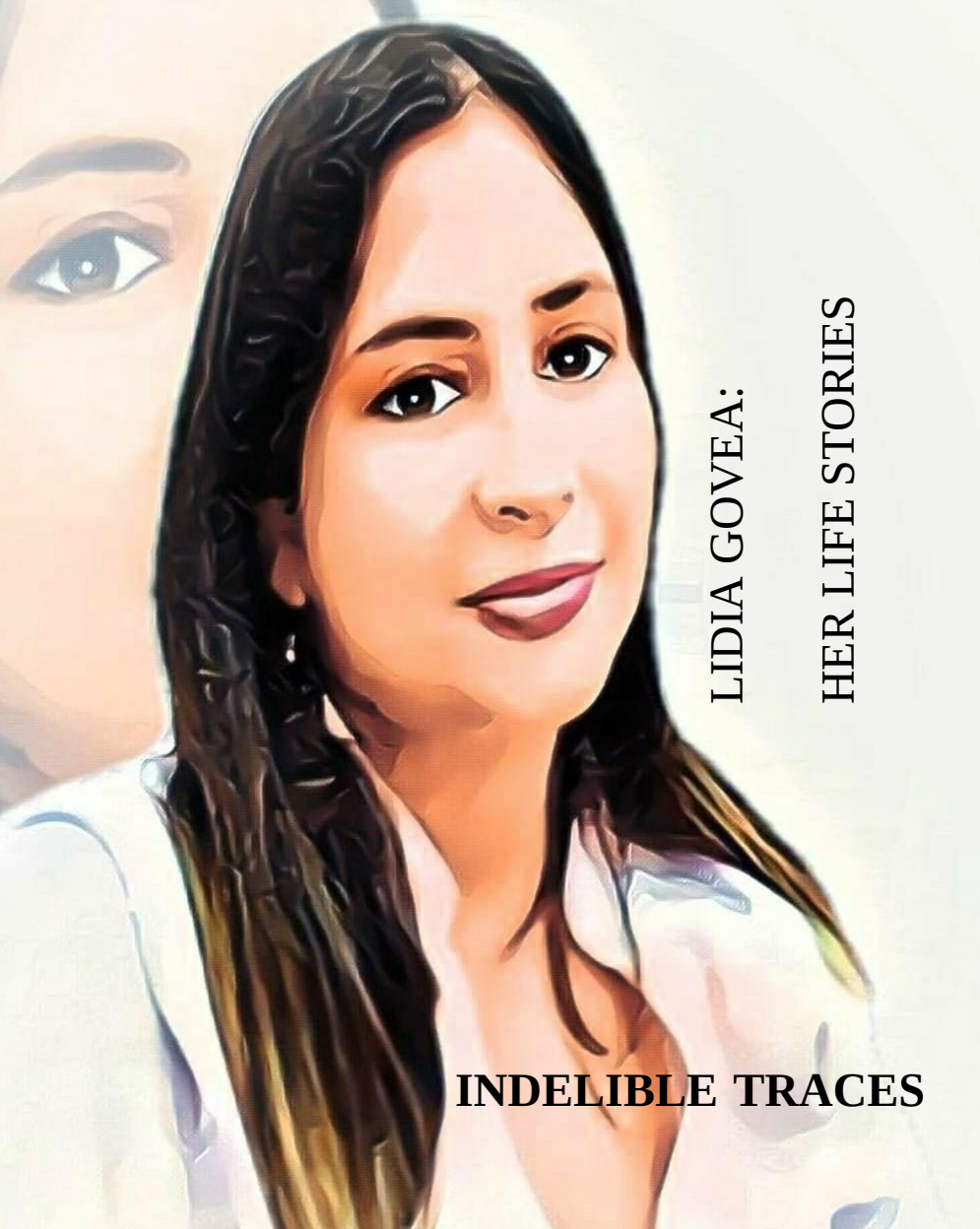




LIDIA GOVEA:

HER LIFE STORIES

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“Lidia Govea: her life stories”

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Guayaquil – Ecuador

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“LIDIA GOVEA: HER LIFE STORIES”

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Dedication

For all our English teachers in each
university of our lovely Ecuador.

Maestros Huella

The person who leaves footprints is the one who makes their way as they walk, who, with each step they take, stamp their mark on the earth as when steel is forged, footprints that are impossible to break. A Maestro Huella carries out teaching as one who carefully makes planting and takes care of it each day, taking advantage of the morning to water and fertilize, who respects the small grain that grows next to the bright wheat field with the illusion of maturing. In the act of love and compassion, this person reflects in others and values their coexistence with empathy.

They are the Peter Pan of the classroom that captivates with their fables loaded with science and experience. Maestro Huella remains in the nostalgic memory of their students and becomes an example to follow.

In the universities of Ecuador, many teachers leave footprints that do not dilate with the

afternoon sun. Still, they are the prolific fertilizer of the harvest called students. They satisfactorily observe how the light of knowledge shines on their pupils with their passion for life and hope in their values.

Foreword

I am more than thrilled to write this foreword, not only because Martha, Laura, and Lenin have been my colleagues for quite a long time, but mainly because the book's content is of extreme attractiveness. It is always delightful to read an interpretive discussion about teachers' good work. Every teacher has the power to become a hero for their students, especially those who can root in our souls. This book allows enriching our teaching practice through the opinions of colleagues and students who freely shared their experiences with memorable teachers.

I strongly believe that teachers at every level and at any stage of their career can strengthen their practice through courses and practical knowledge and personal growth in beliefs and values that can be shared through delightful readings like the one offered in this book. Much time is spent on training and professional development, which is

definitely necessary. However, there are other ways in which preservice teachers and teachers understand how English is taught. Reading this book represents this great opportunity.

Indelible traces, English teachers at Ecuadorian universities is a book that inspires teachers and future teachers to dig deeply into themselves to pursue a better practice. The book offers a valuable set of interviews that take the reader to become eager for the teaching profession as it takes us inside every interviewee's mind as they reflect on their favorite moments in class with their memorable teachers.

Every piece found in the book reflects the wise and dedicated work of the three authors to show that English teachers genuinely leave a legacy in their students, even when EFL teachers can be looked down. Thus, the book offers an excellent meditation about teachers' good practices, teaching skills, and emotional intelligence.

By gathering the thoughtful opinions of the participants, the authors construct a pattern of experiences intertwined with their own beliefs. This enriches the book even more as it shows a set of thematic points that provide good ideas for both the future teacher and the continuing teacher. This is relevant to the English teacher as English teachers have to struggle hard to keep up with the best teaching practices and the language. This book shows how moving teachers are to work in this dichotomy between pedagogy and linguistics.

In a nutshell, this is an inspirational book about committed teachers to their students and the teaching process. The book deserves commendation because it weaves knowledge, creativity, opinions, and subjectivities to create a world of opportunities to increase an impetus for becoming a better teacher day by day.

Magali Arteaga.

Index

Acknowledgments	7
Dedication	8
Maestros Huella	9
Foreword	11
Chapter 1	17
Much to say about Lidia Govea	17
Interviews to Lidia's colleagues	18
Wendy	18
Cristina	31
Darguin	45
Chapter 2	59
Leaving traces	59
Interviews to Lidia's students	60
Eduarda	60
Domenica	71
Soledad	81

Chapter 3	90
Lidia Govea	90
Lidia's echoes	151
Lidia's recommendations	153
Lidia's life story through photos	155
Chapter 4	165
Interpretation	165
Students' interviews	175
Lidia's interviews	181
Lidia's class	188
Chapter 5	190
Last ideas	190
Conclusions	193
The genesis of an idea	200
Friendship and coffee time	201
I Socratic Dialogue: "Leaving indelible traces: EFL good practices, training and more."	213

III Simposio Internacional de Educación	220
The profile of English teachers in universities in Ecuador	226
Professional development	227
The belief system	229
Values	233
Interpretative study	234
References	237
Bibliography	240
Annexes	258
Students' interview in Spanish language	259
Entrevistas a estudiantes de la Maestra Huella en español.	259
Our story	291

Chapter 1
Much to say about Lidia Govea

In the following two chapters, you will read different interviews made to colleagues and students about this memorable teacher. The following is a transcript of the interview with Lidia, a Maestro Huella. These instruments helped us analyze and study Lidia from other people's perspectives, thoughts, feelings, and opinions, covering issues regarding her professional and personal growth.

The information obtained contributes to the interest of investigating and expanding a teacher's knowledge with a significant trajectory in education, of exploring the events and experiences that later interpret Lidia's profile.

Interviews to Lidia's colleagues

Wendy

Laura: Dear teacher, thank you very much for your time in this interview. As you know, it will be about your college Lidia Govea. This interview

will be held in three dimensions: professional development, English language teacher beliefs, and values.

Wendy: It is an honor being here today speaking about Lidia, who is not just my colleague but also my friend, and she is a good friend even though I have known her for four years.

Laura: It is necessary to recognize that teachers and their good pedagogical practices (approaches). Molinero (2015) points out that “the teacher's place is fundamental since they are one of the main participants in the teaching-learning process.” Given this premise and in a general way, what can you tell us about this teacher? (Pedagogical practices)

Wendy: It is a very challenging question, but I believe that teachers play an essential role in the teaching-learning process. As a teacher, we should apply the one that fits with our students. Lidia is a magnificent teacher because she is friendly and strict at the same time as a professor. She offers her students a friendly environment with much

security that a teacher should set. Lidia applies games in her class to ensure the right learning environment and long-term knowledge instead of just short-term ones. So, that is very important.

Laura: Moreno & Marcaccio (2014) take conceptions of Díaz Barriga & Arnaz and argue that the professional teaching profile is the set of pedagogical attributes that allow the professional to perform correctly in teaching activities. Do you consider that this teacher has pedagogical characteristics that would enable him to perform successfully?

Wendy: Well, she is a magnificent teacher, as I told you. She has many characteristics: First, she is very organized, so organization is essential to her. Obviously, she has assured her learning objective; she sets the goals in every class she gives, what her students will do in the class, and everything. Also, she uses a lot of technology, especially now that we are in the middle of a pandemic; she has been using technology. I know that in a face-to-face class, she used good apps such as Plickers, which

is one of the best ones in the learning environment.

Laura: There is an idea that everything has to be learned throughout life, and it is so old that it dates to the seventeenth century at the time of the Enlightenment, it has formed, and it is part of the systems and policies of the government. (Vargas, 2017, p. 2). What can you tell us about the professional development of this teacher?

How seriously does he/she take PD for her profile?

Wendy: As teachers, we should consider professional development. Lidia is a well-prepared professor. Also, she has studied education for several years; besides, she has a Ph.D. in education. She is also part of the Academic Writing Centre, and I know she has been checking many articles from other teachers at ESPOL. Furthermore, she has written many papers regarding education; therefore, at the moment of teaching, she is a very professional in everything she has done before.

Laura: How are the following skills relevant for this teacher teaching practice? Why? (Assertive communication, problem-solving, leadership, collaborative work, learning to learn new things, critical thinking, continuous learning, ethics, moral, and professionalism, organization and time management, stress management)

Wendy: I consider that Lidia is excellent regarding assertive communication; she is a very assertive teacher; you know with strong communication, she can express positive and negative ideas, feelings in an open, honest, and direct way to her students and with her colleagues, so I consider that she has this skill, she has a lot of it. Moreover, apart from the assertive communication that she has, she also solves problems. Problem-solving is an essential one as well, she is so quickly to solve a problem, effectively and rapidly, so this is very important. She also has much patience doing this, and she is very collaborative. As a team, she belongs to English 5; I know she works together with the boss, the coordinator, and the other

colleagues, so she is always like, “I will do this, you will do that” she is a very collaborative colleague. Laura: Which of the following characteristics define your colleague as TEFL teacher? (expertise, sense of humor, dynamic-passionate, promote knowledge of a culture through the language, creator of a good environment, patient, inspirer – motivator, fair – ethical, negotiator- flexible, friendly)

Wendy: As I told you before, she is a very patient teacher, and I know that also she has a very friendly face, she is always very friendly, and when she talks to her students, she projects that patient and that friendly face, a friendly characteristic and friendly personality that all students desire in a teacher. Also, she is an expert teacher, as I told you she has a Ph.D. and she has...even though she is a young woman because she is not forty, she is less than 40 years old... so she has a lot of expertise. I like to work with her.

Laura: How does Lidia customize her teacher instruction in terms of planning and presenting the content?

Wendy: I know when she plans something, she always sets what methodology to use in her classes and how she will apply that methodology. I know that she uses a lot of collaborative work and group work because she organizes her students in class in groups. In that way, students can work collaboratively and also talk and share ideas, not only in the groups but also with her. She visits each group and talks for at least 3 minutes. Due to the lack of teachers' time, at least she sits with each group 3 minutes visiting all the groups in the class. So, she adapts that methodology, that collaborative work, communicative approach that is so important in class. I noticed that because once I watched her class when we were in a training course, and I visited one of her classes.

Laura: English teachers have moved from the grammar, direct method to the communicative approach. In what ways can you say that, as an

English teacher, this teacher has innovated her philosophy of teaching? To what extent thinking outside the box helps this teacher widen her mind?

Wendy: As I told you, she uses a lot of communicative approaches. She manages the learners and creates opportunities for communication, not only to be a traditional class, but also to play an important role when we have classes as teachers, and she does that, ok? She always maintains the learners' motivation. So, how can a teacher do that? Playing games, using Plickers, Kahoot, Quizzis and others. So, through the game, she keeps her students' motivation. She also possesses a friendly personality and establishes a welcoming and safe environment. So that is what she does in her classes.

Laura: How does this teacher assess her students?

Wendy: She assesses them in different ways. She uses Plickers and Kahoot to assess her students in a formative way; she has answered her students' questions regarding something she has explained before. She evaluates her students in that way

using games in that way they are playing and do not feel threatened; after that, she uses Sidweb, the platform of our university. In a face-to-face class, she gives a sheet of paper and always uses groups to apply the collaborative work. Groupwork is very important. In that way, they do not feel like they are threatened, or they are like being evaluated individually. So, she uses that, in one class she applies group activities and in another she uses individual tasks, which is like the formal evaluation they have at the end of the semester.

Laura: What about technology in the instruction of this teacher?

Wendy: Yes, she uses technology properly. As I told you, she uses many games, and as long as I know, she uses Kahoot, Quizzis, and Plickers. I don't know if she has been using other apps, but now in the pandemic, I know she has been using zoom, which is one of the apps that we are using in these times, and she has been using it successfully, she is an expert because as long as I know she hasn't had problems using technology.

Laura: Now let's speak about English language teacher beliefs.

Laura:

The man is a whole, and he expresses himself like that, leaving himself the particularities of that whole. In each act, that being is revealed in its entirety. This man is made by a system of beliefs that makes him be what he is.

What is your perception of this teacher as a human being?

Wendy: She is a very nice and a very smiley person. When she entered ESPOL in 2018, I saw her for the first time because we were in the CISE (Centro de Investigaciones y Servicios Educativos) course. We were in the preparation week before entering the CELEX. We were there, I saw her and told one of my friends, "she looks very nice." Once I talked to her, I could appreciate her friendly personality and how patient she was. When you speak with her you feel like "okay, I can tell you my problems and then you will tell me what I need to do." She comforts you when you

have a problem. You tell her what is wrong, and she gives some advice like "calm down, you know that everything is going to pass." I like to talk to her. When I have a problem, I always call Lidia. Now that we are in the pandemic, I speak with her like at least 5 minutes a week; we walk to the mall, it is like a therapy for me.

Laura: Do you know about her political ideology? Is it related to her teaching philosophy?

Wendy: Well, I don't know. I believe she is very responsible. I think responsibility is one of the words she uses and honesty as well. In that way, we are alike. I know that she likes those words. She ran away from Venezuela due to the governmental issues, so I know she does not share the same ideas from that party. She ran away because of that reason; now she is living here in Ecuador.

Laura: What about her religious ideology or spirituality? Is it related to her teaching philosophy?

Wendy: Yes, I know that she believes in God; she is a catholic person.

Laura: Finally, we will know about Lidia's values. What values do you highlight in this teacher? How are her moral principles connected to her teaching philosophy?

Wendy: I like her honesty. The honest way she tells you everything. She is very honest; she is very friendly, she motivates you. Hence, she has a lot of values, but honesty is the first one and motivation; she always encourages you to do something like "No, you know you can do this," and as I told you before, she is the right person when you call or visit her. I miss her a lot because we used to share the same. Now she is in another building. Even though she is far, we always get together. When we have the semester schedule, the first thing we do is "let me see your schedule" and I say, "we can eat together at this time and this time on this day and on that day," because we talk a lot. I like her honesty and the motivation she gives us; we are a group of hard-working people. Honesty is one of the values she teaches to her students. She always tells her students that honesty

is essential and now that we are working online honesty is their friend. She always tells her students teachers request academic honesty. It is very important for her; she always tells her students about honesty.

Laura: Gutiérrez (1978) points out that ethics is a science that has a scientific character. It is called science due to the praxis carried out by a man in his desire to know the object, study the phenomenon, and transform the world with great discoveries (p. 17).

Teaching a foreign language requires the ethics of looking at the other. From this statement, can this teacher transform the lives of her students?

Wendy: Yeah! Due to her personality, she has, she is friendly. She has a lot of patience and not only with students, with teachers, with everybody. If you ask her to do something, "Lidia, could you help me with this?" She's like, "okay" or "let's do it." Also, she has helped me when I was about to take an exam. I was practicing with her; she helped a lot. I had some students who took English 5

because my students had the opportunity to know her three times or four times, she requested me for English 2. I understand that some of my English 2 students took English 5 with her; they like Lidia's personality a lot; she's friendly, patient, she explains everything in detail, and she is a good teacher.

Cristina

Martha: Maria Cristina, thank you so much, as a public teacher I know you have lots of things to do, so this time is a gift for us.

Cristina: No problem, my pleasure.

Martha: As we spoke before, this interview will be held in three dimensions: professional development, English language teacher beliefs, and values. So, let's begin.

Martha: It is necessary to recognize that teachers and their good pedagogical practices (approaches). Molinero (2015) points out that "the teacher's place is fundamental since they are one of the

main participants in the teaching-learning process.” Given this premise and in a general way, what can you tell us about this teacher? (Pedagogical practices)

Cris: Well, I think that one of the most important things about her teaching is that she always plans before classes, and her lesson plans are well structured. So, there are always inputs, then some practice, and then outputs. And the output is always as natural as possible, so she always tries to teach students to create their language. They don't copy, and she ensures that everyone learns.

Martha: Moreno & Marcaccio (2014) take conceptions of Díaz Barriga & Arnaz and argue that the professional teaching profile is the set of pedagogical attributes that allow the professional to perform correctly in teaching activities. Do you consider that this teacher has pedagogical characteristics that allow him to perform successfully?

Cris: I think that yes! She does. She pays special attention to the material that she prepares. For

example, in all the slides that she prepares, she always asks someone else to double-check, and they argue about how clear they are, which is something quite important. When she is unsure how to teach something, she waits until she knows that, and if she doesn't know, she prefers not to teach this until she is clear about it and can answer any questions that the students may have. And I think that that is good and that also shows that she is a humble professional.

Martha: There is an idea that everything has to be learned throughout life, and it is so old that it dates back to the seventeenth century at the time of the Enlightenment, it has formed, and it is part of the systems and policies of government. (Vargas, 2017, p. 2). What can you tell us about the professional development of this teacher?

How seriously does he/she take PD for her profile?

Cris: She is always looking for free professional development courses and in April we are going to take the CELTA course, which is a Cambridge

certification. She is my friend, and we've been looking for this certification for a long time, and this is the best time because it is online. But besides that, every time there is something like new and exciting, she is always eager to take that course.

Martha: How are the following skills relevant for this teacher teaching practice? Why? (Assertive communication, problem-solving, leadership, collaborative work, learning to learn new things, critical thinking, continuous learning, ethics, moral, and professionalism, organization and time management, stress management)

Cris: I am going to round them. I think that the best one is collaborative work because I work with her. We are at the same level, and we always share all the material that we have. Number 2: I would say assertive communication because she always ensures that the messages given to the students or to me are clear enough. Then learning to learn new things, I thank her a lot because she is always eager to innovate teaching. Then goes problem-solving

because, when you learn something new, sometimes you don't know things, so you google them or ask other people for help. Then critical thinking. For example, we are working together in a research project and when we have problems, she always analyzes the situation and offer as a solution. She also advises me to be honest in the investigation. She says "Cristina, don't do this, this might be a problem! Blah blah!" This is a very analytic person.

And ethics, morals, and professionalism because I remember this year, our students took a Cambridge Exam in our level V. I remember that I discussed with her that the results of that exam were not good; she agreed with me, and we found a solution for those exams being honest with students about that problem. She usually says: "When something is not okay, it is not" and that's true.

Then, organization and time management because she always plans what she has to do to, covers all the assignments that she wants the students to

make and accomplish all her duties. Continuous learning is another skill that she has developed because as I said in the previous question, she is always trying to learn new things for her professional development. She manages stress as she is a teacher, she works at the Writing Centre, she works in some club reading, and she is a mom, so that is a lot, I think. And leadership because I think she has leadership skills even though I have never seen her like a boss.

Martha: Which of the following characteristics define your colleague as a TEFL teacher? (Expertise, sense of humor, dynamic-passionate, promote knowledge of a culture through the language, creator of a good environment, patient, inspirer – motivator, fair – ethical, negotiator-flexible, friendly)

Cris: I think that the one of the most important characteristics is that she is very dynamic and passionate. I think that because she always adapts to the changes she must face and that is good. She always does her best on everything she has to do.

Then, I would say negotiator and flexible because even if sometimes she doesn't agree with other people, she always tries to see the good and the bad points of every decision. She is not like a person who likes conflict without reason, and that's also really important. The third one I would say is her expertise because I can tell you that she knows a lot about the language, and that is good. I sometimes double-check with her, like a few things when I have doubts about them, and later I feel good.

Martha: How does this teacher customize her teacher's instruction to plan and present the content?

Cris: Well, I think her planning is somehow like mine because she always contextualizes it. First, she explains the purpose or the uses of a specific topic. Then, she shows the sections or the particular things that you have to keep in mind. Finally, there is some practice and then production. That's what I can tell you and we also use the same slides.

Martha: English teachers have moved from the grammar, direct method to the communicative approach. In what ways can you say that this teacher has innovated her philosophy of teaching as an English teacher? To what extent thinking outside the box helps this teacher widen her mind?

Cris: Well, I think that she has taken special attention to the communicative approach in her classroom without leaving apart the correct use of grammar, cohesion, and coherence in her students' tasks. So that's something that she pays a lot of attention to.

She has taken advantage of virtually (zoom sessions). She is pleased to have these breakout rooms so that you have the opportunity to listen to the students more carefully than when you are in a face-to-face class. As you know, in face-to-face courses, you have to listen to many people simultaneously, and you can get disturbed by the noise. And that's something that she has taken into an advantage. I don't know, but this situation also

gives her a better perspective of what a student can do and what she has to plan to improve.

Martha: How does this teacher assess her students?

Cris: She tries to assess them individually or in groups most of the time.

She applies grammar discovery which could be constructed in a community or individually. It is essential to assess your students individually because sometimes there are quite shy students and never speak. We have to give them the chance to say something at least once. We also must allow students to participate in groups. Teaching in this way is also part of the CEFR (Common European Framework of References for Language) because you have to measure their ability to communicate in groups and ask and answer questions without problems. For that reason, she is really happy with the breakout rooms offered in Zoom.

Martha: What about technology in the instruction of this teacher?

Cris: She's very technological. In fact, she is constantly downloading videos in which people use natural language. She switches them not just to make them a fun activity but also a pedagogical one. Students like these kinds of tasks because as 2021 century students, they love videos. As a weekly assignment, they usually have to see a video and do tasks based on them. Students enjoy them. That's also good for the language because you have to practice what you will say.

Martha: I am delighted to hear about Lidia from this perspective. Now, let's discuss her English Language Teacher Beliefs.

Martha: The man is a whole, and he expresses himself like that, leaving himself the particularities of that whole. In each act, that being is revealed in its entirety. This man is made by a system of beliefs that makes him be what he is.

What is your perception of this teacher as a human being?

Cris: The best characteristic that could describe her is that she is a humble person even though I

am sure that she has more knowledge than some teachers she works with. I don't know, but you only know that she knows a lot; it is not because she tells you but because you work with her. Being humble is something quite remarkable about her. Then, the second characteristic... She is a sharing person who always wants to help other people. If, if she can do something for you, she will do it. The last thing she would do is create a problem for you; she likes to solve any problem as well as possible. The third one, I think, is the ethical part. I believe that Lidia always does her job the best, without cheating anyone or taking out the credits of any other person in a specific task.

Martha: Do you know about her political ideology? Is it related to her teaching philosophy?

Cris: Well, we have to say that she is an immigrant person. She is from Venezuela, and she is against and Hugo Chavez and Nicolas Maduro. She says: "it's not fair that people don't work or live a life that they don't deserve." She also declares this thought to her students. She gets really mad when

students get good grades because they cheat. That is why she is always eager to create individual tasks for them. She considers that you must get things from your effort and not from doing any illegal activity. That's how I would her political ideology is connected to her teaching philosophy.

Martha: What about her religious ideology or spiritually? Is it related to her teaching philosophy?

Cris: I know that she is a catholic, and I think the best way of putting into practice each gospel is by being a humble and a sharing person. Lidia is as humble as the Shepherds called by an angel when the lord was born; they immediately follow his instructions. Lidia is humble and helps others. She acts in the same way when teaching her students. She never teaches her students as they were objects. Instead, she treats them as human beings.

Martha: I would like to continue with the next perspective: values.

Martha: Gutiérrez (1978) points out that ethics is a science that has a scientific character. It is called science due to the praxis carried out by man in his

desire to know the object, study the phenomenon, and transform the world with great discoveries, that is to say, the knowledge of the object by its causes. (p. 17). What values do you highlight in this teacher? How are her moral principles connected to your teaching philosophy?

Cris: I think that the ethical part is essential for her because she says that you have to be fair with students. I don't know there are mistakes in exams or any other task; you must be responsible and tell the student that there were these mistakes. We have to correct and give them the points, she will do it, and that's something related to fairness that is something quite important because you have to assess what you teach, and if something goes wrong, you have to be able to recognize the mistake as best as you can.

Martha: Gutiérrez (1978) points out that ethics is a science that has a scientific character. It is called science due to the praxis carried out by a man in his desire to know the object, study the

phenomenon, and transform the world with great discoveries (p. 17).

Teaching a foreign language requires the ethics of looking at the other. From this statement, can this teacher transform the lives of her students?

Cris: Yes, I think that she tries to make the students believe that they can do everything better through her teaching methodology. Even if it is hard, we can do better, and that we are here to do things as best as we can. We need to show the best version of ourselves, and that's something she does when she teaches. I have seen how her students show gratitude to her, they send her lovely written messages saying nice things, and that's something quite regarding! I have also received them, and yeah! That's the best thing you can receive.

Darguin

Martha: Darguin, I do appreciate your time for this interview. I know you have been repairing your house since for a couple of weeks, and you are very busy.

Darguin: No, no. Thanks to you. I am really happy to have this opportunity to speak about Lidia. She has been my colleague for about five years. I would say she is my friend now.

Martha: As we spoke before, this interview will be held in three dimensions: professional development, English language teacher beliefs, and values. So, let's begin.

Martha: It is necessary to recognize the teacher and his good pedagogical practices (approaches). Molinero (2015) points out that "the teacher's place is fundamental since he is one of the main participants in the teaching-learning process". Given this premise and in a general way, what can

you tell us about this teacher? (Pedagogical practices)

Darguin: Regarding her pedagogical practice, I think that she is a great teacher. I have had the opportunity to talk to her and ask her for advice, and I admire the way she teaches because I've been in her classes. I've learned some tips from her, and I think the way she teaches is excellent because she knows how to hold the course so that students can perfectly understand everything she wants. I would say many things about her, but I can say that she is an outstanding teacher.

Martha: Moreno & Marcaccio (2014) take conceptions of Díaz Barriga, Arnaz and argue that the professional teaching profile is the set of pedagogical attributes that allow the professional to perform correctly in teaching activities. Do you consider that this teacher has pedagogical characteristics that allow him to perform successfully?

Darguin: Absolutely! As I told you before, she's an extraordinary teacher. This attribute makes her a

great teacher. But, of course, I am not telling you this because she is my friend. But I am honest when telling you how she teaches: she does it very well. She teaches so well that you can learn from her methodologies. The methods she uses are unbelievable. And what is extraordinary is that she is humble. To be honest, the part I like about her is that she is modest, and she knows a lot, and she pretends that she doesn't know anything.

Martha: There is an idea that everything has to be learned throughout life, and it is so old that it dates back to the seventeenth century at the time of the Enlightenment, it has formed, and it is part of the systems and policies of the government. (Vargas, 2017, p. 2). What can you tell us about the professional development of this teacher? How seriously does he/she take PD for her profile?

Dargin: Extremely serious, she is good, but she wants to continue enhancing what she knows. So, she intends to continue preparing and learning. She wants to continue; you know ... developing the way she can become better in what she does. Her

professional development is excellent; she has a high degree, a Ph.D. But she wants to continue preparing herself; she wants to do courses to enhance, to develop what she knows.

Martha: How are the following skills relevant for this teacher teaching practice? Why? (Assertive communication, problem-solving, leadership, collaborative work, learning to learn new things, critical thinking, continuous learning. ethics, moral, and professionalism, organization and time management, stress management)

Darguin: Assertive communication is relevant for teaching because it is about what you can demonstrate. You can also transmit knowledge to the people who are learning from you. So, this is really important to be assertive.

Problem-solving: I remember when I did not know her very well, and I asked her for help. I had a problem, and she knew how to solve that situation. Another skill would be leadership because you don't have to push people to do the things when you are a leader. However, you have

to show them how to do it, and Lidia knows how to do that. Lidia is wise, and her students see her as a leader. She knows how to motivate them. A leader is a person who knows how to teach people, and she knows well how to guide her students.

Collaborative work, yeah! Because I have worked with her, she is a person who is not selfish. She knows how to work in groups; she is not selfish at all. Lidia also has the skill of learning to learn new things. Oh yes! As I said before, she has a Ph.D. But she wants to continue learning to get other degrees, and once she said that, she wants to learn to speak French. I do admire that from her. Critical thinking, of course! Ethics, morals, professionalism, she follows those characteristics that we can see here. Those skills are relevant in a teacher, and I think that she holds all of them.

Martha: Which of the following characteristics define your colleague as a TEFL teacher? (Expertise, sense of humor, dynamic-passionate, promote knowledge of a culture through the language, creator of a good environment, patient,

inspirer/motivator, fair/ethical, negotiator-flexible, friendly)

Darguin: Her expertise. Her English level is excellent. Her sense of humor, it's probably her most remarkable characteristic. I know her very well as we share the office. If you had the chance to know her, you would realize that she has a great sense of humor, and as a teacher, you need to have that. She is definitely patient! And friendly! You need to have that, and what else?

Martha. How does this teacher customize her teacher's instruction in terms of planning and presenting the content?

Darguin: That's a tough question, you see! She's good at teaching. She is well prepared; she likes to plan carefully before teaching content that we usually don't like. Definitely! She personalizes her classes. She uses a lot of methods and techniques that help her to perform very well in her classes. The way she prepares her classes in advance is something that makes Lidia an excellent teacher and professional.

Martha: English teachers have moved from the grammar, direct method to the communicative approach. In what ways can you say that this teacher has innovated her philosophy of teaching as an English teacher? To what extent thinking outside the box helps this teacher widen her mind?

Darguin: I have known Lidia for more than four years. She cares about her students and tries to find the best way to teach them. If she has a problem, she applies a method. If that method doesn't work as she expected, she tries to find another way not to repeat it in the future. She likes to observe her students, and according to their behavior, she acts and reacts. In this way, she can be a good teacher because she is looking for the best way to address her students. So that, every time she teaches, she innovates.

Having an idea about students' needs helps her to address her students. Each group is unique. Even though they are on the same level, they have different features. So, she analyses how to approach each group and looks for possible ways

to improve her teaching process. You know! She likes videos; she wants to mix things to achieve her teaching goals.

Martha: How does this teacher assess her students?

Darguin: She has different forms of assessment, oral, written, and by sending them quizzes in which they have to answer analytic questions. She uses the one program from our institutional account called forms. She likes to ask them questions randomly in the class while the course is going on. The questions are about the topic of the class. I think this is a wise technique. As she measures her objectives in this way, she can know if students understood or not.

And, how does precisely she address it? It's hard to say because, as I mentioned before, she uses different techniques. However, the way I've learned from her is that she likes to do tests, you know! At the beginning of the class or when necessary, she also wants to ask questions about previous topics students studied and notice if the

students paid enough attention to what she said. Yes! ... in this way, she assesses her students: This is what I know and plenty of different techniques. Martha: What about technology in the instruction of this teacher?

Darguin: She's so good at technology. She always helps me. Let me clarify that she is not an expert in computers. But she knows about teaching techniques using technology. So, she always advises you, "why don't you use, for example, Kahoot? Why don't you use this or that?" And she is good at that; she doesn't use the old-fashioned teaching method; she's constantly updating herself to offer the best to her students.

Martha: Let's move on to the next area: English language teacher beliefs.

Martha: The man is a whole, and he expresses himself like that, leaving himself the particularities of that whole. In each act, that being is revealed in its entirety. This man is made by a system of beliefs that makes him be what he is.

What is your perception of this teacher as a human being?

Darguin: She is an extraordinary person, and I have had the opportunity to share with her, not only as teachers, you see, as friends because I consider her my friend! And the way she talks and the way she responds, she advises, it's exceptionally significant. She is not pretentious at all, you see! She is very kind and passionate about her job; she is also really humble. She holds a Ph.D., but she doesn't look like it. Lidia is friendly, and she always has time to help you. If you call her now and ask, "you know, now I need you to help me in this and that?" she always helps you. So, as a human being, she is an extraordinary person. I've got nothing wrong to say about her.

Martha: Do you know about her political ideology? Is it related to her teaching philosophy?

Darguin: What can I tell you about it? The only thing I can tell you is that if she is here in Ecuador, it's because she disagrees with the origin of the Venezuelan president. She hates that president,

not as a person, because maybe it's a nice person: She doesn't hate Maduro; she hates what he is doing with her country. Sometimes, you know! ... We argue about this topic. I think that Maduro has to govern like that because he is pushed to do it. She disagrees, and we discuss it. I could notice that Lidia doesn't like the way he has governed the country. Having emigrated to Ecuador is proof that she does not like the origin of Maduro. She doesn't talk so much about political affiliation. But, according to the conversations we have had, I could notice that she doesn't like the origin of the actual president.

Martha: What about her religious ideology or spirituality? Is it related to her teaching philosophy?

Darguin: Religious ideology? She is catholic, and she respects the Virgin. She is respectful about any religion, and we talk about it even though we do not share the same faith. I like that we can talk about it, and she is respectful. I know that she is catholic. She is eager to hear because when we talk,

she pauses and pays attention to what I tell her, what I think, you know! ... and what I think about God, but she is respectful. I can tell you: She is catholic.

Martha: Finally, we are going to speak about her values.

Martha: Gutiérrez (1978) points out that ethics is a science that has a scientific character. It is called science due to the praxis carried out by man in his desire to know the object, study the phenomenon, and transform the world with great discoveries, that is to say, the knowledge of the object by its causes. (p. 17). What values do you highlight in this teacher? How are her moral principles connected to your teaching philosophy?

Darguin: She is a truthful person, a trustworthy person as well, she is a fair person, she is respectful, she... What else? Ethics, Moral. Yes! I love this characteristic about her.

I've had the opportunity to talk to her students. According to what they say about her, I got my conclusions. She is a respectful and loyal person.

This is not just what I think but also what I have heard about her students and friends. They mentioned marvelous things about her. In my opinion, I can conclude that she is an extraordinary person.

Martha: Gutiérrez (1978) points out that ethics is a science that has a scientific character. It is called science due to the praxis carried out by a man in his desire to know the object, study the phenomenon, and transform the world with great discoveries (p. 17).

Teaching a foreign language requires the ethics of looking at the other. From this statement, can this teacher transform the lives of her students?

Darguin: Yes! As I said before, students learn knowledge from their teachers, and also, they learn ethics and morals, commitment, and capability. All those different things let us be good people. So, we have to be good teachers and good human beings to transmit that to students. All of these attributes belong to Lidia. We can ask everybody about her, and you're going to get

almost the same response, the same answer, and not only from her colleagues, but you can also get the answers from her students.

I think that she combines all the good things that a teacher must have to be a memorable teacher, and every time she has the opportunity to show this, she does it in a good way. She doesn't like to talk that much about her. She loves speaking about her job and teaching techniques. She says: "I have this; I have that, I am in this, I am in that." Lidia performs her classes or the things that she does very well. As a consequence, her colleagues and students can notice those values. She is inspirational, and we can grab what she has and put it in practice in your own life. I think in this way Lidia transforms students' lives.

Chapter 2

Leaving traces

Interviews to Lidia's students

In the next chapter, three students from Lidia's classes told us everything about her excellent practices, personal perceptions, and all they know about her life.

Eduarda

Martha: Good morning Eduarda, do you hear me well? Thank you very much for this interview. As you know, your teacher Lidia Govea has been named a "Maestra Huella" in a national study of English teachers, and it is about her that we are going to talk about now.

Eduarda: Yes, Miss. It's a pleasure to help you.

Martha: So, let's start with our first question: Why do you think this teacher was chosen as an English Maestra Huella?

Eduarda: Mmm, I think... you can hear me better, sorry! Ok, uh, I think she was chosen as a Maestro Huella because of how she teaches. Her classes are

very didactic, and besides, she is a teacher who understands a lot of students. If someone does not understand a topic well, she doesn't mind repeating it, and there are always many practices in her classes to improve any skill.

Martha: How could you tell us that this teacher is prepared for her classes?

Eduarda: mmm, it could be because she always has...uh! ... She uses PowerPoint presentations in the class, and the slides are ready. In those slides, there are always exercises with clear instructions that we can practice. And apart from that, she always shows us some parts of a movie to practice the topic.

We also practice with songs, and I feel like these techniques have helped me a lot in the listening part, which is very important. It is necessary to listen, to understand, and to be able to respond to someone in English.

Martha: How does this teacher use technological tools to enhance the learning of this language?

Eduarda: Hmm, a technological tool that she uses a lot is Kahoot, ehh ... we played games in Kahoot, and it was helpful because we put the vocabulary there, we practiced it... uh, the vocabulary, the grammar and as I said before with the movies. Well, with movie or song fractions.

Martha: How does this teacher evaluate his students correctly?

Eduarda: Mm, we had activities in class every Thursday. They are called "practice hours," which were graded... uh, we work 2 or 3 a week. We also have quizzes on the ESPOL or the Cambridge platform.

Martha: Explain how the following skills are inherent in this teacher. You can choose the three most relevant. (Assertive communication, problem-solving, leadership, collaborative work, learning to learn new things, critical thinking, continuous learning, ethics, morals and professionalism, organization and time management, or stress management).

Eduarda: First, I would say assertive communication: I think it's because, uh, I have had problems going to classes, and it was precisely the classes in which we have graded activities. I told the Miss days in advance because I knew I would be absent due to something specific. Miss Lidia always says: "yes, yes" and helps me. She said: "ok, you cannot go on the day that we have classes, you can go to the next class,"

So, the teacher helped me not to lose the grade, and also likewise, if there were a problem with that, she would communicate with me and always say everything in class. She was always very transparent with the students.

Then, I would say collaborative work. Miss Lidia always tried that everybody participated in the classroom; she wanted different students to practice the language. When the course was in silence, she randomly chose one student and made him participate.

And, she is like that in all her other parallels. I can say this because I had the opportunity to have

classes in other of her parallels, as I told you before.

Finally, organization and time management. Everything was carefully planned in classes, and she always gave us an established time for every task.

For example, she told us which activity we were going to practice, and she just activated it in the platform, and we immediately began working. She was very organized.

Martha: State how the following characteristics are specific to this teacher. You can choose the three most relevant. (expertise/experience, sense of humor, dynamic-passionate, promote knowledge of culture through language, creator of a good environment, patient, inspiring/motivating, fair / ethical, negotiating / flexible or friendly)

Eduarda: Ok, I think it would be experienced, dynamic, passionate, and promote the knowledge of culture through language.

Martha: Can you explain that, please?

Eduarda: Sure! Experience because it seems to me that, that she is... someone who has experience. She has good pronunciation and she, uh.... she vocalizes English very well and makes herself understood when she speaks and explains the classes.

As a student, she is dynamic and passionate because I perceive other types of teachers are passive; they only read the next slide... and then they try to fulfill the syllable, and students do the same. These teachers do not motivate us. However, Miss Lidia attempts to make classes more dynamic, puts the slides, images representing what she wanted to say, some movies as examples, etc.

And the last characteristic, promoting the knowledge of culture through language. Hey, some tasks were researching from some other country or some other city. And that helped me a lot because it interested me— different countries and mine.

I have the advantage that where I live, everyone is good at English. Most of them are foreigners; they are people from abroad, retired people who have come here to live in Ecuador. So, I could practice everything that I learned in class and practise English with my neighbors. So, they told me about their countries, where they are from, and it was very, very beautiful.

Martha: The man is a whole, and he expresses himself like that, leaving himself the particularities of that whole. In each act, that being is revealed in its entirety. This man is made by a system of beliefs that makes him be what he is.

Describe your perception of this teacher as a human being.

Eduarda: Wonderful, Miss! She seems like a very, very good person to me. She looks super comprehensive, as I said before. Eh ... when I had a personal problem because I couldn't attend class, she understood and she helped me.

Miss Lidia sent me some previous activities when students had these situations. If I had any doubt,

she explained it super well. She was very patient with us. Sometimes, students are afraid to speak, pronounce wrong, or do an incorrect exercise, especially in a foreign language. She always had a lot of patience to explain again and again if needed. She encourages us to practice all the time.

Martha: Describe Lidia Govea in one word

Eduarda: Ehh.... Just one?

Martha: Yes, it can be difficult, but take your time.

Eduarda: If I think that one word would not be enough to describe the Miss. But But.... I think it would be between a combination of passion and understanding.

Martha: Detail something about his political or religious ideology, if you know.

Eduarda: No, I don't know about his political or religious ideologies.

Martha: Choose two to three values that you would highlight in this teacher, giving reasons for how they are put into practice and/or promoted in their teaching process. (You can mention a different one)

Eduarda: Yes, of course, honesty and transparency because, as I said before, she is very, very transparent with us. She was straightforward when telling us what we had to know. I mean all the tasks, grades, the weight of all the activities. Also, she previously explained to us if there was any activity or something to earn an extra point. In this way, we knew everything.

Hmm, and respect. She was always very respectful to everyone.

Eduarda: Doesn't it matter more than three?

Martha: Go ahead and tell us.

Eduarda: Mmm, I think discipline. For example, if someone were not in class that day, they could not do a quiz that day because, I mean, it would not be fair because all of them were done with a camera on. So, the Miss was not going to know if that person was there doing those tasks.

One day, she noticed that some students weren't connected in class, but they were doing a quiz... uh ... Miss Lidia got very serious and strict, and she

firmly corrected us at that moment. She explained to us things that shouldn't be done like that.

Martha: Gutiérrez (1978) points out that ethics is a science that has a scientific character. It is called science due to the praxis carried out by a man in his desire to know the object, study the phenomenon, and transform the world with great discoveries (p. 17).

Teaching a foreign language is different. It requires the ethics of looking at the other. Based on this statement, in what way has this teacher managed to transform his life in any aspect?

Eduarda: Thank God I have neighbors from abroad who speak English. So, uh, I could put into practice everything I learned in class. I did not know how to pronounce some words, and I expand my vocabulary in Miss Lidia's classes.

Martha: How do you think this English teacher is different from other teachers?

Eduarda: Ah ok, I think she differs from other teachers because she is very understanding. She can put herself in her students' shoes when there

is a problem, especially now that everything is new with this virtual modality and that sometimes it is a little more complicated.

Domenica

Lenin: Good evening Doménica, thank you very much for granting us this interview, I know you are in exams and your time is short.

Dome: It's a pleasure when it comes to Miss. Lidia. Can you call me Dome, please?

Lenin: Why do you think Lidia has been chosen as an English teacher?

Dome: Eh, I think because of the way she manages her classes. She is quite charismatic, she invites everyone to participate, creates fun and didactic activities, and it does help us learn enough.

Lenin: How could you tell us that this teacher comes prepared for her classes?

Dome: Eh, definitely because of the activities, also she always has the slides whenever she has to explain a topic or something similar. She shows us either a book, slides, images, or a video related to the topic, so she always comes prepared.

Lenin: How does this teacher use technological tools to enhance the learning of this language?

Dome: What comes to mind the most is when we use Kahoot, uh, we do activities since it is an interactive game and she puts us, for example, examples or problems regarding the topic that we see from the units of the books, and we all interact and play either for bonus points or entertainment.

Lenin: In what way does this teacher evaluate his students correctly?

Dome: Mmm, about that, we do short evaluations, we do quizzes on this ESPOL digital platform called Sidweb.

Uh, she always asks us questions to know if everything is okay with grades. There have even been certain times when someone marks an answer but for example it was wrong qualified or something like. But she always corrects any kind of mistake. Sometimes it's a platform error or human error. For example, it happened to me once, I answered something right, but the answer

was mismarked and she corrected it afterward and there was no problem.

Lenin: Do you think that these evaluations you take help you in your learning process somehow?

Dome: Yes, because above all, those evaluations help us study. They also help us see the mistakes we have made then, as well as show the correct answer, "Ah! that's why my answer was wrong! For me, it is a way to evaluate ourselves.

Lenin: Explain how the following skills are inherent in this teacher. Choose the three most relevant. (Assertive communication, problem-solving, leadership, collaborative work, learning to learn new things, critical thinking, continuous learning, ethics, morals and professionalism, organization and time management or stress management).

Dome: I think she has all or most of them. But okay, let's see ... Assertive communication, because she always tries to explain the topics well. When the students have any doubts or do not

understand the subject well, she inspires us to solve those doubts,

... and I think that in general, I have learned with her quite precisely because of the way she communicates, uh... Even though she speaks a lot in English because she is the English teacher. Nevertheless, she tries to make the language as meaningful as possible to reach all the students in a meaningful way

Also... Leadership. I think that, because I would not know how to say it... I consider she a good leader, mainly because of her patience and calm in handling doubts or specific ideas. I think that it is an exemplary aspect of leadership.

Something that I highlight is ethics, morals, and professionalism: Well, what else remains to say... she is quite professional in the field, you can see that, she is a good teacher, all the students feel it, and I think that the organization and time management since everything is accurately calculated in her classes, and it is noticeable.

Lenin: State how the following characteristics are specific to this teacher. You can choose the three most relevant. (expertise / experience, sense of humor, dynamic-passionate, promote knowledge of culture through language, creator of a good environment, patient, inspiring/motivating, fair / ethical, negotiating / flexible or friendly)

Dome: Okay, I'm going to think a little bit.

Lenin: Sure, take your time.

Dome: Oh! First, I would say expertise/experience because it is noticeable how she has handled students before, and above all, she has a lot of experience in the language; she can speak quite broadly.

On the other hand, she is dynamic-passionate because her classes are pretty dynamic due to all the activities she manages. She encourages students to participate in the activities.

And mmmm, I chose to create a good environment because all the students also desire to participate; how I would say this... we are not

afraid to say "teacher, repeat" because we are in a good environment.

Lenin: The man is a whole, and he expresses himself like that, leaving himself the particularities of that whole. In each act, that being is revealed in its entirety. A system makes this man of beliefs that make him be what he is. Describe your perception of this teacher as a human being.

Dome: Uh, as I said in the previous question, I think leadership is one of the things that have prevailed for me the most about the Miss because she has all those things precisely. I mean these characteristics of being patient, promoting a good environment, so the students follow her leadership throughout the classes.

I think we cope well, and she is also super patient; she is kind, affectionate, and friendly, and I believe that as a human being, she is respectable.

Lenin: Describe Lydia in one word.

Dome: Lovely!

Lenin: What a nice word for a university teacher! In the time that I have known her, I totally agree.

Lenin: Detail something about her political or religious ideology if you have the knowledge.

Dome: I couldn't say, I think she is very neutral on these issues. I believe it is essential, mainly because we don't want people to be offended by something like that, by some ideology, so that's why she's pretty neutral.

Lenin: Choose two to three values that you would highlight in this teacher, giving reasons for their practice and/or promotion in his teaching process.

Dome: Patience is first. For example, when a person has a question or something like that, she is patient during classes.

Another would be responsible because she always gives us the grades on time. It shows that she takes her work seriously as a teacher. It happens the same with all the things and activities the teacher gives to the students; she fully fulfills them.

Transparency is another of her qualities because she gives us all the guidelines and guidelines, she

evaluates us in general so that transparency when we know where the grades come.

Lenin: Gutiérrez (1978) points out that ethics is a science that has a scientific character. It is called science due to the praxis carried out by a man in his desire to know the object, study the phenomenon, and transform the world with great discoveries (p. 17).

Teaching a foreign language is different; it requires the ethics of looking at the other. Based on this statement, how has this teacher managed to transform his life in any aspect?

Dome: Maybe... being more understanding and concerning about the culture of other countries. Especially since English is a language that we have learned since we were little and all about it: Many teachers limit themselves only to teach grammar and vocabulary. However, through activities she planned, I think that we can also learn other kinds of things. I mean something about the culture, as English is not only for people born in an English-

speaking country, but also other people can learn likewise and perhaps identify with the language.

Lenin: What level of English are you taking?

Dome: I'm taking 5, I've done 3 and 4.

Lenin: How do you think this English teacher differs from other teachers?

Dome: Maybe the way to develop the class, I think, she teaches differently. Generally, the English classes that I have seen are pretty dynamic. As students, we want to do activities in which we learn in different ways.

I feel that despite how difficult it is now to take a class, mainly because they cannot be done in class with all the students and see their faces and all of that, she has managed it very well. I mean, despite virtual classes and the whole thing, students get up and connect to the class right there: So, I think she has known how to handle it through different platforms that she uses. She has made it quite interactive despite the difficulties.

Lenin: How do you think English teachers differ from another teacher?

I think their charisma is quite different. I think it is because of the ideology English teachers lead when teaching language. Uh, especially perhaps, they grasp with this negative element that the subject is not taken seriously. English as a subject is a transversal one.

I think it is because these are not subjects from our specialization; these teachers have this charisma. So, I think the students feel more comfortable participating in classes, doing homework, and participating in a group. In our other subjects, we don't experience these kinds of tasks and methodology. So, we feel our grade is at risk, and learning is tenser and more stressful. On the other hand, English classes are more relaxing and more pleasant.

Soledad

Lenin: Hello, Soledad, we finally managed to connect. I appreciate your time.

Soledad: Yes! We finally agreed. And keep calm Mr. Mendieta. Believe me, it is a pleasure and honor for me to do this.

Lenin: Why do you think Lidia has been chosen as an English teacher?

Sole: I really consider Miss Lidia, she is a very passionate teacher, very determined. She helped me a lot. I had a lot of problems, mostly with writing. So, there were certain faults that I had, she knew how to recognize them from the beginning, and she always gave me tips.

So, it seems to me that she is a teacher who knows how to communicate with students, that she represents a real interest in them.

Lenin: How could you tell us that this teacher comes prepared for his classes?

Sole: She had slides; she brought exercises. She also made us dynamic tasks, which makes us work

a lot as a team to practice public speaking. We also did many expositions. She always had in class a slide, an exercise, and something dynamic between us.

Lenin: How does this teacher use technological tools enhancing the learning of this language?

Sole: Regarding this question, she played the slides; she also knew how to play games with us, games only in English. So, we could interact electronically, also with cell phones. One day, she let us work with the cell phone in the classroom. We chatted to each other and were able to communicate.

Lenin: In what way does this teacher evaluate his students correctly?

Sole: Well, Miss Lidia constantly assesses all the components when learning English. I mean speaking, writing, reading, listening, and even vocabulary. So that way, she could emphasize all the pillars of the subject of English apart from our strengths. So, she was very focused on your progress and your effort.

Lenin: Explain how the following skills are inherent in this teacher. Choose the three most relevant. (Assertive communication, problem-solving, leadership, collaborative work, learning to learn new things, critical thinking, continuous learning, ethics, morals and professionalism, organization and time management or stress management).

Sole: In the order that you present them, I would first say assertive communication: She knew how to communicate with everyone, she could identify the way in which you could understand her, as well as with the group explanation, the main one.

Leadership, also leadership, because it was a subject in another language with students who are over 20 years old, who have so many things, and yet she always managed to keep us all focused.

Organization and time management: and she could do a lot of organization and time management because it was a subject, she shared with us everything that was the content and what she kept us there as active as a dynamic.

Lenin: State how the following characteristics are specific to this teacher. You can choose three. (expertise / experience, sense of humor, dynamic-passionate, promote knowledge of culture through language, creator of a good environment, patient, inspiring / motivating, fair / ethical, negotiating / flexible, or friendly)

Sole: The first one would be, definitely! Expertise / Experience. I think, the Miss knows a lot; she was totally focused in our classes.

Then the dynamic-passionate characteristic since it was a subject that we could tell she enjoyed teaching it.

Mmmm, and finally.... Inspirational / Motivating. Other classmates really couldn't even speak, and the Miss focused on them to work on that.

Lenin: The man is a whole, and he expresses himself like that, leaving himself the particularities of that whole. In each act, that being is revealed in its entirety. This man is made by a system of beliefs that makes him be what he is.

Describe what is the perception of this teacher as a human being.

Sole: A very committed woman, a very good woman, very interested in her students, patient, uh, tolerant, very responsible.

Lenin: Describe Lidia Govea in one word.

Sole: Committed.

Lenin: Detail something about her political or religious ideology if you have knowledge.

Sole: It seems to me that she never made a significant comment about it. She encouraged us a lot to what it was like to debate our point of view, our arguments. But something personal about her? The truth is that we never get into controversy.

Lenin: Choose two to three values that you would highlight in this teacher giving reasons for how they are put into practice and/or promoted in his teaching process. (You can mention a different one)

Sole: I find that patience, responsibility, and perseverance.

Patience, because as I already mentioned, this is subject in another language which is very complicated for certain classmates. So, she always found a way to get to what you didn't understand. Once I heard she explained the same topic to two colleagues next to me, but from different angles and seriously, they, in the end, we're able to understand the subject and talk to each other even though they had not understood it the same way. So, it seemed to be something impressive.

Responsibility, she was never late. She always gave us all the things on time. In students' opinion, she was rightly flexible as she understood that we had a problem with other subjects and gave us the chance to improve. However, she considers herself super strict. She was rigorous but also flexible.

She is also perseverant. There were subjects in which I studied English since I was little so I have an excellent English level. So, there were specific themes that I thought were redundant or not important to cover. However, other colleagues

didn't understand those topics. Miss Lidia tried to reinforce them. So, students kept going and got better. Then, I was able to know how perseverant she was so that students can learn

Lenin: Gutiérrez (1978) points out that ethics is a science that has a scientific character. It is called science due to the praxis carried out by a man in his desire to know the object, study the phenomenon, and transform the world with great discoveries (p. 17).

Teaching a foreign language is different, it requires the ethics of looking at the other. Based on this statement, in what way has this teacher managed to transform his life in any aspect?

Sole: mmm! As I already mentioned, maybe it is difficult for us to get that some students do not understand some topics, which could be easy for others. Perhaps not only because of how other teachers had explained them but also because of many other factors. Then she was able to realize your failures, and she could identify what you did not understand.

I find it somewhat impressive because sometimes. I even tried to teach my classmates. I thought it was going to be very simple, but they could not understand me. Suddenly, Miss Lidia arrived and explained to them the topic. In 5 minutes, they already understood everything that I could not do it. Although she explained in another language, you could understand it as she can previously identify your faults. She also taught me to be understanding with my classmates.

Lenin: How do you think this English teacher differs from other teachers?

Sole: But the thing is, well, I'm from engineering, so when it's mathematics since there's only one way to get to the result, one way to understand it, then the teachers are more practical. So, you follow a process and that's it. On the other hand, in English, teachers have to take care of many factors and that requires a little more commitment, especially as they are teaching in a foreign language. So, it is not just language, but

also a commitment to students and an interest in them.

Chapter 3
Lidia Govea

This chapter comprises the details shared by Lidia through several deep questions. Here, she will share info about her childhood, family, likes, dislikes, beginnings in education, and professional development that have made her who she is. We also listened to her ideologies, political, religious, spiritual, and more. Here she will be known from a multidimensional perspective, and she opens up to the most significant moments of her life.

The interpretation has a relevant aspect: where Lidia comes from, and where she is going. It is also a key factor to encourage students' interests, pre-service and in-service teachers. We get to know her achievements through her degrees or the satisfaction of living education as her north. It is, by far, it is an honor to share Lidia's life in these lines.

Lidia's interview

It was a hot winter Sunday -in Guayaquil, we call winter the rainy season and heat in which there are 36 degrees-, the day had promised to brighten the morning with a young and radiant sun which was

as a guest in front of the window of the dining room.

I invited Lidia to have a coffee, and I served it to her; she told me, "Can you give me another teaspoon of sugar?" The truth is that I must admit that despite being co-workers, I felt a little nervous since this was the first time, I did this kind of interview.

I am sure that she was in the same situation. "Well! What's up, Lidia?" I asked her; she smiled and said, "since last night that we spoke, just sleep Laurita," We laughed out loud, and at that moment, we broke the ice.

And then, the interview started. She spoke about her life story and then the three dimensions of the study: professional development, English language teacher beliefs, and values.

In this first part of the interview, Lidia spoke about her life and her professional development. Laura later told us that it had been so lovely to know more about her college; they work every day but did not know about their family and life.

Laura: OK, thank you very much for being here, dear Lidia. I really appreciate having this interview with me since it's a Sunday and we have many things to do as teachers. You know that. OK, as you know, this research is about the Life Stories of memorable teachers, and you were chosen as a teacher who leaves a trace in the students. So, I would like to know about your life. And this interview is in terms of three dimensions. The first one is professional development. The second one is your belief system, whether you believe in terms of politics, religion and the third dimension is values. So, in a word, how would you define yourself? Take some seconds because this is important.

Lidia: First, I want to say that I'm really honored to be part of this research and to be considered as a person who leaves a trace in the students. It is something really meaningful. You know, it's like a huge responsibility because I have to continue on that path.

Laura: Yes.

Lidia: Yes. Well, regarding your question, I would say dedicated.

Laura: Mmmmm

Lidia: That's what I think it defines me because I love what I do. And I dedicate a lot of time to do it; I look for information for new strategies to apply in my class. So, I believe that will be the word that defines me.

Laura: And in also your life in general?

Lidia: In general, yes, because I'm passionate about things. For example, if there's something I want, if I'm driven toward something, then I put a lot of effort into accomplishing it.

Laura: I know that. OK, now I would like you to tell me your life story from the beginning. Your family, your school, high school, any experience... It could be academic or not. You know, I don't know.

Lidia: OK, well, I am from Venezuela, as you know, I was born in Coro, that is Falcon State, a small city in Venezuela. I am an only child. I don't have brothers or sisters. My parents got divorced

when I was one-year-old. I have always lived with my mom while my father lived in another city, so we were not that close.

I was with my mom and with my mom's family. I have lots of aunts and uncles and my two grandparents on the side of my mother. They were always with me. They raised me and also my mother and aunts. I believe they had quite an influence on me because they were really powerful.

I mean, they were working since they were little. So, women in my family have always been the ones you know that have succeeded because they love what they do. They have always worked to support their families.

And I started studying English when I was 16 years old. At first, I loved English more than education. It was because I liked the language. But then, when you are there, you are learning how to teach. And then you start with the professional practices. You see how you can really make a difference. So, I started, you know, to develop that

love for teaching. I then started my master's in English, but I had to move to another city.

After I finished my master's, I started working in a university there. I got married, and I had a daughter. Years went by, and I continued working in the same university for eleven years. Yes, I even had a tenured position.

Laura: Ahhh Oh my God

Lidia: Yes, but things in Venezuela, you know, got terrible. We decided to come to Ecuador first. My husband came here, and then six months later, I came with my daughter and my mom. So, we have been living here for almost three years in December.

Laura: And was it easy to find a job here?

Lidia: Ahhh... well not at first. Because first, you have to follow some steps, I mean, I brought my academic degrees. Then I went to Senescyt, and then they had to revise everything. And after a while, they gave me the approval.

I was first looking for jobs in schools. Yes! I was, you know, and on the Internet every night I was

trying to look for job opportunities, and I saw one from ESPOL, and I said: "OK, I'm going to send my resumé," but I didn't know what to expect.

One day they called me to go there. I had to prepare a class, you know, in front of the boss and everything. And I did. But they said: "we will call you on Monday if you have been selected." And they didn't call me. So, I thought: "OK, I didn't... I didn't get it" but then on Friday night. I remember it was like at 11:00 p.m.; they sent me an email.

Laura: We.. teachers... are like that, working hard until night.

Lidia: ha! Ha!

Laura: We work on those times.

Lidia: And it said: you have to be here on Monday at 8:00.

Laura: That is like

Lidia: What is this? I thought. But yes, I was happy. I had been really scared at that time. My husband was the only one working, and I was with my mom and my daughter. So, things were

difficult for us. Thank God I started teaching at ESPOL that year, in May.

Laura: So, how long have you been teaching.

Lidia: I have been teaching... I mean...

Laura: ten, 12 years

Lidia: No. I worked for 11 years at the same university and two more there. So, it would be 13, 13 years

Laura: 13 at university

Lidia: At university. I have always worked as a faculty member.

Laura: Ahhh, just... university. What a nice!

Lidia: Only my professional practices were in high school. But those were like an internship or something like that.

Laura: OK, what do you think makes you different from other teachers?

Lidia: Ehhh, I don't know, I mean, in general, well, I believe that English teachers, for example, teach more than just a subject because we teach a language, which is the culture, at the same time. There are many things.

So, I mainly try to show that to my students. Sometimes it happens a lot that the students say: "English, now, come on, I don't like it, or I am here because I'm going to be an engineer, I don't care much about English." I don't know if that is what makes a difference. But what I try to do is show them what a huge difference learning this language can be for them.

Laura: I am going to make that question to your students- (laughs)

Lidia: I try to show them that English is essential and that it is not something boring. But on the contrary, that it offers many advantages for them. And I try to do it in a way in which, although they have to do a lot of homework, they can learn in a fun way.

Laura: Hmmm, I know

Lidia: and that it's something that can be meaningful for them. For example, I try to look for topics that can appeal to their lives, make them feel like they can relate to that, and give their

opinions. So, I don't know if maybe that's it. That's what I believe.

Laura: I think it would be OK. What memories from your school days left a trace to your teaching philosophy, may be a connection?

Lidia: Well, I remember that ...when I was in college, I was studying to be a bachelor in English and had this teacher. He was my professor in three subjects. Many people were scared of him...were scared because he was really tough on the students. But he was, for me, the best teacher I had. I remember he used to sing to the students. He used to do many things to motivate us. He was always happy, and the exams were challenging. But in class...

Laura: because of that, the students were scary not because of him.

Lidia: Yeah. Yeah, because the exams were really difficult, he sang to us in class, he was wonderful. I was saying...in the exams, the questions were like, not just about memorizing the words and

then repeating them in the test, no, it was like we had to analyze or explain answers.

One of the things I remember the most is that, after I graduated, I learned that he had two sons with autism. One of them didn't speak. He had a lot of problems, but we never knew as students. We never knew. He never showed it. He made an impact on me because I said: "oh, my God, I don't know how he does it. I don't know." And I realized, that's our job. That's what we have to do. Because, the students, I mean, they don't have to know, those are our problems, and we don't have to show them while we are teaching.

Laura: You said two things here. Something about assessment. That is a question that I didn't know how to make that question. But you said he was a good teacher, but the questions in the exam were difficult. Do you think is that a problem? With kids nowadays...

Lidia: I think it's a problem because they feel that they have to remember the words, but they don't go beyond that. They don't analyze the "why."

For example, if I teach them something that is different from what they have there in the book, It's the same topic. But I give it like a twist; it's like they get confused. Because they want to study world by world. So, they feel like you are telling them something different. But actually, you are trying to encourage them to think by themselves, to analyze. And that makes them uncomfortable, sometimes. I don't know.

Laura: That is true; it is a complex issue. I would like to know how do you assess your students? Because kids, even though adults and I know adults, they hate quizzes. So, do you have a technique or a way to do it differently?

Lidia: Yeah. I mean, it happens. For example, when we have reading or listening tests, they usually... what they do is that they look for the literal answer, but they don't practice inference. And that's what I try to teach them the most.

For example, I emphasize inference questions in reading activities and even in writing, speaking, and listening. I believe that the students take

everything too literally, and they don't analyze. I mean, what is the hidden meaning that you have there. So, I try to practice that to boost their capacity to infer and make them develop their critical thinking. I mean, what do you think? Ask yourself why. Sometimes they are afraid of that question. Of the "Why?" Because then they have to use their own voice to explain. And that is often... what they are not used to.

Laura: Not even in Spanish.

Lidia: Not even in Spanish

Laura: And you are in the last level, aren't you?

Lidia: Yes, in the last level of English, English 5.

Laura: So, it's important.

Lidia: So, they should, at that level, they should already have developed that skill, but they haven't. So that's what I do. Sometimes they don't like it because they feel like they...are lost.

Laura: But even though they like you because they chose you as a Maestra Huella.

Lidia: Maybe they do like it. It's like I take them out of their comfort zone. It is like, "oh my God,

it's not what I read." Or maybe it is but the meaning is hidden, and I make them think on the "why."

For example, I remember in a class we talked about an activity, and one said, "but teacher, why was that the answer? That was not the answer." And another student said, "Yes, that was the answer because if you analyze. I was very proud of my student... I was like that..." That's what I want. And I want them to figure that out by themselves, not to tell them the answer, only me, but among themselves.

Laura: OK, do tell me something about this teacher that he has a special for you. He had this personal issue and when he came to your classroom, he never showed you up anything. Some people said that teaching is an art and that some teachers are like actors, and we perform. Do you think that you perform something or that you change anything? Are you different in the classroom? What happens when you enter your classroom?

Lidia: Yes, I am another person in the classroom.

Laura: Will you please tell us?

Lidia: For example, I am shy. I am a shy person. I mean, you have got to know me. I don't talk much. I am an introvert, but in the classroom... I'm a different person. I mean, I am not scared to speak in front of them. I feel like I enter my classroom; I am another person because I am doing something different. I mean, I forget my problems. That's what that teacher taught me. I mean, you leave everything outside that door, and inside you are another person. If you see me in class, you are going to say that's not Lidia.

Laura: I would like you if you allowed me to.

Lidia: ...because sometimes I am like... I'm making jokes. I am, you know, like other people may see me as shy and quiet, but I'm not like that in my class.

Laura: It is the same. OK, any memory from your school then maybe later traced to your teaching philosophy nowadays?

Lidia: That was a question about the teacher. Yes, because what I learned changed me. So, I applied this in my life: as a teacher, you have to forget your problems and do your best.

Laura: OK, let's go about professional development, OK. OK, how seriously do you take professional development for your profile?

Lidia: I think we have to be learning all the time because there are always new things to learn. For example, during this pandemic, we needed to learn how to teach in a new way. We didn't know how to use zoom. I mean Zoom and Teams and all that.

And we had to do it, and as we learned how to do that, we also needed to learn how to adapt our content and everything to teach online because this is totally different... It's totally different. So, I believe professional development is crucial because it gives you the tools to do that. And when you have to change, you can adapt the methodology and approaches you used to do. So, if I had more time, I would love to be in courses,

you know, but sadly, that's a problem. That's an issue: lack of time.

Laura: OK, how do you customize your instruction to plan and present the content to students?

Lidia: Ehh well, as you know, we have a book, and we go by the book. In the book, there are six units that we have to teach (in a specific order, we have to teach them).

However, there are some, for example, there are some contents that are alike. So sometimes what I do is that I change the order. I do teach everything, but not necessarily in the same order all the time... because you learn by practicing how to do these changes. I mean, for example, with my first group, I did it in the same order. Then with my second group, I changed a little bit, and I saw better results. So, with the third group, I continued. And like that. But the syllabus, which is taken from a guided book, has a good order. However, sometimes, when you do that, you see a difference.

I mean the theory; you take it to the practice. You discover how some things can be better.

Laura: It depends on the group.

Lidia: On the group also. Yes

Laura: OK, English teachers have more from grammar, very method to the communicative approach, you know, in the classroom. In what ways can you say that as an English teacher, you have innovated?

Lidia: Well, I love the communicative language teaching approach because the most important thing there, in that approach, is communication. And sometimes, we forget that grammar should not be the main focus. I mean, the goal should be that the students learn how to communicate.

So, what do I do in my classes? I try to foster participation. I want them to participate. If they make a mistake, I can correct the mistakes later... but I want them to have experience. And I love flip classrooms because they have to do it by themselves. I guide them, but they do most of the work, reflect, and self-correct. This element is

important because they were used to the idea that the teacher teaches everything, and then they practice.

On the contrary, now it's on the other way around. You have to try to do it, and you can do it by yourself. Read the material the teacher provided. And then we discuss, and I reinforce; maybe I explain some difficult content, and then we practice those things. So that's what I try to do. I mean, because I believe that flipped classroom helps me develop critical thinking, I use it a lot. And also use the communicative language teaching approach because I want them to participate, and I don't want them to feel afraid. When I was a student, I remember that... I was scared of making a mistake because everybody would see me. And some teachers were like,... you made a mistake, and they didn't care about the content of what you said, but they focused only on that mistake.

Laura: And how do you manage that in the virtual classes?

Lidia: I try, for example, if the student says something, and it's correct in terms of content, but it has a grammar mistake, I say: "OK, yes, correct! Very good." And then I rephrase what he said. For example, if he said, "I can go" I say: "yes, very good, I can go." So, it's like I repeat it, and then the student realizes the mistake.

Laura: Yes

Lidia: He would say, "yes, yes. I can go." So, I feel like, in that way, they don't feel ashamed or anything like that. As a consequence, they want to participate again. That's what, that's what I want. I want them to keep on participating in class.

Laura: How has technology influenced your instruction. Especially now.

Lidia: Especially now? Yes, I have always loved using technology. I have always loved it. But I had never had the experience of teaching using zoom and team platforms, also because you have Google, Teams, you have Zoom, and you have many, many apps like that.

But now... since we are using technology... At first, I was scared and felt really weird because I didn't manage these tools completely. And I didn't know if the students were actually... they were paying attention. You don't know.

But then I tried to make the most of it. For example, I looked for more apps. Strategies to use based on games, for instance, I... I try to use those things. Sometimes we don't have time because we have to present all the content. But when I do have time, I try to include games or things to engage the students... and games that really help with that. So that's why technology, I think, is an ally for us as teachers. And I try to use it a lot. And I believe now, with the pandemic, we have to use these tools in our virtual classes. Also, when this is over, I think that we are going to continue using it.

Laura: because we're used to.

Lidia: Yes, at least some of the apps that we have learned and are used through the computer and the Internet now... They can be adapted into the classroom. I think so.

Laura: OK, How can you assess research here in Ecuador and the research you are doing during these years?

Lidia: Ehh, OK, I have heard of some research done by some teachers who work with us, and I think the research they have done is helpful because they do it based on what they see in the classroom. And I think that's the best type of research.

I remember, for example, that Miss Karen Yambay presented the research that she did there with her students, and they were performing like plays to make classes more motivated. And she came up with that problem because she saw that her students were struggling with speaking, [cough] sorry... they had problems when speaking. So, she developed that, plays, in a way to help them with speaking. I think it was great. I mean, I loved the idea.

Yes. And I believe that at least the ones that I have read are excellent because they... They come from our reality as teachers. And that's the best way to

improve as teachers. Sometimes we want to talk about something, but we haven't lived it. So, when we read, we wonder what we can do.

Particularly, the type of research that I love doing since I am a quiet person, and I keep things to myself is reading. I love reading. So, I have always tried to develop my research about reading, which I remember the most... I mean, what I have loved the most is about how you create the literal competence (what I was telling you earlier) and the inferential competence. I mean the ability to make inferences in our students.

Laura: those hard questions when reading.

Lidia: Yes, those hard questions. I am speaking not only inference type but also the ones that develop critical ability. I researched for my Ph.D. with teachers, and it's incredible how some teachers don't read either. I mean, you want the kids to read, and then you ask them something. But then you (teachers) don't read either.

Laura: But maybe it's because of the time. We have to read another thing. And we don't like,

Lidia: You know, that is entirely the teacher's fault. I mean, is the whole system, because we and I include myself, we were taught thinking that reading is something boring is like you have to read as a punishment.

Laura: Is it the same in Venezuela?

Lidia: Yes

Laura: ...because I know that well, I'm not sure about that. The Colombian people, they read more. I think.

Lidia: No, in Venezuela no. Some of them don't read. I researched Venezuela. When I asked them why they did not read, they said they believed that reading was something boring, like a punishment.

Laura: Yeah, I think, it is similar in Ecuador.

Oh. They had to read. I mean, but it was so boring. So, they were never introduced to reading for pleasure. They believed, "I have to read this because it's for my career," for example, but it's not like I enjoy it. So, it was something like that. So, I believe that the problem is in the first levels of education. If we can change that and show

them that reading is actually something really interesting, that it can be done for their pleasure, and it entails, it would be different.

In the research that I conducted with the students, I introduced them to readings chosen by them. Yes, exactly. Extensive reading. And they loved it. I mean, at least in my classes, they were reading for pleasure. I was not giving them points for that. And they did it because...

Laura: You worked with our colleague that is working in the clubs and

Lidia: Yes, yes, Jimena, I heard that she was working with that, the thing is that we don't have time. But, yes. That is something I believe we should read for...

Laura: Since we are kids.

Lidia: For pleasure. Something that should be motivated in everybody.

Laura: OK, students' misbehavior or the lack of teamwork. Sometimes a low academic performance of the students' paperwork, as you tell me, and other aspects of some of the

challenges we have as English teachers. Which strategies help you as an English teacher? The strength, empathy when dealing with these issues with the students, especially nowadays. For me, it's been so hard.

Lidia: Yeah, we have to, as you are saying. If it is hard for us, imagine for the students. For example, currently, it's a special situation because we're dealing with a pandemic.

Many students, for example, they have... ahhhh... financial problems. So, it's not easy. It's not easy and sometimes. For instance, they say, "Miss, I couldn't buy the book because I didn't have money." And they are not making this up. I mean, it's real. They cannot buy it or "Miss I didn't have Internet because I hadn't paid for the service" or something like that.

So, it's something that we ... There is a word that best describes it. You have to be empathetic with the students because we have to think that we were students once, and we cannot forget it. And as you said, we have lots of things to do,

paperwork, stress, anxiety, and many things. As I told you before, we don't have to take that out on the students.

On the contrary, we would have to be empathetic with them, with their feelings, eh! ... I mean, to think how it would feel to be in their shoes. That's what I do. For example, something that helps me organize myself with time management is relying on other teachers. That is something really, really good. For instance, since we work with levels of English and I am in level five, I try to rely on my group, and I ask them, for example,

Laura: Is it difficult to you! I mean, for me it is.

Lidia: You know. Sometimes, I'm a control freak; I want to do it myself because otherwise, I don't know if it will work. But I have learned to work with others. So, what I do, for example... I have this colleague, Maria Christina, that is on the same level. So, she is good with listening activities because she makes them for the exams. So, I say to her, "create the listening tracks, and I do the readings." OK, yes, I like reading. So, she... she

makes those questions, and I make the reading questions. But then what we do is that I check hers, and she checks mine. In that way, we work.

Laura: Right.

Lidia: Yeah. In that way, it is less stressful because you don't have to look for all the materials. You check, and then you make suggestions. Maybe here I will include this and that. And in that way, we can help each other deal with all these problems.

Laura: Drink coffee. ¡Ha! ¡Ha! Ha! We're going to. I think that you have an idea about the next question. remember that I sent you a survey about this topic.

Lidia: As a question here. Yes.

Laura: OK, so these are some skills that we consider relevant in one study. And I would like you to choose two.

Lidia: OK

Laura: You would also consider relevant when you're teaching brats. We have asserting communication, problem solving, leadership,

collaborative work, that you mentioned, to learn new things, critical thinking that I also heard continuous learning. Ethics, morals and professionalism, organization, and time management that you mentioned.

Lidia: Only two

Laura: It would be three?

Lidia: It's difficult. It's difficult. The first one I would say is ethics, moral professionalism.

Laura: Mmm, I like them.

Lidia: because, you know. Teachers are shaping people's lives. We are trying to help them. So, we have to do it, I mean, in the best way possible.

We teach by example, so we have to show them that we are honest and fair and instill those values in our students. I have had cases, for instance, of students who are from other countries. In this case, I am from another country, but I have also had that in the classroom. I have had students with different religious beliefs, and they dress like that because of their religion and culture.

So, we have to promote that respect in the classroom. We have to teach inclusive values. You know, we must remain to be professional. Maybe we don't share what they believe in, but we have to respect and also, we have to make the other students respect each other. So, I think it is part of ethics and professionalism.

Also, we must make them include honesty in their lives. That is also part of that. How can I teach that? For example, when they write something and take information from the Internet, copying and pasting textually, they are not honest about that. We have to show them how to acknowledge other people's work.

We also have to teach them how to be empathetic with other people's feelings. So, I believe it covers many things, and that's why that's the first one that I choose.

For the second one... Ehhh... I would say continuous learning, as I told you before. We, as teachers, have to keep on learning. I always learn from my students, for example. I'm always

learning... I mean, maybe they said something that I didn't know, or they asked a question that I didn't know, and you have to be humble to say...

Laura: of course

Lidia: "I don't know it, but that is really interesting, I'm going to look it up, and I will give you the answer next class," Teaching new things is something that I love, you don't have to always go to events to learn, you learn from your class or by reading and look for new ways to improve. So, I think it always happens (that I have always learned something with my groups by reading and reflecting upon my practice). OK, so if I can choose three...

Laura: Yes, please, well, you can say more.

Lidia: I would ehhe choose critical thinking as I told you.

Laura: I agree as I have known you for a while.

Lidia: I like that because, as I told you, I mean, we can make a difference and help them think by themselves. I mean, not just because you are reading about something, it is true. Especially now

when they have access to the Internet and can read many sorts of things. They have to challenge what they see. I mean, they must question everything. I mean, think what you would do, why you would you say yes or no. So that's why. That's one.

Laura: Yes.

Lidia: So, I have three

Laura: four

Lidia: Ehhh... I will mention collaborative work also.

Laura: OK, that is a good one

Laura: Yes.

Lidia: So, I have three

Laura: Four? (Laura smiled at Lidia)

Lidia: Ehhh... I will mention collaborative work also.

Laura: OK, that is a good one.

Lidia: Yes. Because I believe that we need to rely on other teachers. We do. We do. I mean, it is teachers helping teachers, and it is the best. I mean we...

Laura: community teachers.

Lidia: Yes. It is like a community. And I love talking to my colleagues and sharing experiences. Saying, for example, "that student... did it like this, maybe I have to include that next time" We can help each other. And also, when I have problems with something, or I'm not sure, I can ask, "Laura, I don't know, what would you do?"

Laura: Aha, I do the same.

Lidia: Because I'm not sure. And I want my colleague to help.

Laura: Especially when I have to assess.

Lidia: Yeah, I know. And you also have to be humble to say, "OK, can you please help me? Because, for example, when checking compositions, I sometimes say: "I don't think this composition has a thesis but could you check?" So, I think it's also important. How much do I have? four

Laura: four would be great.

Lidia: and the last one, I would say assertive communication.

Laura: That's good

Lidia: because we have to be able to talk to the students in that way. As I was telling you before, so they don't feel ashamed. They are not embarrassed, but they are... I mean, I want them to be free to... to speak in my class. So, I have to be careful of the words that I use to make them do so, because maybe if I choose the wrong words, I may... I may scare them, and they don't participate ever again. Or perhaps I don't know. They could feel like the teacher does not recognize them, what they do. That's why I praise them a lot.

Laura: Yeah!.

Lidia: It is like a habit, the expression "very good," it comes out of my mind... out of my mouth, like, "very good." "Very good" or "excellent" or "great" because I love the way they feel. It is like I am helping them with their self-esteem. For them is like, "I feel good. I can do it."

Laura: Yes.

Lidia: So

Laura: In structure. You're a level five, so you don't have a problem with instructions, don't you?

Because in the first levels sometimes at my universities, it's hard. Sometimes I feel that they didn't understand, even though I think I'm clear. Don't you have these problems?

Lidia: Yeah, I sometimes check, I double-check, and triple-check the instructions. And what I do that has helped is that I explain them in class and then write the instructions. I learned these because I did it the other way around: I wrote first, and then the students in class, they, they didn't understand. They would say, "teacher, but you didn't include this" or "I'm not sure about that..." so what I do is that I say them in class, "Do you have any questions?". And from their questions...

Laura: Ahhhh you write them.

Lidia: Yes, I write them because they give me that input like maybe some things that were not clear. So, I change that when giving instruction, but there's always one student who, you know, doesn't pay attention or, you know...

Laura: that's ahhh! real life.

Lidia: yes

Laura: OK, so maybe we can go little by little. Two specific topics: teamwork and critical thinking. And how important is it in your teaching process?

Lidia: the ones that I chose.

Laura: no, these skills were taken from a study; students mentioned, for example, critical thinking and teamwork. Students think that we have... the teachers in this university, our university, that we have these skills. Do you think that?

Lidia: Well, eh... teamwork, but I mean, student's teamwork or teachers?

Laura: Students' teamwork

Lidia: OK, so right now, students' teamwork is complex because we are... you know they are not in the same classroom. Everybody's at home because we're teaching during this pandemic. So, it has been a challenge to make them work in groups.

I have tried, and I have succeeded in some cases. But in some others, it's difficult because they don't have the exact schedules, don't study the same careers, and don't see each other in the classroom.

So, for example, what has worked during this pandemic is to do it in the breakout rooms in Zoom, and I put them in zoom in small groups. And in that way, they kind of work like they would be working in a face-to-face class.

Something else is that sometimes they don't know how to work in groups because they are used to one person doing everything and the others like they put their names in their paper without having worked. So, what I do is I try to make sure everybody works by asking them questions. I do believe that teamwork is essential. Now is a challenge because... we because of the pandemic ... Laura: you already mentioned it.

Lidia: Yes.

Laura: And assertive communication too. So maybe now how important is Problem-Solving? This is a hard one.

Lidia: Yes.

Laura: Problem-solving in your instruction, maybe an experience that you have about this. And also, with an ethical attitude.

Lidia: Ehhh... I mean, we have to give students the opportunity to... ehh... work on their problem-solving skills that I think are also related to critical thinking.

Laura: Aja, Yeah

Lidia: They are related. What happens, for example, in English, they have to write an essay. So, in that essay, as it is a persuasive one, they have to convince me about something. What I do is that I present something interesting to them, and I want them to figure out how they will explain it to convince me. I mean, what will they do in that situation. For example, the last case we worked on in class was about if they believed that teenagers should be tried as adults or not

Laura: Mmmm, good one!

I presented some cases from real life. For example, there was a case, a very famous case of this kid. I don't remember the name right now. He was tried

as an adult, but he was just a kid. He was like 12 years old, and he was killed... George Stinney. That's the name! and it was many, many years ago. And I presented that. I asked, "what would you have done in that situation?" and they said: "well, but he was a kid, but he had killed somebody." And I pushed them. I wanted to make them analyze it and answer my question. They had to think, well, "what would you have done if you had been ...ehh, for example, the lawyer in that case?" So, they had to think about it, and it is connected to critical thinking.

Laura: Aha, but that is my question because they think they have developed critical thinking when participating in a study. OK, however, problem-solving, not, it's like ahhh a gap, and it's weird.

Lidia: It's weird. Yes

Laura: Maybe more study should be.

Lidia: Yeah, It's like something interesting, too. I think they are connected.

Laura: Me too.

Lidia: Maybe they do believe they have the critical thinking, but they have problems. When something...

Laura: Having them when choosing something to do.

Lidia: Yeah. Or yes. When they have to decide because sometimes the student, for example, in this case, that I'm telling you about, they are like "I know it's wrong, but maybe I don't know how to solve it." I mean, "what would I do? I don't know. But I am aware that is something wrong, and I can't say why."

Laura: it's more difficult!

Lidia: Yeah, maybe it's more complicated, perhaps it's at another level.

Laura: Leadership. What aspects of leadership are most developed?

Lidia: Ehhh... Well, I believe the teacher is a leader in the classroom; I mean, the teacher helps students... ehhh... guides students. So, the students see teachers as the people who drive

them. And that's why I believe it is essential.

Teachers also teach by example; it is not what you say but what you do. So, if you ask your students to turn something in, you want them to do it on time. What happens when you have to show them their grades? Do you keep your word and do it on time, too? You have to teach by example. It's like "the teacher doesn't give us the grades on time, but then she asks us to deliver the work on time," they may say... It's like you have to prove yourself a leader in all those aspects. I mean, you teach by example, and you help them. Also, you guide them. So, they look at you as the person who helps them in the classroom.

Laura: OK, then have the other one that is the characteristics. So here you can tell me which of the following features define you as a teaching English as a foreign language teacher.

Lidia: Again, I can choose and...

Laura: No limit.

Lidia: because I believe all of them are important, but they are also related. For example, I would say the first one is that I am passionate about what I do. Number three...

Laura: OK, passion.

Lidia: Yes, ehbbb... because I...

Laura: Aja, you already told me.

Lidia: I put all my efforts into making it work. It shows. If you love it, I mean the students see it... ehbbb... I am a creator of a suitable environment ... because as I told you, if the students are afraid of you, afraid of the teacher, they will not participate. And then I mean, if in a class the only one who speaks is the teacher. I mean, there's no... it's not actually class at all.

Also, a motivator, I believe... because we have to encourage them to learn, and we have to motivate them.

ehbbb... fair and ethical also because it's related to what we were saying about professionalism. And so, I think it's also important. Ehh... for example, when I say I think some of them are related,

because when I say passionate... For instance, I don't know, maybe it's just me, but I use jokes, it's like the sense of humor is important too, and I always try to be friendly with them. That "friendly" is also related to creating a good environment. And I try to be flexible as well. I mean, it's not like they are going to do whatever they want. But you have to learn how to negotiate because it happens, it's like: "teacher, but I was sick I could not come to class" I would say, "OK, what happened? Tell me." And you talk to them, and you see if you can help them, because, I mean, you have to be open so you can hear them out. "What do they have to say, and then you make a decision."

Laura: In one sense, expertise is a key characteristic of your profile person.

Lidia: That it's important, expertise. Everything is necessary because I don't think I'm... I'm the same person that I was 13 years ago when I started teaching, and I have learnt some things.

I remember, for example, that may be at the beginning I was trying to be like tougher because

as soon as they looked at me, they would say, "but she's like, yeah, she's so young and," I have had cases when the students are older than me. So, I was trying to be like strict like this really tough teacher because I didn't want them to believe that I was soft, you know?

But then I learned that that was not the way. The experience has... ehh.... by teaching many groups, it has helped me realize that you don't have to be angry in the classroom or tough so the students pay attention to you. I mean, there are other ways, so you learn that by experience. I mean, the book doesn't tell you how. I mean, you have to do it by practicing.

Laura: What about dynamic you didn't choose that right.

Lidia: Yes. Yeah, yeah.

Laura: Ohm but passionate and dynamic.

Lidia: They are connected. Yes, I believe, and I believe that. I mean, you have to be in the classroom. All in. It's like if you are with a passive

attitude, just like you sit there and you simply, say "OK, let's open page. 2"...

You know, you have to be like a motivator, which is also connected. It is like, "OK, you guys. Hello, how are you", for example, say "hello guys," and they say: "Hello teacher." And then "What do you say? I didn't hear you. Come on, wake up. Are you awake?" So, in that way, it's like they feel like you are there. I mean you... you are paying attention to them. You give them the energy that sometimes they need.

Laura: So, you spoke about being the flexible initiator. In a research study in Ecuadorian universities, the teachers consider themselves ethical and fair, OK? However, the students' insights aren't different. So, what do you think about this?

Lidia: It's interesting.

Laura: Hmm

Lidia: It's interesting.

Laura: We do consider this interesting.

Lidia: because maybe... maybe the students feel like the teachers have been unfair.

It has happened to me. Sometimes students feel that they deserve a higher grade or that the teachers favor the students who participate the most, like the good students. Maybe that's why they believe that. But that is on the part of the students.

But regarding teachers, I believe that we try to be as fair as possible. That's why we have rubrics. And we evaluate them using the rubric.

I have had cases like that... when the student says, "teacher, but I disagree." So, I say, "OK, let's meet. I can show you the rubrics. I can show you the video" because now we have the video. "I can show you the video. I can tell you what your mistakes were" I think that if we do that more often, the students will not feel that way. For example, we have to show them the... the rubric and say, "OK, but if you disagree, let's talk... let's talk about it. I can tell you why, because it's not something like I decided, I did it based on your

performance." And we have to tell them that. I mean, because sometimes we give them the rubrics and they don't read it.

Laura: Aha

Lidia: They don't read it. I mean, it's like they just see the grade.

Laura: now that we have the voice recorder. Maybe it would be nicer because they prefer listening than reading.

Lidia: I didn't know that. I mean, I'm going to use that voice recorder because sometimes I mean, writing a comment to 100 students, it's not easy. Yes.

So, I think what could be done in the future is to tell the students: "OK, please read the rubrics". I try to be as ethical and fair as possible. And also remind them to talk to me if they have a problem.

Laura: ahhh, students.

Lidia: Yes, yes. This is my belief.

Laura: Lidia, we have been speaking for about 100 minutes. I think we can continue the interview another day.

Lidia: Sure Laura.

Laura: Thank you very much for your time. Do you think next Sunday would be good for you?

Lidia: yeah, same

We interviewed Lidia in seven days. We were excited about knowing more about Lidia, and in this case, we were going to know about herself, her beliefs, and her essence.

One of the researchers told us that even though she had a personal image of Lidia, she would listen to her. In that university, all English teachers had to do a C1 certification, and Lidia offered her help to study.

She remembered how patient Lidia was and how she could clear in her explanations and tips. She remembered being terrified of losing her job if she had not got that level of English. This teacher gave her peace, support, and courage to keep practicing. Finally, after two trials, she got that certification. So, that is why, when she saw her name as selected to be a memorable teacher in this study, she said to herself: "she really deserves it."

Laura:

In this second interview, we offered Lidia a cup of coffee and a humita, a typical Ecuadorian dish made of corn.

Laura: Lidia, now we're going to speak about another perspective of our study, your English language teacher beliefs.

The subject, who is a teacher, passes through a vera that is ideological, political, and religious. All these elements constitute the school life of these teachers since every educational activity is a political act (Meza, 2009).

Lidia: OK

Laura: OK, the man is a whole, and he expresses himself like that, leaving himself the particularities of that whole. In each act, that being is revealed in its entirety. A system makes this man of beliefs that make him be what he is.

So, what is your perception of Lidia Govea? Who are you as a human being?

Lidia: Ehh...Well, you know, these questions. OK, these questions are always hard. When you

say describe yourself, I am like, "I don't know." I mean, I am, as I told you, I am a shy person, and I am shy in some aspects. But when I teach, I am totally different. I try to be... eh to motivate my students.

I am also passionate about what I do. I love what I do. I love my family. I try to spend time with them, I do not do it as much as I would like because we have jobs and things to do. But I love spending time with them, with my daughter. She's eight and I love her.

If you ask me, "what do you like to do?" I love reading. I like watching movies with my family. I love teaching because that's what I chose to do. I love reading and writing. I mean, I like writing, but I don't think I have time. I would have loved to write, you know, for example, more papers or other things, but we don't have a lot of time. And now...

Laura: You should do it, you should do that.

Lidia: And we have a lot, you have your daughter and your son, I have my daughter. They demand

time from us. So, I'm trying to... you know, because I'm not in my country, do the best I can here. I like it here. So, I'm trying to fit in. It hasn't been easy, but things have worked out for me, and thanks to God, because there are immigrants who are having a tough time. So yes, I am thankful for that. And I try to be grateful about many things because I believe that if you are if you are grateful, more good things come in your way.

Laura: your political ideology

Lidia: OK, I...I am, I think, conservative because I...I believe in the right-wing cause in my country, Venezuela; politicians were trying to make it into a socialist government, but it was more like a communist country, so I am against all of that because it was awful there. That's why I left. So that's why I'm on the other side, they are on the left, and I believe on the right because it had worked in my country until they came, and they messed everything up. So...

Laura: Religion, are you religious?

Lidia: Yes. I am Catholic. Yes, I am a believer in God, and I teach that also to my daughter. We pray every night. So yes. And right now, we cannot go to Mass, so we try to pray at home.

Laura: And do you consider yourself as spiritual?

Lidia: Well, yes. I mean, I because, as I told you, I believe in something greater than us. That is God. So, I also try to teach that to my daughter. I believe in that. I mean, sometimes eh... I know that it has... it has nothing to do with me. It has been God that has helped me through many difficult things in my life. So, I do, I believe.

Laura: I totally agree Lidia, we are here because of him, or as other people believe, due to the universe's energies.

Now, let's move on.

The moral dimension and the axiological values are considered as the third edge of this search; both are implicit in education, they are part of its praxis since education itself has an axiological character. The educational process is constituted in the generator of the practice of values; these

values change depending on the socio-cultural context in which the educational process takes place (Figueroa, 2003).

The teacher is in charge of instilling the practice of values in his students, for this reason, Ortega & Mínguez (2001) insist that values are affected by the low morale of some subjects.

Laura: OK, how are your moral principles are connected to your teaching philosophy? You have already told me. Do you remember maybe any experience about this?

Lidia: Well, I am a believer, as I told you, so that is important. We have to as teachers, because with each example, we have to have strong ethical and moral values. We have to teach that to students... eh... two cases that may be ...

I remember is that I had a student who had a different sexual orientation, it was visible. I mean, you could see it in the way he dressed, so I had to make sure that the other students didn't discriminate against him because he...

Laura: primarily because we work in groups a lot, and they have to be connected.

Lidia: Yes. So, some of them were more open, but some more were not. Thus, you have to try to make a balance. And I do remember another case because... eh... one time my neighbor, she was taking a class with me.

Laura: Really

Lidia: Yes. So, she was like, "because I'm her neighbor, it's going to be easy, she's going to help me." But then I said, "OK, maybe we're neighbors. Yes, we're friendly outside but I'm in class is different. It's different." but she... she, I mean she didn't have much problem but at the beginning, she didn't come to class because she was thinking that she was going to pass anyway.

.... Finally, she realized that she was not, and then she started showing up in class. And it's difficult because you do have a life outside, and you see this person. She lived next to me. But if you have your strong moral values, I mean, you stick to that.

Laura: OK, another value that you think that you transmit to

Lidia: Ehh... I try to transmit to my students... ehh... Honesty. I think this is important. I mean, they have to be honest, and they have to be true to who they are. Also, for example, if I have this student who has a different sexual orientation or, for example, different religious beliefs because I have had students who didn't share the same religion like the others. I once had a student. She was from Lebanon, if I recall correctly, so she dressed differently.

Speaker 1: Really

Lidia: Yeah, it was in Venezuela, because in Venezuela we have a lot of people from Arabic countries. A lot live there. So, you see them daily. But students' perceptions can be different, you know, it's like you have to teach them. I mean, I think first, honesty that's important. They do not have to change who they are to fit in. I mean, that's you. That's your religion. You don't change to fit in. And also... eh... they have to be, I mean,

empathetic, which is also related because if he's different than me, it doesn't mean that he's bad or he's not, he's just different. So, you have to accept that we... we are different. Everybody's different. For some people, you know, it's more evident because of the way they dress, but everybody is different in a way. So, you have to show them also to be empathetic with one another.

Laura: OK, finally, what challenges do you think fear in-service teachers will be dealing with? I'm referring English teachers, because

Lidia: Our future

Speaker 1: aha

Lidia: Ehhh... the same thing we are living now. I mean, we are going through a tense situation because we don't know what will happen. Technology, I think technology is here to stay, so technology should be included, I believe when you are teaching and when you are studying to be a teacher too.

When I was in college, I took one subject related to technology, only one. But I believe that now

more is needed because technology should be included when you will be a future teacher in just one subject, but connected with more. Technology is here to stay. So, we as teachers and especially the teachers ...ehh... the future teachers.

Laura: uhummm

Lidia: they have to embrace it. You have to embrace and know how to use it. Technology, you know, it can have some problems because the students get easily distracted by technology. When we were in the classroom, they had their phones and it was a problem because they were checking Instagram, tweeter, whatever. But you have to learn how to use it for your advantage. And that is something that should be taught, I think,

Laura: When did you decide to be a teacher? I didn't ask you that

Lidia: Ehhh... well, my mom is a teacher.

Laura: Ahh, there you go.

Lidia: My mom is a teacher. But I remember because, as I told you, I grew up with my family

on my mother's side. I had this cousin; she was born in March, and I was born in May. So, we are really close, and I mean, we have always been close.

And she was not very good at English, for example, so I started studying with her. I was like, OK, I like it. But as I told you also at the beginning, I liked more English than teaching itself. Yes. I mean, more than teaching.

I loved English. But then, since my mom was a teacher and with my cousin, I was practicing, and I was like, "OK, she understands what I say." So, I'm going to study that. But I always thought that maybe later I could be a translator or something. And not a teacher.

...But then when I was there in my professional practices, I saw, I mean, how you can make a difference, and I saw, I met many people, many great teachers who inspired me, like this teacher I was telling you about how he challenged me. I mean, and I finally said, "OK, I want to do that. I want to do that someday."

Laura: OK, a final message for our future teachers that you would like to tell.

Lidia: Well, it's hard. It's hard, and it's challenging. I mean it takes a lot of your time, but it's really rewarding it is really rewarding, and I think, we are nothing without the teachers. I mean, we can replace many, maybe, many other jobs but not teaching. I mean, we need that person there.

And right now, for example, my students tell me, "I miss my classes. I don't like it like this. I miss being there." So, teachers cannot be replaced, I think is one of the most important professions. And it's gratifying. For example, in Venezuela, I was teaching future teachers,

Laura: Ahh that is nice I do that.

Lidia: you know, it's nice because it's like, they are studying to be teachers, so they take it more seriously. I saw many of them, because I worked there for eleven years, graduate, and then they became my colleagues. So, it was gratifying to see that person there and to think I was her teacher. And then when they say: "thank you, Miss, I

learned many things with you." You'll feel like pleased.

For example, this semester, some students sent me a message saying "teacher, thank you for everything." It was really nice. And then you forget about not having the time you forget everything. So, it is enriching. I'm grateful for being able to do what I love. That is also something important. If you don't love it, you are not going to succeed. You have to love it.

Laura: It's hard.

Lidia: It's hard, but it's rewarding. If you actually love it, I think you will succeed because you are going to do your best. And that's what you have to do, and you have to do your best every time.

Laura: Lidia, it was my pleasure being with you and knowing little more about you. You helped me study for C1 certification one year ago, and I had the best impression of you. However, now I do know lots of more things, I understand why and how you transform into the teacher and human being that you are now.

Lidia's echoes

First, I want to express how grateful I feel for being chosen as a memorable teacher. It has brought me great joy to read all the kind words of my students, who are the "why" we do all this, and my colleagues, from whom I continue to learn every day.

Participating in this research has made me look at myself and introspect on everything that has made me who I am. My family has had a profound influence on everything I do, and my mom has significantly impacted my way of viewing life by making me believe that no dream was small enough. The environment where I grew, full of empowered women, also encouraged me to do my best to achieve my goals, and they were my best example.

Choosing the right partner is something else I am grateful for. My husband has supported me through my studies and every project I have decided to do. Together we have a daughter who

has become the main reason for everything I do, and she has brought light and purpose to continue doing my best.

My beliefs have always guided my life. I believe in God, and I can feel his presence in everything I do. I try to live by his commandments, and that has shaped me as a person.

One turning point in my life was becoming a migrant. Leaving everything I knew behind was an experience I never thought I would live. This circumstance has made me humbler. Being out of my comfort zone to start making a path for myself from scratch has made me question many things and self-reflect to strengthen this process.

Finally, I want to thank the researchers of this work. They have worked hard to put this together and have made me look at myself again, to introspect, a thing that teachers should always be asked to do.

Lidia's recommendations

1. Never forget why you started teaching. The work may seem arduous most of the time but never forget the reason you are doing it.
2. The best reward is given by a job well done. Seeing your students enjoy the class and learn new things is one of the best feelings for a teacher.
3. Never lose your passion. Keep the flame alive! go to seminars, look for ways to improve. We can always be better.
4. Build a support community. Teachers helping teachers is a powerful concept, and we cannot do it alone.
5. Remember that there will be good and bad moments. Do not be too hard on yourself, and there is always another chance to try again and do it better.
6. Always reflect on your teaching practice. Take moments to look at yourself. Listen to your colleagues, your students.

7. Be loyal to your values, honest, committed, and focused.
8. Keep your students motivated. Help them see that they can do great things! Be that voice that encourages them to keep going forward.
9. Enjoy your job! We are leaving a mark on our students, and there is nothing more meaningful than that.

Lidia's life story through photos



As a first-grader. Venezuela, 1989



With my cousin at school. Venezuela, 1993

As a teenager with my cousins. Venezuela, 1998



With my best friend at our Master's graduation.
Venezuela, 2011



At my Ph.D. graduation Venezuela, 2016



With my husband and my newborn daughter.
August 2012



With my part of my family. Venezuela, 2017



With my daughter, my mom and my husband in
Guayaquil. October 2018



Culminación del Programa Básico de Formación
Docente (Pbfd) 2018 - 2019



In a workshop at ESPOL, 2019



With my students in a language festival. ESPOL,
2019



With my colleagues and Friends from ESPOL.

December 2019



With my daughter Ana Valeria. January 2021

Chapter 4

Interpretation

In social science research, the use of life stories has developed enormously, allowing the articulation of subjective meanings of practices and experiences. This chapter is merely humanistic and presents the analysis, understanding, and interpretation of Lidia, her personal and social human reality, her uniqueness within a historical-cultural context that makes her special. We examine her reality based on her thoughts, feelings, beliefs, and values. We work with each of her words and those of her students and fellow teachers. We also tried to understand what we observed in her class and the previous information we had as a colleague and person, such as the woman who migrated from Venezuela and today is an adoptive daughter of Ecuador and sister of us Ecuadorians.

Colleagues' interviews

Lidia's colleagues agree that she is an excellent teacher. Some teachers or students look at her very young, even when she is in her forties. However, she has a lot of expertise and experience in teaching English as a foreign language. She is always taking seminars, courses, reading about new approaches, learning new technological tools to engage students, and researching when she has time. Nowadays, she is taking a Celta course with two of these teachers, which is getting a challenging but rewarding experience. They know that she would like to do more research, but time is a problem, and her students are first.

When asking these teachers to choose Lidia's abilities, they said that she has all of them. They considered that she had acquired skills and good teaching practices in all these years in which they have shared academic experiences. They do agree that she has some soft skills, which are remarkable in her practices and life. However, the most highlighted ones were: assertive communication,

collaborative work, problem-solving, and organization.

Lidia can make their students understand them as she uses a clear message. Wendy loves that she can express positive and negative ideas and even feel open and direct. One of her colleagues said she could make her students do what she wants, more than communication. That is being a natural leader.

Lidia is the kind of person that wants to cover all the content of all the units achieving all the learning aims. She is very organized and manages the time carefully when planning and then teaching. Furthermore, she wants her students to go beyond their learning English process, and she wants them to analyze things. She includes questions that make them think about life and possible solutions when facing problems or difficult situations in her classes.

Finally, an aspect that cannot be unnoticed is the way she works collaboratively and cooperatively. These three colleagues and this "Maestra Huella"

are part of a team group stipulated by the director of this English Institution. All the teachers agree that she always works collaboratively and shares teaching resources, ideas, and knowledge. She loves working as a team and offering herself to do different tasks.

Lidia has outstanding competencies and characteristics that allow her to be the teacher and person she is today. First of all, her colleagues considered she is an expert. Even though she is not a native, she got one of the best results in the last C1 level certification. One of the teachers commented that when she doubts the language, she always asks for help; Lidia always shares what she knows.

Lidia is an inspiring person, as Wendy stated. Why do we say this? She is usually innovating her classes: she wants her students to be engaged. She loves teaching English, and she invests a lot of time planning and preparing new material and finding dynamic activities every semester; she tries to satisfy her students' needs in each course.

Lidia is a patient, lovely and friendly person. One teacher said: "Lidia has a friendly face and a friendly personality" These elements allow her to be a real motivator, a person who can create a lovely atmosphere in which all her students feel free to communicate and practice this foreign language. It is something complicated to do as sometimes students are reluctant to speak in front of others. Having all these skills and characteristics has allowed Lidia to be this great teacher who unconsciously transmits and teaches her students how to develop them or, in fact, the importance of acquiring them during their academic and professional lives. As it is said: "no one can offer that they do not have."

Lidia has a strong identity. She has some beliefs, and she lives according to them in her personal life and professional one. She has been able to integrate what she thinks into herself, which is something her colleges perceive and admire. Also, this happens with her students. As one teacher told us, Lidia usually receives messages from her

ex-students or her current students. They show gratitude or pleasant feelings, and that is something that is the best for her.

There is an agreement that Lidia is an exceptional person who believes in something and applies that in her life. As a premise, Lidia's colleagues shared with us that she is more than a colleague. They consider her a friend, and I would say this is true as they interact inside and outside the university, they are there for each other, and you can feel a lovely feeling in that group. I have to say the work next to my office. Consequently, they feel free to openly express their political ideology as they are confident enough to discuss this kind of topic that is not concerned with students. So, all of them know that Lidia is against politicians who lead her country. She dislikes how they have been managing Venezuela in the last 15 years; she is sad about the chaotic economic and social situation some relatives and friends are living there. She needed to migrate to get a better future, especially

for her lovely kid, and she would like things differently.

"It is not fair that people don't work or live a life that they don't deserve!" She favors honesty and responsibility, and there is a crystal connection between her political beliefs. Her teaching practices are that she cannot tolerate students who get a good grade by cheating or without effort, especially because she always offers opportunities to make up quizzes or individual tasks to get a good grade. Furthermore, she believes that the government must provide options so that everybody can work.

Her colleges perceive Lidia as a catholic human being, not just because they have heard that from her but also because she practices the basic rule of this religion. This rule is a precept in Matthew's Gospel (7:12): "In everything, do to others what you would have them do to you." It means that Lidia treats others how she wants to be treated. Cristina claims that Lidia's teaching approaches and spirituality are joined as she treats her students

as human beings and just as simple students who learn a new language.

These three teachers recognize Lidia as a virtuous person and teacher, which is a must when teaching. As a Catholic who practices what she believes, Lidia can evangelize in values, offering them an example that luckily could be followed by her students in the future. All the teachers love how humble she is; even though she is an expert in her field and has a doctorate, nobody knows that, just her closest friends. She is also seen as a respectful lady; she respects people's opinions, she can kindly express positive and negative ideas being open mind to learning new things. She never argues with people in her job, she always tries to help those who needed, and she is so humble.

Last but not least, she promotes ethics and fairness in her classroom. One of the teachers told us that she treats her students in the same way, she doesn't allow them to cheat, and when she makes a mistake, she accepts her fault-finding as soon as possible to solve the problem immediately. We

would say that Lidia has left traces in her students as they enunciated, but she has also conquered her colleges' hearts with her attitude and lovely daily deeds.

Students' interviews

Teaching training plays an essential role in the professional life of English teachers; although this is not the key to success they have with their students; good professional training is reflected in the didactic way of teaching. In the case of our "Maestra Huella", we realized that she performs a well-balanced link between theory and practice, making the classroom into fictional settings that transport her students to an imaginary world. This world is where the pedagogical habitat becomes present as if they were selected films for the context in which they are involved with their students.

The playful aspect of learning is summoned to the pedagogical invitation by our Maestra Huella; play is also constantly present in the classroom. With this strategy, the teacher returns the illusion to her young students through the ludic practices; our teacher allows fantasy to be one of the emotions that young people most yearn to recover in their lives. In addition, it is through games that you are

invited to work in associations, by affinity or selection, trying at all times to plant in them the value of solidarity, respect, and collaboration, all of them covered by the subtle and imperceptible ethics of accompaniment (Mélích & Boixander, 2010).

Passion for teaching is present when interpreting what young people say about Lidia, their passion for listening to her classes, and her love to teach; the teacher would not exist without her students and vice versa; it is like the grandfather's paradox (Barjavel, 2014). It is a shared action where passion is presented in the infinity of those alternate lives that can only be told through passionate teaching and enthralled listening; what does Lidia have to transmit that passion in children? This is the question we ask ourselves when we reread the interviews performed to her students.

Positive language is one of the most valuable devices in the world; with it, we can avoid a war or heal a sick person; a beautiful phrase that comes

out from the lips can convince the most skeptical of men, or they can enthrall whoever listens to it. It has great importance in the functioning of our lives (Castellanos, 2017). Nowadays, people refer to assertive communication in the classroom, and this teacher has plenty of this skill. Our interviewees say: "she is a teacher who brings honey in the speech"; at the same time, her speech causes an invisible connection that kindles the fire of passion in her students. When we say that she inspires passion, we mean the desire to see her again in the next class, to listen to her speech again. She is embroidered with a mixture of colors of the heart and mind regarding a language traced in the path of what they are interested in knowing, without losing the thread of what they should learn.

Regarding the second dimension of our study, the human being is there to become a teacher. Here along with him a system of beliefs, she brings with her, the teacher. In the case of Lidia, her family pedigree assures that her name will shine covered

with imaginary unfading hugs that her students grant in a gesture of gratitude to their teacher. "She is an exceptional human being," says one of the students who was interviewed; we return to our thoughts and feel it is the most beautiful serendipity we have found in this study. Knowing that the teacher whose students chose as a Maestro Huella makes her students refine the most beautiful words, which causes immense joy everyone since we are sailing towards fertile lands in the teaching of English!

Lidia is "affectionate." How delightful it is to hear this word from our interviewees. How many times have we seen ourselves in the embarrassing task of listening to interviews that account for that lack of feeling affection for the other, of giving appreciation here, at this point. We remember Claude Steiner and the "capital of caresses" where a man needs the caress, the kind looks, the pat on the shoulder, the voice of encouragement that many times we receive and that pushes us to continue (Rovira, 2015). This is what Lidia

transmits to her students when they say, "she is affectionate." They refer to that recognition that she grants them as an act of compassion for them, understood as feeling the passion that the other feels, the feeling that appears when we witness the suffering of the other (otherness seems here), and that calls us to assist them (Goetz et al., 2010).

Respect is a word to redefine the whole world; for many, it is a utopia; for us, it is a seed to cultivate, an exercise to practice, a work of art to carve. In the case of our Maestra Huella, it is a life philosophy that she leads where she walks, and her students point out that it is one of her most beautiful attributes. Lidia is synonymous with respect; there are many studies where students consider that their teachers' respect towards them is a primary value for harmony in the classroom (Esquirol, 2006). If we look back, we will realize that otherness comes into play again and, with it, the system of beliefs of that structures man; if we look at Lidia from her students' voices, we realize that she has a system of beliefs forged in values.

Honesty goes hand in hand with professional ethics, and thus it is part of the teacher's ethics for our interviewees. Lidia is an honest woman with whom you cannot negotiate actions that contrast with honesty. These moral values (Mercantete & Martínez, 2020) allow the brickwork of the teaching profile of our Maestra Huella, who makes coherent paving between her convictions, attitudes, and actions, and that is declared and confirmed by her students.

One of the discussions that arise today is intelligence versus discipline. However, that is not our study. We bring up the approach to deduce that Lidia can make them both coexist without prejudice for the students. Lidia is a wise woman, but she is very disciplined (In fact, all Maestros Huellas from the universities of Ecuador have the value of discipline), which allows her classes to be systematic and flexible, organized, playful, strategic, and changing according to the circumstances. That makes students feel confident that the process is on track. Discipline is the

product of character forging within the family (Oliva & Villa, 2014).

At interpreting the interviews carried out with the students of our Maestra Huella, we can say that the teaching profile of Lidia Govea is a multidimensional embroidery where the vital warps of life are woven into her teacher training. Her system of beliefs accounts for a strengthened woman in spirit.

The ethics and morals of a human person are connected to their teaching from the heart of her home with the deepest values.

Lidia's interviews

Describing Lidia's childhood, being an only child raised by a single mom, Lidia learned affection by being surrounded by her mom's relatives, primarily women, who taught her perseverance and hard work. In her early years, that balance between love and discipline helped them see herself as another strong woman in her family. We would say her relatives were her first role models

to follow. Her family support has been one of the core aspects to build her system of beliefs.

Lidia had that call for learning English at a young age where, at the age of sixteen, she decided to start her studies to become an English teacher in Coro, her hometown in Venezuela. That grit inherited from her family inspired her to move on and take on a master's program in teaching English as a foreign language. That increasing love for learning to be a good English teacher had the basis of a sustained balance that let her have her own family and settled for a couple of years.

The political and economic situation in Venezuela was not odd for her. Eleven years ago, her husband arrived in Guayaquil, and even though she had a tenure position, she gave it up to be with her husband.

By far, we can see, the balance she was raised with was the north to bring the closest women in her life: her daughter and her mom.

Time has passed, and she is still working in the same university where she was first offered a

teaching position job. Now, she has a Ph.D. degree.

Lidia may have specific patterns about how to deal with reality. However, the balance in her life allows her to move beyond and being there for her students. She can identify when a specific pattern does not fit the standard group. One of the most remarkable adaptations she makes when dealing with struggling students who need better learning guidance is that you learn by practicing! This mindset is also evident in keeping the communicative approach as the north of her instruction. This role changing is also fascinating since students need to be fostered in class to participate. Implementing flipped classrooms has increased her class participation, where Lidia has set the responsibility to primarily rely on the students. Lidia's customization of instruction reminds us of Stephen Krashen's affective filter (1978) remarks that teachers need to create trusting environments so that students feel safe enough to interact in their new language by

admitting that mistakes are part of the learning practice.

This pandemic has turned education into different modalities that took teachers outside the box. Lidia is one of those teachers who implemented technology before the pandemic to be ahead of these changes.

Despite being familiar with technology, she first felt afraid of the overwhelming situation of implementing specific videoconference tools to contact her students through those synchronous sessions. She did it, and she succeeded. She included what she needed for her classes and improved her skills with games to keep students engaged during the online instruction. Moreover, she feels optimistic about the use of technology in different teaching scenarios. This aspect is part of her interest in research that keeps her updated with new trends and modalities that work in other teaching contexts.

Another aspect that keeps her interested is action research. Lidia keeps herself updated with what is

being done and shared through action research. For her, that is the best way to know about a specific situation that teachers may not have dealt with. To understand what other teacher-researchers are doing is by reading. She thinks she can develop her literal and inferential competence through reading, which can be used inside her classes to make inferences.

Lidia's balance between her professional and personal life has influenced her attitude towards her professional development. Regarding the 21st century skills demanded in each professional, Lidia mentioned ethics and being professional. She manifested to be an open-minded teacher where she tolerates students with different religious beliefs and cultural backgrounds. Having this attitude, she says, shapes people's lives to help accept and respect each other. Being honest is an aspect that matters to her, and the best way for students to learn this aspect is by their teacher. Lidia admits she leads by example so that her values are always present in her instruction. A

good example of honesty in her class is showing her students the importance of mentioning other authors' work to avoid plagiarism. She remarks that, by doing that, she helps her students realize that it is better to include other people's work as theirs so that her students could grow a sense of honesty.

It seems Lidia has the profile of servant leadership, a leader who does not demand an administrative role; on the contrary, she causes a positive impact on her students' lives just by the way she leads in her classes. In this sense, she states that the most relevant role model is what you do, rather than what you say. For example, she quotes, she could not demand punctuality if she is always late. With this in mind, students learn from your responses to daily life tasks and attitudes towards your job and the service you provide. Overall, you need to be a leader in all the scenarios students can see you, not only in the classroom.

Regarding her beliefs, Lidia sees herself as a conservative human being against any form of

communism. This belief was her starting point to leave her country and those thoughts of a socialist-like country that gave her and her family an awful time. She also sees herself as a believer. She believes in something greater than us. To her, that is God. She prays with her daughter every night and teaches her how to have that unique contact with God without going to mass. She argues that God has guided her through the years to overcome the obstacles she has faced in her life. Lidia's moral dimensions and axiological values have relied on her strong ethical and moral values. More importantly, she believes her students need to learn those aspects. It seems there is a sense of balance to approach, and Lidia has shown that balance with her students when she works on their tolerance and acceptance of diversity in a class. With this in mind, everyone is welcome in her class. In conclusion, you could see beforehand the substantial contribution she inherited from the women in her past to mold the English teacher she has become.

Lidia's class

Lidia Govea begins the zoom session class with her sweet voice by asking her students how they were and what they did with their homework. Even though some did not do them, she (as usual) motivates them to keep practicing and finishing all of them for next Tuesday.

The teacher starts teaching with an open question from real life, which engages students in the topic they study. She brought a friendly technological tool that shows that she has been trained to learn more about the technical resources and teach her classes as she always does: dynamics and entertaining.

As this is a virtual class, some students do not have their cameras on. However, Lidia encourages them to participate, waiting some more seconds for answers.

In general, Lidia, who manages English very well, teaches, allowing students to build the knowledge that will be applied in future oral or writing tasks. We could appreciate that her classes are planned

carefully, make the best use of all those 110 minutes of a virtual class, and use the syllable's content.

When teaching, this marvelous gives clear instructions and explanations using a basic and straightforward language even though those students have an advanced level. She promotes critical thinking, including a few minutes of discussions from a question that emerges from a grammar practice. She also let students give a possible solution to that problem.

She reviews the class explaining that they will use the grammar and vocabulary they learn today at the next level. She also reminds them to keep practicing at home. The time is over, but a student has doubt, and she stays and helps him. She is friendly, kind, and respectful in the classroom, and what is better, she takes care of them.

Chapter 5

Last ideas

We are closing -for now- this investigation and with this book, we hope that, like us, you can meet the person, mother, daughter, wife, friend, and professional who is one of our Maestros Huella and from whom we interpret her profile as an English university teacher. The research project tried to understand that profile, and our goal was to finish the investigation, present the report and close the page. However, as the days passed, the stories from one source and another and Lidia's voices transformed us. We are not the same before being immersed in this adventure: we are part of Lidia, and we are sure that this research has much human nature, many sensibilities deserved to read; therefore, with Lidia's permission, we decided to tell them in this book, a book that follows a coherent methodological sequence and a narrative that we hope you interpret from your intellectual and sensitive grounds.

Today we have a teaching profile built with that multidimensional vision that allowed us to unveil other truths. For this and more, we dare to present

some suggestions - from the researchers - to the readers, leaving the spot open to hearing their voices.

Conclusions

Lidia has solid professional training, and her status as a teacher at a prestigious public university in Ecuador results from her postgraduate studies, international certifications, and constant continuous training through attending seminars and workshops. This professional background is reflected in the research she is currently doing, participation in the writing club at his university, and the international certification she is taking. Fulfilling this substantive function of the Ecuadorian academia makes her deserve the respect of those who know it, and we adhere to that respect and admiration.

Throughout these years of university teaching, Lidia has acquired and developed educational skills on planning, choosing teaching strategies and techniques, constant interaction with and among students, and different types of evaluation. As we have seen throughout this narrative, English teaching offers teachers these subject

methodologies and techniques with international standards that go one step ahead of other subjects in higher education in Ecuador.

Some students come to Lidia's classes without good foundations in the language; this issue offers Lidia the challenge of motivating them day by day in a subtle way, with kindness, love, and humility. This passion for teaching is evident in her class dynamics, with her friendly, patient, empathetic, and assertive profile. All these qualities were obvious in observing his classes. Lidia's students expressed how she has managed to reach inside to leave this seed of wanting to learn English in one way or another.

In her teaching training, Lidia's family system had a lot of influence, which was inspired by teaching because of the hard work that her mother and family environment gave her with much love. Another aspect that also influenced his teaching training was his love for the English language since his childhood.

Lidia is close to an ideological edge in politics, especially because she comes from a socialist country with a lot of poverty and economic problems, which motivated their migration to Ecuador. In educational policies, he has a very well-defined concept that he applies in classes without discussing it with his students. This concept is aimed at the student working for their grades and earning them like everything else in life. On the other hand, religion is a personal seal that is part of this teacher's identity. This identity makes her be and practice teaching based on those principles of her religious belief; her spirituality is most denoted in her, which was present in each of her stories. Ultimately, this teacher's belief system is part of Lidia as a human being.

Values such as honesty, respect, justice, humility, empathy are part of Lidia's life. It was evident how these life principles are intertwined with his good teachings inside and outside the classroom. These aspects are how we see that Lidia's teaching profile is a multidimensional, personal, and

unprecedented construction. Lidia showed simplicity throughout the research process; she does not presume for anything (in our interviews, we just learned that she has a doctorate in education). On the contrary, both colleagues and students agree that she is always ready to help and serve.

We were ecstatic and exhilarated to finish the study of this beautiful person and teacher footprint. In the beginning, she told us that she considered himself "dedicated" and we were able to verify this throughout the entire investigative process. A shy and humble woman by nature who empowers herself when teaching by being an innate leader, a woman with great tenderness, but at the same time disciplines with her students, but above all fair and ethical with each one of them. By interpreting her words and experiences, we have gotten to know her more thoroughly, which gives us a glimmer of light, hope, and motivation in our work as teachers and researchers.

Lidia's family system influenced her teaching training, which inspired her because her mother and family environment gave her much love. Another aspect that also affected his teaching training was his love for the English language since his childhood. Lidia has an ideological edge in politics, especially because she comes from a socialist country with poverty and economic problems, which motivated their migration to Ecuador.

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On the other hand, religion is a personal seal that is part of Lidia's identity and makes her be and practice teaching based on those principles of her

religious belief. What is most observable in her is her spirituality, which was present in each of her stories. Ultimately, this teacher's belief system is part of Lidia as a human being.

Values such as honesty, respect, justice, humility, empathy are part of Lidia's life. It was evident how these life principles are related to her good teachings inside and outside the classroom. This is how we see that Lidia's teaching profile is a multidimensional, personal, and unprecedented construction. Lidia showed simplicity throughout the research process. She does not presume anything (in our interviews, we just learned that she has a doctorate in education). On the contrary, both colleagues and students agree that she is always ready to help and serve.

We were ecstatic and exhilarated to finish the study of this beautiful person and teacher footprint. In the beginning, she told us that she considered herself perseverant, and we were able to verify this throughout the entire investigative process. Two of her main traits are shyness and

modesty, combined with her ability to lead her classes with kindness, ethics, and fairness.

By interpreting her words and experiences, we have gotten to know her more thoroughly, which gives us a glimmer of light, hope, and motivation in our work as teachers and researchers.

The genesis of an idea

Friendship and coffee time

Laura

Every Friday, we met in the Sweet and Coffee, a coffee shop in Víctor Emilio Estrada Street, with Lenin Mendieta and Martha Castillo. It had become a habit to chat about the minutiae and situations of life, about our experiences as professors in the different universities where we practiced. It was so lovely talking to them. I say without hesitation, they are two excellent and passionate teachers.

I am a commercial engineer, and I have been an English teacher for 20 years; today, more than yesterday, I think this is my profession because I feel fulfilled. I identify with the teaching world; I remember my childhood when my mother sat in the afternoons to teach us English with patience and love. It was that way of learning that led me to love teaching.

Having a cappuccino and a strawberry pie, as usual, Lenin told us that he had a research project

to interpret the epistemological profile of the university professor. The truth is that Martha and I did not understand very well what it was about, we spent three hours listening to it, and he looked so convinced of everything that he said. He encouraged us to study the profile of English teachers too. So, we were curious about it.

Marthita and I spoke about Lenin's idea, and we decided to do this study, but I told her not just to reply with our teachers but also with colleagues from other Ecuador provinces. She nodded with a smile that did not reach her eyes and suggested inviting our fellow masters like Magali, Silvia, Alan, David.

That night, without planning it, both Martha and I went to the pages of the blessed internet to look for the epistemological profile of the teacher. I remember myself reading until three in the morning, and every time I got deeper into literature. I read Denzin and Lincoln, Gabriel Murillo, Luis Porta, Cristina Sarasa, Óscar Lewis, Martha Yedaide, and many more. They spoke of

constructing life stories from everyday life, interviewing ordinary people to identify their realities, selecting memorable professors from their universities, and interviewing them. It was a world that I did not know, and that encouraged me to visit. Likewise, Martha had done the same. She called me at 7 AM and said: "Laurita, there are no studies about the Ecuadorian English teacher profile."

After that, I felt a relief inside me when a child exonerates her of some mischief that she knows she did not do. I asked Lenin to help me put all the pieces together. We presented a proposal at the University of Guayaquil; we called Martha and explained the idea to her; she expressed being delighted to participate in this project. So, Lenin called some teaching friends from other universities in the country.

We contacted English teachers we knew. During a seminar at the beach, one university from that province was also interested in participating. After three months, we had put together our project

proposal. Please, no one dares to wake me up! It seemed to be an absolute dream that I was living. Fourteen months have passed since we began this journey of the biographical and autobiographical accounts of the English teachers at the different selected universities with their imprint teachers. Of course, we followed the recommendations that Cristina Sarasa made us the day she treated me very courteously; that call illuminated my path, which was in a bit of darkness yet.

We have interviewed twelve unique and memorable teachers, their academic peers, and students who intellectually and emotionally touched them. We are convinced that we have to tell our country and the world about these human beings, so we present this short text.

Martha

It was October 2019 when Laura and I first contacted some of our colleagues through phone calls who were excited with the idea of describing our profile as English teachers. As a teacher who has attended different international events as a

TESOL member, there were two keywords in my mind regarding our attitude: diversity and voice. Variety in accepting living in a small country with varied regions and a sense of cultural awareness. Second, the need to hear what our colleagues think from their unique perspectives leads us to listen to our own voices. In simple words, I saw this project as the opportunity to show what other teachers are doing, learning, and sharing on behalf of the Ecuadorian English teachers.

We invited them for a first encounter at the Research Department of the Faculty of Philosophy that year, and it was an excellent time to reinforce partnership with them. Laura, Lenin, and I described this project's initial idea and promoted good practices for other in-service and pre-service teachers. For the first time, I was part of a meeting with familiar faces, friends, and colleagues on behalf of their universities to agree on working together from our universities to describe our profile as English teachers.

I remember the Dean of our faculty came into the room and introduced himself by highlighting the importance of our role as language educators to promote our undergraduate students' communication skills to fulfill their professional background. I felt his support, and he invited us to sign an intent letter to express our willingness to participate in this broader study.

That first meeting provoked a movement of enthusiasm and hope for better service. I remember I said: "Let us have academia as our north" before we took our first picture together. Magaly, the head of the English Department of the University of Azuay, smiled, and we hugged each other in the formal photo with our Dean. Then, we shared our pictures of each of us signing our letters of intent. I would say that was a memorable day to make bonds with friends.

This first meeting provoked the second encounter in January 2020, where Laura, Lenin, and I designed the Socratic Dialogues. After an international event that the Council of Creative

Education invited me to in Tampere, Finland, I had that idea. As far as I know, there has not been an event like this before at the University of Guayaquil. There, the Socratic Dialogues was an opportunity to argue about certain aspects of the profile of an educator through a question-and-answer method that boots deeper reflection.

For this time, Lenin assisted us with the event's logistics, "First Socratic Dialogue. Leaving indelible traces: EFL good practices, training, and more," and saw English teachers talking about English language teaching. Laura was the presenter of the event, and I was the facilitator who guided the session. For this event, we invited English language teachers from local universities who experience the three segments of the Socratic Dialogues: conversation, strategic discourse, and meta-discourse.

The event had a significant impact on the guests when they described their first years of learning the language, how they became professionals, and shared details for the first time. It was also de

chance for one of the teachers invited to recognize another guest who was his teacher in her first years of learning English. In the end, that was a memorable night of learning and sharing, plus having the chance to be with a great audience who recognized our mission as educators.

Laura and I shared the first results of this research in progress in the Third International Symposium organized by one of the majors of the Faculty of Philosophy. I would admit it was the first time we described the first outcomes of this reflective profile of Ecuadorian English teachers.

This event took me back to my Educational Leadership classes at the master's program I was pursuing, where I learned the term "presence". This term is used to analyze the impact of a teacher in their community. In other words, it means "being there" for their students, their philosophy, and their own commitments. Thus, it seemed that Laura and I did have the chance to show the best of our profession with the values and best practices found in the initial outcomes.

Lenin

Jacinto Calderón, the Dean of the Faculty of Philosophy of the University of Guayaquil, invited me to head of the Research Department. I did not accept his invitation until the third time he insisted. On that occasion, Jacinto, in a firm tone, asked me, Well, what's the matter with you? Don't you want to be the director? "I didn't want to because I know the peculiarities of the university; it is more political than academia-focused. I went up to the Dean's office and said I accepted but with one condition: Let me organize that department the way I think it should be.

This anecdote is how the story of this research begins. After discussing with Martha Castillo and Laura Mariscal, we established some guidelines to follow. It was to make the first approach with English teachers from the universities of Ecuador, whomever we could contact. By that time, my friend Jacinto Calderón had already resigned from the Dean's office and abandoned me in terms of

the unconditional support to rebuild science in the faculty.

With the arrival of the new authorities, Laura submitted a research project which the Academic Council of the Faculty accepted. The Dean signed a permission letter to interview the colleagues and students in the faculty. In addition, the Dean of the Faculty signed an intention letter to expand this research with colleagues from six universities who decided to take the lead. These documents rest in the Research Department of the Faculty, and we also have a copy of these documents.

The acceptance of this research project allowed us to hold the event called "First Socratic Dialogues: Leaving Indelible Traces: EFL good Practices, Training, and More." We invited the twelve selected English teachers and the heads of the English Departments from the universities considered in the research project for this event. During this Socratic dialogue, teachers told us about everyday situations related to their

pedagogical practices in their respective universities.

This first encounter meant searching EFL teachers' intimate territories that we had in front of us to explore a mine of diamonds. Overall, we took advantage of this project to know, understand, embrace, interpret, and re-appraise those English teachers, who had been anonymous until today.

Time passed by, and we began to build our theoretical and methodological framework. The first interviews with teaching peers and the "Maestro Huella" started; as a result, Martha and Laura presented their first research findings at the Third International Education Symposium held by the University of Guayaquil. They gave an account of the research process in terms of theory, methodology, and within this, the information collection devices and narrating in fine brushstrokes what the teachers were telling them in the interviews.

That cup of coffee we had one afternoon with Laura and Martha bore positive results. The friendship we cultivated and the vital spaces we share encouraged us to continue researching- which allowed us to submit the first book out of twelve that we will submit- from the collection Indelible Traces with the title "Lidia Govea and her life stories. "

With the premise that I am not an English teacher, I would like to say that I think that English teachers are different from other university teachers. They have a pedigree that makes them unique, although they have heterogeneous characteristics from other university teachers. We state that, if we become aware that our present must be written, we can be certain that followers will read and interpret the trail left by our English "Maestros Huella" throughout their path for the universities of Ecuador.

We, as a research team, are aware that we must write our present. In this way, followers will read it and interpret it in the nearer future. With this in

mind, these future colleagues would have a trail left by our English "Maestros Huella" throughout their path for the universities of Ecuador.

I Socratic Dialogue: "Leaving indelible traces: EFL good practices, training and more."

On the evening of January 7th, 2020, English teachers from different Ecuadorian universities joined our first event to reflect on the indelible traces English teachers are leaving in higher education. In this Socratic Dialogue, we began with an open question: "What makes English teachers different from other teacher-related professions?"

All the participants voluntarily had the opportunity to discuss teaching English as a foreign language and how they have faced some situations in the last years. In addition, some

quotations about famous TESOL experts were exposed and discussed, for example:

When I earned to ignore the illusion of control and eliminate traditional grading methods, I knew I could no longer stand in front of students and lecture for most of each class. I also knew that I could no longer dictate precisely how my students would learn. Therefore, it was imperative to the success of a student-centered classroom that I move to the side and allow my students to become the focal point. Barnes, M. (2013).

How do I maximize time for learning in my classroom?

- English teachers have moved from the grammar, direct method to the communicative approach. In what ways can we say an English teacher has innovated his philosophy of teaching?

- To what extent does thinking outside the box help you widen your mind?

- To what extent does our lack of experience or peer collaboration react towards students' success?

Many students are reluctant to take risks or make mistakes in front of their classmates. This attitude is natural and understandable. However, it's our responsibility to make sure our class atmosphere is one in which students will feel comfortable and safe.

To do this, encourage effort and support students in their attempts to communicate. A student must never feel that they are struggling alone without help. Listen attentively, provide language where necessary, clarify, if need be, and give students the time they need to feel that they have been listened to and acknowledged.

Furthermore, we need to communicate clear expectations of how students will interact with each other. Model the fact that we respect our students and that we expect our students to respect each other. It is not hard to do this, but it requires mindfulness and consistency. Mares, C. (2015). *50 Ways to Be a Better Teacher: Professional Development Techniques*.

- What traits do you consider as essential in English teachers to leave a path for further colleagues?
- How can teachers build a community of peacemakers?
- What topic / Special Group of Interest do you consider new in-service teachers need to learn/be part of?

Professional development can only affect teachers' and students' learning if it involves the entire community. Knowledge about teaching and learning can only be helpful when embedded in posing problems connected to the daily puzzles of shared situated practices. In this coming together to analyze and attempt to solve these challenges, new meanings are negotiated and reified. In allowing community participants to rename their method, these new meanings allow for different forms of scaffolding to take place, which will, in turn, propel professional learning.

In contrast, many current professional development set-ups take the teachers out of the

community into a training room, where they are instructed on how to do things differently, expecting that they will understand and be able to apply these ideas. Teachers' attempts at learning with this interaction are artificial and decontextualized.

Also, these events generally center on qualified teachers' work and seldom involve aspiring teachers in the process. This statement means that what aspiring teachers experience in the teacher-education classroom also fails to faithfully depict the actual reality of the institutions where they will work in the future. In weaving these strategies together as part of the fabric of teacher-education courses, it is expected that aspiring teachers will be a step closer to reality once they graduate, thus making their professional learning more relevant and accurate. Diaz – Maggioli, G. (2012). Teaching Language Teachers. Scaffolding Professional Learning.

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According to your experience, when is professional development relevant?

- To what extent, PD impacts scaffolding to take place?

- How seriously do you take PD for your profile?

If you have developed an efficient system and put in the time and effort to make it practical and moral, it is worth sharing. It's essential to stand before peers and say, "This is our teaching context, principles, desired student learning outcomes, curriculum, approach, and how we implement and coordinate what we do". This is an opportunity for peers to reflect on their practice and validate what is done or see how things can be different. For presenters, it's a chance to reflect, distill, and articulate current practice and get feedback from peers. For presenters, it's a chance to reflect, distill, and talk current practice and get feedback from peers.

Submitting proposals for conference or workshop presentations makes us more invested in what our peers do and do. However, when feedback only

comes from the institutions where we work, it can be limited. Input from external perspectives can provide new and sometimes better ways of doing what we do. Mares, C. (2015). 50 Ways to Be a Better Teacher: Professional Development Techniques.

- How can you assess research done by Ecuadorian English teachers?
- What hot topics do we still need to talk about in conferences?
- Who can submit proposals?
- What do we get in return by sharing what we know?

III Simposio Internacional de Educación

Laura y Martha 2020

In this Symposium, which was in 2020, we had the opportunity to present our project and its first findings. We shared the background of this project: The teaching profile of English teachers is a subject that has not been investigated in Ecuador. Although this may be true, there are similar investigations in other countries. For this reason, it is an unpublished work if the subject is unpublished even though it has characteristics that make it familiar to others. Furthermore, the English teacher is a transformer of the students' social reality. They can offer the learning of a language that has become very necessary in the global context. This language is spoken as a second-most expressed language by more than 20% of the world population, the third about the total population. The English teacher implicitly carries out the enculturation while teaching the language; despite this, we have very little

knowledge about the "Teachers" as they are colloquially called in Ecuador.

The professional and continuous training of the English teacher is key to educational success. The requirements of societies are constantly changing. There is an endless discussion, regarding the learning of the English language, in Ecuador. According to Art. 31 of the Reglamento De Regimen Académico Consejo Educación Superior, the sufficiency in command of a foreign language will be understood as at least the B2 level according to the Common European Framework of Reference for Languages" (CES, 2017). Therefore, it is a requirement in English teachers' profiles to have that B2 proficiency level. In addition, they must have a master's degree to teach English at a higher education level. Finally, they must have proven expertise in university teaching. If we want to know about the profile of English teachers in higher education, we should consider their teaching practices and continuous training. This profile comprises just one dimension of this

descriptive study. Overall, the purpose of our research is to approach the subject from a multidimensional worldview. From this worldview, we can interweave the threads of the life of a human person. These three dimensions are professional development, belief system, and values.

We also presented the first findings in terms of our three dimensions:

Concerning teacher training, we are so honored that 52% of our participants have university training in language pedagogy. We found this fact significant because English teachers spoke that language a few years ago but had no formal training in teaching. This information considers that pre-service teachers receive a relevant didactic transposition in the learning process since university teachers receive training in acquiring pedagogical and didactic skills, and they will later become teaching competencies.

It is satisfactory to know that there is a significant concern about constant improvement in the

teachers' attitude regarding continuous training. All our teachers have 210 approved courses of at least 20 hours, 34 lectures, five books, and 24 published articles. In most cases, they exceed a thousand hours between courses and seminars of more than twenty academic hours. On the other hand, in terms of international English level certification, 58% of teachers have a C1 level while the rest had B2. The C1 level is the in-depth, high-level qualification that shows a teacher has the language skills that employers and universities require. More than 9,000 educational institutions, businesses, and government departments worldwide accept C1 Advanced as proof of high-level achievement in learning English.

A master's degree in English language teaching is required for Ecuadorian teachers and the teaching experience that higher education demands. According to this study, all our participants have carried out their studies in teaching the English language at the postgraduate level, except one participant who has another professional degree

area. Still, she has TEFL certifications and an excellent level of English. We can notice that our teachers perform research, which is one of the most relevant responsibilities in academia. There is an average of 5 publications resulting from their research in the last ten years.

In terms of religion, most of our teachers told us that they are catholic or evangelical. They try to be good people by putting into practice their values without speaking about their religious perceptions. Most of them do not have a political view, and they consider working and teaching as the best way to change society.

Furthermore, teachers perceive themselves as perseverant when making sacrifices to get their PD certificates, master's degrees, and English level. Most of them are passionate, which is noticeable in how they speak about their students, teach, and love for teaching. Most mentioned the ethical issue as they try to be fair with their students, especially with grades and transparency. Most teachers feel they have these values, and they

try to transmit them to their students: patience, fairness, empathy, responsibility, humility, and flexibility. The world needs to know about these people, the good and bad experiences they have lived, how they get prepared to be this memorable teacher.

The profile of English teachers in universities in Ecuador

Interpreting the profile of a teacher can be an easy task. It would be a piece of cake to review the literature and request the CVs of the professionals we want to investigate, and that's it! Well, no, it is not as simple as it seems. This work demands a multidimensional worldwide view to carry out an epistemological approach. It is necessary to go to man's theories, philosophical principles, and complex thought theories. In addition, it is essential to investigate the fields of their professional training and the professional skills of teachers. In the same way, we immerse ourselves in the belief systems that constitute the man who is a teacher, his family strands, political, religious, and spiritual ideologies; Finally, we address the issue of values as binding exercises in their pedagogical practices.

Professional development

It is closely linked to pedagogy and its many teaching theories in teacher training. People acquire skills and abilities that, with practice (pre and post), become professional skills. We are the teachers (from the teaching habitus) who lead the students to get these inputs for their training and professional performance; together with the teaching of the object, we work intrinsically on values that we will be mentioned later.

Competencies are different in each profession. It is a premise that university English teachers have specific common competencies to the rest of the teachers. (Organization at work; the way of articulating the "theoretical" classes and the practices; enthusiasm in their courses so that everyone participates; mastery of the topics taught by the teacher; good vocabulary management; moral values that they present as their imprint; ideological principles and respect for the ideology of the students; tolerance and respect for the

individual perception of students regarding specific issues; good management of tutorials (Cano, 2005; Tobón, 2008; Zabalza, 2011; Perrenoud, 2014). The nature of this subject requires teachers with soft skills. They are grouped into three main areas:

- Learning and innovation skills: critical thinking and problem-solving, communications and collaboration, creativity and innovation
- Digital literacy skills: information literacy, media literacy, Information and communication technologies (ICT) literacy.
- Career and life skills: flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity, and accountability.

We are convinced that a good teacher efficiently fertilizes the formative bases of his students, generating with them the skills and abilities that we mentioned above.

The belief system

The teacher is constituted by a belief system that makes him unique and unrepeatable. We cannot copy a man as if it were a sheet of paper. Each person has their identity (Carpio, 2004, p. 16; Mendieta, 2019, p. 81). The belief system can be understood as the set of predispositions present and determine each individual's action and behavior. However, many times we say that each community has common characteristics. In the end, each person has its peculiarities (Samuelowicz, 1999). There are religious, political, and spiritual beliefs. This set of beliefs configures man and credits him with his free will (Richards & Lockhart, 2008).

The family is one of the nuclei that make up this belief system, and it is a microsystem (Vásquez, 2011), and, at the same time, it is the nucleus of society. The family opens and closes vital cycles in the construction of man's belief system. Another niche where men embroider their beliefs is in

school, one of the most influential stages in people's lives. In this stage, children develop habits that will take with them until their school stage, where they acquire other friends (external influences) and other practices (Kelly, 1982).

Another aspect of this study includes ideologies. These are the set of ideas based on reason and reflection, and they describe the person or group of people. Doctrine gives us the right to build our identity (which is inevitably crossed by external agents). It makes us be what we are, as long as we are, ideologies are usually imaginary, symbolic, and they integrate into each human being while they stress, alienate and at the same time, they transform man into a social being (Vargas, 2008; Ricoeur, 2019).

Political ideology has its genesis in the dawn of the classical Greece of Aristotle and Plato, and it makes a journey (Eurocentric) through Roman, medieval, Renaissance history.

It reaches the modern age with Marx showing that men have to cohabit equally (Larraín, 2007).

Philosophers, for a time, aseptically moved away from politics and returned to it to find their ideology established from the norm for human affairs (Arendt, 1996). This political thought of man makes us citizens under three revolutionary principles: freedom, equality, and nation (De Puelles, 2017). Without the intention of pretending to be revolutionaries or anything like it, we consider that political ideology must enter the classroom (Freire, 2005) so that education stops being reproductive (Kemmis, 1993) and becomes emancipatory (Giroux, 1985) and a key getting social transformation (Casillas, 2019).

Religious ideology is one of those beliefs that are considered valid by those who defend them. It is a state where faith exceeds the criteria of logic. Religious doctrines influence and induce us to have specific behaviors with consequences (Acosta, 2018). Spirituality is another form of belief that people have, and it is a constituent. At this point, the three authors disagree; leaving these discrepancies, we conclude that religion and

spirituality are human needs in terms of elemental, experiential, and personal growth.

Values

Values are universal ideas inscribed in man's vital warps; for this reason, we consider very important (while we teach) to evangelize values in university classrooms. In this way, our students grow as professionals and people, interrelating thinking and acting, with which we can establish life priorities.

Values are approached differently; they are deep beliefs that we have and constitute our guide. These values govern society and allow us to live in harmony. In education, they have always been present implicitly and explicitly, consciously, or not, and teachers carry out their teaching and learning processes based on values.

We maintain that a good teacher leaves indelible marks on young students and that these remain in their professional practice and many times in their daily lives.

Interpretative study

To crystallize this idea after that coffee time we had that afternoon at Víctor Emilio Estrada, we designed a research project which we presented at the University of Guayaquil, where the three of us have been working for some years. We had this research at a national level with the following universities: Guayaquil University - Faculty of Philosophy, Letters and Education Sciences, Litoral Polytechnic Superior School - CELEX, Technical University of Machala, Technical University of Babahoyo, University of Azuay, and the University of Santa Elena Peninsula and we are working on the interpretation of these profiles of English teachers at the universities of Ecuador. We adapted surveys to students to identify and select the Maestros Huella at each invited university to carry out our mission. These are memorable teachers who have good teaching practices and have left indelible traces in their students.

Once we had the population, we sent invitation letters to each of the participants in our study. The truth is that our selected teachers were not surprised that their students had chosen them, and one of them said, "A man reaps what he sows" Also, we sent a written informed consent not to leave loose methodological ends.

The interview scripts that we apply in this research are an adaptation of the ones used by Mendieta, Pérez, & Villavicencio (2020) in their study about the epistemological profile of the university teacher and the reflections of good teaching practices of (Alvarez, Sarasa, & Porta, 2011). We designed in-depth semi-structured interview scripts to get to know the teachers from three dimensions (professional development, belief system, and values). We made appointments with them. We took advantage of the pandemic to meet via virtual interviews, which lacks the warmth of physical contact. However, our chosen teachers sheltered us with their human warmth, and from

those distances, we understood why their students had selected them.

We had many virtual encounters with the teachers in our research. In addition to interviewing these Maestros Huella, we set out to know more about them through their fellow teachers and students. Listening to others about them, we designed information collection devices such as interview scripts and arranged virtual appointments to meet that goal. As a complement, we asked teachers to send us one recorder class to include as data for this research.

Once we finished the data and information collection phase from the biographical and autobiographical accounts, we had to interpret all this input to share the research study you read.

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Annexes

Students' interview in Spanish language
Entrevistas a estudiantes de la Maestra
Huella en español.

EDUARDA

Martha: Buen día, Eduarda, ¿me escuchas bien? Muchas gracias por concedernos esta entrevista. Como usted sabe su maestra Lidia Govea ha sido nombrada maestra huella en un estudio nacional de docentes de inglés y es sobre ella que vamos a dialogar.

Eduarda: Si, Miss un gusto poder ayudarles.

Martha: Comencemos entonces con nuestra primera pregunta, ¿Por qué cree usted que esta maestra ha sido escogida como maestra huella de inglés?

Eduarda: Mm yo creo ¿ya me escucha mejor perdón?, ok, eh, yo creo que fue escogida maestra huella por la manera en la que enseña, porque las

clases son muy didácticas y aparte porque es una profesora que comprende mucho a los estudiantes, si, si alguien no entendió bien un tema a ella no le molesta repetirlo y siempre hay muchas prácticas en sus clases para poder mejorar en algún tema.

Martha: ¿De qué modo podría decirnos usted que este docente viene preparado para sus clases?

Eduarda: Mm podría ser porque siempre tiene eh... las diapositivas listas, en las diapositivas siempre hay ejercicios y aparte siempre la miss tenía alguna parte como que una parte de una película para practicar el tema que veíamos o canciones para poder practicar y siento que eso ayudaba mucho en la parte de listening que es muy importante porque aparte de escuchar y todo eh de escribir y todo perdón, es necesario escuchar para entender y poder responderle a alguien en inglés.

Martha: ¿Cómo este docente utiliza herramientas tecnológicas potencializando el aprendizaje de este idioma?

Eduarda: Mm creo que una herramienta tecnológica podría ser kahoot, eh... hacíamos juegos en kahoot y era, y nos servía porque poníamos ahí el vocabulario lo practicábamos, eh, el vocabulario, el grammar y también como ya dije antes con las películas, bueno con las fracciones de películas o fracciones de canciones.

Martha: ¿De qué manera este docente evalúa a sus estudiantes de manera correcta?

Eduarda: Mm teníamos actividades en clase eh creo que eran todos los jueves que son las prácticas, siempre teníamos actividades que eran calificadas, eh, eran 2 o 3 y aparte de esas actividades eh también con los quizzes que hacía,

eh, los quizzes que eran en la plataforma de Cambridge también.

Martha: Explicar de qué modo las siguientes habilidades son inherentes a este docente. Puedes escoger las 3 más relevantes. (comunicación asertiva, resolución de problemas, liderazgo, trabajo colaborativo, aprender a aprender cosas nuevas, pensamiento crítico, aprendizaje continuo, ética, moral y profesionalismo, organización y gestión del tiempo o manejo del estrés).

Eduarda: Primero diría que la comunicación asertiva: creo que es porque, eh, yo he tenido problemas para ir a las clases y justamente han sido las clases en que tenemos actividades que son calificadas y le he dicho a la miss días antes porque sé que voy a faltar por alguna cosa puntual y la miss sí, sí, me ha ayudado, ha dicho ok no puedes ir el día que nos toca a nosotros puedes ir a la clase del siguiente paralelo y me ayudaba a no perder a

no perder la nota y también así mismo, si había un problema con eso ella me comunicaba y siempre decía todo en la clase siempre era todo muy muy transparente con los alumnos.

Luego el trabajo colaborativo: la miss siempre buscaba que todos participemos en clases, que no sean los mismos de siempre los que hablan eh... si en algún momento el curso estaba callado, la miss cogía un estudiante aleatorio para que participe y no solo era con mi curso, como ya dije tuve la oportunidad de estar en clases en otros paralelos y la miss era así con todos siempre intentaba que todos participen.

Por último, la organización y gestión del tiempo: porque todo estaba fríamente calculado con la miss eh... si había que hacer alguna explicación previa ella lo hacía después decía ok tienen 5 minutos. Eh... Vamos a hacer una actividad en Sidweb y activaba, la habilitaba la

actividad en Sidweb. Nos poníamos a trabajar. Era muy organizada.

Martha: Declarar de qué manera las siguientes características son propias de este docente. Puedes escoger las 3 más relevantes. (Experticia/ Experiencia, Sentido del humor, Dinámico-apasionado, Promover el conocimiento de una cultura a través del idioma, Creador de un buen ambiente, Paciente, Inspirador/Motivador, Justo/ético, Negociador/ flexible o Amistoso)

Eduarda: Ok, creo que sería experiencia, Dinámico Apasionado Y Promover el conocimiento de una cultura a través del idioma.

Claro. Experiencia porque me parece que, o sea, alguien que tenga experiencia tiene. Una buena pronunciación y la miss, eh... Vocaliza muy bien el inglés y se daba a entender cuando hablaba, cuando explicaba las clases.

Dinámico apasionado porque como estudiante yo puedo decir que yo percibo cuando un profesor solo está así. Y lee La diapositiva siguiente... siguiente. Y no, no, no intenta que las clases lleguen al estudiante, sino que simplemente está ahí. Para leer, para cumplir con su trabajo y que los estudiantes cumplan con el suyo, que es aprender. Y terminó. Pero la miss si intentaba que todo sea más dinámico, ponía las diapositivas, imágenes que representaran lo que quería decir y también algún ejemplo. Eran películas y así.

Y el último instante promovedor del conocimiento de una cultura a través del idioma. Eh, había trabajos que eh era, por ejemplo, investigar de... De algún otro país o de alguna otra ciudad. Y eso me ayudaba mucho porque me interesaba. Los otros países y también este. Tengo. Tengo la ventaja de que justo donde yo vivo todos son bueno La mayoría son extranjeros, son personas del extranjero, jubilados que han venido acá a vivir a Ecuador. Entonces podía practicar

todo lo que aprendí en la clase, lo podía practicar con ellos, que son mis vecinos. Entonces ellos me contaban de, de, esos de dónde son Y era muy, muy bonito.

Martha: Describir cuál es su percepción de este docente como ser humano.

Eduarda: ¡Maravillosa la miss! Me parece una muy, muy buena persona. Me parece que es super comprensiva, como ya dije antes. Eh... Cuando yo tenía algún problema personal porque no podía asistir a la clase, la miss lo entendía perfectamente y me ayudaba, me ayudaba. Eh... o sea, no cambié la fecha para poder trabajar. Antes tenía que entregar o hacer alguna actividad antes y ya no me quedaba con ese vacío y explicaba super, súper bien la clase. Nos tenía mucha paciencia porque hay veces en que como estudiante y sobre todo en una lengua extranjera, tenemos miedo de hablar, de pronunciar mal o de hacer un ejercicio que esté mal. Y la misma nos tenía, mucha

paciencia para explicar una y otra vez si era necesario y siempre era como que la práctica.

Martha: Describir a Lidia Govea en una sola palabra

Eduarda: Eh.... ¿Una sola?

Martha: Sí, puede ser difícil, pero tomate un minuto.

Eduarda: Si es que creo que una palabra no bastaría para describir a la miss. Pero... Pero... creo que sería entre una combinación de apasionada y comprensiva Si cree que hacer una combinación entre esas palabras.

Martha: Detallar algo sobre su ideología política o religiosa en caso de tener conocimiento.

Eduarda: No, no conozco de sus ideologías políticas ni religiosas.

Martha: Escoger de dos a tres valores que usted destacaría en este docente dando razones de cómo son puestos en práctica y/o promovidos en su proceso de enseñanza. (usted puede mencionar otro diferente)

Eduarda: Sí claro que sí, honestidad y transparencia Porque, como ya dije antes, la miss era muy, muy transparente con nosotros, eh... nos decía bien todo lo que tenemos que saber, todas las actividades eh... la ponderación de todas las actividades. Si había alguna, alguna actividad o algo para ganar algún punto extra. Todo esto, nosotros sabíamos todo.

Mm Respeto la miss siempre era muy respetuosa con todos.

Eduarda: ¿No importa que sean más de tres?

Martha: Adelante, cuéntanos.

Mmm creo que disciplina, Porque, como ya dije, por ejemplo, si alguien no estaba en la clase ese

día, no podía hacer las actividades en ese día porque ósea, no, no sería justo porque todas las actividades eran con cámara encendida. Entonces la miss no iba a saber si en realidad esa persona está haciendo la actividad. Y hubo una ocasión en que personas que no estaban en clase, eh... hicieron la actividad, entonces la miss si se puso firme en ese instante y nos corrigió a todos. Dijo que eso no debería ser así y que si por eso.

Martha: Enseñar una lengua extranjera es diferente, requiere la ética de mirar al otro. A partir de esta afirmación, ¿De qué modo ha logrado este maestro transformar su vida en algún aspecto?

Eduarda: Creo que sería como. Como ya dije antes, que gracias a Dios tengo vecinos del extranjero que hablan en inglés. Entonces eh todo lo que yo aprendí en clase lo podía poner en práctica enseguida. Algunas palabras que no sabía cómo se pronunciaban justo se decían en clase y ya ni mi vocabulario se estuvo extendiendo.

Martha: ¿En qué cree que se diferencia este docente de inglés del resto de docentes?

Eduarda: Ah ok, Creo que sería porque se diferencia en que la miss es muy comprensiva. Creo que si se ponía en los zapatos de los estudiantes cuando tenían alguna, algún inconveniente, sobre todo ahora que todo es nuevo con esa modalidad virtual y que a veces es un poco más complicado.

DOMENICA-DOME

Lenin: Buenas noches, Doménica, muchas gracias por concedernos esta entrevista, sé que está en exámenes y su tiempo es escaso.

Dome: Es un gusto cuando se trata de Miss Lidia. Puede llamarme Dome por favor.

Lenin: ¿Por qué cree usted que Lidia ha sido escogida como maestra huella de inglés?

Dome: Eh, yo creo que principalmente es por como la miss maneja las clases, ella es bastante carismática, los invita todos a participar, crea actividades divertidas, pero a la misma vez didáctica y no se nos ayuda a aprender bastante.

Lenin: ¿De qué modo podría decirnos usted que este docente viene preparado para sus clases?

Dome: Eh, por las actividades definitivamente, además tiene siempre las diapositivas a la mano siempre que tiene que explicar algún tema o algo parecido, nos muestra ya sea libro, diapositivas, imágenes o algún video relacionado con el tema entonces ella siempre viene preparada.

Lenin: ¿Cómo este docente utiliza herramientas tecnológicas potencializando el aprendizaje de este idioma?

Dome: Lo que más se me viene a la mente es cuando utilizamos kahoot, eh hacemos actividades, ya que es un juego interactivo y nos

pone, por ejemplo, ejemplos o problemas con respecto al tema que estamos viendo de las unidades de los libros y todos interactuamos y jugamos ya sea para puntos extras o entretenimiento.

Lenin: ¿De qué manera este docente evalúa a sus estudiantes de manera correcta?

Dome: Mm, ósea hacemos lecciones, hacemos quizás en esta plataforma digital misma de la ESPOL que se llama Sidweb eh, nos pone preguntas y siempre incluso ósea ha habido ciertas veces en las que uno marca una respuesta pero por ejemplo estaban mal calificadas o algo así, pero ella tiene la accesibilidad de corregir ese tipo de cosas porque a veces es error de la plataforma o error humano mismo entonces por ejemplo a mí me paso una vez que conteste algo bien, pero estaba mal marcada la respuesta y ella lo corrigió después y todo no hubo ningún problema.

Lenin: ¿Usted cree que estas evaluaciones que te toman te ayudan en tu proceso de aprendizaje de algún modo?

Dome: Si, porque sobre todo nos ayuda a estudiar y también ver los errores en los que hemos cometido entonces como también nos muestra la verdadera respuesta correcta, ah es por eso que era esta respuesta entonces yo pienso que si nos ayuda a evaluarnos a nosotros mismos.

Lenin: Explicar de qué modo este las siguientes habilidades son inherentes a este docente. Escoger las 3 más relevantes. (Comunicación asertiva, Resolución de problemas, Liderazgo, Trabajo colaborativo, Aprender a aprender cosas nuevas, Pensamiento crítico, Aprendizaje continuo, Ética, moral y profesionalismo, Organización y gestión del tiempo o Manejo del estrés).

Dome: Creo que las tiene todas o la mayoría. Pero a ver, veamos... Comunicación asertiva porque la

miss siempre trata de explicar bien los temas y cuando los estudiantes tienen alguna duda o no entienden bien el tema, ella nos inspira a resolver esas dudas y yo pienso que en general con ella he aprendido bastante justamente por la manera de comunicarse eh, a pesar de que ella se comunica bastante en inglés porque es la maestra de inglés aja, sin embargo trata de hacer el lenguaje lo más significado posible para poder alcanzar a todos los estudiantes de una manera significativa

También... Liderazgo. Yo creo que, porque no sabría cómo decirlo, pero si la considero que es una buena líder sobre todo por la paciencia que tiene y también por la calma con la que maneja las dudas o ciertas ideas entonces creo que es un buen aspecto de liderazgo.

Y algo que rescato mucho en ella es la tica, moral y profesionalismo: Bueno que más queda decir que es bastante profesional en el ámbito se ve que es buena profesora lo sentimos todos los

estudiantes y creo que la organización y la gestión de tiempo, ya que todo está fríamente calculado en sus clases y se nota, usted sabe eso se nota.

Lenin: Declarar de qué manera las siguientes características son propias de este docente. Puedes escoger las 3 más relevantes. (Experticia/ Experiencia, Sentido del humor, Dinámico-apasionado, Promover el conocimiento de una cultura a través del idioma, Creador de un buen ambiente, Paciente, Inspirador/Motivador, Justo/ético, Negociador/ flexible o Amistoso)

Dome: Okay, voy a pensar un ratito.

Lenin: Claro, tómese su tiempo.

Dome: Entonces, primero diría experticia/experiencia porque si se ve que ha manejado estudiantes anteriormente y sobre todo tiene bastante experiencia en el lenguaje puede hablar bastante amplio.

Por otro lado, dinámico-apasionado porque justamente las clases son bastantes dinámicas por todas las actividades que ella maneja y como también los incita a los estudiantes a participar en las actividades

Y, Mn escojo creador de un buen ambiente porque todos los estudiantes tenemos también esas ganas de participar como decirlo ósea no tenemos miedo de decirle profe repita de nuevo porque si estamos en un buen ambiente.

Lenin: Describir cuál es su percepción de este docente como ser humano.

Dome: Eh, como dije en la anterior de los aspectos el liderazgo creo que es una de las cosas que más me ha resaltado de la miss porque justamente tiene todas esas cosas, estas características de ser paciente, buen ambiente entonces los estudiantes justamente seguimos su

liderazgo a lo largo de las clases y creo que nos desenvolvemos bien y asimismo es supe paciente es amable es cariñosa amistosa y creo que como ser humano es respetable.

Lenin: Describir a Lidia en una palabra

Dome: ¡Cariñosa!

Lenin: ¡Que linda palabra para una docente de universidad! En el tiempo que la conozco estoy totalmente de acuerdo.

Lenin: Detallar algo sobre su ideología política o religiosa en caso de tener conocimiento.

Dome: No sabría decirlo, creo yo que ella se maneja muy neutral en esos temas, creo que es importante sobre todo porque no queremos que haya personas que se ofendan por algo por el estilo por alguna ideología entonces por eso es bastante neutral.

Lenin: Escoger de dos a tres valores que usted destacaría en este docente dando razones de cómo son puestos en práctica y/o promovidos en su proceso de enseñanza.

Dome: Paciencia es una. También durante las clases cuando la persona tiene alguna duda o algo por el estilo

La otra es responsabilidad porque siempre nos da las notas a tiempo se nota que el trabajo como docente lo toma en serio entonces como que todas las cosas, actividades que el docente le da a los alumnos ella los cumple a cabalidad.

Transparencia también es algo en ella porque nos da todos los lineamientos y las pautas con la que ella nos evalúa en general entonces esa transparencia al nosotros saber de dónde vienen.

Lenin: Enseñar una lengua extranjera es diferente, requiere la ética de mirar al otro. A partir de esta afirmación, ¿De qué modo ha logrado este

maestro transformar su vida en algún aspecto?

Dome: Mm, tal vez al hacer más compresiva con respecto a la cultura de otros países, sobre todo porque inglés es una lengua que nosotros hemos aprendido desde chiquitos y todo, pero muchos maestros se limitan solamente a enseñar la gramática y solamente el vocabulario, pero a través de las actividades y pienso que la miss también podemos aprender otro tipo de cosa sobre la cultura ya sea como el inglés no solo son para las personas que nacen en un país de habla inglesa, sino que también otras personas pueden aprender así mismo y tal vez identificarse con el idioma.

Lenin: ¿Qué nivel de inglés estás tomando?

Dome: Estoy tomando el 5 he hecho el 3 y 4

Lenin: ¿En qué cree que se diferencia este docente de inglés del resto de docentes?

Dome: Tal vez la manera en desenvolver la clase creo yo, de manera diferente generalmente las clases de inglés que yo he visto si son bastantes dinámicas justamente quieren hacer actividades para que los estudiantes aprendan de diferentes formas, pero la miss siento que a pesar de lo difícil que es en estos momentos llevar una clase sobre todo porque no se pueden hacer en clases mismas con todos los estudiantes y verles las caras y todo creo que lo ha sabido manejar muy bien a pesar de lo virtual y toda la cuestión y que los estudiantes se levanten y por ahí mismo se conecten a la clase entonces creo yo que si lo ha sabido manejar a través de diferentes plataformas los pone también, la ha hecho bastante interactiva a pesar de las dificultades.

Lenin: ¿En qué cree que se diferencian los maestros de inglés del resto de docentes?

Dome: Creo el carisma, es bastante diferente creo que yo que por la ideología que

lleva al momento de enseñar lengua eh, sobre todo porque talvez se agarran de lo negativo que no es la materia tan seria sino que es relleno y lo que sea que se inventen que no es cierto, es transversal y justamente como no son materias serias tienen este carisma y justamente los estudiantes creo que se sienten más cómodo al participar en clases de hacer deberes y participar en grupo cosas que en otras materias no ocurren son cosas que literalmente uno siente que arriesga la nota y todas las cosas las cosas son más tensas y en cambio acá es más relajado es más se disfruta más.

SOLEDAD (Sole)

Lenin: Hola, Soledad, finalmente logramos conectarnos. Te agradezco tu tiempo.

Soledad: Si finalmente nos pusimos de acuerdo. Y tranquilo Mr., créame es un placer y honor para mí hacer esto.

Lenin: ¿Por qué cree usted que Lidia ha sido escogida como maestra huella de inglés?

Sole: Yo considero realmente que la miss Lidia, es una maestra muy apasionada, muy determinada. Ella me ayudó bastante. Yo tenía muchos problemas con lo que era más que toda la escritura. Entonces eran ciertas fallas que yo tenía ella los supo reconocer desde el principio y siempre me daba como tips. Entonces me parece que es una maestra que se sabe comunicar con los estudiantes, que ella representa un interés real por ellos.

Lenin: ¿De qué modo podría decirnos usted que este docente viene preparado para sus clases?

Sole: La miss tenía diapositivas, ella traía ejercicios. También nos hacía dinámicas que nos hace trabajar mucho en equipo para que podamos practicar oratoria, hacíamos exposiciones. Ella siempre tenía en las clases una diapositiva, un ejercicio y algo dinámico entre nosotros.

Lenin: ¿Cómo este docente utiliza herramientas tecnológicas potencializando el aprendizaje de este idioma?

Sole: Con respecto, pueden hacer las diapositivas también no sabía poner juegos que eran solo en inglés. Entonces nosotros podíamos interactuar todo electrónicamente, también con los celulares. Y. Y puede ser también que nos hizo una vez trabajar con el celular como que, para hablarnos entre nosotros, para poder hacer una comunicación.

Lenin: ¿De qué manera este docente evalúa a sus estudiantes de manera correcta?

Sole: Bueno, la miss Lidia siempre hizo que todo el componente sea lo que era oratoria, escrito, leído y también incluso vocabulario. Entonces así ella podía recalcar todos los pilares de la materia de inglés y aparte de nuestras fortalezas. Entonces ella se enfocaba mucho en tu progreso y en tu esfuerzo.

Lenin: Explicar de qué modo estas las siguientes habilidades son inherentes a este docente. Escoger las tres más relevantes. (Comunicación asertiva, Resolución de problemas, Liderazgo, Trabajo colaborativo, Aprender a aprender cosas nuevas, Pensamiento crítico, Aprendizaje continuo, Ética, moral y profesionalismo, Organización y gestión del tiempo o Manejo del estrés).

Sole: En el orden que usted las presenta diría primero, comunicación asertiva: Ella sabía comunicarse con todos, podía identificar la manera en la que tú podías entenderla, si es que acaso no podías con la explicación grupal, la principal.

Liderazgo, también liderazgo, porque era una materia de otro idioma con estudiantes que tienen más de 20 años, que tienen tantas cosas y aun así ella siempre lograba que todos estemos enfocados.

Organización y gestión del tiempo: y podría hacer mucho la organización y gestión del tiempo porque era una materia, ella nos repartía todo lo que era el contenido y además a lo que nos mantenía ahí como que activos como una dinámica

Lenin: Declarar de qué manera las siguientes características son propias de este docente. Puedes escoger tres. (Experticia/ Experiencia, Sentido del humor, Dinámico-apasionado, Promover el conocimiento de una cultura a través del idioma, Creador de un buen ambiente, Paciente, Inspirador/Motivador, Justo/ético, Negociador/flexible o Amistoso)

Sole: La primera de ley si, Experticia/Experiencia. Para mi experiencia, la miss sabía mucho ella estaba totalmente enfocada.

Luego la característica de Dinámica-apasionada, ya que era una materia que ella se notaba que disfrutaba enseñándola.

Mm y finalmente ...
Inspirador/Motivador. Había chicos y otros
compañeros que en serio no podían ni siquiera
hablar y la miss los enfocaba a que ellos trabajando
en eso.

Lenin: Describir cuál es su percepción de este
docente como ser humano.

Sole: Una mujer muy comprometida, una muy
buena mujer, muy interesada por sus alumnos,
paciente, eh tolerante, muy responsable.

Lenin: Describir a Lidia Govea en una sola
palabra.

Sole: Comprometida.

Lenin: Detallar algo sobre su ideología política o
religiosa en caso de tener conocimiento.

Sole: Me parece que nunca hizo un comentario
mayor al respecto. Ella nos incitaba mucho a lo
que era debatir sobre nuestro punto de vista,

nuestros argumentos. Pero algo personal de ella. La verdad es que nunca entramos en polémica.

Lenin: Escoger de dos a tres valores que usted destacaría en este docente dando razones de cómo son puestos en práctica y/o promovidos en su proceso de enseñanza. (usted puede mencionar otro diferente)

Sole: Me parece que paciencia. Responsabilidad y perseverancia. Paciencia, porque como ya mencioné una materia de otro idioma, es muy complicada para ciertos compañeros. Entonces ella siempre encontraba la manera de llegar a dónde. Qué es lo que tú no entendías Y una vez la escuché explicarles a dos compañeros al lado mío, el mismo tema, pero desde diferentes ángulos y en serio. Ellos al final pudieron entender el tema y hablar entre ellos a pesar de que no lo habían comprendido igual. Entonces si me pareció algo impresionante.

Responsabilidad, la Miss nunca llego tarde. Ella siempre nos entregaba todos los cosos a tiempo y era muy común que flexible con razón a nosotros, o sea ella para ella era super estricta, pero si era de nosotros ella entendía que teníamos un problema con otras materias y ella si nos daba la oportunidad.

Y lo mismo como perseverancia. Había temas en los que al menos yo estudié inglés desde que era pequeña. Entonces había ciertos temas que tal vez yo pensé que eran redundantes, pero otros compañeros que no ellos entendían que eso era parte, ellos siguen y se hagan mejores. Entonces yo pude entender más de todo que era perseverante para que aprendamos.

Lenin: Enseñar una lengua extranjera es diferente, requiere la ética de mirar al otro. A partir de esta afirmación, ¿De qué modo ha logrado este maestro transformar su vida en algún aspecto?

Sole: Como ya lo mencioné, eh tal vez se nos hace muy difícil comprender que algo que nosotros entendemos no lo entiende el otro. Tal vez no solo por cómo lo explican, sino por muchos otros factores. Entonces la Miss, ella, como se daba cuenta de tus fallas, puede identificar qué es lo que no estás entendiendo. Me parece algo impresionante porque yo incluso trataba de enseñarle a mis compañeros. Como sabes que es muy sencillo, pero no podían y llegaba la Miss y en 5 minutos ellos ya entendían todo lo que yo había entendido. Entonces tal vez eso la miss A pesar de que era otro idioma y ella siempre explicaba en otro idioma. Tú lo puedes entender e identificaba tus fallas. Y me enseñó también a ser comprensiva con mis compañeros.

Lenin: ¿En qué cree que se diferencia este docente de inglés del resto de docentes?

Pero es que, cuando, yo soy de ingeniería, entonces cuando son matemáticas, como solo hay

una manera de llegar al resultado, una manera de entenderlo, entonces los profesores son más prácticos. Entonces tú sigues un proceso y ya está. En cambio, en inglés debes tener muchos factores en cuenta y eso requiere un poco más de compromiso, más que todo una lengua extranjera, no solo lenguaje, sino un compromiso con estudiantes y un interés por ellos.

Our story



One of our coffee meetings - 2018



Café El Kairós de la Ciencia - 2019



Carta de intención 2020



I Socratic Dialogue: “Leaving indelible traces:
EFL good practices, training and more” 2020

III SIMPOSIO INTERNACIONAL DE EDUCACIÓN
 Evento en modalidad virtual

Resultado de investigación:
Maestros de inglés que dejan huellas: Primeros hallazgos en una investigación interpretativa.

Prof. Leana Martorel
 Prof. Martha Castillo

**25 sep
 17h25**

Organizado por:

Link de inscripción:






III Simposio Internacional de Educación- 2021

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