

Pre-Service Teachers' Narratives: Why Did I Decide to Become an English Language Teacher?

Narrativas de Maestros de Inglés en Formación: ¿Por qué Decidí Convertirme en Maestro de Inglés?

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Abstract

Choosing a major is one of the most important decisions in one's life. Understanding the aspects that intervene in this decision contribute to a better understanding of main motivational forces of English as a Foreign Language pre-service teachers. This qualitative descriptive study examined the personal, professional, and social motivations and experiences of 40 English as a Foreign Language pre-service teachers in the Mexican context that affected their decision to become English language teachers. Using an open written narrative (Language Learning History) instrument, participants wrote stories that showed the main reasons for choosing English teaching as a major. The results showed that personal and professional aspects including biographical experiences, a perceived ability to learn and teach English as well as teacher preparation program experiences are the most influential in this decision along with altruistic and intrinsic motives.

Keywords: EFL pre-service teachers, English teaching, qualitative research, motivations, narratives

Resumen

Escoger una carrera universitaria es una de las decisiones más importante en la vida de una persona. El comprender los aspectos que intervienen en esta decisión contribuye a un mejor entendimiento de las motivaciones de los maestros de inglés en formación. Este estudio cualitativo-descriptivo exa-

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Received: March 11th, 2022. Accepted: September 26th, 2022.

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minó las motivaciones y experiencias personales, profesionales y sociales de maestros en formación de inglés como lengua extranjera en México que afectaron su decisión de ser maestros de inglés. Los participantes escribieron sus historias utilizando como instrumento una narrativa escrita abierta (Historia de Aprendizaje de Lengua) en donde describieron las principales razones por las cuáles decidieron estudiar la carrera de Enseñanza del Inglés. Los resultados mostraron que los aspectos personales y profesionales incluyendo las experiencias biográficas, la percepción de tener una habilidad para aprender y enseñar inglés, así como las experiencias en su programa de preparación docente fueron las más significativas en conjunto con motivos altruistas e intrínsecos.

Palabras clave: maestros de inglés en formación, enseñanza del inglés, investigación cualitativa, motivación, narrativas

Introduction

When looking at the construction of teachers' professional identity, it should be understood as a process that integrates "personal knowledge, beliefs, attitudes, norms, and values on the one hand, and professional demands from teacher education institutes and schools on the other hand" (Pillen et al., 2013, p. 660). In this sense, teacher identity construction must be studied by integrating personal, contextual, and professional factors. Teacher identity is a complex and multifaceted construct that involves a constant change in teacher professional practice and makes sense by relating their profession to the outside world (Yuan & Lee, 2014). In sum, teachers' professional identity cannot be understood as a single construct, but as a concept that interrelates with multiple dimensions such as the personal, social, emotional, cognitive, and professional. Therefore, teachers' professional identity is understood as a developmental process of interpretation between the personal and professional selves that integrates personal, professional, and social factors that determine who they are as teachers, who they want to be, and how they understand the profession itself.

The process of learning to teach is in constant progress and does not begin in the teacher preparation program, but rather with the person's desire to enter the teaching profession (Zaree-ee & Ghasedi, 2014). One of the main focuses on pre-service teachers' professional identity development has been the motivation to choose teaching as a profession. Motivation is defined as the "combination of effort and desire a person has to learn a second language" (Gardner, 1985, as cited in Delgado-González & Herrera- Rivas, 2021, p. 98). In other words, motivation is the force that makes a person obtain something they desire to achieve; in this case; the desire to become English teachers. Though motivational aspects of choosing a major are intrinsically related to pre-service teachers' development of their professional identity, the main purpose of this study is to investigate, through a qualitative descriptive approach, the personal, professional, and social aspects and experiences that motivated

40 Mexican English as a Foreign Language (EFL) pre-service teachers to choose English teaching as a major.

The main research questions that guided this qualitative study are:

1. Why did Mexican EFL pre-service teachers decide to study English teaching as a major?
2. What personal, social, and professional aspects motivated Mexican EFL pre-service teachers' decision?
3. What experiences contributed to the decision of Mexican EFL pre-service teachers to study English teaching as a major?

Literature Review

Teacher Motivation

Denise Misfud (2018) explored the attractiveness of the teaching profession within the Scottish education system. The “attractiveness” of the teaching profession is “a set of characteristics of this profession that make it relatively attractive to *skilled* candidates to other professions requiring the same level of qualification and that encourage *competent* teachers to stay in the profession” (European Commission, as cited in Misfud, 2018, p. 43). In most recent literature, choosing teaching as a career fits into three main categories: intrinsic, extrinsic, and altruistic motives (Başöz, 2021; Kavanoz & Yüksel, 2017; Lestari & Arfiandhani, 2019; Misfud, 2018). Intrinsic motives are related to inherent aspects of teaching (love, passion, and desire/interest to teach). Extrinsic motives are concerned with external factors not related to the profession itself (social recognition, income, and free days/holidays). Finally, altruistic motives encompass the general aim of the teaching as providing a greater benefit to the community and society helping people improve and grow.

These types of motives align with the research conducted by Kavanoz and Yüksel (2017) which aimed to explore, through a narrative study, the motivations and concerns of English pre-service teachers in the second, third, and fourth years of their English Language Teaching (ELT) program. A change in pre-service teachers' motivations and concerns was observed. While second and third-year students were driven more by extrinsic and altruistic reasons and had more tasks and non-teaching concerns, fourth-year students showed intrinsic and altruistic reasons and their non-teaching concerns increased. This pattern suggest that as pre-service teachers advance in the program, their initial motivations and beliefs about the profession evolve as they learn new skills, knowledge, and competencies.

Furthermore, Arfiandhani and Lestari (2019) state that teacher motivation “focuses on three areas: (1) issues regarding career choice that teacher chose, (2) complexities during the teacher process, and (3) factors influencing the relations of teachers and students” (p. 307). During their study with Indonesian EFL pre-service teachers, they found out that both altruistic and intrinsic motives had higher impact on their decision to become English teacher compared to extrinsic motives and male and female participants shared similar motives. Similarly, in Başöz’s (2021) research in Turkey, reasons for choosing teaching as future careers were studied and correlated to academic achievement. Using the FIT-Choice Scale survey, the author found that most participants were highly motivated to choose English teaching as a profession, and that intrinsic and altruistic motives influence their decisions.

In Mexico, there have been few studies that focus on Mexican English-language teachers’ professional identity, which explore in general terms, some motivational factors that may influence pre-service teachers such as contextual, personal, and professional factors. These include the interest in the language, perceived ability to teach, family and teachers’ influence as well as professional development activities during the program (Delgado-González & Herrera-Rivas, 2021; Kimberley, 2010; Moore, et al., 2020; Mora et al., 2014, 2016; Navarrete-Cazales, 2016; Trejo Guzmán & Mora Vázquez, 2014). However, very little is still known about the main motives that make Mexican pre-service teachers pursue an English teaching career.

Motivational Aspects to Become an English Language Teacher

Fajardo Castañeda (2014) explored, through a qualitative approach based on multi-information data collection techniques (interviews, stimulated recall, and on-line blogs), how Colombian pre-service teachers in the final stage of their program constructed their professional identity. The study considered pre-service teachers’ active participation in a teacher community and its relationship with their systems of knowledge and beliefs. Findings revealed that choosing the teaching profession was socially driven and this decision was affected by family, past and present teachers, and economic factors. Additionally, their participation in a teacher community made pre-service teachers reflect on the incongruent relationships between their own beliefs and real classroom practice.

In addition to personal, professional, and social factors, authors such as Hennessy and Lynch (2016) and Misfud (2018) have recognized the importance of motivator factors. “Career choice motivation of pre-service teachers is one of the most salient factors that gain them entry to the profession” (Misfud, 2018, p. 45), and motivations are “inexorably linked to professional satisfaction and a sense of fulfillment” (Hennessy & Lynch, 2016, p. 2). Posing the question “why did you choose to pursue the teaching profession?” Misfud (2018) identified the motivation factors that intervened in the selection of the teaching career, while

Hennessey and Lynch (2016) applied the FIT-Choice scale. These studies highlighted the significant influence of factors such as prior teaching and learning experiences and pre-service teachers' perceived abilities and personalities for the profession, among other social, personal, and intrinsic values.

Finally, according to Mofrad (2016), other important factors that intervene in professional identity development and decisions to become English language teachers include schooling, training, working experience, environment, as well as students' biographical backgrounds and stories, teacher role models, and family members, among others (Lamote & Engles, 2010).

In sum, these previous studies state that pre-service teachers' motives to become teachers are affected by personal, social, and professional factors (See Table 1).

Table 1. Motivation Aspects

Personal (Intrinsic / Altruistic)	Social (Extrinsic)	Professional (Intrinsic/ Altruistic)
Life history Biographical backgrounds Career choice (Motivation) Personality Perceived self-efficacy	Family Teachers (Role models) Friends Environment Social and Political Contexts Economy	Teacher training Schooling experiences Teaching practice Participation in communities of practice Relationship student-mentor Professional competencies

Information taken from Fajardo Castañeda (2014), Hennessey & Lynch (2016), Lamote & Engles (2010), Misfud (2018), and Mofrad (2016).

Overall, these studies (Fajardo, 2014; Hennessey & Lynch, 2016; Misfud, 2018) contribute to understanding the complex nature of career decision making, a multifactorial construct that needs to be studied from different angles and perspectives. These factors need to be considered during pre-service teacher education so that teacher preparation programs focus on the *attractiveness* of the profession by addressing some of the deficiencies pre-service teachers may experience throughout the program. By recognizing the factors that affect their professional identity, teacher educators might support pre-service teachers and identify the deepest reasons or motivators that influenced their decisions to become English teachers.

Methodology

This study used a qualitative descriptive research design (Kim et al., 2016; Lambert & Lambert, 2012; Nassaji, 2015), which aims “to describe a phenomenon and its

characteristics” (Nassaji, 2015, p. 129) and focuses more on what happened rather than on the ways and reasons that provoked the phenomenon. Qualitative descriptive research was an appropriate research design for this study because (a) data were gathered in naturalistic ways, (b) participants were selected purposefully, (c) content analysis was performed by using documents (stories), and (d) codes were generated from data to describe significant events (Lambert & Lambert, 2012).

Participants

The context of this study was two EFL teacher preparation programs (public and private) in Nuevo León, Mexico. For this study, two higher education institutions, one public (site 1) and other private (site 2), were purposefully selected as the researcher had access to both research sites. A total of 40 EFL pre-service teachers from both research sites enrolled during the semester January-June 2020 completed the instrument. Overall, the sample consisted of female (75%), male (22.5%), and one non-binary (2.5%) EFL pre-service teachers whose ages ranged from 18 to 33. In addition, all stages of the teacher preparation program, initial (27.5%), middle (55%), and final (17.5%), were represented by at least one participant from each institution.

Data Collection Instrument

This study utilized a Language Learning History (LLHs) open narrative (Barkhuizen et al., 2014) entitled *Why did I decide to become an English teacher?* to collect data (Appendix A). LLHs provided an overview of the participants’ stories regarding the motives, reasons, influences, and expectations that made them pursue English teaching as a profession. Therefore, these narratives set the background for an initial insight into pre-service teachers’ professional identity construction, which was further developed in a different phase of the complete study. In sum, the first instrument consisted of an open narrative (LLHs) that included the main question (*Why did I decide to become an English teacher*) with six prompt statements to guide EFL pre-service teachers’ stories. To facilitate the task, the EFL pre-service teachers received a link with the electronic version of the instrument designed on Microsoft Forms. The participants took approximately 20-30 minutes to complete the instrument.

Data Analysis

In descriptive qualitative research, data analysis often involves “inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories” (Nassaji, 2015, p. 130). This type of analysis was useful for organizing data into relevant themes that were pertinent to answer the study’s research

question. Moreover, through thematic analysis, the researcher was able to group different codes into a single theme that characterized the main units of analysis.

The name of the themes (see Table 2) emerged from the review of the literature and of the research questions presented in this study. The processes of thematic analysis, coding, and categorizing were performed holistically; therefore, a separate analysis by research sites was not performed. Additionally, a qualitative software for text analysis (MAXQDA10) was to code and categorize the data found in the participants' narratives. The participants' retrieved segments are shown as originally written. No corrections of grammar, spelling, or language structure were made to respect the participants' background as foreign language learners.

Table 2. Category and Themes

Category: Aspects Influencing Professional Identity		
Themes	Segments Retrieved	%
Theme 1: Personal	92	57
Theme 2: Social	48	30
Theme 3: Professional	22	13
Total	162	100

Findings

Personal Aspects

The open narrative explored the participants' reasons for and motivations to become EFL teachers and how these personal accounts contributed to this decision. A total of 92 segments (57%) were recovered from the participants' answers in this category.

There are different moments and experiences in someone's life that make that someone decides what major they want to study, and these vary from person to person. The participants' answers in this category were broadly categorized into two main moments: Elementary and Jr. high school (6-14 years old) and high school (15-17 years old). The data indicated that while some EFL pre-service teachers had dreamed of becoming English language teachers early in life ($n=16$), others made this decision later on before starting their university program or changing from one program to another ($n=21$).

In high school, students are encouraged to think about their future career and what they want to become; therefore, the participants reported to have paid more attention to their surroundings to identify what career to choose according to their likes, abilities, and vocation. For instance, Royal (FFYL, May 2020) recalled that he met amazing language teachers in high school that inspired him to become one of them. *“The first time I consider to be an English teacher was in high school, in that time I met some of the most incredible languages teachers.”* Anne (FFYL, May 2020) also expressed her vocation: *“I can’t recall the exact moment but, by the end of second semester I was already in the EFL teacher mindset; the reason might be egotistical or non-special, but I wanted to be a guide for learning as the previous teachers were for me.”*

Data from the study suggested that the main motivators of EFL pre-service teachers for choosing English teaching as a major included more altruistic reasons (individuals’ interest to contribute to the society) and intrinsic (individuals’ interest in and a desire to teach) rather than extrinsic (individuals’ interest in external benefits such as salary or holidays). These findings are consistent with previous studies (Başöz, 2021; Kavanoz & Yüksel, 2017; Lestari & Arfiandhani, 2019; Misfud, 2018). An important number of participants’ motivations ($n=14$) were oriented toward altruistic motives. For instance, Gsoos (IMNRC, May 2020) said, *“The reason why I decided to become an English teacher was because I really like helping people and seeing their achievements and improvement.”*

In addition, other important motivators mentioned in the narrative of the participants included prior biographical and life experiences and the self-perceptions that individuals had about their teaching and learning abilities (Başöz, 2021; Hennesey & Lynch, 2016). Prior biographical and life experiences represented 22% of the segments recovered; a perceived ability to teach and learn English represented 40% of the data in this category. In most cases, the decision was not taken by one individual reason but by a combination of motives. An example of this situation was expressed by Paulina (IMNRC, July 2020):

I have always loved English. Since I first started learning it in kindergarten, I was not very good at math, so I have always said that I didn’t want my career to have math in it. So I applied to study medicine, but I was missing 100 points to enter, so I decided to wait a semester. Meanwhile I entered to the career to become a dentist. I didn’t like the career, so I decided to drop out and look for another career.

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Lastly, it was found that 40% of the segments revealed that the participants were motivated to become English language teachers because they believed to have the right personality, or they perceived themselves as capable of performing the profession. One of the most important characteristics was that they believed they were good at English or at languages as well as having the ability to teach and explain the language to others. For instance, Hannah (FFYL, May 2020) mentioned, *“I felt motivated to study this career because I have always liked this language, so I learned most of it by myself and because I liked to explain it to my friends*

and classmates when they did not understand something." Other participants recognized themselves as having personal qualities that would help them to become better teachers.

Social Aspects

Social aspects are defined in this study as the external factors that affect EFL pre-service teachers' professional identity and their decisions to become English language teachers. The main aspects found in the data collected include schooling experiences, family, teachers, and economic influences. A total of 48 segments (30%) were recovered from the participants' answers in this category.

Few participants ($n=3$) mentioned that their experiences at school influenced their decision because they had positive experiences at school (school-life), they enjoyed going to school, doing homework or assignments, or they were enrolled in bilingual programs that allowed them to learn the language. Having positive experiences as students and having the opportunity to be in contact with the English language seemed to be a motivator for choosing English teaching as a profession but these situations were not determinant.

Regarding the influence of family, 10 participants mentioned that family members influenced their decision. An example of this was found in Paulina's (IMNRC, July 2020) interview. *"My mother also made me realize that I was good with languages abh, also with English, and with kids so these are like the main influences I had to make my decision."* Another reason was that there was a family member who was also a teacher, or a group of family members belonged to a family of teachers. In other studies, family or parents influence appears to be an extrinsic factor; however, it is not determinant as others for taking this decision (Lestari & Arfiandhani, 2019).

However, the major social motivator in EFL pre-service teachers' decision to become an English language teacher was teachers' influence. From the data recovered in this category, 29 out of the 40 participants contributed to 70% of the segments that corresponded to how previous teachers, both English and non-English language teachers, positively impacted the participants' lives and eventually inspired them to become English language teachers (Arfiandhani & Lestari, 2019; Hennesey & Lynch, 2016). For instance, Marissa (IMNRC, May 2020) said: *"There were actually just two teachers that really inspired me during my school career and not necessary on the subject of English, they were really good teachers that I wanted to be like them and make an impact on the life on my students."*

Teachers' personalities, attitudes, and passion for doing their job also became important intrinsic motivators in pre-service teachers' decisions (Başöz, 2021; Kavanoz & Yüksel, 2017). It was observed how meaningful experiences and positive interactions with previous teachers were the most influential social factor in making someone choose an English teaching career.

On the contrary, economic factors did not seem to appear to be relevant to this decision (Başöz, 2021; Arfiandhani & Lestari, 2019; Hennesey & Lynch, 2016) as only one segment was recovered from the data.

Professional Aspects

The theme of professional aspects included the motivations of EFL pre-service teachers to choose an English teaching career once they were in the university, most of the time studying a different major or being at the initial stages of their teacher preparation program. The main professional aspects refer to the motivations of EFL to change their previous major to English teaching and to continue in the major after having some second thoughts during the first year of teaching preparation. A total of 22 segments (13%) were found in this theme description.

Biographical experiences helped EFL pre-service teachers to create an image of who teachers are and what they do. This becomes an important factor that motivates them to choose a profession. These experiences affected the professional decisions of pre-service teachers and made them wonder if they were in the right major or really wanted to be English language teachers. Results indicated that about one-third of the segments retrieved showed that the participants experienced second thoughts in their decision to become English language teachers before and during different moments of teacher preparation.

A number of participants ($n=9$) acknowledged that they had selected or studied a different major before entering the English teaching program. Then, English teaching is considered as a fallback career. Though this is not among the most influential factors, it is something present in other studies (Başöz, 2021; Hennesey & Lynch, 2016). Some of the majors mentioned in the study were Psychology, Medicine, Visual Arts, Paramedic, Odontology, Translation, and Arts & Literature. In these cases, the participants mentioned that while studying these majors, they realized that the major did not fulfill their likes, interests, expectations, and abilities so they found in English teaching a major that could fill their needs. Paulina (IMNRC, July 2020) remarked:

I wanted first to become a pediatrician and I applied to the major of Medicine but I was missing a hundred points, so I decided to enter to be a dentist, and I didn't like it. So... I was wondering, if I didn't like blood or being with other people like saliva, I wouldn't love to be a doctor. So, I started thinking what I was good at, and I have always liked English.

Findings from the data analysis suggested that EFL pre-service teachers experienced crises at different moments during teacher preparation (Aslup, 2006; Hong et al., 2017; Warner, 2016). One of the most common moments when EFL pre-service teachers experience these crises is during the first two years of their teacher preparation program because during this period their initial expectations are confronted with the realities of the

profession. Moreover, during the first two years, pre-service teachers must reconcile their doubts and fears to select English teaching as a major. For instance, Anne (FFYL, May 2020) describes how while being enrolled in her career, she experienced something that made her change her mind about her first choice.

Being honest, I can't recall the exact moment in which I decided to become an English teacher; but I do recall the reason and it felt like a destined match. I was already enrolled in the university. At the time, I wanted to be a translator, and I decided to take the English course to catch up to the level required in English-only classes -which I considered to be high at the time. The first level of the course gave me a faint idea of the things that someone as an EFL teacher could do and, I think, it rooted in me the interest for the area.

As shown in the previous extracts, the participants who experienced second thoughts about their profession could manage to solve their crisis period and continue in the program. In sum, the professional aspects that intertwined in a change of thought included both biographical and teacher preparation program experiences.

Discussions and Implications for Further Research

According to the data presented from the EFL pre-service teachers' narratives, the main motivators of Mexican EFL pre-service teachers to choose English teaching as a profession were personal, social, and professional, which continued evolving during the teacher preparation program. Each of these aspects is related to each of the different types of motivations (intrinsic, extrinsic, and altruistic) shown in previous studies (as in Arfiandhani & Lestari, 2019; Başöz, 2021; Lestari & Arfiandhani, 2019; Kavanoz & Yüksel, 2017; Hennessy & Lynch, 2016; Misfud, 2018). These demonstrated that deciding to pursue English teaching as a major is more related to altruistic and intrinsic motivations rather than extrinsic.

The results of this study are consistent with other investigations (Hong et al., 2017; Kavanoz, Yüksel, & Varol, 2017; Warner, 2016; Werbińska, 2015; Yüksel & Kavanoz, 2015) that pointed out that pre-service teachers enter the program with false beliefs about themselves and the profession which may lead to encounter tensions during their teacher preparation program. However, unlike previous studies, the most relevant personal aspect in this research included the EFL pre-service teachers' perceived ability to learn and teach English. Additionally, the influence of previous English language teachers who served as role models to EFL pre-service teachers proved to be the most important social aspect in their decisions to become English language teachers; this aspect is followed by the family influence. For the professional aspects, data indicated that a number of participants ($n=9$) experienced second thoughts about entering or continuing in the profession due to a feeling of insecurity about their skills, a lack of personality, or the negative sides of the professions. However, in most cases, these tensions or crises (Aslup, 2006; Hong et al., 2017; Warner, 2016) were reconciled.

Finally, the EFL pre-service teachers described a combination of biographical and teacher preparation experiences that influenced their professional decision to become English language teachers at different points in their lives and university career. As Fajardo Castañeda (2014) and Leserth (2013) mentioned, these experiences were important influences in the development of individuals' professional identity, affecting their decisions and helping them create initial ideas about the profession.

Through a qualitative descriptive approach, this research aimed to investigate the personal, social, and professional motivational aspects that influence the decisions of 40 Mexican EFL pre-service teachers to choose English as a major. Understanding EFL pre-service teachers' motivators to choose their profession is one of the most fundamental elements to comprehend the beginning of their professional identity construction. Motivation to pursue an English teaching career is influenced by personal, social, and professional aspects which are aligned to intrinsic, extrinsic, and altruistic reasons. As a teacher educator myself, I am fully convinced that identifying the motivators and the biographical and learning experiences that make EFL pre-service teachers choose English teaching as a major brings important implications to teacher education. In my professional practice as a teacher educator, I have recently witnessed that there are fewer students interested in pursuing the English teaching major, and some of them quit during the teacher preparation or the first years of teaching.

Consequently, it becomes imperative to work on reflective practices during teacher preparation so that EFL pre-service teachers posit themselves as English language teachers by discussing and sharing their accounts and experiences during their teacher education programs. Spaces for reflection can help pre-service teachers reflect on the affective domains that encompass the profession. Pre-service teachers can clearly identify their motivations for teaching, their feelings, moods, and emotions during learning to teach, and teaching experiences with the school community members. Perhaps these reflective practices during teacher preparation may increase EFL teacher retention in the educational field and teacher professional development practices. Other implications of recognizing EFL pre-service teachers' motivations to study English teaching include:

- Teacher educators can do improvements in the curricula so that motivations are reinforced during the program.
- School administrators will be able to develop strategies to prevent pre-service teachers from dropping out the program.
- Program designers can update curricula to focus on affective factors and their relationship with the English teaching profession
- Pre-service teachers will be able to reflect on their own decisions and make wiser decisions regarding their professional development and practice.

For future research, it is suggested to do a profound analysis on EFL pre-service teachers' motivations. Additionally, doing this type of research in other settings and contexts would contribute to the state of knowledge around this field in Mexico, as few studies revolve on this research topic. Finally, studying the relationship between motivations and the development of pre-service teachers' professional identity development will provide insight into new areas in the field.

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Appendix A: Instrument

LLH: Why Did I Decide to Become an English Teacher

Instrument I. LLHs open narrative

Section I. Demographic Information

Circle gender: M F Age: _____ Semester: _____ Circle shift: Morning Night
E-mail: _____ Circle type of institution: Public Private
Please, write a fictional name that can be used to refer to your narratives: _____ _____

Instrument 1. LLHs open narrative: Why did I decide to become an English teacher?

Fictional

Name: _____ **Date:** _____

Section II. Instructions: In the following space, write your personal story about why you decided to become an English teacher. Please, describe your story as detailed as possible.

You may include information about:

- The first time you thought about becoming an English teacher
- People that inspired you to become an English teacher and explain how they inspired you
- The main motivations you had to study this profession
- The reasons for choosing this profession
- Your expectations for this career and your future goals as a professional.
- Your own definition of what it means to be an English teacher

Why did I decide to become an English teacher?

If necessary, use additional sheets.