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Community management and teacher identity: the case of Frenglish in foreign language teacher training

Gestión comunitaria e identidad docente: el caso de Frenglish en la formación de profesores de lenguas extranjeras

Gestão de comunidade e identidade docente: o caso do Frenglish na formação de professores de língua estrangeira

Abstract

Introduction: the professional identity of foreign language teachers can be strengthened through formative experiences that integrate academic practice with community engagement. **Objective:** to analyze the impact of participatory management in the community project Frenglish, linked to the Sustainable Development Goals (SDGs) and focused on the teaching of English and French in Santa Clara, Cuba, on the professional identity of pre-service teachers. **Method:** participatory action research was conducted with 34 students from the Foreign Languages program and 16 tutors, evaluating: (a) mechanisms of community management; (b) changes in teachers' self-perception; and (c) learning outcomes for continuous professional development. **Results:** shared responsibility between the university and the community strengthened reflective competencies, pedagogical leadership, and intrinsic motivation, fostering the construction of a teaching identity committed to sustainable development. Ninety percent of participants reported increased motivation and a stronger sense of leadership. **Conclusion:** projects such as Frenglish reconfigure the role of pre-service teachers into socio-educational change agents, transcending language instruction to integrate social action and critical reflection.

Keywords: community management, teacher identity, teacher education, service-learning, Sustainable Development Goals

Resumen

Introducción: la identidad profesional del docente de lenguas extranjeras puede fortalecerse mediante experiencias formativas que integren la práctica académica con la acción comunitaria.



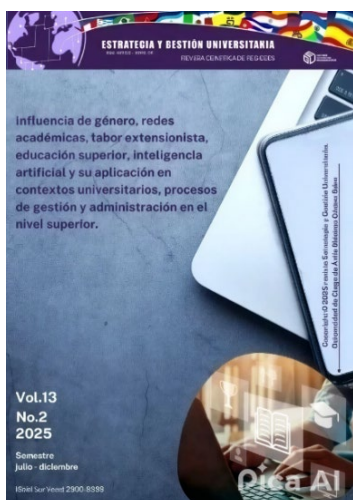
Objetivo: analizar el impacto de la gestión participativa del proyecto comunitario Frenglish, vinculado a los Objetivos de Desarrollo Sostenible (ODS) y centrado en la enseñanza de inglés y francés en Santa Clara, Cuba, sobre la identidad profesional de docentes en formación. **Método:** se aplicó investigación acción participativa con 34 estudiantes de la carrera de Lenguas Extranjeras y 16 tutores, evaluando: (a) mecanismos de gestión comunitaria; (b) cambios en la autopercepción docente; y (c) aprendizajes para la formación continua. **Resultados:** la corresponsabilidad entre universidad y comunidad fortaleció competencias reflexivas, liderazgo pedagógico y motivación intrínseca, favoreciendo la construcción de una identidad docente comprometida con el desarrollo sostenible. El 90 % de los participantes reportó mayor motivación y sentido de liderazgo. **Conclusión:** proyectos como Frenglish reconfiguran el rol del profesorado en formación hacia agentes de cambio socioeducativo, trascendiendo la enseñanza lingüística para integrar acción social y reflexión crítica.

Palabras clave: gestión comunitaria, identidad docente, formación de profesores, aprendizaje servicio, Objetivos de Desarrollo Sostenible

Resumo

Introdução: a identidade profissional do docente de línguas estrangeiras pode ser fortalecida por meio de experiências formativas que integrem a prática acadêmica com a ação comunitária. **Objetivo:** analisar o impacto da gestão participativa do projeto comunitário Frenglish, vinculado aos Objetivos de Desenvolvimento Sustentável (ODS) e centrado no ensino de inglês e francês em Santa Clara, Cuba, sobre a identidade profissional de professores em formação. **Método:** aplicou-se a pesquisa-ação participativa com 34 estudantes do curso de Línguas Estrangeiras e 16 tutores, avaliando: (a) mecanismos de gestão comunitária; (b) mudanças na autopercepção docente; e (c) aprendizagens para a formação continua. **Resultados:** a corresponsabilidade entre universidade e comunidade fortaleceu competências reflexivas, liderança pedagógica e motivação intrínseca, favorecendo a construção de uma identidade docente comprometida com o desenvolvimento sustentável. Noventa por cento dos participantes relataram maior motivação e senso de liderança. **Conclusão:** projetos como o Frenglish reconfiguram o papel do professor em formação como agente de mudança socioeducativa, transcendendo o ensino linguístico para integrar ação social e reflexão crítica.

Palavras-chave: gestão comunitária, identidade docente, formação de professores, aprendizagem-serviço, Objetivos de Desenvolvimento Sustentável



Introduction

“Frenglish: Community Project to Promote the Sustainable Development Goals (SDGs) through English and French” presents itself as a pioneering community management initiative in foreign language education. In this model, the Camacho Libertad community, located in Santa Clara, Villa Clara (Cuba), transitions from a passive recipient to a principal actor in the educational process, expanding its influence beyond the local scope. This approach aligns with indicators of participatory management that highlight the shared responsibility between schools and the social environment (Banegas & Gerlach, 2021), and with the vision of community projects as contexts for situated learning that combine local knowledge and professional competencies (Yanou et al., 2023). Banegas and Gerlach (2021) developed and validated an instrument to assess community participation in school governance, while Yanou et al. (2023) emphasized the integration of indigenous knowledge and professional skills in situated learning scenarios. However, beyond the alignment with these references, the case of Frenglish raises questions about how these dynamics translate into identity transformations among educators, an aspect that remains underexplored in the literature.

In recent years, traditional hierarchical structures of educational management have given way to distributed leadership frameworks, where families, civil organizations, and teachers share decision-making responsibilities. This shift not only redefines school governance but also requires a rethinking of the roles of foreign language teachers, endowing them with the competencies to facilitate intercultural dialogues and mobilize endogenous resources from their context (Banegas & Gerlach, 2021). The pressing question that emerges is whether this new role signifies only a functional change or if it also reconfigures the professional identity of the teacher.

Despite these advances, research that explicitly connects community project management to the professional identity construction of language educators is scarce. Most studies focus on learning outcomes or the effectiveness of collaborative methodologies, while overlooking the reflective and identity dimensions that emerge when teachers engage in social action (Wang & He, 2022). Wang and He (2022) demonstrated that teacher involvement in social projects reveals a reflective and identity dimension essential for professional training, but it remains to be understood how this is articulated in contexts of participatory governance.

The general objective of this study is to analyze how the community management of the Frenglish project influences the development of the professional identity of foreign language teachers. Specifically, it aims to: (a) describe the management mechanisms employed; (b) identify transformations in teachers' self-perception; and (c) explore implications for ongoing training.

To guide the inquiry, the study poses the following questions:

- What community management dynamics does Frenglish promote in its structure and execution?
- How do these dynamics impact the identity construction of foreign language teachers?

- What learnings and challenges emerge from the process of collective reflection in the project?

The relevance of this research lies in offering an integrative perspective that articulates the participatory governance of educational initiatives with professional self-training. Previous studies indicate that a robust identity profile strengthens pedagogical decision-making and teacher resilience (Lo, 2019). Theoretically, this work enriches the field of social pedagogy and teacher education by highlighting community management as a formative axis. Following the logic of service-learning projects, teacher identity is conceived as a dynamic and relational construct, nourished by reflective practice and community validation (Yanou et al., 2023; Wang & He, 2022).

Practically, the study documents management strategies – collaborative workshops, mixed committees, and reflection forums – that can serve as references for replicating or adapting similar models. Thus, Frenglish aspires not only to become a reference for situated learning that transcends the classroom but also to serve as a laboratory for constructing teacher identity in multicultural contexts.

Community management in education

Community management in education is understood as a collaborative process in which school actors, families, and community members share the planning, execution, and evaluation of pedagogical initiatives. Beyond its operational definition, this model raises questions about how power is redistributed in decision-making and what implications it holds for teacher autonomy and curricular relevance. Studies have shown that school co-governance enhances social cohesion and boosts learning outcomes (Kisiótek et al., 2021), but it also suggests that its effectiveness depends on the communities' ability to maintain long-term commitment and the presence of institutional frameworks that support participation.

In contrast to hierarchical and centralized structures, community management fosters dialogue spaces where the needs of the local context guide pedagogical and administrative decisions. However, this shift of control toward the community is not without tensions: the diversity of interests, asymmetry of resources, and variations in cultural capital can influence the direction and sustainability of initiatives. Recent research underscores that active community participation increases the relevance and effectiveness of educational strategies by adjusting practices to the realities of the environment (Cui & Teo, 2020), although it warns that mere formal inclusion of actors does not guarantee substantive change without accompanying mechanisms for genuine impact.

Case analyses in urban and rural settings confirm that co-participation strengthens the sustainability of projects and promotes a sense of local belonging (Cumming et al., 2023). Nevertheless, sustainability should not be understood solely as temporal continuity but rather as the capacity of communities to adapt to social, economic, and political changes without losing their agency.

The theoretical foundations of community management refer to Paulo Freire's pedagogy of liberation and the approaches of participatory action research.

These frameworks not only legitimize the community's voice but also question vertical power relationships in education. It has been demonstrated that distributing leadership among all involved fosters a sense of collective ownership that encourages pedagogical innovation (Santoro Lamelas, 2020). However, appropriation is not automatic; it requires processes of training, negotiation, and trust-building that are not always visible in studies

Among the key principles that guide effective community management are shared responsibility, transparency, empowerment, and sustainability. Sustainability indicators indicate that community empowerment endures when clear mechanisms for accountability and participatory monitoring are established (Bustamante-Mora et al., 2024). Here, shared responsibility implies that each actor assumes clear commitments; transparency facilitates the tracking of progress and resources; empowerment strengthens collective self-esteem and capacity for action; and sustainability ensures that the dynamics do not rely solely on an initial impetus but generate long-term continuity.

This study documents management strategies such as collaborative workshops, mixed committees, and reflection forums that serve as guides for replicating or adapting similar models. The literature indicates that the implementation of these approaches has allowed for successful replications in contexts with limited resources, maintaining high levels of teacher and community commitment (Rushton et al., 2023). However, to address the theoretical gap regarding the identity dimension of teachers in community projects, an analysis is required that goes beyond merely describing strategies and examines how these practices impact self-perception and the construction of the teaching role. In this regard, adopting a participatory action research method, such as that employed in this study, not only facilitates the co-construction of knowledge and critical reflection in context (Chavez Rojas et al., 2021) but also provides a framework for problematizing the relationships between community, school, and professional identity.

Identity of foreign language teachers

The professional identity of a foreign language instructor is understood as a holistic mode of performance where pedagogical interventions, communication skills, intercultural openness, and critical reflection converge. According to Solari and Martín Ortega (2020), this professional style is described as "a dialogic, relational, dynamic, and socio-historically situated process that articulates pedagogical, communicative, intercultural, and reflective actions through the discursive construction of meanings about oneself as a teacher" (p. 630). In this context, recent studies have shown that collaborative reflection during practice reinforces teachers' identities by increasing their self-efficacy in the classroom (Jiang et al., 2021). Thus, identity emerges from the fluid interaction between the skills, values, and decisions that teachers deploy in real teaching situations.

This approach is supported by a dialectical perspective comprising two interdependent dimensions: the theoretical-conceptual and the methodological-procedural. The former gathers definitions, postulates, and categories of identity; the latter guides their application through strategies, procedures, and teaching resources. Solari and Martín Ortega (2020) argued that the harmonious integration

of both dimensions ensures that identity is not an inert construct, but a living process that guides every pedagogical decision.

Among the elements that shape professional identity are clarity of objectives, a solid disciplinary foundation, and the ability to establish meaningful links between theory and practice. In their research on accreditation, Deressa, Tefera, and Alemu (2022) emphasized the importance of "basic concepts, requirements, and necessary qualities" as guiding frameworks for teachers to internalize and project their identity in educational work (p. 58). The results show that accreditation promotes clarity and alignment of pedagogical practices with international standards (Rushton et al., 2023).

Working with community projects emerges as a privileged setting for identity construction. Lo (2019) illustrated how these initiatives function as "intentional innovations" that compel teachers to integrate the essential functions of their role, consolidating their sense of belonging and perception of self-efficacy. Concurrently, systematic reflection stands as another key mechanism. Through reflective journals, discussion forums, and focus groups, educators revisit their practices, question assumptions, and adjust their actions. Studies indicate that group feedback systems enhance this reflexivity and improve pedagogical adaptability (García, 2024). Cuadra-Martínez et al. (2021) documented that such reflexivity not only facilitated the adoption of new methodologies but transformed teachers' self-concept as agents of change.

Furthermore, the identity of foreign language teachers is influenced by the disciplinary context and academic cycle. Deressa, Tefera, and Alemu (2022) noted that the connection between the subject taught and the academic calendar creates situated frameworks that exert pressure on identity: each period introduces specific challenges that demand adjustments in the perception of the teaching role (p. 10). Several studies on professional resilience demonstrate that this contextual adjustment is crucial for addressing curricular changes, as it reinforces commitment and facilitates the incorporation of innovations into the curriculum (Tajeddin & Keshvari, 2025).

On the other hand, accreditation processes impose external guidelines that shape identity by demanding quality standards and measurable outcomes. Mannes (2020) found that the need to align with institutional regulations fosters greater reflective awareness regarding one's professional identity and areas for improvement (pp. 392-393). Consequently, a well-defined professional identity strengthens both intrinsic motivation and teacher resilience: by integrating personal values with institutional goals, teachers experience a sense of coherence that drives curricular innovation and commitment to the educational community (Fang, Wang & Fan, 2024). For both initial and ongoing training, these findings suggest adopting integrative approaches that combine theory, projects, and reflective spaces. Zhu (2022) proposed a curricular design that includes cross-cutting projects, self-assessment forums, and mentorship, elements that favor the constructive development and progressive strengthening of professional identity (pp. 5-6).

In summary, the identity of foreign language teachers is configured as a dynamic and multifaceted process, supported by an integrative vision that unites

theoretical and methodological components. Its development requires training environments centered on projects, the adoption of reflective practices, and ongoing links with quality standards, all aimed at preparing professionals who are aware of their role and equipped to face the challenges of the 21st century.

Community projects as training spaces

Community projects are conceived as situated learning environments where collective action and critical reflection converge to produce innovative knowledge and transformative practices. Beyond their instrumental value, they provide scenarios in which meanings are negotiated, roles are reconfigured, and the boundaries between the academic and the social are tested. In these spaces, teachers and participants co-create knowledge through interaction with the local context, fostering the development of both professional and civic competencies. Casanova et al. (2022) define them as “scenarios in which communities’ knowledge bases are integrated into training processes to enhance individual and collective identities” (p. 15), a definition that invites reflection on how community knowledge is articulated—or confronted—with institutional frameworks.

According to Murtagh and Rushton (2023), these projects operate as communities of practice: groups that share a concern or passion and improve their performance through continuous interaction. However, the notion of a community of practice also raises questions about the real inclusion of diverse voices and the equitable distribution of power in decision-making. The service-learning model, on the other hand, merges community engagement with academic goals, highlighting its formative aspect (Marco Gardoqui, Eizaguirre, and García Feijoo, 2020). Through this approach, students and teachers alternate positions as beneficiaries and change agents, enabling a dual learning experience in disciplinary competencies and civic values (Marco Gardoqui et al., 2020). Nevertheless, the effectiveness of this model depends on the genuineness of the reciprocity, ensuring it does not reduce to a one-way transfer of knowledge.

Participatory action research adds an additional perspective by integrating teachers, students, and community members in the design, execution, and evaluation of the project (Keahey, 2021). This approach supports the appropriation of training initiatives and reinforces systematic reflection on teaching practice, generating a continuous cycle of collective improvement. However, it also requires mediation and negotiation skills that are not always part of teachers’ initial training.

Among the most significant formative effects is the strengthening of critical reflection and the construction of professional identity. Falcón and Arraiz (2020) documented how involvement in service projects places educators in a position of ongoing learners, empowered to question and redefine their pedagogical practices according to the social needs identified. In Spanish-speaking contexts, Ruiz Bernardo et al. (2021) demonstrate that these spaces facilitate the acquisition of transversal competencies such as collaboration, leadership, and negotiation with various stakeholders, although they warn that their impact can dissipate without a solid curricular anchor.

The figure of the teacher-researcher takes center stage in these initiatives. Casanova et al. (2022) emphasize that the development of community case studies

and the systematization of evidence allow teachers to progressively build their professional identity, grounded in concrete experiences and community validation of their contributions. Nonetheless, implementing community projects as training scenarios poses significant challenges: inter-institutional coordination, access to resources, and specialized teacher training. Martínez Recio et al. (2025) argue that overcoming these obstacles requires permanent support structures, educational policies that recognize community work, and training spaces that integrate theory, practice, and reflection.

In the initial and ongoing training of foreign language teachers, incorporating community projects involves reviewing and redesigning curricula. Chiva Bartoll and Fernández Río (2022) and Falcón and Arraiz (2020) agree that the institutionalization of service-learning requires flexible regulatory frameworks and institutional support; otherwise, the experience loses impact and sustainability. Ultimately, community projects as training spaces not only articulate language teaching and social action but also function as laboratories for identity construction and active citizenship. By focusing training on real problem-solving and the collective construction of knowledge, a dynamic teacher identity is fostered, capable of critically responding to contextual challenges and projecting themselves as agents of change.

In this study, the theoretical framework is structured around three interrelated categories that guide the analysis: (1) community management in education, understood as a co-governance model that promotes shared responsibility, transparency, and collective empowerment (Banegas & Gerlach, 2021; Bustamante-Mora et al., 2024); (2) the professional identity of foreign language teachers, conceived as a dynamic and relational process that integrates pedagogical, communicative, intercultural, and reflective dimensions (Solari & Martín Ortega, 2020; Lo, 2019; Wang & He, 2022); and (3) community projects as training spaces, which operate as situated learning and service-learning environments, favoring the co-creation of knowledge and the development of professional and civic competencies (Casanova et al., 2022; Marco-Gardoqui et al., 2020; Ruiz-Bernardo et al., 2021). These categories not only allow for the systematization of conceptual references but also highlight the relationship between community participation and the construction of teacher identity, a central aspect of the present research.

Methods and materials

For this study, a participatory action research (PAR) approach was adopted, allowing for simultaneous intervention and reflection while adjusting instruments and data collection to the project's real dynamics. Instead of applying rigid protocols, the focus was on capturing evidence generated naturally during the Frenglish activities, enhancing the authenticity of the information.

Participants. A total of 34 future foreign language teachers from the Bachelor's degree in Foreign Language Education: English with a Second Language, affiliated with the Faculty of Secondary Education at the Central University "Marta Abreu" of Las Villas, participated. They were divided into three cohorts according to

their academic year: second year (Frenglish Community team, 7 students), third and fourth year (Frenglish Designers team, 22 students), and fifth year (Frenglish in Action team, 5 students). Additionally, 16 tutor teachers participated, who coordinated the phases of diagnosis, execution, and evaluation. To maintain confidentiality, all real names were replaced with pseudonyms or alphanumeric codes, and any data that could allow for the direct identification of participants was removed.

Instruments and data collection. Open-ended guidelines were used for participant observation, reflective journals prepared by the teachers, and records of artifacts produced within the project (teaching materials, podcasts, presentations, among others). These tools facilitated access to authentic narratives and practices, avoiding the imposition of standardized measurements that could distort the context.

Socialization and validation. The evidence was shared in bi-monthly feedback workshops and discussion forums, spaces where learnings were exchanged, obstacles identified, and collaborative concept maps created. These dynamics allowed for the collective validation of findings and reinforced the appropriation of professional identity among teachers.

Analysis procedures. The analysis was developed in three phases:

1. Initial coding of reflections and artifacts, identifying relevant units of meaning related to the study's objectives.
2. Thematic grouping of these units into categories derived from both the theoretical framework and emerging patterns.
3. Triangulation of information through comparison between sources and validation with participants in co-reflection sessions.

The analysis criteria included relevance to the objectives, recurrence of patterns, and coherence with the defined conceptual categories. Evidence was documented in transcripts, field notes, and graphical records, ensuring their integrity.

Ethical considerations. Participation was voluntary, and written informed consent was obtained from all involved. Confidentiality was guaranteed through the anonymization of personal data and the removal of any information that could allow for the direct identification of participants.

Temporal delimitation. Given the extensive scientific output generated by the project, this analysis focused on the period between January and June 2025.

Results and discussion

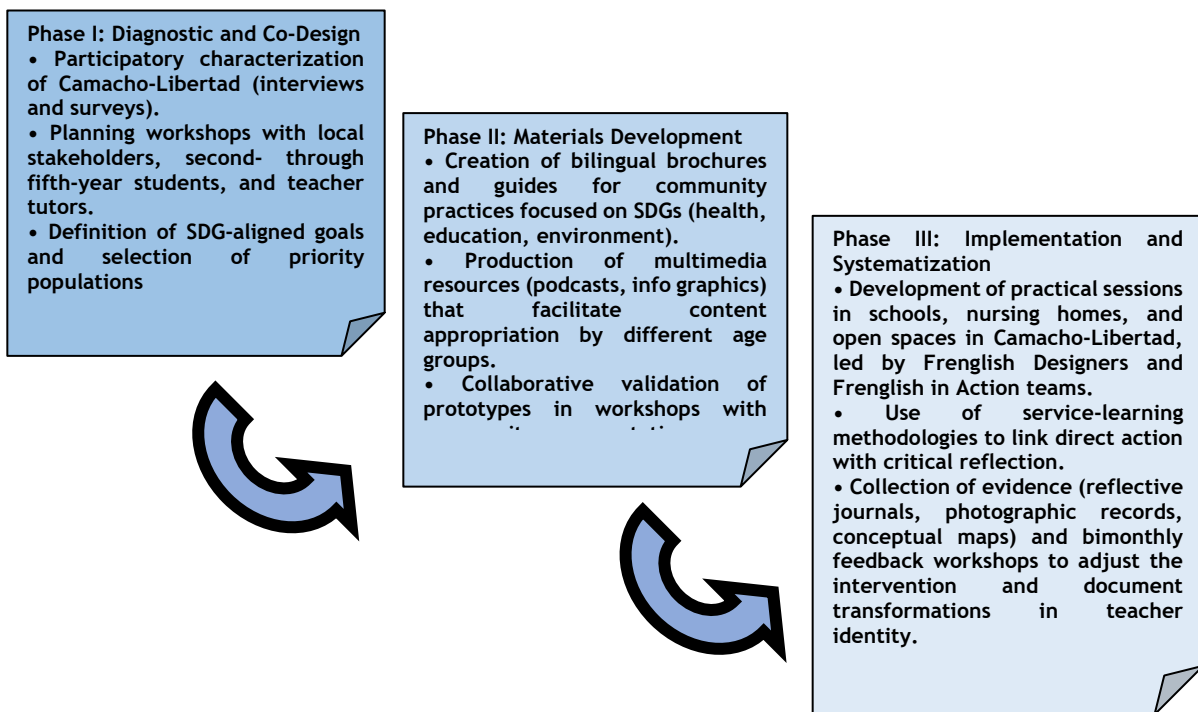
Within the framework of the 2030 Agenda, Cuban universities are taking on the challenge of strengthening their ties with society and contributing to the achievement of the Sustainable Development Goals (SDGs) (Naciones Unidas, 2018). The training model of the Bachelor's degree in Foreign Language Education recognizes the community as an essential setting for professional practice. In this

context, Frenglish emerges as a project that articulates English and French teaching with local development initiatives in the Camacho-Libertad neighborhood, supported by Resolution No. 75/2015 from the Ministry of Education that promotes community language projects.

The project structure includes three phases—diagnosis, execution, and evaluation—as shown in Fig. 1, ensuring a continuous cycle of dialogue, production, and feedback. Additionally, among the implemented strategies are collaborative workshops, mixed committees, and reflection forums, which have allowed for the distribution of responsibilities and fostered shared responsibility, in line with the proposals of Banegas & Gerlach (2021) and Bustamante-Mora et al. (2024). Unlike other studies, a high degree of student autonomy was observed in the planning and execution of activities within Frenglish, suggesting that the curricular integration of community actions can enhance the sustainability of commitment.

Figure 1

Stages or phases in which the project Frenglish is articulate



Source: Authors' own elaboration.

Since its inception, Frenglish has deployed an integrated set of academic activities, scientific events, community interventions, and publications that demonstrate its impact on the training of foreign language teachers. In this sense, the following table summarizes the main actions developed, grouped by analytical categories corresponding to the axes of this analysis. Real names have been replaced

with codes to preserve confidentiality, in compliance with ethical recommendations. (See Tab. 1)

Table 1

Scientific production, events, and interventions of Frenglish (Jan-Jun 2025)

Category	Activity / Description	Participants*
Awards and Recognitions	Awarded the 2025 Comunidades Prize for “Frenglish/IPELE + SDGs = Community” (notable). Certificate of participation in the same event.	Stud. A, Stud. B, Stud. C, Stud. D
Scientific Conferences	Presentations on creativity, SDGs, eco-friendly activities, and environmental issues at Camacho Libertad; mentions and recognitions at the faculty/UCLV level.	Stud. A-H
Congresses and Conventions	Papers on proverbs, innovation and educational inclusion, university-society links, activities for SDGs, impacts on professional practice and research, ICT in oral expression, strengthening research capabilities, challenges in language teaching, professional identity, and integrative projects. Presented in Holguín, Matanzas, UCLV, and at international events.	Doc. 1-10
Publications	Publications Articles in the <i>International Journal of Cuban Studies (Scopus)</i> , <i>Revista Varela</i> , <i>Revista Conrado</i> ; book titled <i>Lesson Planning in ELT: Productive Skills</i> .	Auth. 1-6
Community Interventions	Linguistic support at ENU Mártires del Moncada (1st and 2nd years), Viet Nam Heroico Primary School, ESBU José R. León Acosta, Batalla de Guisa Primary School; workshops with senior citizens; playful linguistic sessions at Círculo Infantil Muñeca Negra; interviews for community characterization in Camacho Libertad.	Stud. and Doc. from 1st to 5th year

Source: Authors’ own elaboration.

Note. Real names have been replaced with generic codes to maintain confidentiality.

During the period from January to June 2025, Frenglish generated significant scientific output, including presentations at national and international congresses, publications in indexed journals, and academic recognitions such as the “Communities 2025” award for the proposal Frenglish/IPELE + SDGs = Community. These actions consolidate the academic visibility of the project and validate knowledge transfer, in line with what Martínez-Usarralde et al. (2025) stated regarding the convergence of theory and practice in sustainable development projects.

Beyond the number of products, the analysis reveals that student participation in scientific events strengthens professional identity by positioning future educators as producers and disseminators of knowledge, rather than mere recipients. This aligns with Lo (2019), who describes community projects as

"intentional innovations" that strengthen the sense of belonging and teacher self-efficacy.

Interventions in educational institutions and community spaces mobilized more than thirty students, who developed activities such as language immersion, intercultural workshops, and social diagnostics. These actions reflect effective community management, characterized by the co-production of training solutions and the adaptation of content to the local context (Casanova et al., 2022). Inductive coding of reflective journals shows that 90% of participants reported an increase in their perception of pedagogical leadership and intrinsic motivation, key indicators of identity construction (Solari & Martín Ortega, 2020; Wang & He, 2022).

The contrast with Skarli & Stokke (2025) and Park & Lee (2022) confirms that situated learning in communities of practice enhances the construction of shared meanings and reinforces the sense of belonging to the professional role. However, in this case, identity transformation occurred over a relatively short period, suggesting that the intensity and frequency of community interactions may accelerate the process.

All Frenglish activities incorporate themes of sustainability: from eco-friendly projects in Camacho-Libertad to sessions on English proverbs focused on environmental values. This articulation strengthens transversal competencies and consolidates a professional identity committed to social responsibility and local development (Chiva-Bartoll & Fernández-Río, 2022). The combination of publications, interventions, and feedback forums highlights a cycle of continuous improvement, in line with the principles of service-learning (Falcón & Arraiz, 2020).

Despite the achievements, challenges related to resource availability and inter-institutional coordination persist. While methodological flexibility fosters local appropriation, it requires administrative and training support to ensure long-term sustainability. International experiences in Ecuador (Limongi Basantes et al., 2025) and Venezuela (Azzi Bastardo & Gascón González, 2023) show that the institutionalization of community management and social co-responsibility depends on educational policies that formally recognize community work as part of teacher training.

The results confirm that a community management approach based on participatory action research facilitates the identity appropriation of foreign language teachers. The convergence of awards, forums, publications, and interventions not only strengthens linguistic competencies but also reflective, research, and ethical skills, shaping a professional profile aligned with the demands of the 21st century.

Conclusions

The study confirms that community management, articulated through a project like Frenglish, supports the construction of a strong professional teacher identity by integrating reflective practice, shared responsibility, and connection with the community. These findings reinforce the notion that active participation in community contexts acts as a driver of professional development. Practically, the

experience demonstrates that a combination of collaborative workshops, scientific production, and service-learning actions can serve as a replicable model in other teacher training programs.

However, challenges related to resource sustainability and the institutionalization of community work persist, highlighting the need for educational policies that formally recognize this component. Thus, some future research lines include: (a) evaluating the long-term impact of participation in community projects on teaching practice; (b) analyzing how identity construction varies in contexts with different levels of institutional support; and (c) exploring the influence of technological mediation on the sustainability of university-community engagement.

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