

**School Culture and its Relation to Student Teachers' Identity Construction and Survival
Teaching Practices**

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Abstract

This study searches for the effects of school culture over survival teaching practices and the teachers' identity construction; because once student teachers face the school culture, what they believe and what they are asked to do may differ, and with this to start to construct their teachers' identity with survival teaching bases. This study aims to analyze the effect(s) of school culture on student teachers' survival teaching practices and thereby on their teacher identity construction. The participants of this study were two student teachers from last semester coursing practicum four; one from public school and one from private school. For data collection researches used semi structured narratives. The data was classified using color-coding. Then the narratives were divided into main categories as initial categorization. Finally, researchers wrote some interpretations. Researchers found that survival teaching actions were applied to fit in the school culture; although student teacher still held on to their beliefs, because those participants showed that they were aware and concerned about what they did, but acted in line with the school requirements in order to fit in.

Keywords: *School Culture, student teachers' identity, survival teaching practices*

Resumen

Esta investigación busca los efectos de la cultura escolar sobre las prácticas de supervivencia y la construcción de la identidad docente; ya que una vez los practicantes encaran la cultura escolar, lo que ellos creen y lo que les piden hacer puede diferir, y con esto empezar a construir su identidad docente con bases de prácticas de supervivencia. El propósito de este estudio es de analizar el efecto de la cultura escolar en las prácticas de supervivencia de los estudiantes profesores y como resultado de esto, en la construcción de su identidad docente. Los participantes de este estudio fueron dos practicantes del último semestre cursando práctica cuatro; uno en colegio público y el otro participante en colegio privado. Para la recopilación de datos los investigadores usaron una narrativa semiestructurada. Los datos fueron clasificados usando código de colores. Después las narrativas fueron divididas entre principales categorías como categorización inicial. Finalmente, los investigadores escribieron algunas interpretaciones, Los investigadores encontraron que las prácticas de supervivencia fueron aplicadas para encajar en la cultura escolar; aunque los practicantes aun conservaban sus creencias, ya que estos mostraron que son conscientes y están preocupados sobre lo que hicieron, pero actuaron alineados a los requerimientos de la cultura escolar para encajar allí.

Palabras clave: cultura escolar, identidad de estudiantes profesores, prácticas de supervivencia de enseñanza.

Degree Requirement

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Table of Contents

1. Introduction	7
1.1. Statement of the Problem	7
1.2. Literature Review	7
1.3. Research question.....	10
1.4. Research Objectives	10
1.4.1 General Objective.....	10
1.4.2 Specific Objectives.....	10
2. Method	10
2.1 Research Methodology.....	10
2.2 Participants	11
2.3 Data collection.....	11
2.4 Data Analysis	13
3. Results	14
3.1. School Culture Demands.....	14
3.2 Teachers' Identity.....	14
3.2.1 Teachers' Interaction with the Classroom.....	14
3.2.2 Shaping Identity	14
3.3 Survival Teaching	15
3.3.1 Imposed Teaching Actions.....	15
3.3.2 Classroom Management Conditions	15
4. Discussion	16
4.1. Interpretations and implications	16
4.2. Recommendations	17
References	19
Appendix 1: Data collection instrument.....	22

1. Introduction

1.1. Statement of the Problem

This study searches for the effects of school culture over survival teaching and the teacher identity construction of practicum students; because all student teachers' preparation appears to be in vain once they have to confront their beliefs with the school culture. Sharing practicum agency with other practicum students allowed us to see that this is something to consider in the student-teacher training process, and in how school culture is faced during practicum because the teachers in charge of the class ask for something that differs from pre-service teachers' beliefs. Even if they have some freedom to teach, there is still a sense of insecurity in the teaching that ends up leading practicum students to survival teaching. This research is important in terms of helping to recognize the influence of school culture over the practicum students that are starting to construct their teaching identity over survival teaching practices. With this study we also seek to identify possible strategies to work through survival practices. Finally, the research study may help to expand posterior investigations on the researched object.

1.2. Literature Review

Teaching requires a lot of preparation. Teachers who focus on language need to dominate their specific knowledge; still the teaching process is left behind by teachers with short experience once they have to face a classroom; which often leads to survival teaching practices. Survival teaching affects teachers' identity as it involves teaching practices that may not be close to the teachers' beliefs. Survival teaching practices goes beyond fitting in a school culture because it becomes part of teachers' predominant actions. For this reason, in order to get a deeper understanding of teacher's identity construction and its shaping factors, this literature review explores the concepts of teaching practices, teaching identity construction and school culture.

During the tracing of documents related to this research, we found that the causes of survival teaching are related to school culture, that is, to the collision between teacher's beliefs and the workplace reality. From the literature, we can say that the identity of a teacher is constantly changing and permeated by external factors, such as the workplace (i.e., practice school/classroom); besides, student teachers are strongly confronted with professional aspects, such as professional demands from the practice school. In addition, many teacher education

programs emphasize the importance of what student teachers should learn in terms of established professional standards (Pinnegar, 2005, cited by Leeferink et al., 2018). The confrontation with professional aspects can have different results for each teacher; nevertheless, one of the most common results is the emergence of survival teaching practices in which teachers leave aside their training and instead they adapt to the school demands.

Going deeper into those factors that influence identity, it was found that teacher identity entails a mix of values, beliefs, attitudes, approaches to interaction, and language that has been developed in personal realms (life history, family, community of origin) combined with understandings, pedagogical commitments and approaches, and routines of professional practice developed in teacher education programs and on the job (Hoffman-Kipp, 2008). Therefore, teacher identity construction is a process that involves factors of four dimensions. First, the personal dimension, which includes elements such as beliefs, values, and vocation. Second, the formative dimension that encompasses previous experiences in learning processes (Torres & Ramos, 2019, p.23). Third, the social dimension, which is composed of the educational community and educational, linguistic, and institutional policies. Finally, the professional dimension, including the pedagogical practice, which generates constant evolution of teacher identity (Barkhuizen, 2017, p.9).

As previously mentioned, teacher identity is as personal as social, and in this case, social factors may lead to teaching actions that may not be connected to teachers' beliefs. Still, teachers fall into ready-made recipes for action and interpretation that do not require testing or analysis while promising familiar, safe results' (Buchmann, 1987 as cited in Borg, 2004). The tendency of novice teachers, once they have entered the profession, to revert to their default model can lead to teachers teaching as they were taught, hence exerting a conservative pressure on the profession. (Lortie, 1975, as cited in Borg, 2004). These teaching actions are more likely to appear during initial teaching experiences, and they set novice teachers on automatic mode. These kinds of actions are what we call Survival Teaching: teaching knowing what results to expect because it is something teachers learned as students, which would be just reproducing familiar forms of teaching. Whether those teaching actions are emerging by personal or social influences, these authors previously mentioned that there is a tendency of teachers with short experience to resort to them.

There are external social factors that may influence teachers' choices as concerns survival teaching practices; for example, those requirements teachers need to accomplish in their schools;

that is why we need to consider school culture as a direct or indirect shaper of survival teaching practices. (Schein 1985 as cited by Stoll, 1998), “considers the basic essence of an organization’ culture to be, ‘the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic ‘taken-for-granted’ fashion an organization’s view of itself and its environment” (p.6). Therefore, school culture involves all the established beliefs and perspectives among the educative community and these views can function sometimes involuntarily over the population. “The individual develops their inner self by giving meaning and internalizing the symbols present in the social, cultural, and political environment that shapes their identity” (Penuel & Wertsch, 1995, as cited in Salinas & Ayala, 2018). In addition, authors state that environment shapes the individuals’ identity; following the idea of the external factors, survival teaching; as the word stands, is surviving by adapting teaching actions that help teachers fit in a particular school culture.

Moir (1999, as cited in Le Maistre & Paré, 2010) describes the first-year teacher as passing through five stages. First is the anticipation stage, before starting the year, characterized by romance and anxiety. Then, after the term has started and the early enthusiasm has been dashed by what Veenman (1984) famously described as “reality shock,” and Huberman (1993) as “culture shock,” comes the survival phase, when the beginners are struggling to keep going. Towards the end of the first term, the beginners reach the disillusionment phase – they are constantly tired, their morale is low, and they question their abilities. The breathing space provided by a holiday after the first term allows the teacher to return to teaching rejuvenated, and at the end of the year, Moir identifies a reflection phase, when the end of the year is in sight and plans can be made for the anticipation of a new school year.

To sum up, the purpose of this literature review was to provide a framework on the terms *school culture*, *teacher identity*, and *survival teaching*, and how they are related. It is evidenced from the literature review that school culture is one of the factors that plays a determining role in the students’ teacher identity construction and survival teaching practices, as the social component is a fundamental element on the four dimensions of teacher identity; besides, it is an influencing factor in terms of requirements, limitations, and enhancers concerning the teaching practice. Those requirements, limitations and enhancers are part of the workplace reality in which the student teachers take place and; as a result of habit and interaction in that specific context, survival teaching can be developed under two specific conditions. First, the student teachers’ obligation to

comply with the institutional demands, even when they go against their beliefs. Second, the student teachers “reality/culture shock”, which generates disappointment and seriously affects their performance. These two factors can lead to the survival teaching practices as a form of adaptation to the workplace.

According to these explorations, we propose the research question and objectives as follows.

1.3. Research question

What is the effect of school culture on practicum student teachers' survival teaching practices and thereby on their teacher identity construction?

1.4. Research Objectives

1.4.1 General Objective

To analyze the effect(s) of school culture on student teachers' survival teaching practices and thereby on their teacher identity construction.

1.4.2 Specific Objectives

- To identify predominant factors of school culture that guide teaching practices.
- To establish the reasons leading to survival teaching practices within certain school cultures.
- To determine the effects of survival teaching on students' identity.

2. Method

2.1 Research Methodology

The study is developed as qualitative research. Pathak et al. (2013) said that “Qualitative method is used to understand people’s beliefs, experiences, attitudes, behavior, and interactions” (p.1). On the other hand, the interpretative approach was used in this research because “interpretive approaches encompass social theories and perspectives that embrace a view of reality as socially constructed or made meaningful through actors’ understanding of events” (Putnam & Banghart, 2017, p.1).

The intention of this research is to analyze the effect(s) of school culture over teaching practices and its influence on practicum student teacher’s identity; the methodology used was

narrative inquiry because “the main strength of narrative inquiry lies in its focus on how people use stories to make sense of their experiences in areas of inquiry where it is important to understand phenomena from the perspectives of those who experience them” (Barkhuizen, Benson, & Chik, 2013, p.2).

2.2 Participants

The chosen population to develop this study were two student teachers from Universidad Católica Luis Amigó. At the time the study was conducted, they were in the ninth semester of the English Teaching program and had two years of teaching experience. Both participants had different school contexts: one was doing the practicum in a private school and the other participant was doing it in a public school. This variation between participants was meant to get different experiences and possibly different factors of influence in their teaching identity construction.

The first participant was doing practicum in a public school located in the Northwest of Medellín. At the time, they were combining face-to-face and online interactions with students, as part of a blended model. The participant was teaching from first to third grade. The second participant was doing practicum in the municipality of Bello, and by the moment having virtual meetings or preparing guides for students. This participant is teaching fourth and fifth grade.

2.3 Data collection

For this research, we used one data collection instrument. This one consisted in the development of one narrative by each participant, in which elements of school culture, survival teaching practices, and teacher identity were explored and deepened. Table 1 below shows the category matrix in which the main concepts and sub-concepts were organized in order to use them to formulate the questions that were used in the narrative (Appendix 1).

Table 1.**Category Matrix**

Authors	Main Concept	Sub-concepts
Objective 1: To identify predominant factors of school culture that guide teaching practices.		
School culture (Stoll, 1998) School demands (Brenner et al., 1964).	School culture: “Considers the basic essence of an organization’ culture to be, “the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic ‘taken-for-granted’ fashion an organization’s view of itself and its environment” (Schein 1985 as cited in Stoll, 1998)	Schools demands: School demands as a requirement specified in the school program, a requirement that is evidenced explicitly by the teacher’s word or acts or implicitly by the situation. (Brenner, et al., 1964)
Objective 2: To establish the reasons leading to survival teaching practices.		
Hoffman-Kipp, P. (2008). Flores, M. A., & Day, C. (2006).	Teacher’s identity construction: Teacher identity as a mix of values, beliefs, attitudes, approaches to interaction, and language that has been developed in personal realms (life history, family, community of origin) combined with understandings, pedagogical commitments and approaches, and routines of professional practice developed in teacher education programs and on the job. (Hoffman-Kipp, 2008).	Teacher’s interaction with the classroom: As a result of a better knowledge of the students in the classroom context and the ways in which they reacted to their teaching, new teachers emphasized that they adopted a more cautious attitude in order to avoid disciplinary problems (Flores & Day, 2006). 2. Shaping Identity: Keddie (1971 as cited in Flores & Day, 2006) said: Implicit in this tension is what terms the educationist and the teacher contexts, the former being related to ‘how things ought to be’, the latter being described as ‘the world of is’ (p. 135, original emphasis). In other words, teachers’ views as educationists may be contradicted in their practices as teachers.
Objective 3: To determine the effects of survival teaching on students’ identity.		
Borg, M. (2004) Salokangas et al., (2020). Austin (2014).	Survival teaching practices (Borg, 2004) said in the document The apprenticeship of observation that: “As these teaching behaviors are largely unanalyzed, they remain ‘folkways of ‘intuitive and imitative’ (Lortie 1975) and have been described as teaching’ ‘folkways of teaching’, that is ‘ready-made recipes for action and interpretation that do not require testing or analysis while promising familiar, safe results’ (Buchmann 1987: 161). This model thus provides student teachers with ‘default options’, a set of tried and tested strategies which they can revert to in times of indecision or uncertainty (Tomlinson 1999).	1.Imposed Teaching Actions: Control may be imposed upon teachers by different actors. For example, some areas of teachers’ work may be inspected regularly by school administration, or perhaps by an external inspector. (Salokangas et.al, 2020). 2. Class management conditions: The ability of teachers to organize classrooms and manage the behavior of their students (Emmer & Stough, 2001 as cited in Austin, 2014)).

2.4 Data Analysis

The data obtained from the narratives were analyzed under an integrated approach, Curry (2015), and classified using color-coding. To analyze the data, it was necessary to follow the next steps: First, we designed the narratives and divided them into two sections (School Culture and Teacher's Identity Construction) which allowed an initial categorization. Once participants had completed them, we read each narrative consciously in order to assign a subcategory and color-coding to the most relevant information. Finally, we wrote some interpretations in the section of MEMO taking into account the most used categories and subcategories, and the similarities between the narratives of the two participants. Figure 1 below presents the category structure.

To achieve validity and reliability in our study we used two types of triangulation: Investigators Triangulation (Lisa et al., 2011) as we used different investigators in the analysis process. Also, we had two participants from two different contexts in order to see different experiences about the phenomenon, which accounted for space triangulation. On the other hand, in order to achieve trustworthiness, we validated the data with participants (Members checking), showing them our analysis and findings of their narratives, and we also had the peer's examination with our research advisor.

Figure 1.
Category Structure

1. School Culture and Demands
 2. Teacher's Identity Construction
 - 2.1 Teacher's Interaction with the Classroom
 - 2.2 Shaping Identity
 3. Survival Teaching Practices
 - 3.1 Imposed Teaching actions
 - 3.2 Class management Conditions
-

3. Results

3.1. School Culture Demands

Participants describe the school as a place in which beliefs and rules are already established, and that to fit there they need to follow their methodology, instruments and requirements, even though these rules were not precisely aligned to their beliefs. This to the point of "blocking" their teaching actions, as we evidenced when participants said:

“When I started my practicum, I realized that I had to follow rules and I thought everything that I had learned in until that moment was wasted my time” **P1.S2.Q1.A1 (SIC)**

“In this case, what I must point out is that my way of teaching has been affected by the use of guide books, that requirement prevents me on many occasions from reaching relevant and contextualized humanistic topics” **P2.S2.Q4.A4**

3.2 Teachers' Identity

3.2.1 Teachers' Interaction with the Classroom

Participants mentioned that they appreciated those moments in which they were able to be by themselves in the classroom, because they had the possibility to feel more authentic by teaching in the way they wanted. On the other hand, when they felt pressure by the classroom environment, they mentioned feeling challenged and overwhelmed. As a reaction to this, participants had to change their teaching role and took a more traditional role. We found this in the next excerpts:

- “... I appreciate the moments in which it [the coordinating teacher]. leaves me alone with the students and is not monitoring, since it gives me space to be more authentic” **P2.S2.Q3.A3**
- “Once when a student saw me looking at the cell phone at what I was writing on the board, he said ‘I can't believe you're a teacher.’ I felt discouraged and challenged, and although I did not take any immediate action with whoever said that thing, my relationship with him is especially tense and I have taken advantage of the moments in which he has bad behavior to demonstrate my authority, and I am lying if I do not say that I do it abruptly at times” **P2.S2.Q2.A2**

3.2.2 Shaping Identity

Participants stated that in order to fit into the school they had to change their beliefs, even when those beliefs weren't aligned to the beliefs, they had constructed throughout their entire undergraduate program. This change was challenging because they had created a more humanistic

approach and being in their practicum schools made them adapt the schools' methodologies. One of the participants even mentioned reflecting and wondering if it was correct to let this happen in his teaching. For example:

- “I had to change my teacher identity because I needed to fit in the school and with their rules, and therefore, many things that are part of my teacher identity I had to rethink [such as] my methodologies or ideologies” P1.S2.Q6.A6
- “This situation leads me to reflect on my lack of character to confront other teachers with my convictions. If I want to maintain a healthy coexistence, should I give in? Should I be what I am not and do the things I criticized so much? Should I take actions that even my university education has told me not to do? I am sure of one thing and that is that many practice centers are places that have the ability to blur us, and because we are "at peace with others" we stop being at peace with ourselves” P2.S2.Q2.A2

3.3 Survival Teaching

3.3.1 Imposed Teaching Actions

Participants mentioned that in those moments when their CTs were around they felt that they needed to teach as their CTs would teach. Both participants stated that books and guides were already provided by schools so they basically were told to transmit that to their students, with this limiting these practicum students to a transactional way of teaching, both participants stated that:

- “... I'm not totally free to teach any new topic because it is already done in the “Guías" and I need to do everything is there” P1.S2.Q5.A5
- “... But I feel pressured by my CT to maintain absolute silence during the course of the class, and although she has not told me directly, I can see in her expressions the disagreement when the students speak more than she considers appropriate. So, when my CT is present, I tend to be stricter and fall into a constant scolding that I disagree with.” P2.S2.Q2.A2

3.3.2 Classroom Management Conditions

Participants expressed that classroom conditions led them to follow some behaviors that are, as one participant mentioned, more likely to be of an authoritarian leader than of a teacher. On the other hand, one participant mentioned that the activities that they wanted to propose weren't always a good idea because of the students' English level, so speaking English at the English class was not part of the class.

- “... I think I stepped into that power role-playing game that I once hated, where I want to be an absolute and unquestionable authority, and I put myself in a state of superiority, on a

throne made in my mind that sets me apart from everyone in the room.” P2.S2.Q2.A2

- “...for example, in the classes I wanted to teach the topic speaking all the time in English but it was not possible because of the students’ level” P1.S2.Q6.A6.

4. Discussion

4.1. Interpretations and implications

Schools' culture is composed by their own unique set of beliefs, and we found that these beliefs are so firm that teachers could not choose over school's methodologies. As a result, participants could just adapt to schools’ rules, whether participants wanted or not. Taking into account teachers’ identity is as individual as social and for that the crisis may also emerge for situations with the context. Abad (2019) mentioned that “identity crises are as personal as they are social. They occur in context and often signal discrepancies between individual teachers and the social-cultural settings in which their teaching takes place” (p. 10).

We found that the effects of school culture on student’s teachers survival teaching practices are seen on the way students’ teachers teach, how they behave and the way they reflect upon their practices. We also found that CTs play an important role as representatives of the school culture. CTs asked for certain ways of teaching to our participants, limiting their practicum process. We also found that the limitations participants had also came from administration (it's mandatory to develop classes in line with guides and books) and from students’ English level, as it is mentioned by one participant. Something to highlight is that in both schools (private and public) with all their differences in administration, beliefs and rules, still we found that participants did not fall into survival teaching for not having support from their CTs or their coordinators, but totally the opposite: Survival teaching actions were learned and applied to fit in the School Culture. (Vaillant, 2007, as cited in Abad, 2019) said that when teachers’ beliefs about teaching are not in alignment with their teaching reality, an identity crisis may emerge. Such crises often reflect an unresolved divide between the ideal and the actual teacher; that is, “between what teachers are expected to be or perform and what they really are or can do” (p. 10).

One of the effects of the school culture is about student teacher's interaction, it may affect student teachers’ actions, not because of the students, but for the situations that may emerge from the classroom. Situations that could make the participants feel better, or situations that may be challenging for them. In any case, the situation may affect the results of the class, especially in

teachers with little experience. Also, those situations that may appear lead practicum teachers to take actions in the way the school would rather than their way. On the other hand, we noticed that participants agreed and they were conscious of the change of their beliefs with the only purpose of adapting to the school culture. Something to highlight is that participants still held on to their beliefs, but acted in line with the school requirements in order to fit in. This contradiction between beliefs and practices is what may have caused their identity crisis.

Another effect of the school culture on student teachers is that the CTs are one representation of the school culture, and they directly or indirectly influence student teachers. CTs shape student teachers' identity and with this, also shape the way participants interact in the class. We also evidence that schools beforehand are limiting the practicum teachers to work with guides and books to lead English courses. These books and guides limited teachers to take specific actions to develop the English class. "Identity crises might be an inevitable—albeit necessary—aspect of every teacher's life; when inadequately treated, nonetheless, they could potentially harm teachers' development. This condition holds true especially for pre-service teachers during their practicum, because it is in this period when they confront, often for the first time, their ideals about teaching and about themselves as teachers with the realities imposed upon them by their initial classroom experiences" (Abad, 2019, Pag.7).

Student Teachers expressed that for some circumstances that happen in the classroom they adopted actions that were not aligned to their beliefs. Still, the new circumstances and the shaping factors previously mentioned, such as the inner pressure or CTs' pressure, led them to more traditional ways of interacting with the class. Additionally, taking into account the participants' answers, we found that participants did not usually have the freedom to decide what to implement and how to teach. We saw that survival teaching comes more from the actions student teachers adapted during the process of fitting in their schools, instead of being actions of despair for being alone in the classroom.

4.2. Recommendations

We recommend student teachers to be open regarding finding practicum agencies, to not stay in one agency just because they accepted them. The idea with practicum is to learn as much as it is possible and if the agency will not let the student teachers grow, then it would be better to check for more possibilities that may come with more learning experiences. Also, teachers at all levels

should be prepared to decide on what aspects of teaching they are willing to compromise, so that they can effectively teach, and on what aspects they would not negotiate. Besides, student teachers require some degree of adaptation in order to be able to develop classes with students with low English level. As for practicum agencies, we would recommend to be open minded regarding the practicum student now that they are in the process of learning and growing, not in the process of fitting in the school. Regarding teaching programs, we recommend to improve awareness on student teachers to avoid falling into teacher identity crisis and survival teaching practices.

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Appendix 1: Data collection instrument

<p>Narratives</p> <p>School Culture and its Relation to Student Teachers' Identity</p> <p>Construction and Survival Teaching Practices</p>			
Researchers	<p>Isabel Arango Zuleta, Eduard Londoño Orozco,</p> <p>Juan Pablo Ríos Gallego</p>		DATE: 03/20/21
Advisor	<p>José Vicente Abad</p>		
General objective	<p>To analyze the effect(s) of school culture on practicum student teachers' survival teaching practices and thereby on their teacher identity construction?</p>		
Instructions	<p>Dear participant:</p> <p>You are expected to produce two narratives to describe (1) your ideas and experiences about school culture, and (2) the way in which that experience has influenced your current teaching practice. In this chart, you will find some questions intended to guide the construction of those narratives. Please answer them according to the experience you have had in your practicum.</p> <p>You may write the narratives at once, but we suggest you dedicate separate sessions to complete each of them. Please be thorough and honest in your answers. We encourage you to create separate files for each narrative. Please always indicate your name, the date(s) of your answers, and the section you are responding to in each case.</p>		

	<p>Language should not be a limitation. Therefore, feel free to answer in English, in Spanish, or in a combination of both. We encourage you to write your narratives due to the reflexive nature of the writing process.</p> <p>We kindly ask that you please submit your narratives by _____. Please do not hesitate to contact us with any question you may have about the process. We sincerely thank you for collaborating with us in this research project.</p>
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Narratives	Guiding Questions
<p><i>Narrative 1: School Culture</i></p> <p>To identify predominant factors of school culture that guide teaching practices.</p>	<ol style="list-style-type: none"> 1. What do you understand for school culture? 2. What do you know about your school culture? (Beliefs, methodology, environment, student-teacher relation...) How would you describe it? How does it interfere with your practicum process? 3. What School Culture Beliefs and values are related to yours? or the appositive 4. How school policies have influenced your practicum? <i>¿De qué manera las políticas escolares han influenciado tu práctica?</i> 5. What school requirements do you have to fulfill in your practicum? How does it make you feel regarding your training and teaching process?

<p><i>Narrative 2: T.I.</i></p> <p>To determine the effects of survival teaching on student teacher's identity.</p>	<ol style="list-style-type: none"> 1. Have you noticed changes in your teaching actions? Are they positive or negatives? Are those actions aligned with your beliefs regarding language teaching? 2. Have you felt external influence? (CT, coordinator, students...) Mention some of the cases when you felt so. 3. How has been the accompaniment of your CT, coordinator or other superior? Have you felt alone, totally free, suffocated? 4. Have you felt restrained to do something you like due to school requirements and school culture? In what cases? Explain <p><i>se ha sentido presionado para hacer algo en su práctica</i></p> <p><i>Se ha sentido coaccionado a hacer algo con lo que no está de acuerdo? en qué casos?</i></p> <p>1. How has surviving teaching practices affected your teacher identity construction?</p>

SURVIVAL TEACHING PRACTICES	<p>Survival teaching practices are teaching actions that do not follow a specific goal regarding language development but actions that teachers may use for accomplishing school's demands.</p> <p>Teaching actions that may not be aligned to the course's goals but that some teachers use because it allows them to manage the classroom as they want.</p>
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