

**Reconfiguration of Teachers' Identity from the Implementation of Inclusion Policies**

**Manuel Alejandro Hincapié Cadavid  
Melissa Calle Mazo  
Katerine Gómez Hurtado**

**Advisor: José Vicente Abad**

**Universidad Católica Luis Amigó  
Facultad de Educación y Humanidades  
Licenciatura en Lenguas Extranjeras con Énfasis en inglés  
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### **Abstract**

This research project is aimed to know how language teachers' identity is reconfigured when facing the guidelines of inclusion policies. The participants were five language teachers from different contexts: three teachers from a private university and two from a public school. The methodology implemented for this research was a narrative inquiry. The data were collected face to face through a structured interview, which enquired into three main categories: teacher's identity, inclusion policies and special educational needs. As a result of all of this process, we found out that (1) when facing SEN (Students with Special Educational Needs), language teachers were moved by their humanity rather than by government guidelines; (2) though the participants were from different contexts, all of them had similar perceptions about the inclusion policies; and (3) there is a recognition of the inclusion policies among the participants; however, the adaptation processes they made of the law is based on what they could do with what they had. Finally, we set some conclusions about the influence of policies on language teachers' identity and make some recommendations for future studies in the teaching identity field.

**Keywords:** Teacher identity, Inclusion policies, Special Educational Needs, Language Teachers.

### Resumen

Este proyecto de investigación pretende conocer cómo se reconfigura la identidad de los profesores de idiomas al enfrentarse a las directrices de las políticas de inclusión. Los participantes fueron cinco profesores de idiomas de diferentes contextos: tres profesores de una universidad privada y dos de una escuela pública. La metodología implementada fue la de investigación narrativa. Los datos se recogieron cara a cara a través de una entrevista estructurada, que indagaba por tres categorías principales: identidad del profesor, políticas de inclusión y necesidades educativas especiales. Como resultado, descubrimos que (1) a la hora de enfrentarse a los SSEN (Alumnos con Necesidades Educativas Especiales) los profesores de lengua se movían por su humanidad más que por las directrices gubernamentales; (2) aunque los participantes procedían de contextos diferentes, todos tenían percepciones similares sobre las políticas de inclusión; y (3) si bien había un reconocimiento de las políticas de inclusión entre los participantes, los procesos de adaptación que hicieron de la ley se basaban en lo que podían hacer con lo que tenían. Por último, presentamos algunas conclusiones sobre la influencia de las políticas en la identidad de los profesores de idiomas y planteamos algunas recomendaciones para futuros estudios en el campo de la identidad docente.

**Palabras clave:** Identidad del Maestro, Políticas de Inclusión, Necesidades Educativas Especiales, Maestros de Lenguas.

### **Degree Requirement**

This narrative research project is submitted as a requirement to graduate from the Bachelor's Degree in English Teaching (Licenciatura en Lenguas Extranjeras con Énfasis en Inglés) at the School of Humanities and Education, Universidad Católica Luis Amigó, in Medellín, Colombia.

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## 1. Introduction

### 1.1 State of the Problem

The study of language policies has become an important aspect of language teaching as they regulate the teaching and learning of a second language in Colombia. In the Colombian educational context no other issue has generated as much controversy as the creation of inclusion policies. In Colombia, Decree 1421 (MEN, 2017) regulates the framework for inclusive education regarding the attention to students with disabilities. This means that all children and adolescents, regardless of their disabilities or exceptional talents, must be included in the same classroom as other neurotypical students.

The creation of this decree did not generate as much dissatisfaction as its implementation in schools: teachers and administrators were not prepared for this new chapter, yet both had to make adaptations to effect this new change. "The apparent conflicts in government policy between the 'standards' and 'league tables' discourse and the 'inclusive schools' discourse make it difficult for schools to become more inclusive" (Evans et al., 2005). However, today teachers are the ones who face more problems related to inclusion, as they do not have the necessary theoretical and practical training to adapt their practices to students with disabilities. This has provoked a crisis across the country because teachers have been forced to do everything in their power to implement inclusion policies; however, the way these policies affect their identity has been neglected.

Teachers' identity is a broad concept: "It is a teachers' self-concept portrayed through a continually reconstructed narrative of who they are, who they want to be, and what their story has been in relation to others. It reflects how teachers see themselves in a variety of social, cultural, political, and historical situations" (Kumazawa, 2013). Teachers' identity is permeated by their experiences, beliefs, personal and interpersonal relationships, context, and background. Its configuration starts the moment in which they decide to be a teacher, yet it extends throughout their lives as identity is constantly changing.

### 1.2 Literature review

Social, personal, and cultural aspects influence the construction of teachers' professional identity (Looney, 2010; Pennington & Richards, 2016; Torres-Rocha, 2019; Bacca-Rozo et al, 2019). Such factors include the challenges that teachers face today, especially in regard with the tensions provoked by globalization and education policies. However, none of the educational policies presented in the latter are related with inclusion or SSEN, even when those correspond to the global and actual world.

Van Veen et al. (2005) presented a social, cognitive, and psychological framework on

emotions to understand how teachers' identity can be affected by school reforms; in this study the authors analyzed teachers' emotions and how these can affect their identity. Sloan (2006) discusses curriculum policies and how teachers respond to them. The author found that government and school guidelines permeate teachers' identity as they take a stand on how they appropriate the law. For Mockler (2020) the creation of policies reshapes the professional standards for teachers' work, which raises some possibilities for practice yet limits others and ultimately affects teachers' learning and development.

Although the aforementioned studies addressed educational and linguistic policy from a global perspective, none of them considered inclusion policies. The latter remains a brand-new topic in the Colombian educational context, so little has been researched about inclusion requirements and how they reconfigure language teachers' identity. To better understand how the implementation of inclusion policies reconfigures language teacher's identity, it is important to know teachers' perceptions and feelings in relation to their experiences with Students with Special Education Needs (SSEN).

### **1.3. Conceptual Framework**

#### **1.3.1 Teachers' Identity**

This is a concept that corresponds only to teachers and it is they who can define it through the relationships they have with their work which includes their beliefs, criteria and methodologies. But also, the relationships with the social, cultural, personal, and political environment; in addition, takes into account relevant historical aspects. Teacher identity is not only built individually but also collectively from experience and is always in constant change as a result of unexpected events that lead to its reconfiguration (Van Veen et al, 2005). Akkerman and Meijer (2011) describe teacher identity as involving 'sub-identities' (referring to multiplicity), as being 'an ongoing process of construction' (referring to discontinuity) and as 'relating to various social contexts and relationships' (referring to the social nature of identity).

#### **1.3.2 Inclusion Policies**

Inclusion policies are the guidelines issued by the government and the Ministry of Education, whose purpose is to guarantee an inclusive education for all children and young people of school age, who, regardless of their disability, have the right to an education that is relevant, permanent, of quality, equal and diverse (MEN, 2017; Corte constitucional, 2013).

#### **1.3.3 Special Educational Needs**

The first person that defined the concept of Special educational needs and opened a space

for students with disabilities and inclusion was Mary Warnock (1985) in her book: The Warnock Report. She defines the concept of SPECIAL EDUCATIONAL NEED not in terms of a particular disability which a child may be judged to have, but in relation to everything about them, their abilities as well as their disabilities - indeed all the factors which have a bearing on their educational progress. According to the Ministry of Education in Colombia (n.d) special educational needs refers to the population with disabilities or limitations and with exceptional abilities or talents.

## 2. Method

### 2.1 Research Methodology

Within the interpretive paradigm, researchers offer a view about a particular situation or phenomenon from information provided by the context and the participants in a given project. Thus, interpretive researchers try to understand “the diverse ways of seeing and experiencing the world through different contexts and cultures” (Lan Pham, 2018, p. 3). The researchers must compare the whole information and interpret the different meanings it may have. This research is approached from an interpretive paradigm as it focuses on a latent problem: how different language teachers from different contexts appropriated the inclusion policies issued by the MEN, and how the implementation of such policies influences their teaching identity.

The selected method is narrative inquiry, which provides a view of the phenomenon under study through people's experiences. This method allows an intimate study of individuals' experiences in different times and contexts. Also, it allows for inquiry into both researchers' and participants' storied life experiences. “Narrative inquiry has an emphasis on relational engagement between researcher and research participant” (Clandinin & Caine, 2008, p. 542). We selected this method as it allows us to explore teachers' perspectives, experiences, emotions and practices as they had to face specific situations concerning the inclusion of SEN.

### 2.2 Participants

We applied a stratified purposeful sampling for the selection of the participants (Patton, 2002). Five language teachers from different contexts participated in the study: three university teachers and two high-school teachers, as shown in Table 1. The university, a private institution headquartered in Medellín and with four other campuses in different cities, has more than three decades of experience and a socio-humanistic approach. The public school is located in commune 3 of the same city and has more than 60 teachers; its philosophy is based on an inclusive-social-cognitive model.

To be included in the study, the participants must have had at least five years of experience and have or have had students with special educational needs. Most of the participants and researchers knew each other; we had a teacher-student relationship, and we were students in the university where some of the participants worked. In addition, we had the authorization of the participants and the institutions where they worked. By means of informed consent and letters of authorization we explained the objectives, purpose, and scope of the research. We also guaranteed absolute confidentiality and that the data collected would be used only for research purposes.

**Table 1. Participants' Socio Demographic Information**

Participant	Gender	Training	Experience in years	Place of work
P1	Femenine	Magister	8	University
P2	Femenine	Magister	13	University
P3	Femenine	Specialization	24	University
P4	Femenine	Specialization	21	High School
P5	Masculine	Magister	11	High School

### 2.3 Data Collection

The data collection process was carried out meticulously through a schedule guided by the research advisor. We started by choosing the different participants; we wanted to contact them early on to clarify doubts concerning their participation and to ensure that they met the selection criteria. Participation in the research study was voluntary. All participants signed a consent form, in which they were informed about the nature and conditions of the study. The interviews were conducted in a timespan of 30 to 50 minutes and took place in the second period of 2022.

The interview conducted with all participants was oriented to avoid positive or negative influences, and the questions were always focused on answering the research objectives, thus guaranteeing the validity of the study. We personally transcribed and coded the interviews to avoid digital errors. The 5 interviews yielded initial conclusions that were generated from the questionnaire and also from emerging questions. Initially, some pre-established categories were created that responded to the research objectives. However, during the development of the interviews there were modifications and even the creation of new questions due to the strong statements of the participants. Additionally, all data processed with the participants were approved by them and the corresponding administrators. Table 2 shows the action plan for data collection and analysis.

**Table 2. Action Plan**

Specific Objectives	Date	Tools
<b>Identify language teachers' perceptions about the implementation of inclusion policies.</b>	August 2022	Interview development
<b>Compare the perceptions of language teachers in a high school with the perceptions of language teachers in a university in the city of Medellin, on the implementation of inclusion policies in their classes.</b>	September 2022	Analysis of interviews
<b>Analyze how the implementation of inclusion policies affects the identity of language teachers in their teaching practices.</b>	First semester of 2023	Narrative Analysis

## 2.4 Data analysis

In order to analyze our data, we designed a five-step plan based on Savin-Baden and Major's (2013) and Taylor-Powell and Renner's (2003) models. Table 3 describes the actions we took to analyze the information collected through the interviews of the 5 participants. Figure 1 represents our final category structure.

**Table 3. Data Analysis Steps**

<b>Step 1: Transcribing</b>	<b>Step 2: Coding</b>	<b>Step 3: Grouping</b>	<b>Step 4: Linking</b>	<b>Step 5: Interpreting</b>
<b>As researchers we personally transcribed all the interviews.</b> Transcription work was distributed among researchers. <b>After transcribing we carefully read the transcriptions and set them up for coding.</b>	In this step, we read carefully and highlighted the most repeated words, expressions or segments in each interview. In addition, we assigned different key words (codes) for every highlighted segment.	In grouping, we gathered the codes into categories. Those categories were established when we created our categorial matrix (preset categories), but also, we were open to recognize emerging categories.	We carefully observed the categories to find patterns, themes, and relations between and within categories. Also, we created comments (memos) about the identified themes and patterns.	We described the findings through a narrative, to explain how teacher identity is reconfigured by the implementation of inclusion policies.

**Figure 1. Category Structure**

<b>Teacher's Identity</b>
Emotions
Training
Teacher's identity regarding SSEN
<b>Inclusion Policies</b>
Factors
Appropriation
<b>Special Educational Needs</b>
Students with Special Educational needs
Conceptualization

In order to guarantee trustworthiness, we used triangulation of data sources, which, "involves the use of a wide range of informants. Here individual viewpoints and experiences can be verified against others" (Shenton, 2004, p. 4). This measure ensures diversity of viewpoints, experiences, attitudes, and needs. Those sources are contrasted to establish trustworthiness. We applied this strategy as we collected our data from five different sources in two different contexts. Following Anderson and Herr (1999), we sought to achieve three types of validity: outcome validity, since the effect of inclusion policies on teachers' identities has not been researched very much in our field. As a result, we intended to reformulate the problem to find solutions or else raise new

questions. We also had democratic validity as we included different participants from different contexts who provided varied information that contributes to the solution of the problem. Finally, we had dialogic validity because as researchers we were in a constant process of revision and correction of the research from a critical and reflective perspective.

## 2. Findings

### 3.1 Effects of Policies in Teachers Identity

Regarding teachers' identity, data showed that, when facing SSEN, language teachers were moved by their humanity rather than by government guidelines. This humanity first includes values, beliefs, and experiences; and second, the way in which they expressed this humanity is a response to the context and students' needs. Some excerpts from the interviews exemplify this situation.

- “Yes, there is a position regarding inclusion, it is a very important issue for me, but the trigger is not the law, ... I believe that it has not been the norm, it has been humanity”. (Q7.2/P3).
- “... but for me that humanity is much more important than that cost, so it is more a sensitivity of mine than a normative matter. It is not that the norm tells me that I have to do it one way or another. I seek to do what is humane and therefore it is the right thing to do...” (Q7.2/P3).
- "... But I say again, if it were our child, would we think the same way? even if we had been prepared for this situation, there are now more children with special educational needs than normal children. " (Q4.1/P4).

In addition, participants expressed that they were losing their identity as English teachers, since they had to assume other roles that were not directly related to the language teaching and learning process and because of the demotivation of their students.

- “...So as a teacher, one loses one's identity, but obviously not 100%, one loses one's identity, one feels bad, one says: ‘But I studied to be an English teacher, I have to get good students in English’”. (Q7.2/P4)
- “I do the best I can with what I have and that's my job and I think that's where the appropriation lies.” (Q3/P3)
- "Because as a teacher you are a father, a mother, a psychologist, a counselor, a nurse and finally a teacher, because our children in school need that family love, our children in school need that support that our society, our families are not giving to our children. (Q2.2 / P4)

### 3.2 Similar Perceptions between College and Highschool Teachers

When comparing the experiences and perceptions of high school teachers' and college professors, we found that they have very similar perceptions. We present some of them in Table 4.

**Table 4. Comparative between High School Teachers and College Professors**

High School Teachers	College Professors
<p>“But I get anxious, I get stressed, sometimes I feel like a failure, like I failed in the class and I didn't work. So, it's like a bad taste that leaves me several times, one does the exercise of trying, of doing it, but because of all the dynamics in the classroom there are times when I have feelings like that, frustrating.” (Q8.4/P5)</p>	<p>“To be honest with you, sometimes it frustrates me, because I feel that many times there is no tolerance and they forget that at some point they will have to be there in the situation you are in.” (Q8.5/P2)</p>
<p>“I'm very self-taught it's from what I ask, from what I research, from what I build along the way with the child, but with children with learning needs or barriers to learning it's been a very nice process.” (Q3/P5).</p>	<p>“It's because when I've had kids with some kind of diagnosis, I've bothered to investigate, to ask, to read.” (Q3/P3)</p>
<p>“I've had children with behavioral problems, with ADHD, with mmm, oppositional defiant (disorder), which is very hard behaviorally” (Q3.1/P5)</p>	<p>“I think I've only been touched twice: a student who was blind and a person who was very anxious, he was constantly standing up... he would stand up, leave, come back, laugh by himself... after he approached me and talked to me, I understood what was going on”. (Q3/P1).</p>

### 3.3. Influence of Policy on Teaching Practices

Data suggested that all of the participants knew, in a certain way, about the inclusion law; there is a recognition of it, but they had never read it; they just knew it exists. Moreover, when they made adaptations or followed the guidelines of the inclusion policies, it was because of indications from their superiors. Participants also stated that all of the adaptation processes they made of the law is based on what they could do with what they had. On this matter, participants commented:

- “I think it is from 2019, the 1421, which regulates the issue of inclusion in the country and asfor an exercise of access and permanence and also development. I would say because I do not know if this is the case. I know because we have named it a lot, but reading it all, no. I only know that it exists.”<sup>1</sup> (Q4.1/ P5)
- “I do the best I can with what I have and that is my job and I think that is where the

appropriation is, so we do not become an excuse that there are no resources for something or that there is no training for something where I am, and my interest and my ability to learn is also functioning as a teacher." (Q3/P3)

- "What do we have to do? First, it is how to minimize the indicators, the goals that we work on in a grade, we cannot see all the subjects, because we have to look for activities that are simple for these students, we have to find tutors among the children who are doing well to accompany the little friend who is not doing well". Q1/P4

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<sup>1</sup> Participants' excerpts were translated for publication purposes

### 3. Discussion

Clearly, language teachers' identity is reconfigured by educational and linguistic policies. Torres-Rocha (2019) mentions that teachers' identity must and need to be defined and redefined in relation with the guidelines provided by the policies, but also by establishing a critical stance towards them. Likewise, our findings showed that inclusion policies also have an influence on language teachers' identity. On the one hand, our results coincide with Pennington and Richards (2016), who claim that there are social, personal, political and cultural factors that influence the construction of teachers' identity. Those aspects shape teachers' identity in relation with the role that teachers assume in the context they are immersed in. On the other hand, our findings prove that there are other aspects that reconfigure language teachers' identity such as experiences and factors that affect the implementation of inclusion policies.

First, humanity is expressed through actions to meet SEN's demands as they face problems such as hunger, bullying, and family abuse or neglect, but also by direct support: teachers make time to research about strategies, resources and approaches to apply with their students. Moreover, there is evidence of a certain loss of disciplinary identity among language teachers, since they identify themselves with roles different from that of language teachers, which most of the time pushes them to reduce their linguistic level and adapt their practices based on the needs of the context. Bacca-Rozo et al. (2019) state that teachers identify themselves with roles that are different from teaching, such as that of materials designers, evaluators, and classroom managers; nevertheless, our participants expressed they also identify themselves with roles different from teaching like those of psychologists, health workers, advisors, and even parents. This is because they have to meet emotional, educational, psychological, and physiological needs over academic responsibilities. As a result, this situation has led them to create a new teaching persona, since those are roles that were not expected to be filled by a language teacher.

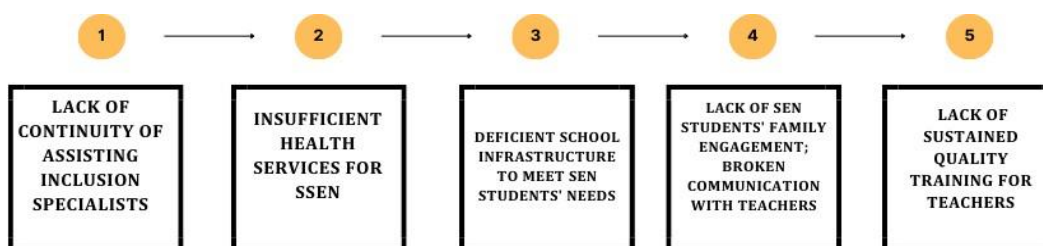
This research also shows that the inclusion policy in Colombia is not deficient; what is lacking is the appropriation of the laws in the classroom and the education provided by universities in the formative process of teachers regarding inclusion. Thus, there is evidence of laws written with textual competence but decontextualized to the reality of each classroom and the needs of each student with Special Educational Needs. As a result, teachers opt to solve the needs of their context, instead of making a recognition and application of the law that regulates the processes. Teachers tend to educate themselves specifically on the issues that arise in their classrooms or look for resources that respond directly to that need in order to avoid learning gaps with the students who require it.

While teachers do everything in their power to fulfill the context's needs, they experience strong emotions, most of them negative. The ones that predominate are stress, tension, anxiety, and frustration. This, due to the fact that language teachers are not sufficiently trained in aspects related to special educational needs. Language teachers' identities have been reconfigured mostly by the experiences that they have had with SSEN rather than by the inclusion policies, since they have more involvement with their students' realities than with the law's guidelines. Teachers' experiences have not only reconfigured their identity as language teachers on a professional level, but also on a personal level.

Based on our results, there are five factors that affect teachers' implementation of inclusion policies. One of the factors that not only affects teachers but also students is the lack of continuity of assisting inclusion specialists. This situation occurs because those professionals accompany students for a short period of time, and then another professional retakes the process; this has a negative impact on both teachers and students, because each professional has to start from the beginning with each student and this delays students' progress. Another factor that affects the process is the insufficient health services for SSEN; appointments with specialists are delayed, and healthcare organizations do not provide some of the tools or medications needed to treat the students, which also blocks their learning process.

The next factor is poor school infrastructure to serve SSEN. Most data suggest that schools and even universities are not sufficiently prepared for SSEN. Spaces are not adequate for either physically or cognitively disabled students. Thus, it is evident that the needs of the students do not correspond to the guidelines offered by the Ministry of Education in terms of accessibility, as well as a lack of correspondence with the principles and values of educational institutions, in terms of inclusion and acceptance by the school or university with the child or young person who seeks access to education, rejecting this the quality of education. In addition, another factor is the lack of SSEN students' family engagement; this provokes a broken communication with teachers. Most of the time it is difficult to establish a bridge of communication between them and teachers, particularly when it refers to the diagnosis of the students and their processes inside the classroom. And finally, the lack of sustained quality training for teachers. Although the Ministry of Education supplies teachers with some formative spaces regarding SSEN through projects and programs like UAI (Unidad de Atención Integral), those are not enough, so teachers are left on their own to research about strategies, resources and approaches to apply with their students. Figure 5 summarizes all these factors.

**Figure 2. Factors affecting teacher's implementation of inclusion policies.**



#### 4.1 Limitations

During the development of the research, the group of researchers faced different limitations. In the first place, the complexity of the work with the SSEN, due to the requirements generated by the institutions and the lack of clarity in some aspects of the regulations on inclusion did not allow a complete approach to the research; this means that even the schools themselves did not have an appropriation of the legal documents to work with the special educational needs population, which ended in a rejection by the institution not to delve into the subject or they would get into trouble. Second, the time of the participating teachers was very limited, so we had to be more flexible to approach them. Third, the time management with respect to the additional commitments was complex; and fourth, the personal dynamics of the members of the research group and the group dynamics were difficult to manage taking into account the commitments that each researcher acquired, apart from the emotions and pressure generated by the work itself.

#### 4.2 Further studies

To begin with, it is suggested for future research to delve into the implications of identity reconfiguration as a language teacher due to the direct impact this has, not only on language teachers, but also on students and the educational environment. It is also suggested that researchers, when talking about laws, should recognize them more and appropriate them in order to have an argument justified by evidence. Finally, the creation of courses on SSEN is suggested due to the clear lack of knowledge on a topic that is essential for language teachers in the classroom.

#### 4.3 Conclusion

We can conclude that language teachers must respond to the needs of their educational environment and the needs of students with SSEN. Regardless of the student's diagnosis, the teacher must respond positively not only in regard to teaching the language, but also as required by the school environment for the students' well-being; thus, teachers tend to reconfigure their identity as

language teachers and have to fulfill different roles to respond to the needs of the context. This generates a disruption between the standardized norms provided by the government and the actual implementation of those norms by teachers in classrooms. Teachers' work based on the educational environment needs to always favor the learning process of all students. For this reason, teachers prefer to respond to human needs and not be tied to a norm. However, the language teacher faces similar negative emotions in the face of inclusive education due to the lack of support for the implementation of the law in their immediate context. Further, the decontextualization and lack of knowledge of inclusion on the part of teachers generates a space for improvisation and the implementation of various roles within the classroom; to all this is added the different types of families that a teacher faces, the lack of presence of personnel trained in inclusion within the institutions and the lack of access to healthcare services that some students have. Finally, the language teacher is forced to reconfigure their identity in the classroom due to the need to be an integral teacher for students.

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## Appendix A: Interview Questions

INTERVIEW
<p><b>1. Introduction</b></p> <p><b>1.1</b> What is your name?</p> <p><b>1.2</b> In which institution do you work?</p> <p><b>1.3</b> How long have you been teaching??</p> <p><b>1.4</b> Apart from your undergraduate degree, what other professional degrees do you have?</p> <p><b>1.5</b> How do you feel about the institution where you currently work?</p>
<p><b>1. Teacher's identity</b></p> <p><b>2.1</b> How and when did you know you wanted to become a language teacher? What motivated you to do so?</p> <p><b>2.2</b> How do you define yourself as a teacher?</p> <p><b>2.2.1 Subquestion:</b> What aspects do you consider have influenced you in constructing and deconstructing your identity as a teacher?</p>
<p><b>3. Training</b></p> <p><b>3.1</b> What training do you have in dealing with students with educational needs?</p> <p><b>3.1.2 Subquestion:</b> Have you taken any course focused on special educational needs or have you independently sought some strategies to implement with your students with special educational needs?</p> <p><b>3.1.3 Subquestion:</b> During your formative process at the university did you attend any course focused on special educational needs?</p>
<p><b>4. Inclusion policies</b></p> <p><b>4.1</b> Do you know the law that regulates educational inclusion in our country?</p> <p><b>4.2</b> Do you know about the support networks provided by the MEN for the training of teachers in special educational needs?</p>
<p><b>5. Factors</b></p> <p><b>5.1</b> Contrasted with reality, how do you consider the guidelines proposed by the MEN for the implementation of the inclusion law?</p> <p><b>5.2</b> Does the educational institution respond to the requirements of the inclusion law so that students with special educational needs have a comprehensive learning process and guarantee the fulfillment of their rights?</p>
<p><b>6. Appropriation</b></p> <p><b>6.1</b> What tools, materials and support have you received from the institution where you work for the inclusion of students with special educational needs?</p> <p><b>6.2</b> Do you know the due process to follow to refer to a student you have identified as having a special educational need? What is it and what is it like?</p>
<p><b>7. Identidad del maestro</b></p> <p>Second moment</p> <p><b>7.1</b> Has the implementation of the inclusion law influenced in any way the way you perceive the development of your classes? How?</p> <p><b>7.2</b> Has the implementation of the guidelines of the inclusion law influenced your identity as a teacher? In what way?</p> <p><b>7.3</b> Has the implementation of the inclusion law influenced your work environment?</p>

**7.4 Subquestion:** In your work environment have dialogues arisen around the implementation of the inclusion law? How have the opinions of your co-workers influenced your perception of the law?

**8. Emotions**

- 8.1** What emotions has the implementation of the inclusion law generated in you in the classroom?
- 8.2** How do you feel when you are informed that you must work with one or more students with special educational needs?
- 8.3** Have you had cases of rejection or denial by families when they are informed that their child has a diagnosis? What did this situation generate in you?
- 8.4** At some point in your practice as a teacher have you faced a crisis when working with students with special educational needs? What emotions did you feel at that moment?
- 8.5** What emotions do you feel when you observe the exclusion of students with special educational needs by neurotypical students?
- 8.6** How would you react to a case of discrimination based on gender, race, sexual identity, religious beliefs or disabilities within and outside the institution?

**9. Conclusion**

- 9.1** Do you have any questions regarding the interview and/or its purpose?
- 9.2** Would you like to add any other information to it?
- 9.3** What comments do you have about the interview?
- Acknowledgements.