleagues are, her involvement with university professors and researcher communities has certainly expanded her landscapes of practice and broadened her understandings of language learning and teaching. The next section provides an overview of her friends and family as other communities of practice that were recurrently portrayed in her narratives.

Tati’s Social and Support Networks

Tati is a loving daughter, sister, granddaughter and friend. She constantly talks about her family and friends. In fact, most of her adventures include spending time helping or being helped by the people she loves. Her close ties to her family and friends can be seen throughout her identity text. Pictures of her family are constant, as well as pictures of her friends like the ones shown below. Figure 84 shows Tati as a baby and her grandmother carrying her. Tati comments the following on this slide:

![Baby Tati and her grandmother](image)

*Figure 84. Baby Tati and her grandmother*

My grandma hasn’t spoiled me, she has just cleared my ideas many times, and they are all messy and horrible... she just brings... for me to earth every time she
Can (she brings me down to earth), and she's a wonderful woman. I remember that I was like in first semester, and we had to do like describing of a person... and I select to describe her as the most comprehensible (understanding) and lovely woman that I've ever met. She is my friend, she is my confidant, she's my mother she's my grandmother... she's everything. She's absolutely amazing, and I love her for that!

Figure 85. Tati and two of her siblings. These pictures were taken before her little brother was born.

Sadly, Tati’s grandmother passed away three weeks before Tati did.

In addition to her grandmother, Tati recurrently mentions her family and how they all love and support each other in everything they do. Tati also fondly narrates how on Sundays the family would get in her father’s car and they would go across the city to eat ice cream at a local shop. However, for Tati the fun part was not just eating ice cream, but the trip itself. Figures 85 and 86 show Tati’s family.
In addition to her family, Tati also maintains close ties to her cohort colleagues and friends. Tati and her friends are a robust support network for each other. They help each other by proofreading their school papers and collaborating in group assignments. Tati particularly collaborates with her best friend Claudia.

Figures 87 and 88 show Tati’s friends and their deep sense of connection.

*Figure 86. Tati and her family.*

*Figure 87. Priceless friendship.*
Figure 88. A picnic with friends.

Tati’s Linguistic and Cultural Identities

Figure 89 illustrates Tati’s multilingualism. She discusses this part of her identity in a slide with a heading in which she provides a sample of how she sometimes actively engages in translanguaging practices drawing on her multilingual repertoire. Yet, Tati also explains the challenges in moving between languages. She shares, ‘Mom, wait... how do you say this in Spanish? I know what it is in English, but I can’t remember what it is in Spanish, Ahhh...’.

Tati also includes a picture of a red T-shirt with the following caption printed on it: ‘That moment when you start thinking in two languages at the same time.’ Next to the T-shirt image, Tati adds a picture of an actual multilingual Christmas card she got from one of her TC friends. In this Christmas card, the greeting is delivered by translanguaging in their three languages: English, French and Spanish. This is what Tati explains with this:
This is something that happens to me very often, it is like, 'Mamá ‘perame, eso es… eso… ¿Cómo es que se dice en español? Yo sé que en inglés es ta-ta-tá entonces yo sé que en inglés es polite o, lo que sea pero entonces (Mom, wait... How do you say this in Spanish? I know that in English it is ta-ta-tá, so I know that in English it's polite or whatever, but...) yo no me acuerdo cómo se dice, 'I don't remember how you say it in English' and then, all of the sudden, it is like...just like it says here: 'Yo sé que es en inglés, mais je ne me rapelle pas en espagnol, donc c'est comment... (but I don’t remember the word in Spanish, so it is like) it is like a mix of everything and it is like: Oh Gosh! This is so hard because at university with my friends, we tend to mix that, I mean we can talk in Spanish and if we don’t know how to say that word in Spanish, we say it in English and that’s it! All of us understand and we can continue, but when I’m talking to other people, I’m like, ‘hmm I cannot remember how to say this word!’ OK, here I brought you this image, it is a letter (Christmas card) that one of my friends did to me... it was for Christmas... like look, it is not only
me who does it, they're my friends also who does it... and look, I wanted to dire (tell you) hereesusse (merry) Christmas, yo (I) hope they gusten you (you like them'). I mean it is somethig crazy!

Furthermore, when Tati was asked in her interview whether she felt she was multilingual in English, Spanish and French, this is what she replied:

How do I consider myself? I think bilingual or plurilingual because... there is actually something that we learned from Professor Andrea. She told us: 'When you guys have a whole dream in a different language it is because your brain got it!'. Professor Andrea told us this story about when she was in college and how she was extremely upset because she was dreaming in French and she once went and told her tutor (supervisor) about this and he replied that he was glad this was happening to her because it meant that she had the language structure engrained in her brain. When Professor Andrea told us this I had already dreamed in English a while ago. Then, a bit later I started dreaming in French too and now I dream in English, French and Spanish... so I told myself: I already have these three languages, I can use the three of them! So I am not bilingual because I not only speak English and Spanish but I speak French too, so it's three languages, let's hope there's more to come!

As discussed in her interview, Tati felt confident about being plurilingual. However, she explained that she was not multicultural because she lacked knowledge and contact with English and French speaking cultures. Tati also mentioned how she thought that she needed to be immersed in a context where either English or French were dominant languages. Indeed, she was clear on her perspective that only through prolonged social interactions with other speakers of her target languages, she could learn the behaviors and particular language uses that were common in those local cultures. Thus, Tati insisted that she needed this to feel multicultural.
More about Tati’s construction of how she perceives herself and how she envisions her future as language user and teacher can be seen in her imaginaries.

Tati’s Dreams and Imaginaries

Tati constantly mentions how she uses her imagination to create vivid images of what she wants to do with her English and French, and what she envisions or the places she dreams about. Moreover, she even mentions how she uses her imagination as a powerful brainstorming and organizing tool for thinking out loud and planning her day. Tati said the following about how she used her imagination:

Now with regard to my imagination, well, I make up these stories in my head with places and lately... You know what I've been doing a lot lately?

I imagine classes in French and in English, so I think how would I teach them? And then I think out loud how I'd teach these lessons and all, so I don't know... I think I am slowly going crazy!

Tati adds that she constantly thinks out loud and she does this in her two teachable languages, as she explains in this interview excerpt:

There is something that I actually do, and that is... that I do a lot of thinking-out-loud in English and French. Let's say that I try to organize my ideas as I walk or get off the bus, when I walk home or go the university. I always try to speak to myself... it's like organizing my ideas or telling myself how I feel... and now that I think about it, I remember that I used to have a diary in English... in a fairly basic English, but it was in English!

Tati’s identity text also provides views into how she constructs her imagined places and creates vivid images of her dreamed places building on the images and stories available to her locally, which connects to Orgad’s (2012) concepts of global imagination and contemporary mediated
globalized culture. Figure 90 shows a picture of a tree right outside the campus building where she takes classes. The tree has lost a significant amount of foliage and this image, as she explains below is her Colombian version of autumn.

![Image of a tree with lost foliage](image)

**Figure 90. ‘A Colombian presentation of fall’**.

So this is a very Colombian presentation of the fall, the season, the fall season... here you can see like this bunch of leaves that are falling down, this wonderful tree. This is right in front of the languages (school) cafeteria and every time that it is August or June, or July, whatever it is... I just get so amazed by the colors of the leaves... I mean the colors of the fall, those yellows, those oranges, those browns, I don't know, I just love them and the closest thing that I have right now to be able to see, like that season is watching the leaves fall down.

Tati continues describing how one of her dreams is walking through New York’s Central Park during autumn, this is what she explains in her identity text, when discussing the slide shown in Figure 91.

I know that is one of my dreams, so I will love to walk... to be able to walk through the Central Park with this wonderful view... I mean I would be like falling apart... I just believe that is the most wonderful season ever and... those colors, those oranges, those yellows, those... I don't know,
like I just love it. There is this movie, I mean... I'm quite romantic sometimes and there is this movie called *Autumn in New York*... It is a sad movie of course, but it is the representation of autumn and how great it looks... how beautiful it is for me... autumn is even more wonderful... for example that idea that we have of spring right? Spring is like the beginning... but for me the beginning is autumn... I don't know I just have always loved it.

![Autumn in Central Park](image)

*Figure 91. Autumn in Central Park*

Another instance in which Tati uses what she sees locally to build her imagined places is when she visited a Café in Pereira, a city located in Colombia’s Coffee Region. She included a picture of this French café (see Figure 92) and provided a rich description of her thoughts on the cafe in the following excerpt.
Figure 92. A piece of Paris in Pereira.

The Paris Café in Pereira... It was like that feeling of being in a restaurant with that kind of architecture, with that style and special arrangement, but at the same time it was like thinking that I was standing right here and at the same time elsewhere... I told myself this is a Parisian café... so pretty! And... Well! Pictures don’t show the interior, but it has these Victorian chairs and then in the exterior hall leading to the shopping mall there were chairs and small tables just like in Paris but in this shopping mall... so I told myself, ‘This is really a piece of Paris here in this shopping mall!’
Images evocative of Paris, France and London, UK are recurring in Tati’s identity text as portrayed in Figure 93 when she discusses how travelling around the world is one of her dreams. In this slide, Tati makes an emphasis on the importance of being a citizen of the world, understanding others, and yet remaining Colombian. This can be seen in the excerpt below:

**Being a world citizen, but at the same time understanding each other and having my roots always!**

_Teaching imaginaries._ When discussing the slide shown in Figure 94, Tati mentions how she wants to teach in a multicultural environment. She states:
And lately, one of my new and deepest wishes is having a multicultural class and I believe it is a challenge, but at the same time, I believe like, ‘Oh my Gosh! So many people in one place, living together! How many great things we could learn from each other!

In addition to this, Tati sees teaching as a form of social activism in which she could reach out and help children in marginalized populations. However, as a young and ambitious TC, she also wants to work at an institution with abundant resources and opportunities for her to continue growing both as a language learner and teacher. This presented her with a personal and professional conflict that she explained in the following words during the interview: Monday through Friday, I want to be a teacher at the American school but Saturdays and Sundays, I’d like to teach in a rural school up in the mountains.

**Discussion**

The three cases discussed in this chapter provide a detailed account of how TCs construct their imaginaries, and how they negotiate their identities. As explored in my collaborative work with Sreemali Herath (Valencia & Herath, 2015) the use of multimodal identity texts served as powerful catalysts for TCs’ reflections on their journeys towards becoming language teachers. Similar to the case of TCs in López-Gopar’s (2009, 2016) critical ethnographic action research, participants in this study significantly invest in their plurilingual identities as shown by Connor, Catalina, and Tati. In addition to this, as Herath and I suggest, the technology-mediated aspect of TCs’ creations in VT enhanced the way in which they tell their stories. Connor, Catalina, and Tati show considerable investment in their creations and were able to eloquently tell not only their stories, but also describe their dreams and provide a vantage point to learn about their own thinking and future dreams.

Connor engages in self-reflection when he perceives a shift in his primary national identity. For example, Connor mentions that he is “a Lebanese with a Canadian passport” and “no longer a product of Lebanon” because he has embraced what he perceives as Canadian values and ways of living. Connor’s perception of a shift in identity is similar to Eva’s and Martina’s narratives infused with contradictions and struggle as detailed in Norton’s (Norton Peirce, 1995) seminal
article on identity in language education. It is also important to notice how Connor explains that, when he goes to Lebanon, he thinks of this country as home because he knows the streets and eats home-cooked meals, but in his imaginaries home looks more like Canadian suburbia. That is one more example that shows Connor’s complex and rich identitary repertoire. This example also falls within Taylor’s (2002) notion of social imaginaries which he argues help individuals make sense of who they are as well as have a sense of their place in the world. Another important aspect of Connor’s, Catalina’s, and Tati’s identity texts is the inclusion of both local images (i.e., Canadian suburbia in Connor’s case) as well as images of distant places (i.e., Tati’s picture of fall and the Paris Café) in their imaginaries.

In her identity text, Tati immerses herself in an imaginary autumn season in a context close to the equator where climate only allows dry or rainy seasons. She constructs a beautiful local image with elements of her global imagination (Orgad, 2012), which she has learned from her constant consumption of North American popular culture. She also does this when she describes the Paris Café as “a piece of Paris” in a Colombian city. It is worth noting that Tati’s investment in her plurilingual identities is shown when she describes her translingual practices as she draws from her three languages to communicate with her fellow TCs, who she argues, equally engage in the same practice. Another important aspect of Tati’s story is the tension she feels between her desire to teach in a well-resourced school during the week and her dream to teach in an underresourced rural school on the weekends. This contradiction stems from the fact that she would like to be in an elite school where she could continue to grow professionally, but would also like to feel like she could make a difference in the lives of underprivileged children. Tati’s conflicting feelings reflect the presence of the narrative of neoliberalism in education.

Catalina also invests in her plurilingual identities when she describes how she initially learned English from movies, as well as how she is currently learning Swedish on her own. Her identity text, similar to Tati’s and Connor’s, shows a clear path of the decisions she is currently making based on the kind of teacher and person she wants to be in the future. This echoes the experiences of Kubanyiova’s participants (2012, 2017) when they projected their ideal selves. An important aspect of Catalina’s creation is when she mentions how she feels that in becoming a teacher, she is partially fulfilling the expectations that she had about her ideal self of becoming an actress or singer. These dreams, she explains, are partly fulfilled because she sees teaching as being similar to acting and the classroom becomes her stage.
One of the salient elements described in this chapter is how TCs have navigated their LTEPs by drawing on different support networks due to their rich landscapes of practice (Wenger-Trayner & Wenger-Trayner, 2015) and participation in multiple communities of practice, which extend beyond LTE.

**Conclusion**

This chapter provides a close-up view of the cases of Connor, Catalina, and Tati. The three narratives discussed in the chapter are mostly based on their multimodal identity texts and interviews. These vignettes show how TCs construct their imaginaries and use them in negotiating their evolving professional identities. Each narrative consists of five organizing elements which focus on the following aspects: their language learning experiences; their landscapes of practice; their linguistic and cultural identities; as well as their dreams and imaginaries. The purpose of this chapter is to provide a closer view of TCs’ rich lives and illustrate how they draw on their imagination as a powerful tool to guide the development of their professional teacher identities. Multimodal identity texts allow the construction of narratives which facilitate TCs’ reflection on their identities. It also affords them a sense of pride (Cummins & Early, 2011) as they can see their journey in LTE in perspective and realize how much they have achieved by the end of their program. Multimodal identity texts also present rich opportunities for these narratives to be shared with other TCs and teacher educators. These three cases highlight the role of shared narratives related to contemporary mediated globalized culture (Orgad, 2012), a sense of interconnectedness, language teacher education, and stories of teachers and learners across contexts where globalization and neoliberalism flourish. Therefore, the findings of this chapter bring to the forefront the presence of the six shared narratives mentioned earlier, which is an aspect further discussed in the final chapter of this dissertation. The following chapter will complement the close-up view of these three cases by describing the stories about diverse learners that Connor, Catalina, and Tati were asked to imagine.
Chapter 8: A Close-up View of How Connor, Claudia, and Tati Imagine the Life-stories of Diverse Learners

In introducing Connor’s, Catalina’s and Tati’s small stories of imagined learners, I will begin by briefly revisiting a few of the theoretical constructs introduced in Chapter 2, which highlight the intrinsic relationship between narrative and imagination, since imagination is engaged when telling real or imagined stories about the past, present or future (Andrews, 2014). Furthermore, in her staunch defense for the humanities in the curriculum, Nussbaum (1997) discusses the need to develop a narrative imagination in education. Indeed, she argues imagination allows us to put ourselves in the shoes of human beings different from ourselves to try to understand their actions, while also realizing that the way we live is just one among a number of other ways of living. Hence, in examining my participants’ imaginaries and what they envision about their future as teachers, I also wanted them to imagine learners similar to those they will encounter in their teaching contexts and envisage themselves teaching them.

To facilitate teacher candidates’ (TCs) engagement in the storytelling of imagining learners, during the interviews, each participant was asked to answer three questions about four groups of students appearing in a set of pictures. As explained in Chapter 3, participants were shown pictures of students from the contexts in which they were doing their teacher education programs (i.e. Ontarians were shown pictures of North American children, whereas Colombians and Chileans were shown pictures of Latin American children). Out of the four photographs, two had students from majority cultural groups and privileged socioeconomic backgrounds (e.g. white children in robustly-resourced schools), and the other two showed diverse learners representing minority groups who have access to education in less-resourced communities (e.g. immigrants and indigenous children). As discussed in my methodology chapter, each of these pictures was chosen because they showed student populations that are commonly associated with both groups, privileged and minority students in each context. The purpose of using these photographs was to ignite my participants’ imagination to examine how they construct their imaginaries with the images of children available to them in their contexts. Having in mind that these socially constructed imaginaries can have both empowering images and marginalizing stereotypes, for the purposes of this research I refer to each of these alternating groups of learners portrayed in the photographs, as privileged learners and diverse learners, respectively.
In the following section, I will explain each of the questions asked to prompt TCs to partake in storytelling. Participants were invited to observe each photograph and say anything that they imagined about the learners shown. TCs were constantly reminded that there was no right or wrong answer to the questions, so any possible answer was equally valid. The following are the three questions they were asked:

1) **Who are the students in the picture?**

This question could also be interpreted as: ‘how do you perceive students in the picture?’ Participants were asked to comment on anything that they noticed or that they thought was important to know about the learners they saw in each picture. Some of the most popular options TCs discussed were: the kind of school learners were in (e.g. elite-private, private subsidized or public), students’ and their families’ socioeconomic status, their physical appearance, their attitude and behavior, among others.

2) **How would you teach these students English or French?**

In this question participants were asked to imagine that they were in the school setting where these students were learning and pretend they were their teachers. Thus, TCs explained what they thought the experience of teaching these students would be like.

3) **What would these students use their English or French for, right now and in the future?**

The last question aimed to make TCs think about their reasons to teach English or French to these students and the students’ investment to learn their additional language. Therefore, participants were asked to imagine the different uses that these learners would have for their additional language in their present and future lives.

Now that the questions have been laid out and explained, for the sake of simplicity, I will refer to each of them under the summarized themes of:

1) who?
2) how?
3) what for?
The ideas that these three questions aimed to prompt in participants’ imagination follow the three dimensions of content analysis for short stories suggested by Barkhuizen (2016) in his three-dimensional, multiscalar narrative space. Barkhuizen’s model combines context analysis with content. Thus, along with his three story-levels (see more about this in Chapters 2 and 3) that narratives studies refer to when analyzing various contexts, Barkhuizen integrates content by looking at the traditional story-content dimensions of: characters, setting, and plot (see Figure 95 below). Therefore, in his three-dimensional multiscalar model Barkhuizen suggests the following three questions: 1) who? (characters), 2) where? (setting) and 3) when? (plot) (see Figure 95). Consequently, Barkhuizen’s short story approach for the study of teacher identities aims to analyze the perceptions and power relations between the characters of each narrative, as well as the actions that are taking place and the real, ideological or imagined places where each story occurs. Therefore, his model provides structure to the discussion of TCs’ answers to my three questions about the photographs of learners they were shown. Although my questions slightly differ from Barkhuizen’s, they still maintain the three content dimensions traditionally studied in stories: characters, setting, and plot.

Figure 96 shows the three questions my participants were asked and the progressive sequence in which these were asked to facilitate the creation of short stories about the learners in each of the photographs.

Figure 95. A three-dimensional, multiscalar narrative space.
Figure 96. Questions about imagined learners.

The following pages include Connor’s, Catalina’s and Tati’s answers to these three questions for each picture. As Chilean and Colombian participants were shown the same set of pictures and Canadian participants were shown different ones, each entry begins with two pictures and participants’ answers. This is followed by a section in which stories about who the children in the picture are, how TCs would feel about teaching them, and what these learners would use their additional languages for. These narratives are constructed by analyzing each TC’s answer to the three prompts asked by the researcher. This approach to construct these imagined learners’ stories collaboratively during interviews and the process of making sense of these same stories falls within what Barkhuizen (2011) refers to as narrative knowledging. This approach can be described as a multi-stage process of creating, interpreting and making sense of stories. Therefore, the analysis of TCs’ answers to these questions asked about each pair of pictures is titled narrative knowledging. The first pair of pictures is of diverse learners and it will be followed by a set of pictures of privileged learners. The pairs of pictures shown will alternate from diverse to privileged learners henceforth. The end of the chapter includes concluding remarks of what was learned from this exercise. Once more, TCs’ words appear in the Kristen ITC font to highlight their voices.
1) Who are these learners?

Connor (p1): (They are) eager children. Happy to be there. Motivated learners. Proud of their work.

Catalina (p2): These students seem to be from a public school. They also seem to be from a girls-only school, which I find as something positive because co-ed classes tend... I feel tend to be messier.

Tati (p2): They are indigenous! They are making bracelets. They are doing group work. They're wearing school uniforms. They're focused. They like what they're doing and I don't know what else to say.

OK. Regarding their physical appearance... their skin color, the majority of them... the way they have their hair... almost all of them... well only the first one has her hair... hmm what do you call it? Curly? And the rest of them have straight hair... they are like... it's like a... they are like girls from an indigenous community because of the color of their skin and their physical appearance.
... they are either middle or lower middle-class because of what one associates with indigenous communities. I imagine... I am having crazy thoughts...

2) How would you teach them English or French?

Connor (p1): Using visuals. Race or ethnicity doesn't give me any clue as to what kind of learners they are. Students seem to put in the effort and be willing to share.

Catalina (p2): I think teaching them would be interesting. It seems like they're doing arts and crafts.

Tati (p2): These girls? Look, I don't know if these are part of the images that you used for your presentation at the university. I mean the teacher who worked with children in... was it in the Amazon?

...Well, I remembered because I see them making bracelets, so I thought about the same thing that you explained the teacher was doing in this project: using English in their everyday life, so if part of their everyday life is making... and if they sell them... their bracelets... practicing with them as we make bracelets... colors, big, small, short... as long as we're doing any activity... while they make their bracelets or whatever they're making... trying to make this meaningful for their community... which is where Ethno-education comes in... in trying to make learning meaningful in their own reality, which in this case since I think they are indigenous and they are making (bracelets). That's what I thought.

3) What would they use their English or French for?

Connor (p1): They use their French to bet a better future. French would give them a better opportunity in life.
Catalina (p2): For example, if they want to further develop in the area of arts and crafts... they could sell their products overseas. If you own a business, then speaking additional languages is important, particularly English. This would allow you to grow your business and... I don't know... especially now with the free trade treaties with the U.S., it is highly likely that they could be able to sell their products.

Tati (p2): What would they use it for now? That is a very good question. One may think that now they use it in class, but aside from that if one manages to have them use it out of class just like what I thought... that they are an indigenous community, that this is one of their crafts and that they sell them...I am simply thinking too much about your presentation...

In the future... depending on how much they learn... that one (as a teacher) uses English to explore their culture, but also that they can see English as something much more than a strange language different to my L1, but that they can also see that it has an important effect. I don't know. This one was a tough one!

Narrative Knowledging: Pictures 1 and 2 Stories

Pictures 1 and 2 show indigenous children of the Americas. In the first photo, a group of smiling Inuit children pose at an elementary school in Siorapaluk, Greenland (Ross, 2013). In the second photo, Zenú children make bracelets at a semi-rural school in the Northern Atlantic Region of Colombia.

Who? Connor makes positive observations about the children in Picture 1, saying that they are eager, happy, motivated and proud. Catalina and Tati focus on Picture 2’s learners’ appearance and argue that they may be from a low socioeconomic status. Tati is aware that she is making assumptions about these children. However, she explains that she is simply ‘having crazy thoughts’ because she mentions how she associates the children in the picture
with indigenous populations and that these minority groups are part of the impoverished lower socioeconomic groups.

**How?** Connor argues that he would teach the students in Picture 1 using visuals and that their race does not tell him anything about what kind of learners they are. He also argues that these learners seem to be working hard and have a sense of community as he says they seem willing to share with each other. Catalina and Tati focus on the fact that the students in Picture 2 seem to be making bracelets or arts and crafts, and Catalina mentions that this would make teaching them interesting. Tati wonders if the learners in the picture appeared in some of the photos of indigenous children that I showed in a public talk that I gave in her teacher education program prior to meeting her. Thus, she explains that similar to what I had shared in my presentation about a teacher working with indigenous children, these learners could use English in their everyday lives by bringing in their ancestral arts and crafts traditions to the English class and use this to learn vocabulary on colors, sizes, etc. This is how she thinks about English and Ethno-education (education for indigenous students in Colombia, where minority languages are spoken).

**What for?** Regarding the purpose of language education, the three TCs agree that learning their additional languages, whether it is English or French, is good for these learners’ future. Indeed, they associate this learning with more job opportunities and even access to international markets through free trade agreements if learners want to sell their crafts. Moreover, Tati highlights the importance for teachers to try and make meaningful connections between language learning and students’ lives beyond the classroom.
Pictures 3 and 4: Privileged learners

Figure 98. Pictures 3 and 4.

1) Who are these learners?

Connor (p3): (They are) Geography students. (they are doing) field trips…love nature. French is good for them because they can use it to be tour guides. They might love being outside.

Catalina (p4): The first thing that comes to my mind is that it’s an all-girls school and that they are bored. They look bored.

Tati (p4): Upper middle-class. An all-girls school. They’re paying attention…wearing a uniform. They seem to be listening to what they’re being told.

2) How would you teach them English or French?

Connor (p3): (Using) culture-based activities. Kinesthetic. French is a universal language.

Catalina (p4): These girls? I don’t think it’d be that difficult because I actually taught girls at an all-girls school, but it was a municipal school, so it was really difficult… no, this doesn’t seem like a municipal school… so I
think it could be sort of similar to my experience at the all-girls school. At first it would be really difficult, but after some time, I would be able to teach them something... because at first, they kept telling me, 'No! what would we use English for?' It's like they thought, 'this has no purpose' and they refused to write, but after some time I told them, 'Well, if you guys study English then... Hey! (I told them), would you like to do what I do? Watch movies and focus on people's faces rather than read subtitles? Go to the movies and watch actors' faces rather than words? Wouldn't it be interesting to know what they talk about?

Tati (p4): Asking them... they seem to be watching a video. I would try to have them write about their personal interests and opinions to facilitate interaction. It would be good to have them think apropos de... It would be easy... finding something that connects English with their lives.

3) What would they use English or French for?

Connor (p3): They would speak French sometimes while traveling with their families.

Catalina (p4): They can use their English to understand... to communicate. For example, what would happen if you can speak English and you can use it in different countries, not only in the U.S., but maybe in Brazil? If you don't speak Portuguese or Spanish, you can communicate in English because English is widely spoken there. I would give these students different options for them to use their English.

Tati (p4): In class. English could be used to talk about their everyday lives, which relates to what I was telling you I have managed to do at the beginning (of this conversation) ... take English and use it beyond class...
when I think out loud, when I dream... in how I want... how I represent reality... that just like me, they not only represent their reality in their L1, whatever their reality is... but that they can express what they think and what they feel. In that very moment when they are in class or wherever they are... in the language that one is teaching them.

And in the future... well, obviously one always says that languages and learning a language is good for their future in terms of employability, but also in (advancing) their way of thinking...in (terms of) their human development and personal growth.... I don’t know....

They are going to mention that they speak English in their C.Vs. It would be an asset to either study or work... a source of revenue in the job market.

Narrative Knowledging: Pictures 3 and 4 Stories

Picture 3 portrays a group of white Canadian students outdoors. Picture 4 has a group of Colombian students from a private elite language immersion school.

Who? Connor says the students in Picture 3 could be doing a geography field trip and thinks that they love nature and being outdoors. He explains that learners could use their French to work as tour guides. Catalina mentions that the students in Picture 4 seem to be from an all-girls school and that they look bored, whereas Tati highlights that these students are upper-middle class and that they are paying attention because they seem to be listening attentively.

How? Connor imagines the children in Picture 3 can be taught using culture-based and kinesthetic activities and argues that French is a universal language. This goes along with his line of thought that these learners could be easily taught through engaging activities connected to these learners’ interests, in this case nature and the outdoors. Catalina says that teaching the learners in Picture 4 would not be difficult because they are all girls and she has the perception that teaching girls is easier. However, in her comment she seems to contradict herself as she explains that if they are public school students, it could be challenging. She thinks back to her
practicum experiences in which her female students felt that learning English had no practical use in their lives. Thus, Catalina discussed how she would share her own language learning experiences and connect to her practicum students’ interests to provide compelling reasons to enhance their motivation. Hence, Catalina mentioned that she asked her students if they would like to listen and understand what movie characters say instead of reading Spanish subtitles when they watch films in English. On the other hand, Tati says that she would ask these students to write about their personal interests so that as their teacher she can connect English language learning with their life experiences and identities.

**What for?** Connor thinks his imaginary learners in Picture 5 could use their French when they travel with their families. This seems like a reasonable assumption, given the country’s performance in the well-being measures of the Organisation for Economic Co-operation and Development’s (OECD) *Better Life Index* (2016). Canada ranks above average in housing, jobs and earnings, education and skills, as well as work-life balance. This means that Canadians have more money for leisure activities and travelling is a common possibility in this area. In addition to this, Canadians have a passport that grants them visa free access to 154 different countries, which ranks it at number five in the Passport Index, whereas the Chilean and Colombian passports are ranked as number 14 and 39 respectively (Passport Index, 2017). Therefore, it could be argued that travelling is a common theme in Canadians’ imaginaries.

Similar to Connor, Catalina explains that the students in Picture 5 could use English to communicate with people from other cultures. She also makes an association with travelling as she gives an example of how students could use English to communicate in Brazil if they do not speak Portuguese. Thus, Catalina assumes that English is widely spoken outside of Chile, in countries like Brazil. In contrast, Tati imagines learners could be introduced to using English not only in class, but also outside of it in their own thinking and in their everyday communicative needs. She suggests she would show learners that English could be used to think out loud and convey or represent their local realities. Thus, for Tati, students could make their additional language part of their thinking processes just as she explains she does. Later in their lives, Tati emphasizes that English would help these learners find jobs and that speaking it would be an asset to include in their curriculum vitae and would be good for their own upward mobility.
Pictures 5 and 6: Diverse learners

1) Who are these learners?

Connor (p5): They're not all of the same ethnicity. Maybe newcomers. French might be their third language.

Catalina (p6): They are practicing a sport... but they don't seem like school children... because they are wearing regular clothes (rather than school uniforms). I think it is a rural setting because there is a lot of trees.

Tati (p6): They are children from an under-privileged background... playing, having fun. Under-privileged in all kinds of ways... They probably go to school, but maybe they have (an old-fashioned) chalk board... the chalk and 50 or more than 50 children in the same class... not organized in different grades, but all together in the same room, enduring an (uncomfortably) high temperature... facing lots of hardships in their classrooms due to a huge lack of resources.
2) How would you teach them English or French?

Connor (p5): I'm assuming that teaching them French could be difficult if: a) they are struggling with English and b) they may not be interested in learning French. It would be fun, making connections with their cultural backgrounds.

Catalina (p6): It would be interesting because sometimes in rural schools, there is not a lot of emphasis placed on learning English... so it would be interesting to try and teach them English well and get their attention... depending on what their interests are, like sports since they are practicing a sport... I don't know, if they want to take their interest in sports to a new level... speaking English would also help them move ahead in this sense. I have cousins who play Bocce- I don't know if you know about this sport... it's like: You have to toss a metal ball and hit other balls. I don't understand much about this sport -it's really weird- but they (my cousins) play this sport and they have been awarded sports scholarships and have travelled to Turkey, Italy... to play this sport... so I think that if they (the learners in picture 6 play sports) and other things they could get into the U.S. sports market which is at a really high level.

Tati (p6): I would bring them outdoors, have them play, laugh. Have a good time. It's that. That's where I see the good thing about Waldorf pedagogy, which goes according to children's developmental stages. Let's say that these are children, although this girl seems older...These are children that because of their surroundings, must learn from their own experience. From... For instance, for a class activity, the teacher could say: “Let's plan our own Olympic games, let's plan the track and field competition”...
(Teaching them) would be difficult. Because you would have to be really creative in dealing with the lack of resources. The teacher must be really creative and understand the local social reality... if she is in a neighborhood where gunfights can happen any time and everybody dies... it's a reality that the teacher needs to keep in mind.

3) What would they use their English or French for?

Connor (p5): Day-to-day use and personal interest. (It) reminds me of myself learning. Some learned it (French) because they had to. Others to take it in university and others did nothing.

Catalina (p6): To communicate I believe, because that is what English is used for more than any other thing... to communicate

It is difficult for them to use it (their English) where they live, because if it is a rural setting maybe their parents don't speak English, but more than right at this moment, they will be able to use it in their future. For example, if they later become athletes and work hard and have a good future. I know that because I have a cousin who was awarded a scholarship for athletes.

Tati (p6): For example, in the case of this photo... it may be that they (the students) live in a really complex reality, but the classroom can also be another reality for them. You know, there's a movie called Freedom writers... I don't know if you've watched it. It's about a school teacher in a public school in the U.S. in which gangs are predominant among the immigrant student population... so in this movie it is very well explained that the English class – because in their case their English class would be like Spanish (language arts) class for us in Colombia...
The English class could be a space in which all of these differences and borders are erased and everyone could be there to learn, get to know each other and grow together. That is my idea about how to— with such complex realities that one often encounters in classrooms— create a safe space in the English class that at the same time challenges their (learners’) beliefs and thoughts.

Taking what they (learners) learned beyond the classroom.

In the future, I think that they can take what they learned in class to apply in their lives.

Narrative Knowledging: Pictures 5 and 6 Stories

Picture 5 shows a group of high school students and their teacher in an Ontario school. These students are from diverse linguistic, ethnic and cultural backgrounds. Picture 6 shows a group of Zenú indigenous students playing in the Atlantic region of Colombia.

Who? Connor describes the students in Picture 5 as being from different ethnicities and possibly newcomers to Canada for whom French might be a third language. Catalina says the students in Picture 6 are practicing a sport and mentions that they do not seem like school children because they are not wearing a school uniform, noting that school uniforms are common in Chile. She also highlights that students seem to be in a rural setting. Tati begins her description arguing that these students seem underprivileged. She discusses the school’s lack of resources and mentions that teachers possibly still use chalkboards, which can be perceived as a sign of underfunding because chalkboards in Colombia are commonly considered primitive. Moreover, chalkboards are uncommon in public schools as whiteboards are almost the norm. Tati also imagines a school with numerous children in every class, where different grades are put together in the same room. She also imagines these learners must also endure extreme heat, as well as a generalized lack of resources in their context.
How? Connor explains that he feels teaching the learners in Picture 5 would be difficult because they could be struggling with English and they may lack interest in learning French. He insists that connections should be made with learners’ cultural backgrounds. Catalina says that it would be interesting to try and get learners in Picture 6 to focus their attention in class depending on what their interests are. She argues that if learners are into sports, they may envision competing in the U.S.’s sports market. Tati suggests these students need to be taken outdoors so they can play and laugh, while they learn experientially. This is something that she has embraced from the Waldorf pedagogy because her upcoming practicum is at a local Waldorf school. Then, Tati mentions that the teacher’s greatest challenge in this class would be dealing with the lack of resources and understanding the social realities these students are immersed in. In the Colombian context, Tati adds social realities may include constant exposure to violence in students’ neighborhoods or schools. Tati insists that the teacher must take into account all these sociopolitical factors when trying to find ways of teaching any group of students.

What for? Connor imagines the learners in Picture 5 would use French mostly in class. He thinks that they could also use it in their everyday lives if they are invested in learning the language. These students remind him of his experience as a newcomer to Canada and he thinks that as in the case of his classmates, some of these students could lose interest in learning or give up on using their French after high school. Catalina has a similar opinion as she thinks the students in Picture 6 will use English to communicate, but will not likely use it beyond their class. She argues it would be difficult for them to use English where they live, as she thinks they are in a rural community. In addition to this, she imagines their parents do not speak the language. She adds that in their future, they could use English if they become athletes and take advantage of scholarships and other opportunities of playing a competitive sport internationally. Tati, on the other hand, has a more critical view related to what she imagines about these learners. She thinks these students may live in a very complex reality and that their English language classroom may present an alternative safe space for them to learn about each other by investing in their identities. This picture, for Tati, unearthed memories of the movie Freedom writers (2007). Tati explains how in this film the English-language arts teacher used her class to allow students to express their feelings and worldviews. The teacher also effectively managed to create a safe space where borders and differences between youths who saw each other as ‘the other’ were unpacked. In so doing, students’ feelings of anger and anxiety could be minimized so they could learn how as youths they shared more commonalities in their dreams and struggles.
Thus, Tati argues that teachers should facilitate the creation of safe spaces in classrooms for students to unpack their beliefs and biases, move beyond those, and take interest in learning about each other. This, I must add is extremely relevant in the ideologically and politically divided Colombian context if peace is to be finally embraced. Tati is also optimistic that in the future these students might take what they learned and apply it to their own lives.

**Pictures 7 and 8: Privileged learners**

![Picture of students in library and classroom](image)

*Figure 100. Pictures 7 and 8.*

1) **Who are these learners?**

**Connor (p7):** They are in a library. There's a book. They're middle school maybe. (They may have) a functional knowledge of French, unless they are in an immersion context. They could be FSL... (and in) Canadian high schools.

**Catalina (p8):** I can easily tell what kind of school they’re from because they are blonde (white) and look tidy... because the other children were not so tidy. I think that these girls are from a private or private-subsidized school. I don’t know if I'm right.

**Tati (p8):** They're so cute! (They are) girls wearing a school uniform too. We can’t say the same that we said about the previous group. I don’t know. Let's
say that here in Colombia, they would be girls from high socioeconomic strata\(^9\).

...because one has that ‘image’ that girls from high social strata are white, have light-colored eyes and blah blah blah... but let’s say that this prejudice does not apply to other countries besides Colombia. That is why I thought a lot before saying it.

2) How would you teach them English or French?

Connor (p7): They might not get it, give up easily. The teacher has to work hard.

Catalina (p8): I think it would be easier to a certain degree because I know that the level (English language competence) in this kind of schools is better. In part because... Why beat around the bush? (I’ll say it frankly), the best teachers are in these schools, because they pay better, because students behave... because... for all of those things it’s going to be easier... because they can speak English. In these schools, children are taught English since first grade... pre-school... when they are just beginning to speak... that’s when they start because I’ve met people that have studied in this kind of schools. They have a good level (of English language competence), but it would be way too easy.

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\(^9\) The Colombian Government divides municipalities according to six different social strata based on households’ income for the provision of subsidies for utilities, as well as for taxation purposes. Therefore, strata 1, 2, and 3 are considered underprivileged and receive subsidies, with the more affluent neighborhoods being placed in strata 4, 5, and 6. This division has also become socially accepted as a caste system to describe people from such neighborhoods (see Gobierno de Colombia, 2017).
Tati (p8): These girls, because they are 7 or 8 years old, can be taught using rhymes playing, moving, coloring in English French or Spanish. It would be a challenging class. The teacher must be creative. I have to ask myself, ‘How am I going to teach them and how are they going to learn?’

3) What would the use their English or French for?

Connor (p7): Random, conversational, no use of French outside (of class).

Catalina (p8): Them? I think that to communicate, for example... in schools like (school name) sometimes they speak everything in English... everything in English... for example at Colegio (school name) children are taught English but they also take other courses in English and they are also taught more about cultural aspects in English... so in that case they can use English on a daily basis...

And also, they can use it because their parents travel and in the future I think the same because it will help them open the doors to more opportunities because I really think that English helps one move forward and it’s easy... I honestly think that.

Tati (p8): (They would use English) for their class. Since they are young, if they have a positive experience, they can make English part of their everyday lives. As they grow, if they like English or French they can start looking for these languages in the different types of media that they use, like a song, a movie or they may look for friends who speak those languages. This way their appeal for their additional language will grow as well as their knowledge in it and about it. This is how their additional language will transcend their class.
Narrative Knowledging: Pictures 7 and 8 Stories

The students in Picture 7 are white Canadian youths in a school library. The learners in Picture 8 are elementary school girls from the same private language immersion school as students in Picture 2.

Who? Connor thinks that the learners in Picture 7 are in a library and that they seem to be middle school students. He imagines that they could have a limited but functional knowledge of French already unless they are doing an immersion program, he explains. Connor says they could be Canadian students of FSL. Regarding Picture 8, Catalina highlights the fact that the girls shown are white (or lighter-skinned), as she says they are blonde and adds that they look tidy. Thus, from their appearance she assumes that they are from either a private or private-subsidized school. In a similar way, Tati starts by mentioning how these learners look quite different to the learners in the previous photo. She says that they are ‘cute’ and that it is obvious that they are from a high socioeconomic status, “because girls from high socioeconomic strata are white and have light-colored eyes.” She acknowledges that this is a stereotypical assumption that may only apply to the Colombian context and mentions how she doubted the appropriateness of making this comment given that it may be based on a stereotype.

How? Connor feels the students in Picture 7 might not see much of a reason to speak or understand French and could give up learning it easily. He also adds that their teacher must work hard to keep them focused and motivated. By contrast, Catalina says that it would be easy to teach the students in Picture 8. She argues that elite language immersion schools, like the one where these students are, have robust resources. Additionally, according to Catalina, these schools have highly qualified teachers, and start language immersion at an early age. Furthermore, the use of English in these schools goes well beyond the class, as it is also a medium to learn other content subjects. Consequently, Catalina imagines these learners must have an advanced language proficiency due to these advantages. Interestingly, Tati focuses on the learners’ age rather than social class. She argues they need to learn through play, and creative uses of language such as the use of rhymes. Tati adds that the teacher must continuously feel challenged because teaching these learners requires a lot of work. Indeed, the teacher must constantly address the question of how to teach these students, so they can get the most out of their language class.
What for? Connor imagines that the students in Picture 7 would not use their French outside of class and would merely use it to communicate inside the classroom. Connor’s view here does not seem like a far-fetched assumption in the Canadian context as the statistics for French-English bilingual Canadians (those who considered themselves capable of carrying a conversation in both languages) amounts only to 18% of the 2016 Census respondents (Statistics Canada, 2017). On the other hand, the imagined stories for the learners in Picture 8 from both Catalina and Tati are much more optimistic regarding their use of English. Both TCs agree that the girls in the photograph already use English in their everyday lives and see English having a greater presence in their lives as they grow older and advance in their studies. Two of the uses that both TCs envision these learners will use English for include speaking with friends and travelling. Moreover, Catalina even mentions that these learners’ parents must also speak English.

Discussion

Connor’s, Catalina’s and Tati’s imagined stories about these learners provide powerful insights into how narratives of privileged and diverse learners are constructed in their imaginaries. As Chapter 7 shows, these three TCs are caring individuals who are highly motivated to help learners. Indeed, for these participants creating learning environments that support students is certainly one of the main reasons they got into teaching. However, it is also clear that in some of these narratives the learners portrayed in the photographs are put in disadvantageous situations, particularly the diverse learners group. This follows the narrative binary opposition that Orgad (2012) argues is commonly used to construct narratives about others. In one of these narratives strangers are perceived as different and this difference allows for a form of symbolic annihilation. This occurs when a deficit view of the other constructs them as strange, morally distant or marginalized. On the other end, is the narrative that opposes this view and sees the other in terms of their humanity in an interconnected globalized world. The view that all humans are somehow related to one another thus provides a compelling moral obligation to show solidarity and help that other. Therefore, the purpose of this chapter is not to judge the moral quality of TCs based on their imagined stories of learners. On the contrary, it acknowledges that we all construct this binary opposition that Orgad (2012) effectively shows is fabricated by interweaving popular (and often multiple) contemporary mediated globalized representations of others. The value of examining these narratives in teacher education precisely lies in helping
both TCs and teacher educators deconstruct biases and engage more deeply in the development of the narrative imagination. This is necessary, as Nussbaum (1997) argues, for developing the necessary global citizenship skills for teachers to meet their students’ needs by understanding them and seeing their views of the world and lived experiences as equally valid. The stories about privileged and diverse learners discussed in the chapter also allow a critical view on the pervasiveness of neoliberal narratives in education, in which learners are treated as customers and education is reduced to a business transaction (Holborow, 2015). Therefore, indigenous students, who Tati admits are often associated with a lower socioeconomic status, are perceived as if they were undesirable customers who lack the cultural (Bourdieu, 1991) and material capital to be successful in their enterprise of getting the education that they need to succeed. As mentioned above and discussed in Chapter 6, the importance of bringing these issues to the forefront is that these deficit views about marginalized others are often amplified by our consumption of popular culture, which as Mitchell and Weber (1995) and also Orgad (2012) show, continually reproduce these prejudiced views.

An important aspect discussed in the narrative knowing section of each of the co-constructed narratives is how TCs engage in self-reflection and begin questioning their biases as well as making connections between what they have learned in their LTEPs, their own lives and the lives of learners similar and different to them. Thus, Catalina initially thinks that because the students in Picture 4 are all female, they will be well-behaved and easy to teach; however, then she compares her assumption to her field experiences at an all-girls public school and she corrects this view. Connor on the other hand, imagines the students in Picture 5 as being immigrants like him and going through the difficulties of learning not only French but also English. The importance of TCs’ reflection about their prevalent images of others can also be connected to the discussion in Chapter 6 regarding the need for LTEPs to provide safe spaces to deconstruct TCs’ and teacher educators’ biases. LTEPs can facilitate TC engagement in a critical view of what they know about diverse learners and creating spaces for them to ascribe alternative meanings to their preconceived unconscious metaphoric processes (Modell, 2003, 2009).

Conclusion

This chapter provides an alternative close-up view of Connor’s, Catalina’s, and Tati’s imaginaries as they envision the lives of different learners and their role as their teachers. The
chapter is organized based on Barkhuizhen’s (2016) three-dimensional, multiscalar narrative space. TCs were shown a series of pictures of privileged and diverse learners and they were asked to think about who those learners were, how TCs would teach them, and what they thought the learners could use English or French for. Since participants were reassured that there were no right or wrong answers, they openly voiced their different views which led to rich insights. The chapter introduces four different pairs of pictures followed by TCs’ answers to the related questions. Last, there is a section in which narratives about the learners shown in the pictures are co-authored with participants’ answers and the researcher’s analysis in a technique that Barkhuizen’s (2011) calls narrative knowledging. The stories created show the pervasive presence of abundantly positive views of privileged learners and deficit views about diverse learners in TCs’ responses. These stories also show TCs’ discomfort with their assumptions which could be fertile ground for discussing prejudice. These findings support what Orgad (2012) argues are the narratives about others that constantly feed our imaginaries. Moreover, as we engage with media in the hyper-connected world we live in, what we often learn about distant others is mediated by the ideologically-charged narratives that we are commonly exposed to through media and popular culture. The stories discussed in this chapter provide insights regarding the influence of the six shared narratives in TCs’ imaginaries. Of particular interest to this chapter are the narratives of neoliberalism, contemporary mediated globalized culture, stories of learners and globalization. Drawing on the literature and conceptual lenses introduced in Chapter 2 allows a critical view of how participants’ imaginaries are filled with images of others, which are based on popular culture and often contain stereotypes (Orgad, 2012; Weber & Micthel, 1995). The stories presented in the chapter also connect to the narratives of neoliberalism and globalization as participants imagine favorable stories for those learners perceived to have the cultural (Bourdieu, 1991) and economic capital necessary to succeed in a highly competitive and globalized world. The final chapter of this dissertation will continue to examine the presence of these shared narratives and provide a discussion of how the findings presented in Chapters 4, 5, 6, 7, and 8 connect through these six pervasive narratives.
Chapter 9: Discussion, Implications of this Study, Directions for Future Research, and Conclusion

The final chapter of this imaginative dissertation journey initially interprets the findings of this study shared throughout the previous chapters, which allows addressing the research questions introduced in Chapter 1. These interpretations are made in the light of the literature and conceptual lenses outlined in Chapter 2, and within the conceptual and methodological implications of using narrative inquiry as a research tool as described in Chapter 3. Findings are grouped and discussed under the following three categories created to address the research questions: 1) imagination in teacher candidates’ (TCs) narrative construction of their professional identities; 2) TCs’ claimed and contested identities, and 3), an overarching category discussed throughout the chapter: TCs’ shared narratives. At the end of the chapter, implications of these findings, suggestions for future research on language teacher identity (LTI) and imagination, and conclusions are discussed.

Imagination in Teacher Candidates’ Narrative Construction of their Professional Identities

Orgad (2012) argues that imagination is negotiated between personal and collective ways of feeling and thinking. Imagination is also factual, normative and moral. Thus, the findings presented in this study show how TCs’ imaginaries are constructed through the interaction of their collective imagination, as described by their shared narratives. However, at the same time imagination is mediated by participants’ personal experiences and ways of thinking.

As discussed in Chapter 2 in the theoretical and research orientations informing this study, stories are made up by the intertwining and local adaptation of several broader narratives, which are representative of our contemporary realities. These shared narratives, result in TCs sharing commonalities in all three contexts. This may be attributed to the fact that 22-year-olds living in our modern and globalized world are to a large extent exposed to the same kind of images or representations mediated by their use of similar technologies, chiefly their computer notebooks, televisions, tablets, and mobile phones, and the information they access is under the influence of the same global ideologies. Nevertheless, as Appadurai (1996) explains, this does not imply that globalization inevitably results in the indistinguishable homogenization of societies and the lives
of TCs across these three contexts. The findings of this study demonstrate that TCs also have the agency to take those shared narratives, appropriate parts of them and contest other elements to narrate their own personal and professional stories.

**Teacher Candidates’ Claimed and Contested Identities**

Chapter 7 illustrates participants’ claimed identities portrayed in their identity texts and reaffirmed during their interviews. The findings in Chapter 7 were also grouped under five different categories for each participant’s vignette, including: 1) their language learning and teaching journeys; 2) their landscapes of practice; 3) their social and support networks; 4) their linguistic and cultural identities; and 5) their dreams and imaginaries. The following paragraphs integrate these categories into the multiple identitary options salient in participants’ identity texts.

**Consumers of Music and Popular Culture Identities**

A common theme that can be observed in Connor’s, Catalina’s and Tati’s vignettes is their investment in musical identities as part of their consumption of North American and British popular culture. For Connor, Heavy Metal is a significant part of what he sees as his life in North America. In Catalina’s case, her fascination with the Beatles is what she mentions as the beginning of her English learning and teaching journeys. Similarly, Tati’s constant exposure to pop music in English and the fact that her siblings already knew the lyrics of popular songs, are what she remembers caught her attention and captured her imagination as a young English language learner. As part of their English language learning, there are also multiple references to TV shows, books, and films, which show TCs’ active investment in the consumption of elements of North American and British/Eurocentric popular cultures.

**Linguistic and Cultural Identities**

Another notable theme in this study’s findings is how TCs construct their linguistic and cultural identities. Regarding their linguistic identities, participants show ambivalence towards being non-native language speakers of the languages they teach. Their feelings with regard to their
linguistic and communicative competence in their target languages are closely tied with different perceptions of what it means to be bilingual. On the one hand, some participants are more open about their notion of bilingualism, particularly in the Canadian context. Thus, they acknowledge that the different uses they have for the languages they speak make them better equipped to communicate in a language particularly convenient in some domains. On the other hand, Chilean participants seemed more insecure about their knowledge of their target language, which suggested a greater reliance on considering the monolingual native speaker as the normative language competence to attain for both English teachers and students (Cook, 1999, 2015). Similarly, TCs in Colombia celebrated their plurilingualism, but acknowledged their limitations in both English and French without communicating any concern with regard to the use of their first language (Spanish). Another aspect noted is that all participants’ cultural identities show elements of the local, regional, national, and global. This can be seen in the vignettes of Connor, Catalina and Tati. However, it must also be noted that there is a general feeling of not being bi/multicultural when it comes to the target cultures. Indeed, participants associate bi/multiculturalism with a prolonged stay in country in which the target language is spoken, as Tati explained during her interview.

Interconnected Identities

As shown in Chapter 7, TCs live in and out of different social and support networks. Connor, Catalina, and Tati show the vicissitudes experienced in their teacher education programs and explain the value of having friends they can rely on for collaboration, fun and personal growth. A significant support network that was commonly mentioned by TCs was their close circle of people or ‘creatures’ they love and care about. This includes their immediate families (parents and siblings), partners, best friends, and pets. These findings and their landscapes of practice show how the lives and identities of the young TCs participating in this study are connected to different groups. Within these groups the individual participants find others to help them navigate and scaffold their learning journeys as well as satisfy their different needs. Therefore, they have their fellow TCs who they feel understand their translanguageing practices, as Tati shows, and help with homework. While other social and support networks may help with other sorts of needs, such as Catalina’s need for artistic expression which was satisfied by singing in a choir.
Teacher Candidates’ Contested Identities

Through the collages of participants’ student-teacher memes, Chapter 6 allows a rich discussion of their imaginaries regarding the identities they feel are commonly assigned to them by other people. Those others’ perceptions are grouped under three different metaphors emerging from the media representations shown in participants’ creations. Two notable metaphors from which TCs explain their commonly assigned and contested identities are: 1) teachers are anti-heroes, and 2) teaching is deprivation. Therefore, in Chapter 6, student-teacher memes illustrate how participants’ imaginaries contain a myriad of negative associations with teachers. The metaphors that emerged from this study are congruent with the metaphors and stereotypes of teachers’ portrayals in media and popular culture found by Weber and Mitchell (1995). According to these societal expectations, teachers are often seen as lazy, irresponsible, boring, or worse as soulless and even sadistic beings whose job is to make students suffer and to eradicate fun. Even though TCs acknowledge these images of teachers and teaching, they also challenge them in their idealized and realistic expectations of the job as shown in their memes.

A common theme in these idealized visions includes the metaphor of ‘teachers are heroes’. Nevertheless, one of the discussion topics arising from the focus group interview in Canada was the fact that some TCs also reject the hero metaphor being one they do not identify with. This contradiction is characteristic of neoliberalism, one of the defining shared narratives of these times, which as Verhaeghe (2012) argues has a major impact on our identities. Here the neoliberal narrative often presents TCs with the contradiction of wanting to grow professionally in well-resourced schools or resisting neoliberalism in underprivileged school contexts.

Constructing Teacher Identities in the Times of Neoliberalism

Findings show that TCs have ambivalent dreams and hopes for the future, as explained by Tati. In her interview, Tati mentions how she wanted to fulfill two professional dreams. First, she wanted to ensure she had a plan in place for her own professional development. She shared that she wanted to work in a well-resourced school, so she could teach classes to students who would be more easily engaged. Therefore, Tati envisioned working in a private school that perhaps had a language immersion program. This was important to Tati, as it would allow her to further develop her language competence in an environment where she could constantly speak her target
language. Second, and contrary to her first expressed goal, she also said that she would like to teach in an under-resourced school and have an impact in the lives of children living in poverty. It was here that the image of activist challenged the stereotypes associated with teachers as anti-heroes metaphor. This activism is based on resisting the multiple constraints imposed on teachers by neoliberalism and fighting for change and equity.

Chapter 8 also provides valuable insights with regard to TCs’ imaginaries under the neoliberalism shared narrative. Participants’ imaginaries about the lived-stories of the learners shown in the pictures could be associated with Holborow’s (2015) idea of seeing education as an economic transaction in which teachers are providers of a service and students are customers. This was demonstrated by the ways that perceptions about teaching, learning and learners are much more favorable to the ‘customers’, who stereotypically look as though they have greater access to material and symbolic capital. Therefore, opinions on the lighter-skinned children from private schools were that they were easy and fun to teach, and the vision that English played an integral part of these students’ futures in both Chile and Colombia were common. In the Canadian context, Connor reflected about his own immigrant story and considered the learners’ victories and struggles regarding learning not only French, but perhaps English at the same time. Nevertheless, his vision on these learners’ investment in learning French was not optimistic either.

Additionally, as previously discussed, neoliberalism is one among the six shared narratives that this study found influence TCs’ construction of their professional identities. These shared narratives are: 1) globalization; 2) neoliberalism; 3) contemporary mediated globalized culture; 4) interconnectedness; 5) language teacher education, and 6) stories of teachers and learners. Accordingly, findings also show that TCs construct their identities and imaginaries fueled by discourses of globalization and the highly Eurocentric narrative of second language teacher education (LTE). It is here that the influence of second language acquisition theory and research produced in North American and European contexts impacts second language education. This can be observed in the commonalities found among these three language teacher education programs (LTEPs), which aim to facilitate TCs’ development of their competence in the target languages throughout their five years of studies. Moreover, this is done via a curricular model which favors communicative language teaching and is often implemented uncritically in the South American LTEPs. This can be understood in the views conveyed by TCs during the focus groups regarding each program’s efforts to maximize the use of the target language and
considering each language spoken by TCs separately rather than as part of their common linguistic repertoire. Therefore, their first languages are often viewed as causing undesirable interference rather than considering them as resources (Cummins, 2007). Among these shared narratives, the multiple stories of teachers and learners are recognized by TCs as powerful stories that exert a significant impact in how they construct their own student-teacher stories. Figure 101 below illustrates these six shared narratives as a hexagon in which TCs negotiate their evolving identities at the intersection of these shared narratives.

![Figure 101. Teacher candidates’ narrative construction of their evolving identities.](image)

Having these shared narratives as a kind of substratum, TCs locally immerse themselves in their target languages and cultures, which can be observed in Tati’s musings presented in Chapter 7. Also, as Kuban yiova (2012, 2017) explains in her study, TCs project their ideal selves into the future to make sense of who they are and make important decisions in the present. Thus, participants construct their imaginaries with mediated images of the global imagination that are adapted to their local realities. For example, Tati’s “Colombian representation of the fall” occurs as she imagines experiencing fall at 25C+ degrees by “watching the leaves fall” outside the school of languages’ building. In addition to this, the findings from Chapter 8 are an important reminder of how imagination also has a moral value, as teachers constantly assess their learners’ needs based on what they perceive their students need. TCs also, however, envision dreams and hopes for these students’ futures. As shown by these findings, these important judgments are largely unconscious and based on the images and metaphors of learners, teachers acquire from the socio-political milieus which they inhabit.
Integrated Discussion

In the integrated discussion of these findings, I will once more invite you to use your imagination as I further develop the hexagon image shown in Figure 101 into a metaphor. This new metaphor develops how these shared narratives experienced by participants are disseminated throughout the Americas impacting the identitary options that TCs have in these three contexts. Thus, these ubiquitous shared narratives can be seen as being self-contained in the soap bubbles Diana and Sophie are blowing in Figure 102. Bubbles easily float and get carried by the wind to remote places. Then, when many bubbles fall in one place, they cluster together-like the bubbles in Figure 103. Once clustered they change their shape to hexagons, one of nature’s preferred shapes, because having six sides makes each bubble be in touch with the six other bubbles around it, allowing them to equally share their weight through their common walls (Lima-de-Faria, 2014).

Figure 102. Diana and Sophie Céleste blowing bubbles.

Figure 103. Bubbles clustered together.
Thus, we can imagine that as teacher educators and researchers we cannot simply continue uncritically blowing bubbles (or watching others do so) containing these six shared narratives. If we do, these narratives could easily spread and cluster together having a homogenizing effect all over the Americas and the rest of the world as illustrated in Figure 104. Au contraire, as Kumaravadivelu (2012) argues, it is our moral duty and obligation as teacher educators and researchers to help teachers discover the connections between who they are, who their learners are, and what kind of teachers they want to be. This, in the view I promote in this study, makes a focus on language teacher identity and imagination (LTII) imperative in LTE, so that these shared narratives are not taken passively and uncritically, but are put into question and transformed. One important initiative in this regard is Mario López-Gopar’s work in Mexico (2016) where he helps his TCs deconstruct the ideologies commonly associated with English language teaching and creates spaces where local languages and views of the world are equally valued in English language classrooms.

Figure 104. Shared narratives spread throughout the Americas.

Another aspect of how TCs negotiate their identities highlighted by this study is that despite of the geographical distance between these three contexts and their sociopolitical differences, participants share similar experiences due to the ubiquitous presence of these shared narratives. The findings of this study show how these young future teachers are living similar lives, imagining similar futures and enacting similar identities even though it is unlikely that they will
ever meet or speak to each other. This, reinforces the sense of interconnection between TCs and teacher educators. Figure 105 illustrates this sense interconnection building on the shared narratives’ hexagon metaphor showing Canadian TCs in red, Chilean TCs in blue, Colombian TCs in yellow, and other fellow TCs in in grey.

Figure 105. Teacher candidates’ interconnectedness.

In addition to this, findings suggest that the best way to transform these shared narratives and engage in what Appadurai (1996) calls local imagining is through the sharing of powerful teachers’ and learners’ stories. Teachers’ and learners’ stories provide the opportunity to impact the way these shared narratives are understood. This presents TCs with the possibility to re-shape narratives, which is what Appadurai refers to as globalization from below.

**Implications: A Reconceptualization of LTE through a Focus on LTI and Imagination**

The implications of the findings presented in this study call for a conscious effort to make LTI an integral part of the LTE curriculum. Thus, it is not sufficient to merely infuse perspectives related to this field of knowledge in the existing curriculum. This idea builds on the work of scholars who have contributed significantly to advance this field of knowledge and highlight the role that language teacher identity plays in LTE (see for example Barkhuizen, 2017a; Fettes, 2005; Kumaravadivelu, 2012; Morgan, 2017; Motha, 2017; Norton, 2005; Varghese, 2017). In the same vein, this study advocates for a focus on imagination, by creating multiple opportunities and spaces for TCs and teacher educators to explore the construction of their imaginaries and invest in their diverse identities. Therefore, in this dissertation, I suggest an LTII focus. However, I also acknowledge that the suggestions below imply a reorganization of an already
packed LTE curriculum to allow the extra time for reflection that exploring young TCs’ vivid imagination entails (Egan, 2005; Lake, 2011). This would present a real challenge to teacher educators and policy makers.

**Embracing Critical Applied Linguistics in LTE**

As argued by Pennycook (2010), one of the purposes of critical applied linguistics rooted in postmodernism is questioning the Eurocentric nature of knowledge generated and consumed in language education. This extends to the LTE narrative; therefore, bringing a focus on LTII would help both TCs and teacher educators get to know more about themselves and how they use imagination as a powerful tool to help them move forward into their envisioned identities, dreams and hopes. Furthermore, this postmodern view of LTE would allow for understanding local and global narratives and how these are embedded in socio-political contexts conditioned by power relations which impact both teachers’ and learners’ possibilities for the future.

Initiatives like Lopéz-Gopar’s (2016) and Kasun and Saavedra’s (2016) to decolonize and indigenize the LTE curriculum should become more abundant. In both cases, the teacher educators and researchers allowed TCs rich opportunities to learn about the lived experiences of their learners. Here TCs were exposed to alternative indigenous forms of knowledge and views of the world that differ from the ones constructed by the global shared narratives discussed in this study.

**Integrating Teacher Stories in the LTE Curriculum through LTI, Imagination and Metaphor**

As Brian Morgan effectively shows (2004, 2017), images of teachers are prevalent in students’ lives and can be used as a powerful form of pedagogy. This study illustrates how stories of exemplary teachers appear recurrently in TCs’ narratives, as well as in my own narrative. These exemplary teachers are those who have inspired us to move forward and from whose stories we have taken fragments to build our own teaching stories. There are also stories of teachers who could be put under the ‘teachers are anti-heroes’ metaphor. This latter group of teachers stimulated participants to not be or become like them and do things differently. Indeed, in many
cases the anti-heroes led TCs to dream about changing the profession or have a significant impact in their learners’ lives, as in my case.

In addition to this, a focus on imagination and the use of creative tools such as memes and identity texts, allow rich opportunities to explore how TCs’ imaginaries are constructed. The explicit use and analysis of images and the metaphors associated with them as shown in this study, allow self-reflection and discussions. Through reflection and discussion, the unconscious metaphoric processes that govern teacher educators’ and TCs’ thought processes and decision making are brought to light. By drawing attention to these images about us and others, metaphor’s recombinatory feature can be used to ascribe new meanings to existing metaphors, or views about TCs and diverse teachers and learners as discussed in this study. As Modell (2003, 2009) argues, this allows the emotional recontextualization of traumatic experiences necessary to treat patients in psychoanalytic therapy.

Building Bridges across Countries, Continents, and Target Languages

One of the salient elements of the findings presented in this dissertation is the similarity in TCs’ experiences, as well as how they construct their imaginaries and identities in these three contexts. As suggested by Figures 101 through 105, even though participants may never meet each other, they could certainly benefit from learning about the struggles and victories of fellow TCs of other target languages and across contexts. Therefore, establishing conversations among teacher educators and TCs in different LTEPs could present LTE communities with the benefit of learning how the shared narratives mentioned above are locally adapted to facilitate TCs’ development of their professional identities. This could also allow TCs to expand their social and support networks.

Contributions to Knowledge

This study contributes to LTI research by providing a unique view of how preservice teachers construct their imaginaries and negotiate their identities in LTE. By focusing on TCs rather than in-service teachers, this dissertation addresses the common question of the impact of LTE in shaping novice teachers’ understandings and views of teaching (Singh & Richards, 2009). The
findings discussed in Chapters 4 through 8 support the view that LTE does matter as it has a noticeable influence on TCs’ negotiation of their professional teacher identities. This can be argued as in their LTEPs TCs develop their target language competence, learn about teaching and learners through their course work and field experiences; as well as through their teacher educators’ attitudes, experiences and identities as shown by Morgan (2004). Reflecting on LTEPs’ and participants’ perceptions of them, as done in Chapter 5, these academic programs may be viewed in terms of how they infuse their curricula and field experiences with critical or transformative views of LTE. In addition to this, LTEPs can be examined to see whether they may acknowledge TCs’ multiple identities or not. However, regardless of this, their identities are negotiated in their course rooms and classroom where they have their field experiences. In addition to this, TCs’ imaginaries and identities are constructed in the multiple spaces in which they interact with others, which is why LTE is only one among other shared narratives TCs have available to them, as this study shows.

An added value of this research’s participant population is the fact that it consists of three groups of TCs who are non-native speakers of the languages they are being prepared to teach. Besides, they also live in contexts in which their target languages are not dominant. This presents a unique opportunity to understand participants’ efforts to use their imagination to immerse themselves in their target languages as Tati’s vignette in Chapter 7 shows when she describes her think-aloud routine, her journal writing and dreaming, all in English and/or French.

Other contributions to the advancement of knowledge in the field of LTI made by this study are in the following four areas: 1) theorizing LTI; 2) highlighting the power of imagination in TCs’ development of their professional identities and understanding how their imaginaries are constructed; 3) presenting teachers’ and learners’ stories as a meaningful way to locally re-shape TCs’ identities; and 4) the benefits of using innovative methodologies to research LTI.

Theorizing LTI

This thesis builds on Lyotard’s (1989) postmodern incredulity towards grand narratives understood as absolute truths. Yet, within this view, this study draws attention to the presence of six shared narratives in TCs’ lives that are influenced and re-shaped by teachers and learners’ stories. The findings presented show how TCs make sense of their identities and the contexts in
which they are immersed by drawing on stories of teachers who they view as their mentors, as well as those teachers whose teaching they question. In addition to this, the stories participants created around diverse learners discussed in Chapter 8 show how learners’ stories are also part of TCs’ imaginaries and how these are infused with elements of the six shared narratives introduced in this dissertation.

The Power of Imagination in Teacher Candidates’ Development of their Professional Identities and How Their Imaginaries Are Constructed

Imagination in this study is discussed as a mind tool, which works mostly unconsciously and relies on images and metaphors for TCs to make sense of who they are and how they relate to others. This has a significant impact on teachers’ judgment and the decisions that they constantly make in their classrooms. Imagination also allows TCs to make sense of who they are in the present, and who they want to be in the future. Imagination is, in the view of this study, a core element of how TCs construct their linguistic and cultural identities, but also the driving force that feeds their desire to teach and address the needs of diverse learners. This research shows the need to explore TCs’ assumptions and beliefs, which are contained in their imaginaries. This exploration should be done with the intention to question the negative stereotypical images about teaching, diverse teachers and learners present in their imagination. However, this is only possible if teacher educators and researchers are willing to adopt a truly social justice-oriented approach to LTE.

Teachers’ and Learners’ Stories

The multiple teacher and learner stories portrayed throughout this thesis contain both inspiring and uninspiring elements, which TCs wish to include or contest in their own teacher narratives. This study draws attention to alternative and inspiring stories of both teachers and learners and the way participants embrace, resist and transform parts of shared narratives to suit their own and their learners’ needs. This is a meaningful way to make sense of LTE locally while enhancing it with a global vision. The stories presented in this dissertation show the common and different experiences of TCs in Canada, Chile, and Colombia, as well as their agency when interacting with these homogenizing shared narratives.
Using Innovative Methodologies to Research LTI

When I initially imagined this thesis, I set myself the difficult task of peeking into TCs’ vivid imagination. This, I knew would be a challenging task, and would demand the use of non-traditional methodologies and research tools. This prompted me to constantly ponder the kind of methodology that would be suitable to conduct this research, and analyze and present my data. Keeping in mind that imagination is highly unconscious and is made up of images and metaphors, traditional methods would not be sufficient to shed light on my research questions. Therefore, in my view, my use of narrative inquiry, identity texts, and memes along with more traditional research tools like focus groups, interviews, notes, questionnaires and document analysis proved to be necessary to answer my research questions. Therefore, this thesis offers not only a series of new tools to research LTIs, but also presents data in a meaningful and novel way. The way this dissertation is written seeks to engage and interact with its readers’ imagination to both report its findings, and allow my audience to experience the power of imagination as they read.

Study Limitations and Future Directions for Research

This research provides rich findings aimed at understanding how TCs construct their imaginaries and how these imaginaries impact the development of their professional identities during their fifth year of their LTEPs. Nevertheless, it does not provide a longitudinal view of how much of TCs’ imagined identities materialize in their practice as teachers. Therefore, studies like Barkhuizen’s (2016), which revisits a teacher’s narratives and imagined identities a decade after these initial imagined identities were envisioned would make a significant contribution to LTI. Also, a follow-up study would allow for further learning about the extent to which the TCs participating in this research became more aware (or not) of how their imaginaries and assumptions about themselves and others are constructed. Additionally, it would be intriguing to see how much of TCs’ envisioned selves impact their actual teacher identities through classroom observation, interviews and a new (updated) teacher identity text.

Another aspect that I experienced particularly in the Latin American contexts, but did not emerge in my data despite my efforts to recruit diverse participants, is TCs’ gendered identities. I would like to explore possibilities to empower diverse TCs to discuss matters related to their identities,
which may become more salient during their LTE studies. The discussion of topics which may still be taboo in their social milieus would present the challenge of finding ways to empower participants to discuss these matters without researchers being intrusive, while also ensuring participants’ anonymity and safety. These are some of my own ideas for future research on LTII based on the limitations I observed in my study, but I welcome my readers to imagine new possibilities.

**Conclusion**

In these final words, I would like to provide a snapshot of this dissertation and invite my readers to imagine new ways to engage teacher educators’ and teachers’ vivid imaginations.

The findings presented throughout this study and discussed in this chapter provide rich samples of the myriad of images, metaphors, stereotypes and assumptions available for TCs to narrate their own teacher stories. These images, metaphors and narratives are in turn influenced by six shared narratives which recurrently appeared in my data. This shows that TCs are situated both locally and globally in personal and collective imaginaries. The shared narratives discussed in this chapter have a homogenizing effect across contexts, which result in TCs having similar experiences, thoughts, and views in Canada, Chile, and Colombia. However, findings also suggest that participants find ways to claim and reject parts of those narratives in the construction of their own teacher identities. Among, TCs’ shared narratives, the stories of teachers and learners play a prominent role in providing smaller narrative elements, which they use to author their own narrative selves.

It is the shared narratives of teachers and learners that this study suggests as resulting in significant possibilities to impact how the six shared narratives discussed are understood and taken by future language teachers. Thus, I would like to invite teacher educators and TCs to explore ways in which they can collaborate and learn about each other’s struggles and inspiring stories in different languages and contexts. In addition to this, this study suggests a focus on LTII in LTE through a recognition of the factual and moral role that imagination plays in TCs’ everyday lives in making sense of who they are, as well as their future projections. This would require a realignment of LTE due to the need to add time for imagination to prosper (Egan, 2005; Lake, 2011) and allow for the ongoing reflection upon highly unconscious matters.
As a researcher, I expect this dissertation provides insights on how TCs’ imaginaries are constructed in theorizing LTI. I also advance that this study provides ideas for teacher educators, TCs and researchers on how LTIs can be best understood through an imaginative narrative lens. Finally, I contribute to the use of innovative methodologies to collect, analyze, and present findings. I also hope researchers consider the ideas presented in the previous section as possible avenues for inquiry in LTI, particularly to investigate how much TCs’ imaginaries impact their teaching.

As one final and provocative thought, I would like to remind my readers of Kumaravadivelu’s (2012) words with regard to the difficulties possibly faced with implementing his proposed LTE curriculum for a global society. He explained that the changes he proposed may not be easily done, but that they are desirable. Indeed, as Kumaravadivelu (2012) explains,

> [a]ll true innovations whether in art or science or technology start with the desirable, and then move towards finding ways and means of converting them into the doable, into the workable. If we gaze only at the doable, we may not get to the desirable, but it is the reverse orbit of going from the desirable to the doable that results in true knowledge production, in true human progress. The problematic path of innovation in education is no different (p. 132).

To conclude, I would like to challenge you to further develop tools that allow teacher educators and TCs to actively use and analyze their identities and imagination.
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242


244


Dear Teacher Candidate,

Would you be willing to participate in a comparative case study of the experiences of language teacher candidates in Canada, Chile and Colombia?

**Background information**
I am a PhD candidate in Second Language Education, as well as Comparative International and Development Education at the University of Toronto, Canada. I am also an experienced language teacher who has taught English and Spanish in North America and Latin America. I am working under the supervision of Dr. Antoinette Gagné.

I am conducting a qualitative research study entitled: Development of Professional Identities and Investment in Imagined Communities and Identities: A Comparative Case Study of Pre-service Teachers of French in Canada, English in Chile and both English and French in Colombia. This study focuses on how teacher candidates (TCs) draw on imagination to construct their professional teacher identities (i.e. as an English teacher candidate I may imagine myself as an innovative teacher who collaborates with colleagues and participates in conferences…), and how three different teacher education programs facilitate (or not) TCs’ use of their imagination in their journey to become language teachers. I am requesting your cooperation as a participant in this study, which I hope will inform theory in language teacher education, as well as provide valuable insights for teacher education programs to be more responsive to the needs of diverse teacher candidates.

**Your involvement**
I am seeking several volunteers from your program. As a part of my study I will conduct, a focus group with all participants, which will last approximately 75 minutes. As part of the focus group, I would ask you to complete a biographical questionnaire to learn some basic personal information about you (such as your age, the languages that you speak). Next, I would ask you to create a multimodal (involving more than one type of media) presentation about you, and your experiences as a teacher candidate, which should take you no more than two hours to prepare (if you are interested in participating, I will give you further details). Last, I would ask you to do an
interview. Both, interviews and focus groups, will be audio recorded. I will also do some class observation in some of your classes, but this part does not require any additional effort from you. You may choose to withdraw from the study at any given point without any consequence for you, and the data collected about you will not be used.

Confidentiality
All the information that you provide will be fully confidential and will be kept in a locked filing cabinet, and in an encrypted folder on a password protected computer. I will ask you to provide a pseudonym instead of your real name, which I will use throughout the study, so people reading my thesis and any subsequent publications will not be able to identify you. In addition, I will conceal any personal information that might identify you in my thesis, any conference presentations, and/or publication of the results as journal articles or books for teacher candidates and teacher educators. I would also like to add that no one beyond my supervisor and I will know that you are a participant.

Compensation
You will be given a $50.00 CAD (or its equivalent in Chilean or Colombian Pesos) gift card for educational resources, which you can use at a local bookstore, for your participation for an estimated 4.5 hours of your time. If at any given point you withdraw from the study, your gift card will be pro-rated at $11.11 based on the estimated time you participated.

Benefits
As a participant, you may benefit from interacting with fellow teacher candidates and discussing your journey of becoming a language teacher, as well as learning more about the role of imagination in the development of teacher candidates’ professional identities. Research findings will be disseminated in a report, which will be shared with you and your teacher education program. In addition to the report, a presentation of the study’s findings will also be suggested to your teacher educators.

Risks
Given the collaborative nature of a focus group interview, the privacy and confidentiality of focus group participants cannot be completely guaranteed. The researcher(s) will emphasize to all participants the need to maintain privacy and confidentiality of participants and their contributions. However, the privacy and confidentiality of what you share is dependent on the individual participants involved in this interview, which is beyond the researchers’ control.
In addition to this, reflecting upon personal experiences in your teacher education program may also raise both positive and negative feelings, which may result in participants’ stress. As a participant, you always have the option to not answer any questions or not to participate in any particular activities that could make you uncomfortable.

We need you!
I am writing to invite you to assist me by agreeing to participate in this study. If you are interested, willing to volunteer or have questions, please contact me or my supervisor at the email addresses listed below. We will gladly explain the research in more detail and respond to any related concerns. Finally, you can contact the University of Toronto Office of Research Ethics at 416-946-3273 if you have any questions about the rights of participants in this study.

In closing, allow me to reiterate that you are under no obligation to agree to participate in this study. However, if you choose to do so, you will be free to raise questions and concerns at any time throughout the study and you may withdraw at any time if you choose to do so. Thank you for your consideration.

Marlon Valencia  Email: XXXXXXXXXXXXX

Dr. Antoinette Gagné  Email: XXXXXXXXXXXXX
Appendix B. Consent letter for Canadian Teacher Candidates

The following form contains the information that I have already discussed with you about my study. Please read it carefully and fill in each blank with all the necessary information.

I, ______________________________ (write your full name) agree to take part in your study entitled: Development of Professional Identities and Investment in Imagined Communities and Identities: A Comparative Case Study of Pre-service Teachers of French in Canada, English in Chile, and both English and French in Colombia.

I understand that I am under no obligation to agree to participate in this study.

I understand that my participation would involve focus groups, an individual interview, responding to a background profile questionnaire, class observations, and the creation of an online multimodal identity text. I understand that I will receive a $50.00 CAD (or its equivalent in Chilean or Colombian Pesos) gift card for an estimated 4.5 hours of participation. I will also be provided with a summary of the research findings upon request.

I understand that no one beyond the researcher and his supervisor will know that I am a participant. I understand that I can refuse to answer any questions, to stop the interview or focus group at any time and/or withdraw from the study at any time. I understand that my specific answers and comments will be kept confidential. I understand that my name will not be identified in a report of a presentation or publication that may arise from the study. I understand that only the principal investigator and his supervisor will have access to the information collected during the study.

I understand that given the collaborative nature of a focus group interview, the privacy and confidentiality of focus group participants cannot be completely guaranteed. I understand that before the focus group begins, the researcher(s) will emphasize to all participants the need to maintain privacy and confidentiality of participants and their contributions, but that this privacy and confidentiality is dependent on the individual participants involved in this interview, which is beyond the researchers’ control.

I understand what this study involves and agree to participate, and I have been given a copy of this consent form.
Signature: _______________________________ E-mail: ________________________________

Date: ________________________________

If you have any questions or concerns about this study, please contact me or my supervisor at:

Marlon Valencia          Email: Xxxxxxxxxxxxxxxx

Dr. Antoinette Gagné     Email: Xxxxxxxxxxxxxxxx
Appendix C. Information Letter for Canadian Teacher Educators

Dear Teacher Educator,

Would you be willing to participate in a comparative case study of the experiences of language teacher candidates in Canada, Chile and Colombia?

Background information
I am a PhD candidate in Second Language Education, as well as Comparative International and Development Education at the University of Toronto, Canada. I am also an experienced language teacher who has taught English and Spanish in North America and Latin America. I am working under the supervision of Dr. Antoinette Gagné.

I am conducting a qualitative research study entitled: Development of Teacher Identities and Investment in Imagined Communities and Identities: A Comparative Case Study of Pre-service Teachers of French in Canada, English in Chile, and both English and French in Colombia. This study focuses on how teacher candidates (TCs) draw on imagination to construct their professional teacher identities (i.e. as an English teacher candidate I may imagine myself as an innovative teacher who collaborates with colleagues and participates in conferences…), and how two different teacher education programs facilitate (or not) TCs’ use of their imagination in their journey to become language teachers. I am requesting your cooperation as a participant in this study, which I hope will inform theory in language teacher education, as well as provide valuable insights for teacher education programs to be more responsive to the needs of diverse teacher candidates.

Your involvement
I am seeking volunteers from your program. As a part of my study I will ask you to complete a biographical questionnaire to learn some basic personal information about you (such as your age, the languages that you speak). I would also ask you to participate in an interview. This interview will be audio recorded. I may also ask you for permission to observe your class, but this part does not require any additional effort from you. You may choose to withdraw from the study at any given point without any consequence for you, and the data collected about you will not be used.
Confidentiality
All the information that you provide will be fully confidential and will be kept in a locked filing cabinet, and in an encrypted folder on a password protected computer. I will ask you to provide a pseudonym instead of your real name, which I will use throughout the study, so people reading this text will not be able to identify you. In addition, I will conceal any personal information that might identify you in my thesis, any conference presentations, and/or publication of the results as journal articles or books for teacher candidates and teacher educators. I would also like to add that no one beyond my supervisor and I will know that you are a participant.

Benefits
Research findings will be disseminated in a report, which will be shared with you and your teacher education program. In addition to the report, a presentation of the study’s findings will also be suggested to you and your fellow teacher educators, if you are interested.

Risks
In addition to this, reflecting upon personal experiences as a language teacher and language teacher educator may also raise both positive and negative feelings, which may result in participants’ stress. As a participant, you always have the option to not answer any questions or not to participate in any particular activities that could make you uncomfortable. We need you!

I am writing to invite you to assist me by agreeing to participate in this study. If you are interested, willing to volunteer or have questions, please contact me or my supervisor at the email addresses listed below. We will gladly explain the research in more detail and respond to any related concerns. Finally, you can contact the University of Toronto Office of Research Ethics at 416-946-3273 if you have any questions about the rights of participants in this study.

In closing, allow me to reiterate that you are under no obligation to agree to participate in this study. However, if you choose to do so, you will be free to raise questions and concerns at any time throughout the study and you may withdraw at any time if you choose. Thank you for your consideration.

Marlon Valencia  Email: XXXXXXXXXXXX
Dr. Antoinette Gagné  Email: XXXXXXXXXXXXXXX

253
Appendix D. Consent Letter for Canadian Teacher educators

The following form contains the information that I have already discussed with you about my study. Please read it carefully and fill in each blank with all the necessary information.

I, ______________________________ (write your full name) agree to take part in your study entitled: “Development of Professional Identities and Investment in Imagined Communities and Identities: A Comparative Case Study of Pre-service Teachers of French in Canada, English in Chile, and both English and French in Colombia.” I understand that I am under no obligation to agree to participate in this study.

I understand that my participation would involve, an individual interview, responding to a background profile questionnaire, and class observations. I will also be provided with a summary and/or a presentation of the research findings upon completion of the study.

I understand that no one beyond the researcher and his supervisor will know that I am a participant. I understand that I can refuse to answer any questions, to stop the interview or focus group at any time and/or withdraw from the study at any time. I understand that my specific answers and comments will be kept confidential. I understand that my name will not be identified in a report of a presentation or publication that may arise from the study. I understand that only the principal investigator and her supervisor will have access to the information collected during the study.

I understand what this study involves and agree to participate, and I have been given a copy of this consent form.

Signature: ______________________________ E-mail: ______________________________

Date: ______________________________

If you have any questions or concerns about this study, please contact me or my supervisor at:

Marlon Valencia Email: XXXXXXXXXXXXXXX

Dr. Antoinette Gagné Email: XXXXXXXXXXXXXXX
Appendix E. Background Profile for Canadian Teacher Candidates

Please provide the following information:

Name: _________________________________________________________________

Pseudonym to be used in the study: __________________________________________

(Also, think of an adjective that describes you as a teacher to go before the pseudonym that you choose. e.g. Mellow Marlon, Smart Sandra, Diligent Diana –it may start with the same initial or not).

Year in the program: _________________

Gender:   Male____ Female____

Age: 20-22 _____ 23-26 _____ 27- 30 _____ 31+ _____

Please identify the languages you know and your perceived proficiency in each language on a scale of 1 to 10 where 1 is a beginner level (i.e. you can have a very simple conversation in that language with a supportive friend) and 10 is an advanced level (i.e. you can use the language effectively to discuss different topics in both informal and academic settings).

First language: ___________ Proficiency: _____

When do you use this language?

________________________________________________________________________

With whom do you use this language?

________________________________________________________________________

For what purpose do you use this language?

________________________________________________________________________

Second language: ___________ Proficiency: _____
When do you use this language?

_________________________________________________________________________

With whom do you use this language?

_________________________________________________________________________

For what purpose do you use this language?

_________________________________________________________________________

Other language: ___________     Proficiency: _____

When do you use this language?

_________________________________________________________________________

With whom do you use this language?

_________________________________________________________________________

For what purpose do you use this language?

_________________________________________________________________________

City and country where you were born ____________. If born outside of Canada check the option that best describes your immigration status:

Canadian citizen ____    Landed immigrant in Canada ____

Other (please specify): ________________________________

Length of residence in Canada: ____ months ____ years

Have you lived in other countries?  Yes ___ No ____. If so, complete the following section:

Name of country _______________________________ How long? _____ months _____ years

Name of country _______________________________ How long? _____ months _____ years
Name of country _______________________________ How long? _____ months _____ years

What is your cultural background or heritage? (e.g. First Nations, Italian-Canadian, Hispanic…):
______________________________________________________________________________

Are you actively involved in any religious community? If you are, specify faith.
______________________________________________________________________________

Ontario schools offer three options for learning French as a second language: 1) French immersion, 2) Core French, and 3) Extended French. In addition to this, Ontario also has French-Language Schools where the curriculum is taught exclusively in French. Did you learn French in any of these programs?

Yes ___ No _____. If you attended any of these programs provide the number of years you spent in elementary school and/or secondary school in each institution for the corresponding program, and complete the province part if you went to a school in Canada but outside of Ontario. Use the ‘other school program’ option for any years of elementary or secondary school you may have attended outside of Canada or if you learned French at a language school (e.g. Alliance Française) and explain.

French Immersion: ______ # of years in Elementary ____# of years in Secondary ______
Province ______

Core French: ______ # of years in Elementary ____# of years in Secondary ______
Province ______

Extended French: ______ # of years in Elementary ____# of years in Secondary ______
Province ______

French-Language School ______ # of years in Elementary ____# of years in Secondary ______
Province ______

Other school program: ____________________________________________________________
# of years in Elementary ____ # of years in Secondary ____ Province/Country ________________

Have you participated in any study-abroad program in a French-speaking environment?

Yes ____ No ____ If you did, where and for how long?

_____________________________________________________________________________

List any extracurricular activities that you engage in and the estimated number of hours per week that you spend in each activity. Some examples of extracurricular activities are: practicing a sport, attending a church group, being part of a youth group, playing a musical instrument, volunteering, or working part-time.

___________________________________________ # of hours per week ___________
___________________________________________ # of hours per week ___________
___________________________________________ # of hours per week ___________
___________________________________________ # of hours per week ___________
___________________________________________ # of hours per week ___________
Appendix F. Background Profile for Chilean and Colombian Teacher Candidates

Please provide the following information:

Name: ________________________________________________________________

Pseudonym to be used in the study: ______________________________________

(Also, think about an adjective that describes you as a teacher to go before the pseudonym that you choose. e.g. Mellow Marlon, Smart Sandra, Diligent Diana –it may start with the same initial or not).

Year in the program: _____________

Gender:   Male____  Female____

Age:  20-22 _____  23-26 _____  27-30 _____  31+ _____

Please identify the languages you know and your perceived proficiency in each language on a scale of 1 to 10 where 1 is a beginner level (i.e. you can have a very simple conversation in that language with a supportive friend) and 10 is an advanced level (i.e. you can use the language effectively to discuss different topics in both informal and academic settings).

First language: ___________ Proficiency: _____

When do you use this language?

____________________________________________________________

With whom do you use this language?

____________________________________________________________

For what purpose do you use this language?

____________________________________________________________

Second language: ___________ Proficiency: _____

When do you use this language?

____________________________________________________________
With whom do you use this language?

_________________________________________________________________________

For what purpose do you sue this language?

_________________________________________________________________________

Other language: ___________     Proficiency: _____

When do you use this language?

_________________________________________________________________________

With whom do you use this language?

_________________________________________________________________________

For what purpose do you use this language?

_________________________________________________________________________

City and country where you were born ______________. If born outside of Chile/Colombia check the option that best describes your immigration status:

Chilean citizen ____       Chilean/Colombian permanent resident ____

Other (please specify): ______________________________

Length of residence in Chile: ____ months ____ years

Have you lived in other countries? Yes ___ No ____. If so, complete the following section:

Name of country _______________________________ How long? _____ months _____ years

Name of country _______________________________ How long? _____ months _____ years

Name of country _______________________________ How long? _____ months _____ years
What is your cultural background or heritage? (e.g. Mapuche, Zenú, Peruano-Chileno, Argentino-Chileno, Italiano-Chileno, Colombiano-Peruano…):

_____________________________________

_________________________________________

Are you actively involved in any religious community? If you are, specify faith.

______________________________________________________________________________

There are three types of English bilingual schools commonly found in Chile or Colombia: 1) International bilingual immersion schools, 2) National bilingual immersion schools, and 3) schools with intensive English programs. In immersion programs both English and Spanish are used as the medium of instruction across the curriculum. On the other hand, in intensive language programs English is taught as a subject, but there is high intensity in the number of hours of instruction per week, which may vary from 10 to 15 hours a week. Did you attend any of these programs?

Yes ___ No ____. If you attended any of these programs provide the number of years you spent in elementary school and/or secondary school in each institution for the corresponding program. Use the ‘other school program’ option for any years of elementary or secondary school you may have attended outside of Chile or if you attended a language school (e.g. Centro Cultural Chileno/Colombo Americano) and explain.

International English immersion: ______ # of years in Elementary ____# of years in Secondary ____

National English immersion: ______ # of years in Elementary ____# of years in Secondary ____

Intensive English: ______ # of years in Elementary ____# of years in Secondary ____

Other school program: ____________________________________________________________

# of years in Elementary ____# of years in Secondary ____ Country ________________

Have you participated in any study-abroad program in an English-speaking environment?

Yes ____ No ____ If you did, where and for how long?
List any extracurricular activities that you engage in and the estimated number of hours per week that you spend in each activity. Some examples of extracurricular activities are: practicing a sport, attending a church group, being part of a youth group, playing a musical instrument, volunteering, or working part-time.

___________________________________________ # of hours per week ___________

___________________________________________ # of hours per week ___________

___________________________________________ # of hours per week ___________

___________________________________________ # of hours per week ___________

___________________________________________ # of hours per week ___________
Appendix G. Background Profile for Canadian Teacher Educators

Please provide the following information:

Name: __________________________________________________________

Pseudonym to be used: ____________________________________________

(Also, think about an adjective that describes you as a teacher educator to go before the pseudonym that you choose. e.g. Mellow Marlon, Smart Sandra, Diligent Diana – it may start with the same initial or not).

Position/ rank in CTEP: __________________________________________

Gender: Male____ Female____

Age: 25-35 _____ 36-46 _____ 47-57 _____ 58+  

Please identify the languages you know and your perceived proficiency in each language on a scale of 1 to 10 where 1 is a beginner level (i.e. you can have a very simple conversation in that language with a supportive friend) and 10 is an advanced level (i.e. you can use the language effectively to discuss different topics in both informal and academic settings).

First language: ________ Proficiency: _____

When do you use this language?

_________________________________________________________________

With whom do you use this language?

_________________________________________________________________

For what purpose do you use this language?

_________________________________________________________________

Second language: ________ Proficiency: _____

When do you use this language?
With whom do you use this language?
___________________________________________________________

For what purpose do you use this language?
_________________________________________________________________________

Other language: ___________     Proficiency: _____

When do you use this language?
_________________________________________________________________________

With whom do you use this language?
_________________________________________________________________________

For what purpose do you use this language?
_________________________________________________________________________

City and country where you were born ______________. If born outside of Canada check the option that best describes your immigration status:
Canadian citizen ____  Landed immigrant in Canada ____

Length of residence in Canada: ____ months ____ years

Have you lived in other countries? Yes ___ No ____. If you did, complete the following section:
Name of country _______________________________ How long? _____ months _____ years
Name of country _______________________________ How long? _____ months _____ years
Name of country _______________________________ How long? _____ months _____ years

What is your cultural background or heritage? (e.g. First Nations, Italian-Canadian, Hispanic…):
Are you actively involved in any religious community? If you are, specify faith.

______________________________________________________________________________

Highest academic degree conferred: please specify the specialization/Focus

Bachelor of _____________ Years ___ Country ______________ Focus ______________

Master of ________________ Years ___ Country ______________ Focus ______________

Ph.D. in ___________________ Years ___ Country ______________ Focus ______________

List the courses that you currently teach and other duties related to the Concurrent Teacher Education Program:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Please list your previous work history and related job duties

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Appendix H. Background Profile for Chilean and Colombian Teacher Educators

Please provide the following information:

Name: ________________________________________________________________

Pseudonym to be used: _________________________________________________

Position/ rank in the English Pedagogy Program: __________________________

Gender:    Male____ Female____

Age: Age: 25-35 _____ 36-46 _____ 47- 57 _____ 58+

Please identify the languages you know and your perceived proficiency in each language on a scale of 1 to 10 where 1 is a beginner level (i.e. you can have a very simple conversation in that language with a supportive friend) and 10 is an advanced level (i.e. you can use the language effectively to discuss different topics in both informal and academic settings).

First language: _________  Proficiency: _____

When do you use this language?

_____________________________________________________________________

With whom do you use this language?

_____________________________________________________________________

For what purpose do you use this language?

_____________________________________________________________________

Second language: _________  Proficiency: _____

When do you use this language?

_____________________________________________________________________

With whom do you use this language?
For what purpose do you use this language?

_________________________________________________________________________

Other language: ___________   Proficiency: _____

When do you use this language?

_________________________________________________________________________

With whom do you use this language?

_________________________________________________________________________

For what purpose do you use this language?

_________________________________________________________________________

City and country where you were born ________________. If born outside of Canada check the option that best describes your immigration status:

Canadian citizen ____   Landed immigrant in Canada ____

Length of residence in Canada: ____ months ____ years

Have you lived in other countries? Yes ___ No ____. If you did, complete the following section:

Name of country _______________________________ How long? _____ months _____ years

Name of country _______________________________ How long? _____ months _____ years

Name of country _______________________________ How long? _____ months _____ years

What is your cultural background or heritage? (e.g. Mapuche, Peruano-Chileno, Argentino-Chileno, Italiano-Chileno…):

_________________________________________________________________________

Are you actively involved in any religious community? If you are, specify faith.
Highest academic degree conferred: please specify the specialization/focus.

Bachelor of _________________ Years ___ Country _____________ Focus ______________

Master of ____________________ Years ___ Country ______________ Focus ______________

Ph.D. in ____________________ Years ___ Country ______________ Focus ______________

List the courses that you currently teach and other duties related to the English Pedagogy Program:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Please list your previous work history and related duties

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Appendix I. Interview Questions for Canadian Teacher Candidates

**Background and language learning experiences**

Why did you study in a French immersion/Core French/Extended French school? What was your (or your parents’) motivation?

What do you remember as being the greatest difficulty that you had in learning the language?

In general, what has your language learning experience taught you about the teaching of French in Ontario?

As a language learner, did you engage in any activity that you think had a positive impact in helping you develop your French language competence, other than class-based activities (e.g. listened to music in French, attended a French conversation club, was part of a group of French learners who supported each other, watched television in French, participated in online mediated activities in French …)?

As we learn a language, we often imagine ourselves as competent speakers of that language who participate in diverse activities associated with the target culture (Lvovich, 1997). Did you imagine yourself as a competent/fluent speaker of French? If so, what kind of French speaker did you imagine you’d be/become? Explain.

What motivated you to become a French teacher?

**Your multiple affiliations**

How would you describe your cultural upbringing?

What are your current cultural and community affiliations? (e.g. apart from being a CTEP French teacher candidate, you may also be actively involved in an ethnic community, a rock band or an on-line gamer community).

You are bilingual/multilingual in English and French (as well as other languages). Would you also consider yourself an Anglophone and Francophone bicultural/multicultural person?
The FSL classroom

If you were talking to a newly admitted teacher candidate what would you say are the three main qualities/skills that an effective FSL teacher must have?

What advantages do you think that being a native/non-native speaker FSL teacher affords you?

Immigration in Canada results in great diversity in our Canadian classrooms. What do you realistically expect your diverse learners to be able to do with French? Imagine that the diverse children in the pictures are your students. What use do you think they could have for French right now and in the future? (Show pictures of different students shown appendices 16 and 17 and ask about teacher candidates expectations on the use of French for these students).

What kind of French teacher job do you expect to find after you graduate? Do you have any preference in terms of the level (elementary, middle or secondary school) and French language program in which you would like to teach (French immersion, Core French, or Extended French) or not? If you have a preference, which program do you prefer and why?

Can you tell me about your practicum experience? Has your practicum experience contributed to your sense of becoming an FSL teacher? If so, how?

Did you feel that your mentor teacher and the school community welcomed you and perceived you as a legitimate teacher?

How do you feel about your knowledge of French grammar? What would you do if a student asked you a grammar question that you could not answer right away or if a student questioned your knowledge of French grammar?

How do you feel about your knowledge of Francophone cultures? Are you comfortable answering culture-related questions and teaching about Francophone cultures?

Imagine the possibilities

Where do you see yourself teaching five years from now? (Think about a possible school setting, grade(s) that you would like to teach, and any other aspects of your job…).

What do you expect to have achieved in terms of your professional growth as a French teacher after five years of teaching?
Imagine that once you are working as an FSL teacher, you are chosen to go abroad to an international FSL conference as a representative of your teacher community and you are asked to provide a brief description of Ontarian French teachers, how would you describe your FSL teacher community to this international audience?

**Miscellaneous questions** (Questions will vary slightly for each teacher candidate)

I would like you to expand a little bit more on the images that you chose for your student-teacher meme (E.g. explain why you said that your mentor teachers think that you …).

How did you feel about creating your identity text?

Did you feel that creating your student-teacher meme allowed you to reflect on your journey to become a French teacher?

How prepared do you feel to teach French to children in Ontario? Consider multiple factors such as addressing the needs of our diverse student population, your strengths as a future teacher, and any possible areas in which you feel you need to work harder…

How do you feel CTEP has supported you in your journey of becoming a French teacher?
Appendix J. Interview Questions for Chilean and Colombian Teacher Candidates

Background and language learning experiences

Why did you learn English/French? What was your (or your parents’) motivation?

What do you remember as being the greatest difficulty that you had in learning the language?

In general, what has your language learning experience taught you about the teaching of English/French in Chile/Colombia?

As a language learner, did you engage in any activity that you think had a positive impact in helping you develop your English language competence, other than class-based activities (e.g. listened to music in English, attended an English conversation club, was part of a group of English learners who supported each other, watched television in English, participated in online mediated activities in English …)?

As we learn a language, we often imagine ourselves as competent speakers of that language who participate in diverse activities associated with the target culture (Lvovich, 1997). Did you imagine yourself as a competent/fluent speaker of English? If so, what kind of English speaker did you imagine you’d be/become? Explain.

What motivated you to become an English teacher?

Your multiple affiliations

How would you describe your cultural upbringing?

What are your current cultural and community affiliations? (e.g. apart from being a Pedagogía en inglés/Licenciatura en lenguas extranjeras teacher candidate, you may also be actively involved in an ethnic community, a rock band or an on-line gamer community).

You are bilingual/multilingual in Spanish and English/French (as well as other languages). Would you also consider yourself a Spanish-speaking (Chilean/Colombian) and Anglophone bicultural/multicultural person?
The language classroom

If you were talking to a newly admitted teacher candidate what would you say are the three main qualities/skills that an effective EFL/French teacher must have?

What advantages do you think that being a native/non-native speaker EFL teacher affords you?

Immigration in Chile/Colombia, as a consequence of Mercosur and the Andrés Bello Agreement, results in great diversity in Chilean classrooms. What do you realistically expect your diverse learners to be able to do with English? Imagine that the diverse children in the pictures are your students. What use do you think they could have for English right now and in the future? (Show pictures of different students and ask about teacher candidates expectations on the use of English for these students).

What kind of English teacher job do you expect to find after you graduate? Do you have any preference in terms of the level and type of educational institution (pre-school, elementary, secondary school, technical-vocational, binational center) and English language program in which you would like to teach (English immersion, intensive English, municipal/public schools) or not? If you have a preference, which program/type of school do you prefer and why?

Can you tell me about your practicum experience? Has your practicum experience contributed to your sense of becoming an EFL/French teacher? If so, how?

Did you feel that your mentor teacher and the school community welcomed you and perceived you as a legitimate teacher?

How do you feel about your knowledge of English/French grammar? What would you do if a student asked you a grammar question that you could not answer right away or if a student questioned your knowledge of English/French grammar?

How do you feel about your knowledge of Anglophone cultures? Are you comfortable answering culture-related questions and teaching about Anglophone cultures?

Imagine the possibilities

Where do you see yourself teaching five years from now? (Think about a possible school setting, Grade(s) that you would like to teach, and any other aspects of your job…).
What do you expect to have achieved in terms of your professional growth as a French teacher after five years of teaching?

Imagine that once you are working as an FSL teacher, you are chosen to go abroad to an international FSL conference as a representative of your teacher community and you are asked to provide a brief description of Ontarian French teachers, how would you describe your FSL teacher community to this international audience?

**Miscellaneous questions** (Questions will vary slightly for each teacher candidate)

I would like you to expand a little bit more on the images that you chose for your student-teacher meme (E.g. explain why you said that your mentor teachers think that you …).

How did you feel about creating your identity text?

Did you feel that creating your student-teacher meme allowed you to reflect on your journey to become a French teacher?

How prepared do you feel to teach French to children in Ontario? Consider multiple factors such as addressing the needs of our diverse student population, your strengths as a future teacher, and any possible areas in which you feel you need to work harder…

How do you feel your academic program has supported you in your journey of becoming an EFL/French teacher?
Appendix K. Focus Group Interview Questions for Canadian Teacher Candidates

Your Experiences in the French Language Courses Offered in your Academic Unit

What strengths do you see in the existing range and content of the French courses offered in your academic unit?

What concerns do you have related to the existing range and content of these French courses?

How was your French language competence development supported in and out of these courses? Were your French professors sympathetic with your struggles and provided help when needed? Did your academic unit offer any additional supports/extracurricular activities to help you practice your French?

Your Experiences in the B.Ed. Portion of the Concurrent Teacher Education Program

- What strengths do you see in the range and content of Education courses and field experiences?
- What concerns do you have related to the range and content of the Education courses and field experiences?
- How did you find your Education courses taught in French? (E.g. Curriculum and Instruction Assessment). Were they challenging? If they were, why?

Other Undergraduate Degree and Education Courses

- Are you comfortable with the instructional strategies employed by your French instructors? If so, what do you particularly like? If not, what suggestions for change do you have?
- Overall, how well do you think the program flows? Do you like the way the French and Education courses as well as the field experiences are sequenced from Years 1 to 5? If so, can you comment on what you think works particularly well. If not, can you suggest an alternate sequence for course and other program components?
- Are your finding the program challenging in any way? If yes, how?
• Has the program supported you in overcoming these challenges? If yes, how? If not, what kind of support would you like to see in place within the framework of your teacher education program?
• Have you learned teaching strategies in your courses that you think will be useful for teaching French in Canadian schools?
• Can you think about your most positive experience in the program to date?

Community Building and Professional Development

• Would you say that there is a sense of being part of an FSL teacher candidate community/communities in your program? If that is the case, how would you describe this/these community/ies?
• Has your sense of what being a teacher is like changed since you enrolled in the program? If so, briefly describe what you thought about teaching before joining CTEP and what you think now.
• Think about your relationship with other teachers at the schools where you did your field experiences. How well received did you feel? Were they welcoming, willing to share their time and experiences, as well as provide ideas or guidance or not so much? Explain.
• In general, do you feel that being part of the Concurrent Program has facilitated the evolution of your identity as a teacher? If you do, what spaces have facilitated the creation of this teacher identity? Here are some examples: a) your B.Ed. courses, b) field experiences like internships and practica etc. Think about your interaction with CTEP colleagues from your home unit or other units, professors, associate teachers, children and other CTEP community members.
Appendix L. Focus Group Interview Questions for Chilean/Colombian Teacher Candidates

Your Experiences in the English/French Teacher Education Program Language Courses

- What strengths do you see in the existing range and content of English/French courses?
- What concerns do you have related to the existing range and content of the English/French courses?
- How was your English/French language competence development supported in and out of these courses? Were your English/French professors sympathetic with your struggles and provided help when needed? Did the program offer any additional supports/extracurricular activities to help you practice your English?

Education Courses and Field Experiences (VISE, Classroom-oriented inquiry and Practicum)

- What strengths do you see in the range and content of Education courses and field experiences?
- What concerns do you have related to the range and content of the Education courses and field experiences?
- How did you find your Education courses taught in English/French? Were they challenging? If they were, why?

Your English/French Courses and Your Education Courses

- Are you comfortable with the instructional strategies employed by your Education instructors? If so, what do you particularly like? If not, what suggestions for change do you have?
- Overall, how well do you think the program flows? Do you like the way the English/French and Education courses as well as the field experiences are sequenced from Years 1 to 5? If so, can you comment on what you think works particularly well. If not, can you suggest an alternate sequence for course and other program components?
- Are your finding the program challenging in any way? If yes, how?
Has the program supported you in overcoming these challenges? If yes, how? If not, what kind of support would you like to see in place within the framework of your teacher education program?

Have you learned teaching strategies in your courses that you think will be useful for teaching in Chilean/Colombian schools?

Can you think about your most positive experience in the program to date?

Community Building and Professional Development

Would you say that there is a sense of being part of an FSL teacher candidate community/communities in your program? If that is the case, how would you describe this/these community/ies?

What would you suggest as possible strategies to increase your sense of belonging to the Language Teacher Education Program?

Think about your relationship with other teachers at the schools where you did your field experiences. How well received did you feel? Were they welcoming, willing to share their time and experiences, as well as provide ideas or guidance or not so much? Explain.

Do you feel that being part of the Language Teacher Education Program has facilitated the evolution of your identity as a teacher? If you do, what spaces have facilitated the creation of this teacher identity? Here are some examples: a) your Education courses, b) attending special workshops on campus, c) field experiences like VISE, Classroom-oriented inquiry, and practicum etc. Think about your interaction with other students, professors, host teachers from Practicum Schools, children and other community members.
Appendix M. Interview Questions for Canadian Teacher Educators

Development of Professional Identities and Investment in Imagined Communities and Identities:
A Comparative Case Study of Pre-service Teachers of French in Canada, English in Chile,
and both English and French in Colombia.

Background and language learning experiences:

• Why did you decide to become a teacher educator?

• How did you learn French?  

• How has this learning experience shaped your understanding of preparing French
  language teachers?

• What is your perception of the status of French in Ontario and Canada?

• How can you describe your perception identity as a native/non-native
  speaker/teacher/teacher educator of French?

Your multiple affiliations

• How would you describe your cultural upbringing?

• What are your current cultural and community affiliations? (e.g. apart from being a CTEP
  French teacher educator, you may also be actively involved in an ethnic community, a
  religious group…). 

• You are bilingual/multilingual in French and English (as well as other languages). Would
  you also consider yourself an Anglophone and Francophone bicultural/multicultural
  person?

Teacher candidates in the FSL classroom

10 Questions 2 and 3 are for non-native speaker French teacher educators.
• How would you describe CTEP’s teacher candidate population?

• If you were talking to a newly admitted teacher candidate what would you say are the three main qualities/skills that an effective FSL must have?

• What do you expect your teacher candidates to be able to achieve in terms of their French language proficiency?

• What strengths would you say that native/non-native speaker FSL TCs bring to the program?

• What are three things that you would expect your teacher candidates to learn from their practicum?

• What do you think the role of an associate teacher is?

Addressing the needs of diverse teacher candidates

• As a teacher educator, what are some of the strategies/activities that you use to capitalize on diverse teacher candidates’ wealth of experiences?

• What do you think about the training teacher candidates are given in relation to teaching socially and culturally diverse learners?

• What do you expect your teacher candidates to learn about diversity in the Ontario classrooms and how do you expect them to react to it?

Experiences teaching in the program

• Can you tell me about the course/s you are teaching? Did you design this course?

• Do you think the teacher candidates find the program challenging in any way? If yes, why?

• Can you explain some of the most difficult challenges you have encountered in your teaching?
• What are some of the challenges that you expect your teacher candidates to face in their practice as future teachers?
Appendix N. Interview Questions for Chilean and Colombian Teacher Educators

Development of Professional Identities and Investment in Imagined Communities and Identities: A Comparative Case Study of Pre-service Teachers of French in Canada, English in Chile, and both English and French in Colombia.

Background and language learning experiences:

- Why did you decide to become a teacher educator?
- How did you learn English/French? 11
- How has this learning experience shaped your understanding of preparing English/French language teachers?
- What is your perception of the status of English/French in Chile/Colombia and the world?
- What is your perception about your identity as a speaker/teacher/teacher educator of English/French?

Your multiple affiliations

- How would you describe your cultural upbringing?
- What are your current cultural and community affiliations? (e.g. apart from being a Pedagogía en inglés/Licenciatura en lenguas extranjeras teacher educator, you may also be actively involved in an ethnic community, a religious group…).
- You are bilingual/multilingual in Spanish English/French (as well as other languages). Would you also consider yourself a Spanish-speaking (Chilean/Colombian) and Anglophone/Frencophone bicultural/multicultural person?

Teacher candidates in the English/French classroom

11 Questions 2 and 3 are for non-native speaker English teacher educators.
• How can you describe the Pedagogía en inglés/Licenciatura en lenguas extranjeras teacher candidate population?

• If you were talking to a newly admitted teacher candidate what would you say are the three main qualities/skills that an effective EFL/French must have?

• What do you expect your teacher candidates to be able to achieve in terms of their English/French language proficiency?

• What strengths would you say that native and non-native speaker EFL/French TCs bring to the program?

• What are three things that you would expect your teacher candidates to learn from their practicum?

• What do you think the role of a mentor teacher is?

• Addressing the needs of diverse teacher candidates

• As a teacher educator, what are some of the strategies/activities that you do to capitalize on diverse teacher candidates’ wealth of experiences?

• What do you think about the training teacher candidates are given in relations to teaching socially and culturally diverse learners?

• What do you expect teacher candidates to learn about diversity in Chilean/Colombian classrooms and how do you expect them to react to it?

Experiences teaching in the program

• Can you tell me about the course/s you are teaching? Did you design this course?

• Do you think the teacher candidates find the program challenging in any way? If yes, why?

• Can you explain some of the most difficult challenges you have encountered in your teaching?
• What are some of the challenges that you expect your teacher candidates to face in their practice as future teachers?
Appendix O. Instructions to Create Your Identity Text and Meme

Dear Teacher Candidate,

As part of your participation in this study, I would like to get to know more about you and your experience as a student-teacher. I’d like to suggest a fun and less conventional way to do so.

I would like to ask you to create a multimodal (involving more than one type of media. e.g. print, visuals, audio…) and bilingual/multilingual text on VoiceThread (this is an online tool that I would like you to explore as a possible resource to create collaborative multimodal stories with your students), where you can tell me who you are, what you feel passionate about, and what your experience as a student-teacher has been.

Go to: http://voicethread.com/share/3940672/

Open a VoiceThread account (it’s free) and watch my sample Identity Text where you can learn about me. Then follow the steps below to create your Identity Text.

I want you to reflect on who you are, as the talented, intelligent (yes, if you’ve made it this far in your teacher education and learned an additional language, you are clearly a smart individual!), bilingual/multilingual, and bicultural/multicultural young person that you are. I also want you to reflect on your student-teacher journey.

Start creating a multimodal and bilingual/multilingual identity text, with your own pictures and anything that you want to add. Voicethread gives you several options for commenting your pictures, which are fairly easy to use, so play with it and familiarize yourself with the possibilities.

I want you to focus on showing your strengths and the things or people that are important to you.

The last thing that I want to you to do is create a ‘Student-Teacher’ meme as part of your Identity text. A meme is a text of any semiotic kind (i.e. a tune, a song, a catch phrase…) that gets passed around and shared by many people, and which is often adjusted to express personal views and then shared (e.g. Gangnam style and the many versions that quickly surfaced online).

The meme that I want you to adapt and reproduce is the online What people think I do/What I really do meme. You may have seen this online meme shared on social networks if you are into
Facebook. This meme shows a series of pictures with captions that suggest the different preconception that may have about particular occupations or fields of expertise, which stand in contrast with the professional’s perceptions, and the actual reality of the job. Here is an example of this meme, which applies to the teaching profession:

```
What I want you to do is create a student-teacher meme keeping in mind your personal journey. Here are some of the labels that I suggest:

What my friends think I do
What my professors think I do
What my mentor/associate teacher thinks I do
What my parents think I do
What my students think I do
What I like to think I do
What I actually do
```
I would love to see your own pictures, but I understand this may be challenging, so you may find other pictures online, but I’d say try your best to use your own! I need you to have a minimum of 6 pictures with their corresponding label.

Of course, you can see my identity text and PhD-stay-home-new-dad meme as an example. To create your meme you can go to: http://whatireally.memegenerator.net

This website allows you to upload your own pictures as well as Google images for each picture you may want to use. You can then save the meme as a JPEG file in your computer, which you can easily upload to your Identity text on VoiceThread.

On a technical note, I would like to add that for my own meme, I actually created some of the slides in PowerPoint, saved them as jpeg files and then uploaded them as pictures on VoiceThread. I encourage you to explore VoiceThread and be creative! And if you need any help, do not hesitate to contact me. Once you’re done doing your identity text, I will make it available to anyone who has the link, so I and other study participants can see it and comment it.
Appendix P. Sample Pictures of Diverse Students for Canadian Teacher Candidates

* All pictures were displayed on high resolution screens on a laptop or a tablet.
Appendix Q. Sample Pictures of Diverse Students for Chilean and Colombian Teacher Candidates

* All pictures were displayed on high resolution screens on a laptop or a tablet.
Appendix R. Field Notes Chart

<table>
<thead>
<tr>
<th>Time</th>
<th>What I saw</th>
<th>What I heard</th>
<th>What I think</th>
<th>Connection to my theoretical framework and research questions</th>
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Appendix S. Form A: Applying to Do Research in/on the BEd/ITE Program at Southern Ontario University

I. Name of PI and email address:

Marlon Valencia E-mail: XXXXXXXXXXXXXXX

Date: February, 9, 2013

II. Name of doctoral supervisor and Departmental affiliation (if applicable):

Professor Antoinette Gagné  Department: Curriculum Teaching and Learning-OISE

III. Names of research team (if applicable):

N/A

IV. Brief description of study:

I am conducting a qualitative research study entitled: Development of Teacher Identities and Investment in Imagined Communities and Identities: A Comparative Case- Study of Pre-Service Teachers of French in Canada, English in Chile, and both English and French in Colombia. This study focuses on how teacher candidates (TCs) draw on imagination to construct their professional teacher identities (i.e. as an English teacher candidate I may imagine myself as an innovative teacher who collaboratively with colleagues and, participates in conferences…), and how two different teacher education programs facilitate (or not) TCs’ use of their imagination in their journey to become language teachers. I am requesting your cooperation as a voluntary participation in this study, which I hope will inform theory in language teacher education, as well as provide valuable insights for teacher education programs to be more responsive to the needs of diverse teacher candidates.

V. Brief description of the participants:

I am seeking six language teacher candidates and three teacher educators from your Concurrent Teacher Education Program to voluntarily participate in my study. The following is a description of the data collection tools that I will use, and what is expected from individual participants in both groups.
**Teacher candidates:** As a part of my study I will conduct, a focus group with all six participants, which will last approximately 75 minutes. In this focus group, I will ask participants to complete a background profile questionnaire to learn some basic personal information about them (such as age, the languages that they speak). Next, I will ask each TC to create a multimodal (involving more than one type of media) presentation about them, and their experiences as teacher candidates, which should take you no more than two hours to prepare (if you are interested in participating, I will give you further details). Last, I will ask TCS to participate in an interview. Both interviews and focus groups will be audio recorded. I will also do some class observation in some of their classes but this part does not require any additional effort from them. TCs may choose to withdraw from the study at any given point without any consequence for them, and the data collected about them will not be used. Teacher candidates will receive an honorarium of $50.00 for 4.5 hours of their participation in the study.

**Teacher educators:** I will recruit four teacher educators and I will ask for permission to observe their classes. I will also ask them to do a 45-60 minute interview, and to complete a background profile questionnaire in order to collect some personal biographical information.

In addition to this, data collection will also involve the collection of language teacher education documents and policies (e.g. curriculum policies, program review documents) at the national, Provincial and local (i.e. documents generated by this university this teacher education program.

**VI. What are your ‘assistance’ expectations of the ITE program (e.g., listserv, SUPO, staff)?**

I need to have permission to invite teacher candidates and teacher educators to participate in my study, and observe pedagogy-oriented classes, which will be discussed with each individual Professor. I would also like to request special permission to access teacher education program documents, such as curriculum documents, course outlines, class handouts, Blackboard materials program review documents (i.e students ‘and teacher educators ‘surveys, focus groups, etc.), as part of my data collection involves the revision of teacher education program’s documents.

**VII. Timeline of the study and when you intend to collect data:**

- February - March 2013 - Data collection
- Recruit participants at Southern Ontario University.
- Get informed consent from participants and program administrators at SOU.

- Document collection.

- Start class observations.

- Maintain ongoing field notes

- February - March 2013 - Data collection

- Recruit participants at Southern Ontario University.

- Get informed consent from participants and program administrators at SOU.

- Document collection.

- Start class observations.

- Maintain ongoing field notes

- Once suitable participants are identified, they will be asked to sign their corresponding consent form (see appendices 2 and 4).

VIII. Please confirm that this is not a conflict of interest (e.g., relationship to participants):

There has not been any pre-existing relationship between the researcher and the study’s participants.

IX. Indicate your willingness to share the results of your study, once completed:

A research report highlighting the results of the study will be shared with the participant TCs, teacher educators, and the wider teacher education program community. The researcher will also offer to present the study’s results to the teacher education program and wider university community in each context.

* Please note: You will need to submit your application for ethical review to the University of Toronto (visit the U of T Ethics website to obtain the appropriate materials for your application at www.library.utoronto.ca/rir/ethics_hshome.html).
Once these first two steps are complete, please:

**X.** Provide the ITE Research coordinator with University of Toronto Ethics Review approval code:

**XI.** Contact the ADO, TE to work out the start-up and logistical details.
Appendix T. Consent Letter for the English Pedagogy Director at Central Chile Pedagogic University/Pacific State University

Dear (name of the English Pedagogy/Licenciatura en Lenguas Extranjeras Director)

I am a PhD candidate in Second Language Education, as well as Comparative International and Development Education at the University of Toronto, Canada. I am also an experienced language teacher who has taught English and Spanish in North America and Latin America. I am working under the supervision of Dr. Antoinette Gagné.

I am conducting a qualitative research study titled: ‘Teacher Candidates’ Development of Teacher Identities and Their Investment in Imagined Communities and Identities: A Comparative Case-Study of Pre-Service Teachers of French in Canada, English in Chile and both English and French in Colombia. This study focuses on how teacher candidates (TCs) draw on imagination to construct their professional teacher identities (i.e. as an English teacher candidate I may imagine myself as a hard-working teacher collaboratively with colleagues, participating in conferences…), and how two different teacher education programs facilitate (or not) TCs’ use of their imagination in their journey to become language teachers. I am requesting your cooperation as a voluntary participation in this study, which I hope will inform theory in language teacher education, as well as provide valuable insights for teacher education programs to be more responsive to the needs of diverse teacher candidates.

Having already received permission from the University of Toronto, I am now requesting your permission to conduct this study in your institution. This study will not include any third parties. Instead I will be distributing and collecting all the forms and conducting the interviews.

I am will recruit six language teacher candidates and three teacher educators from your Concurrent Teacher Education Program to voluntarily participate in my study. The following is a description of the data collection tools that I will use, and what is expected from individual participants in both groups.

**Teacher candidates:** As a part of my study I will conduct, a focus group with all six participants, which will last approximately 75 minutes. In this focus group, I will ask participants to complete a background profile questionnaire to learn some basic personal information about them (such as age, the languages that they speak). Next, I will ask each TC to create a multimodal (involving more than one type of media) presentation about them, and their
experiences as teacher candidates, which should take you no more than two hours to prepare (if you are interested in participating, I will give you further details). Last, I will ask TCS to participate in an interview. Both interviews and focus groups will be audio recorded I will also do some class observation in some of their classes but this part does not require any additional effort from them. TCs may choose to withdraw from the study at any given point without any consequence I will also do some class observation in some of their classes but this part does not require any additional effort from them. TCs may choose to withdraw from the study at any given point without any consequence for them, and the data collected about them will not be used. Teacher candidates will receive an honorarium equivalent to $50.00 Canadian Dollars in Chilean Pesos for 4.5 hours of their participation in the study.

Teacher educators: I will recruit four teacher educators and I will ask for permission to observe their classes. I will also ask them to do a 45-60 minute interview, and to complete a background profile questionnaire in order to collect some personal biographical information.

In addition to this, I will also like to request access to program documents such as curricular documents, policies, meeting and research initiatives, program review initiatives (i.e students ‘and teacher educators ‘surveys, focus groups, etc.), as part of my data collection involves the revision of teacher education program’s documents.

Data collection will take place from ____ to ____.

If you accept that I conduct this study in your College, you may rest assured that privacy will be protected at all times. The raw data gathered through this study will be kept confidential, known only to me and my supervisor. In addition, a summary of the research will also be made available upon request. Be also assured that the identity of the University, and all the participants will be kept confidential in any subsequent presentations or publications. Each participant’s name will be replaced by a pseudonym. Moreover, I will take great care to assure that each participant’s identity will not be revealed in any other fashion, such as through background information. All data and tape recordings will be kept in locked files accessible only to me and will be destroyed 10 years after the end of the study.

I hope that you will agree to let me conduct this study at your College as it may prove beneficial to teacher candidates, teacher educators, and administrators in the future.
If you accept, I will proceed in recruiting participants. I will make all the necessary arrangements that will include seeking participants and their permission.

Please complete the attached consent form and return it to me. I would greatly appreciate your cooperation. If you would like to receive more information about the study, please contact me in person, by telephone, or through e-mail. You may also contact the project supervisor, Dr. Antoinette Gagné at XXXXXXXXXXXXX. Finally, you can contact the University of Toronto Office of Research Ethics at 416-946-3273 if you have questions about the rights of participants in this study.

Sincerely, Marlon Valencia

PhD Candidate - Ontario Institute for Studies in Education - University of Toronto
Appendix U. Consent Form for the English Pedagogy Director at Central Chile Pedagogic University/Pacific State University

Title of the Research: Teacher Candidates’ Development of Teacher Identities and Their Investment in Imagined Communities and Identities: A Comparative Case-Study of Pre-Service Teachers of French in Canada, English in Chile, and both English and French in Colombia.

Name of the Researcher: Marlon Valencia

Institutional Affiliation: Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign, and return to the researcher.

Please check one of the two boxes.

☐ I, ______________________________, give permission for the study described in the attached letter to be carried on in ______________________________ (program) at Central Chile Pedagogic University/Pacific State University.

☐ I, ______________________________, do not wish to give permission for the study described in the attached letter to be carried out in ______________________________ (program) at Central Chile Pedagogic University/Pacific State University.

Signature of English Pedagogy/Licenciatura en lenguas extranjeras Program Director:

Name (please print): Date:
Appendix V. Recruitment Flyer for Canadian Teacher Candidates

Would you be interested in reflecting about your professional development in CTEP and expressing your views on how to improve future French teachers’ learning experience in the program?

If the answer is yes, I would like to invite you to participate in my study!

My name is Marlon Valencia, and I am a PhD candidate in Second Language Education, at the University of Toronto, currently working under the supervision of Dr. Antoinette Gagné.

I am conducting a qualitative research study entitled: Development of Teacher Identities and Investment in Imagined Communities and Identities: A Comparative Case Study of Pre-service Teachers of French in Canada, English in Chile, and both English and French in Colombia. This study focuses on how teacher candidates (TCs) draw on imagination to construct their professional teacher identities and how two different teacher education programs facilitate (or not) TCs’ use of their imagination in their journey to become language teachers.

By participating in this study, you would:

Provide insights that may contribute to improving your teacher education program.

Share your experiences and ideas about your journey in teacher education by participating in a focus group with your fellow teacher candidates – Light refreshments will be provided!

Explore the use of a practical online (and free) tool which you could later use with your students to create multimodal (involving more than one type of media) and collaborative texts.

Reflect on who you are and how this helps shape your professional teacher identity.

Get a 50-dollar gift card that you can use at a local bookstore.

The study requires participating in a focus group, an individual interview, and the creation of an online autobiographical text. Your participation in these activities will not need more than 4 hours and 30 minutes of your time. Focus groups and interviews will be audio recorded.

If you are would like to learn more about this study, and/or want to participate in it, please contact Marlon Valencia at: XXXXXXXXXXXXXXXX
Appendix W. Recruitment Flyer for Chilean/Colombian Teacher Candidates

Would you be interested in reflecting about your professional development in the English Pedagogy Program and expressing your views on how to improve future English/French teachers’ learning experience in the program?

If the answer is yes, I would like to invite you to participate in my study!

My name is Marlon Valencia, and I am a PhD candidate in Second Language Education, at the University of Toronto, currently working under the supervision of Dr. Antoinette Gagné.

I am conducting a qualitative research study entitled: Development of Teacher Identities and Investment in Imagined Communities and Identities: A Comparative Case Study of Pre-service Teachers of French in Canada, English in Chile and both English and French in Colombia. This study focuses on how teacher candidates (TCs) draw on imagination to construct their professional teacher identities and how two different teacher education programs facilitate (or not) TCs’ use of their imagination in their journey to become language teachers.

**By participating in this study, you would:**

Provide insights that may contribute to improving your teacher education program.

Share and discuss your experiences and ideas about your journey in teacher education by participating in a focus group with your fellow teacher candidates – Light refreshments will be provided!

Be assured of the confidentiality of anything that you share.

Explore the use of a practical online (and free) tool which you could later use with your students to create multimodal (involving more than one type of media) and collaborative texts.

Reflect on who you are and how this helps shape your professional teacher identity.

Get a 50 dollar gift card (the equivalent of this sum in Chilean or Colombian Pesos) that you can use at a local bookstore.
The study requires participating in a focus group, an individual interview, and the creation of an online autobiographical text. Your participation in these activities will not need more than 4 hours and 30 minutes of your time. Focus groups and interviews will be audio recorded.

If you are would like to learn more about this study, and/or want to participate in it, please contact Marlon Valencia at: XXXXXXXXXXXXXXX
Amelia
Connor
French Teacher

What my friends think I do.

What my family thinks I do.

What my students think I do.

What society thinks I do.

What I think I do.

What I actually do.

I would make another chemistry joke.

But all the good ones are argon.

Fetemeh
Leila
English Teacher

what my friends think I do
what my parents think I do
what society thinks I do
what students think I do
what I think I do
what I really do

Catalina
What I do as a teacher

what I think I do
what my colleagues think I do
what my students think I do
what my friends think I do
what the principal thinks I do
what I really do

Nicolas
Juliana

Juliana The Teacher

What my mom thinks I do

What society thinks I do

What my friends think I do

What I sometimes feel I do

What I really do
<table>
<thead>
<tr>
<th>What my friends think I do</th>
<th>What my professors think I do</th>
<th>What my supervisor think I do</th>
</tr>
</thead>
<tbody>
<tr>
<td>What my parents think I do</td>
<td>What I would like to think I do</td>
<td>What I really do</td>
</tr>
</tbody>
</table>

Luisa
Tati

What my friends think I do:

Go out every weekend
Sleep and play with Juan

I'm very busy doing things I don't need to do in order to avoid doing anything I'm actually supposed to be doing.

Preparation

What my practicing/thesis tutor thinks I do:

What many professors think I do, not all (supposedly)

Image 1: Teacher-Student meme
Image 2: What my friends think I do
Image 3: What my practicing/thesis tutor thinks I do
Image 4: What many professors think I do, not all (supposedly)
What my parents think I do

I just came here and saw you been all meany and freaking out your teacher.

What I actually do

What I like to think I do