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**DEVELOPING A TEACHER IDENTITY DURING THE COURSE OF A  
PRACTICUM**

**THESIS BY  
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**DEDICATION**

*To my dearest mother...*

**ETHICS DECLARATION****Student's**

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Thesis Title: Developing A Teacher Identity During The Course of A Practicum

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance (in case of any circumstance contradicting with my declaration).

**24.04.2023****Elif KARSLI**

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**ABSTRACT****DEVELOPING A TEACHER IDENTITY DURING THE COURSE OF A  
PRACTICUM****Elif KARSLI****Master Thesis, Department of English Language Education****Supervisor: Prof. Dr. Jülide İNÖZÜ****April 2023, 98 pages**

This qualitative case study examined the development of teacher identities in two pre-service English as a Foreign Language (EFL) teachers during their practicum period. The study aimed to investigate how the pre-service teachers' identity development and conceptualizations of themselves as future English teachers were influenced by their interactions with students. Data were collected through the pre-service teachers' diaries and practicum reports. The results of the study indicated that practicum experience played an important role in shaping the identities of pre-service teachers, particularly through their interactions with students. Such experiences were seen to help pre-service teachers develop a greater sense of competence, confidence, appreciation, and commitment. The study also suggested that contact with students inspired pre-service teachers to imagine future teaching trajectories, including their goals and aspirations for future teaching practices. Furthermore, the participants' future selves as English teachers emerged during the practicum experiences, with the aim of becoming good teachers, lifelong learners, engaging and motivating students, choosing appropriate methodologies, and making specific career plans.

*Keywords:* teacher identity, pre-service teachers, practicum, contact with students.

**ÖZ****STAJ SÜRESİ BOYUNCA ÖĞRETMEN KİMLİĞİNİN GELİŞTİRİLMESİ****Elif KARSLI****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Prof. Dr. Jülide İNÖZÜ****Nisan 2023, 98 sayfa**

Bu nitel araştırma, iki İngilizce öğretmen adayının staj dönemi boyunca öğretmen kimliklerinin gelişimini incelemiştir. Araştırma, öğretmen adaylarının kimlik gelişimlerinin ve gelecekte İngilizce öğretmeni olarak kendilerini nasıl tanımladıklarının, öğrencilerle olan iletişimleriyle nasıl etkilendiğini araştırmayı amaçlamıştır. Veriler, öğretmen adaylarının günlükleri ve staj raporları yoluyla toplanmıştır. Araştırmanın sonucu, staj deneyiminin öğretmen adaylarının kimliklerinin şekillenmesinde, özellikle de öğrencilerle iletişimleri aracılığıyla, önemli bir rol oynadığını göstermiştir. Bu tür deneyimlerin, öğretmen adaylarının daha fazla yeterlilik, özgüven, takdir ve bağlılık duygusu geliştirmelerine yardımcı olabildiği görülmüştür. Çalışma ayrıca, öğrencilerle kurulan iletişimin, öğretmen adaylarının gelecekteki öğretim uygulamaları için hedefler ve istekler oluşturmalarına ilham verebileceğini ortaya koymuştur. Bunların yanı sıra, katılımcıların staj deneyimleri sırasında İngilizce öğretmeni olarak gelecekteki benliklerinin ortaya çıktığı; iyi bir öğretmen, ömür boyu öğrenen, öğrencileri motive eden, eğitim yöntemlerini uygun seçen ve belirli kariyer planları yapan öğretmen olma hedeflerinin belirlendiği görülmüştür.

*Anahtar kelimeler:* öğretmen kimliği, öğretmen adayları, staj, öğrencilerle iletişim.

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**ABBREVIATIONS**

**EFL** : English as a Foreign Language

**ELT** : English Language Teaching

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## **1. INTRODUCTION**

In this chapter, the background of the study, the significance of the study, the aim of the study, research questions and related literature are provided in order.

### **Background of the Study**

As a teacher, I have often contemplated the perception that my students hold of me. With increasing self-awareness, I came to understand that, as a teacher, I embody multiple identities that shape my teaching practices. While we may not always be conscious of it, our students likely possess a greater awareness of our teacher identities than we do, as they witness our actions in the classroom on a daily basis. When we reflect upon our own experiences with teachers from our time as students, it is their teacher identities that tend to leave the greatest impression upon us. Specifically, we recall how they treated us and conducted themselves within the classroom setting. Thus, I recognized that teachers actively perform their professional identities in the classroom, sparking my interest as a researcher. I began to contemplate the nature of a teacher's identity, pondering its formation and development. These questions consistently surfaced as I reflected upon my role as a teacher.

Who we are as teachers has a profound impact on the students, as it influences all of our activities in and out of the classroom. Just as each individual possesses a unique personal identity, each teacher has a distinct teacher identity that is deeply interconnected with their personal identity. Nevertheless, there exist various influences on our teacher identities that may elude our awareness. Teachers occupy a central position in addressing both local and global educational issues, as they are influenced by ongoing research, educational systems, cultural factors, school administration, types of schooling, classroom environment, and colleagues. Even when we make decisions in the classroom, we operate within multilevel nested systems.

Teacher identities, like personal identities, undergo a process of development over time, shaped by one's learning experiences, interactions, and beliefs. Thus, we enter the classroom as complex individuals, bringing with us our unique trajectories, values, and perspectives that extend beyond the confines of teaching. We blend these with new knowledge and experiences to build and develop our own teacher identities. We must be conscious of our "self," which is linked to our teacher identities, ideas, and values

(Kumaravadivelu, 2012). As Hamachek (1999) noted, "Consciously, we teach what we know; unconsciously, we teach who we are." (p.209). The viewpoint adopted here is that the primary focus of teaching is teacher identity. When we become more conscious of our identities as teachers, we become more conscious of the ways in which we affect our students.

The relevant research makes it clear that there is no one, all-encompassing explanation for the concept of identity. Identity is "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, how that person understands possibilities for the future," according to Norton's (2013) definition (p.4). According to Johnson (1992), teachers' traits such as beliefs, skills, and attitudes cannot be observed separately in the classroom, but rather the teacher's entire identity is seen as a whole. This is simply because anything teachers do in their classroom represents their entire identity. Accordingly, teachers are not neutral participants in the classroom; rather, their sense of identity influences how they behave and how they teach their students (Varghese et al., 2005).

Danielewicz (2001) claims that "what makes a good teacher is not methodology, or even ideology. It requires engagement with identity, the way individuals conceive of themselves, that teaching is a state of being, not merely ways of acting or behaving" (p.3). This shows that identity is a component of what contributes to the formation of a teacher and is hence an essential component of teacher development. Building on this idea, learning and using certain pedagogical skills are just small parts of what it takes to be a teacher. Being a teacher is a more complex process in which teachers develop their own identities to become professional educators.

Despite the fact that identity can be defined and understood in a number of different ways, the general consensus among social scientists is that the construction of one's identity is a dynamic and ongoing process (Flores & Day, 2006) in which an individual makes interpretations about himself or herself in a particular setting (Gee et al., 2001). Identity construction takes place in the middle of complex systems of various relationships. According to Beijaard et al. (2004), an individual's sense of identity is a notion that is affected throughout the course of his or her lifetime as a consequence of the individual's interactions with his or her own environment. The building and development of an identity is a process that continues throughout a person's life. In the same way, the construction of a teacher's professional identity is developed, shaped, and affected by a variety of circumstances (Beauchamp & Thomas, 2009). Flores and Day

(2006) also state that a teacher's past educational experiences, level of commitment to becoming a teacher, teacher education program attended, practicum experiences, and different teaching settings all influence their professional identity. In this aspect, it is possible to conclude that a vast number of variables, such as the practicum period, contact with students and teachers, and interaction with contextual factors, may play a significant role in the formation and development of teachers' identities.

The topic of language teacher identity has gained the attention of many scholars, and the study of language teachers' professional identities has recently increased and become an area of investigation in the field (Henry, 2016). The vast majority of research on teacher identity has come to the conclusion that gaining awareness of teacher identity is vital to comprehending teachers as well as their professional growth. The development of a teacher's identity is seen as an essential part of professional development for teachers since it is a critical component of the process of becoming a teacher (Tsui, 2011). Consequently, investigating the identities of language teachers is of the utmost significance for enhancing both language teaching and learning (Beauchamp & Thomas, 2009).

Throughout their careers, teachers go through a variety of phases. They begin their careers by participating in teacher education programs as student teachers. During the practicum phase, they get their first experience with a real classroom setting and students. After receiving their degrees, these student teachers become novice teachers, and during the course of their careers, they eventually advance to the position of experienced teachers. Teachers go through stages of their careers in which their professional identities develop and change. Their professional identities as teachers grow and shift during their whole careers; nevertheless, there is no one moment in time at which their professional identities are fully formed; rather, they continue to develop and change over time (Hall, 1999).

Practicum is often considered to be the most critical part of a preservice teacher's education. The practicum process that pre-service teachers go through may be seen as a chance to build certain techniques to teach by combining theoretical and pedagogical knowledge within the framework of a real classroom setting (Richards & Nunan, 1990). When student teachers begin their practicum experiences in actual classrooms, they begin to feel a great sense of control over their teaching practice. This procedure gives pre-service teachers the opportunity to get early teaching experience in a real teaching context. In addition, the practicum is a stage that pre-service teachers go through in

which they get feedback on their teaching from both the students they teach and their supervisors (Richards & Nunan, 1990).

According to Yuan (2016), the practicum is one of the most important stages of teacher education programs since it plays a significant role in the development of the pre-service teachers' identities as future teachers. Student teachers leave their identities as students throughout their time in the practicum in order to develop a sense of themselves as teachers (Day, 2011). In addition, student teachers are better able to see themselves as the kind of teachers they will become in the future as a result of their participation in the practicum.

Ten Dam and Blom (2006) also state that it is during the practicum that future teachers begin to form their professional identities by experiencing educational environments and the reality of such settings. Contextual variables have a crucial role in determining the process by which student teachers create their identities. This is because the dynamics of each context are notably distinct from one another. The pre-service teachers' emotional experiences in the practicum school, the responsibilities assigned to them, the power structures between the mentor teacher and student teacher, and the contact between the pre-service teachers and their students are all factors that contribute to the construction of the student teacher's personal and professional identities. The current research explores a similar phenomenon, namely how the practicum context contributes to the development of teacher identity. Specifically, it focuses on the identity development of English as a foreign language (EFL) pre-service teachers as they interact with students throughout the practicum.

### **Significance of the Study**

The topic of teacher identity has gained the attention of many scholars, and the study of EFL teachers' identity has recently increased and become an area of investigation in the field of language teacher education (Danielewicz, 2001; Britzman, 2003). This is largely due to the fact that understanding language teachers' identities offers insight into how language teaching is conducted. As Varghese et al. (2005) notes:

“In order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of



who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them” (p. 22).

According to Varghese et al. (2005), to gain a comprehensive understanding of language teaching and learning, it is necessary to have a clear understanding of language teachers, which involves examining the professional, cultural, political, and individual identities they claim or are attributed to them. Thus, studying teacher identity is a crucial means of gaining insights into language teaching practices.

Researchers want to investigate the links between teachers' professional identities and the practices they perform in the classroom by regarding teacher identity as an important area of study. Even though the relationship between teacher identity and teaching practices has been gaining more focus in the literature (Golzar, 2020), there does not appear to be much research on how pre-service teachers develop their teacher identities as they contact the students throughout practicum and how the practicum affects the pre-service teachers' visionary teacher selves. The significance of this study lies in its contribution to the growing body of literature on teacher identity in the field of language teacher education. By investigating the development of teacher identity among pre-service EFL teachers during their practicum experience in a local context from Turkey, it is expected that this study will contribute to the limited literature on pre-service teacher's identities. Specifically, the study focuses on how pre-service teachers develop their teacher identities as they interact with students during practicum and how this experience shapes their future teacher selves.

### **Aim of the Study and Research Questions**

In recent years, the concept of teacher identity has become an increasingly important topic in the field of language teaching and learning. Teacher identity is a multifaceted construct that encompasses an individual's beliefs, values, attitudes, and experiences as a teacher. The development of teacher identity is a complex process that is influenced by a wide range of factors, including personal experiences, social and cultural contexts. Understanding the development of pre-service English as a Foreign Language (EFL) teachers' professional identities is particularly important as they embark on their journey to becoming competent and effective language educators. Given the significance of teacher identity, it is essential to gain a deeper understanding of how pre-service teachers develop their professional identities during their teacher education programs.

In particular, the pre-service practicum year is a critical stage during which teacher candidates begin to build and develop their identities as teachers. The practicum introduces pre-service teachers to a real school setting and actual students, making it an essential research site for investigating the development of identities. During the practicum, pre-service teachers have the opportunity to reflect on their beliefs, values, and attitudes as future teachers, as well as develop their skills and competencies in the classroom. Therefore, investigating the development of pre-service teachers' professional identities and their future selves during the practicum is a necessary and valuable endeavor.

When pre-service teachers engage with their students during the practicum, they are not only portraying their current selves but also their visionary teacher selves with regard to the profession. This is an important stage for them to explore their own teaching beliefs, values, and goals, and how these align with the demands and expectations of the profession. By understanding the ways in which pre-service teachers develop their teacher identities during the practicum, we can gain insight into the factors that shape their identity development and their teacher vision.

The goal of this research is to investigate how EFL pre-service teachers in a teacher education program develop their teacher identities during the practicum. Specifically, I explore pre-service teachers' identity development in connection with their contact with students and conceptualizations of themselves as future English teachers. As a result, the purpose of this research is not only to gain knowledge about the present selves of EFL pre-service teachers but also their future selves, including their aspirations and goals for the future. This way, we can gain a more comprehensive understanding of the development of EFL teachers' professional identities.

In line with the purpose of the study, the research was designed around the following research questions:

1. How does contact with students affect the development of teacher identity during the course of a practicum?
2. What is the impact of the practicum on pre-service teachers' future teacher selves?

By addressing these research questions, the study seeks to contribute to the existing body of literature on teacher identity and provide insights into the development of pre-service teachers' professional identities during the practicum.

## **Identity**

There is no single explanation for what identity is, as evidenced by the relevant literature. The literature introduces the notion of identity in a variety of ways. However, one thing that all of these different definitions have in common is the idea that identity is not rigid or fixed, but rather a dynamic, multiple, and relational ongoing process.

According to Norton (2013), the concept of identity refers to "how a person understands their relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (p.4). On the other hand, Johnson (2003) describes identity as relational, formed, and transformed by how individuals see each other through their shared experiences and negotiated interactions. People do not have fixed identities according to Gee (1996), and identities are formed through participation, context, and language use. Therefore, people have several identities depending on the discourse and contexts in which they participate. It is also worth noting that identity is often characterized as a difference because expressing "who I am" also implies "who I am not." As a result, the notions of "us" and "them" emerge (Woodward, 1997). From this perspective, when we define others, we are indirectly defining ourselves, and thus, we are creating both ourselves and others (Le Ha, 2008).

The term "identity" needs to be defined as a conceptual framework to comprehend and analyze the process of identity development that pre-service teachers go through. Gee (2000) offers a highly specific conception of identity as an analytical lens for educational research. According to Gee, identity is a people's perception of who they are and how they relate to other individuals in their social environment. His concepts of identity are summarized in the table below:

**Table 1.***Four Ways to View Identity (Gee, 2000)*

Process		Power	Source of Power
1. Nature-identity: a state	developed from	forces	in nature
2. Institution-identity: a position	authorized by	authorities	within institutions
3. Discourse-identity: an individual trait	recognized in	the discourse / dialogue	of / with “rational” individuals
4. Affinity-identity: experiences	shared in	the practice	of “affinity groups”

In the table above, Gee examines the concept of identity across four broad areas and suggests that these areas are built upon nature-identity, institution-identity, discourse-identity, and affinity-identity. Each of these identities is influenced by many sources of power, such as forces in nature, authorities within institutions, discourse with individuals, and participation in affinity groups. Nature-identity is a state that emerges from natural factors, while institution-identity is a state marked by authorities within institutions. Discourse-identity refers to a property of an individual that may be identified during a dialogue between individuals, and affinity-identity is the identity gained through participation in affinity groups.

Identity, according to Varghese et al. (2005), is transformational, dynamic, and context-bound, and "identity is constructed, maintained, and negotiated to a significant extent through language and discourse" (p.23). Along with the aforementioned conceptualizations of identity, Varghese et al. (2005, p.39) investigated identity as 'identity-in-practice' and 'identity-in-discourse'. The concept of 'identity-in-practice' functions in settings through actual practices, such as the present study's practicum. Thus, teaching practice is highly relevant to investigate the dynamic and context-bounded nature of EFL pre-service teachers' identities.

Rodgers and Scott (2008) make the following four essential assumptions in an effort to describe the fundamentals of identity conception:

- (1) that identity is dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation;
- (2) that identity is formed in relationship with others and involves emotions;
- (3) that identity is shifting, unstable, and multiple; and,
- (4) that identity involves the construction and reconstruction of meaning through stories over time (p. 733).

Drawing upon these assumptions in the context of the current study, it can be argued that the identity formation of pre-service teachers is shaped by multiple contexts, including their practicum experience. Additionally, the relationships they establish with their students play a critical role in shaping their identities. Furthermore, the process of identity development and reconstruction is an ongoing one for pre-service teachers.

### **Teacher Identity**

Language teachers have long been viewed by many applied linguists as professionals who just need to apply the proper approach and methodology in order for students to learn the target language. In time, it became evident that making simplistic cause-and-effect relationships for teaching practice were ineffective since teaching is actually a very complex job (Allwright, 1988). Accordingly, the language teacher identity has become the subject of investigation in recent years (Varghese et al., 2005; Benthien, 2017; Živković, 2013) since the research showed that the teacher has a significant influence on how classroom practices are created (Golzar, 2020).

Teacher identity is described as complex, dynamic and evolving (Beijaard et al., 2004; Beauchamp & Thomas, 2011). Likewise, teacher identity is a dynamic construct, according to Varghese et al. (2005), and it has a substantial impact on teacher development and performance. A similar statement has been made by Flores and Day (2006) who claim that identity is “an ongoing and dynamic process which entails the making sense and (re)interpretation of one’s own values and experiences” (p.220). In other words, teacher identity is not a fixed or static concept, but rather a complex and ongoing process of meaning-making and sense-interpretation, influenced by a variety of personal and contextual factors. This ongoing and dynamic process of making sense and (re)interpreting one's own values and experiences is crucial for teacher identity development, as it involves the constant negotiation and construction of one's sense of

self as a teacher in relation to various contextual factors, such as school culture, policy, and societal expectations. Moreover, this process is not only personal but also social, as teachers' interactions with others, including colleagues, students, and mentors, can significantly shape their identity.

Trent (2014) states that teachers face with multiple, continually changing, and unstable identities of themselves and their identities are constructed and reconstructed over time which are shaped by a variety of factors. In addition, it is possible for teachers to go through more identity development during the journey of their careers as a result of the interactions they have with students in the classroom, with teachers at school as well as members of the greater community. Teachers are engaged in processes that involve the confictions and reconciliations of the personal and professional aspects of how it feels like to be a teacher during these early stages of their careers (Beijaard et al., 2004). Even though these operations are done during teachers' working life, they are most unstable in the preservice and early-career stages (Beauchamp & Thomas, 2011).

How one perceives oneself as a teacher is central to the concept of "teacher identity." This idea is summed up as follows by Sachs (2005):

Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience (p. 15).

Sachs (2001) posits that the process of becoming a teacher involves transforming one's identity as a teacher, which is shaped by personal experiences, beliefs, and values. Johnson (1992) builds on this idea by suggesting that a teacher's identity cannot be perceived solely through their individual attributes, such as beliefs, knowledge, and attitude. Rather, a teacher's full identity is manifested through their actions in the classroom. As such, each teacher approaches teaching in a unique manner that is influenced by their individual teacher identity, leading to noticeable differences between classes (Walkington, 2005). Therefore, Varghese et al. (2005) states that we need to understand teachers; and in order to understand language teaching and learning, we

need to have a clearer sense of who they are and “the professional, cultural, political, and individual identities which they claim or which are assigned to them” (p. 22).

Teacher identity is defined by Pennington (2015) as "a construct, a mental image, or a model of what being a teacher means that guides teachers' practices as they aim to enact being a teacher through specific 'acts of teacher identity'" (p. 17). This concept of teacher identity is particularly concerned with how teachers perceive themselves, how these perceptions are reflected in their enacted identities within formal educational settings, and how they project their future selves. Pennington (2015) provides further explanation of this concept, stating the following:

The identity a teacher develops creates that teacher's self-image as the kind of teacher he/she is or aspires to be and affects the teacher's choice as to classroom roles and instructional emphases in content and methods. It also affects the positioning in relation to, and hence interactions with, students, colleagues, and the larger teaching profession (p. 17).

Pennington's (2015) definition of teacher identity emphasizes the importance of a construct that guides teachers' practices as they strive to enact their role as educators. This construct involves a teacher's mental image or model of what it means to be a teacher and how they perceive themselves within that role. This self-image and perception also influences a teacher's choice of classroom roles, instructional emphasis, and teaching methods. Moreover, Pennington (2015) highlights that a teacher's identity impacts their interactions with various stakeholders, including students, colleagues, and the larger teaching profession. Therefore, teacher identity is a complex and multidimensional concept that encompasses not only a teacher's current self-image but also their projected future and the relationships they have with others in the profession. This understanding of teacher identity is crucial for examining how pre-service teachers develop their identities during their practicum and beyond.

Teacher identity is a complex phenomenon that is influenced by a variety of contextual factors. These factors include micro and macro contexts, such as the school setting, classrooms, social, political, and cultural contexts, and national education policy. A teacher's decisions, perceptions, and practices are all shaped by these contextual elements, underscoring the need to have a comprehensive understanding of teacher identity.

One of the key influences on the development of teacher identity is the interactions that teachers have with others. Beauchamp and Thomas (2009) argue that these interactions contribute to the construction and reconstruction of teachers' identities. For instance, research has shown that contact with students can strengthen teacher identity (van Lankveld, 2017). Conversely, pre-service teachers who lack trust and support from their school mentors may experience frustration and irritation, which can impede the development of their teacher identity (Yuan & Lee, 2016). Therefore, it is crucial to take into account both the contextual factors and interpersonal interactions that contribute to the formation of teacher identity.

### **Pre-service Teacher Education**

Undoubtedly, one of the central themes of this study is pre-service teacher education. Education, in general, and English Language Teaching (ELT), in particular, have become a demand of today's global society due to expanding globalization and the spread of English worldwide. As English has become a lingua franca, there is an increasing need for people who are fluent in the language. This has resulted in a greater need for enhanced language teaching and an increased number of competent English language teachers. To improve language learning, it has been suggested that the focus should be on teacher education by establishing the intended results of what a language teacher should be like (Thomas, 1987). The curriculum for language teacher education incorporates courses in various subject areas to assist teachers in becoming effective teachers and acquiring desired competencies. English language teacher education is designed to provide pre-service teachers with professional training and qualifications that are believed to have a substantial influence on both their ability to teach English in the classroom and their professional growth (Darling-Hammond & Lieberman, 2013).

According to Freeman and Graves (2004), teachers' personal beliefs serve as starting points for learning to teach. Pre-service teachers enter ESL/EFL teacher education programs with pre-established beliefs about teaching and learning, and these beliefs influence how they perceive, process, and put into practice the information presented to them in the teacher education programs they receive. Thus, it is certain that the construction of the teaching identity begins even before teacher education and continues throughout one's working life. However, throughout their teacher education, student teachers are likely to experience a significant professional development process



(Lamote & Engels, 2010), and they engage with many facets of the teacher education program which shapes their identities (Sexton, 2008).

Borg (2003) asserts that language teacher education has a significant impact on teacher candidates. This is because such programs allow student teachers to integrate theory and practice, enabling them to move beyond their previous experiences and develop their own teaching practices based on new experiences gained during the program. In a similar vein, Danielewicz (2001) highlights that the pedagogy employed in teacher education programs could potentially influence students' identities. Given this, it has been suggested that teacher education programs are an ideal starting point for raising awareness about the importance of understanding the concept of identity and how it continuously develops (Beauchamp & Thomas, 2009).

### **Early Stages of Becoming a Teacher: Practicum Period**

Practicum is without a doubt one of the most significant periods in teacher education, serving as a bridge from university to the classroom. It is the first opportunity for pre-service teachers to apply the theories and knowledge they have gained through their teacher education program to real-life teaching situations. The practicum provides pre-service teachers with hands-on experience in the classroom, allowing them to develop and refine their teaching skills, and to begin to construct their professional identities as teachers. The early stages of the practicum period are crucial for pre-service teachers, as they provide the foundation for their future teaching practice. Meeting students for the first time and working with them in a real teaching context give a chance for student teachers to observe, teach and learn from the students. It is a formative experience that will shape their professional identities and impact their future selves and teaching practices for years to come.

Before becoming fully trained as teachers, pre-service teachers in Turkey are required to complete a practicum while undertaking a teaching practice course that spans two academic semesters. Teaching practice is a type of course that enables prospective teachers to improve their teaching skills by performing planned and systematic observation and practicing their teaching in a real classroom setting that is relevant to their fields, as well as receiving feedback on their performance (MEB, 2018). Teaching practice courses are an essential component of teacher education because they give pre-service teachers the chance to observe a real teaching environment before they

enter the profession and provide them with the opportunity to gain genuine experience while working under the guidance of experienced teachers and university supervisors (Cohen et al., 2013).

The practicum is an essential component of a teacher education program as it enables pre-service teachers to gain practical teaching experience in a real classroom environment. By participating in the practicum process, pre-service teachers can gain hands-on experience and develop their teaching practice, thus forming a solid foundation for their future careers as teachers. This provides them with the opportunity to face the challenges of teaching in the classroom and apply the theories and knowledge they have gained during their university studies. The practicum involves working under the guidance of a mentor teacher and a university supervisor, which allows pre-service teachers to receive valuable feedback on their performance and improve their teaching skills (Allen & Wright, 2014).

Engaging pre-service teachers in teaching contexts, especially during their practicum, is crucial for their professional growth and identity development. Student teachers' experiences in the classroom setting provide them with opportunities to apply what they have learned in their coursework, to develop their skills as teachers, and to shape their professional identities. According to Richards and Nunan (1990), the practicum period that student teachers go through is regarded as a chance to build certain strategies to teach within the context of an actual classroom setting. Student teachers are able to combine theory and practice during the practicum period that they are required to undertake, as well as construct their own sense of what it is like to teach a foreign language in an actual classroom setting (Yunus et al, 2010). This allows them to develop their teaching skills and competencies by gaining a better understanding of where they struggle and where they perform better in the classroom (Bektaş & Ayvaz Can, 2019). In a similar vein, Watson et al. (2008) propose that as pre-service teachers spend more time in the classroom, they will gain insights into students' learning and the ability to combine theory and practice together to project their future teaching. As student teachers spend more time in real teaching contexts throughout their practicum, they begin to feel a greater sense of ownership in their profession. In addition, the practicum is a phase that pre-service teachers go through in which they get feedback on their performance and how to conduct more efficient classes from both the students they teach and their supervisors (Richards & Nunan, 1990).

Student teachers are assigned experienced teachers as their mentor teachers at the practicum school, in which they are expected to observe language classrooms and practice their teaching skills. Working with a mentor teacher at practicum schools, according to Roe and Ross (2002), provides student teachers with the opportunity to reflect on their mentor teachers' practices and evaluate their own perspectives on being a professional, after seeing teaching performances and understanding the teachers' function in the classroom. It has been shown that mentor teachers are the most influential agents for student teachers. According to research, the guidance and work attitudes of the mentor at the field schools play a crucial role in the development of pre-service teachers' professional identities (Izadinia, 2016). This is because mentor teachers are the most readily available and accessible agents for student teachers to interact with during their practicum (Farrell, 2008).

Student teachers are not only assigned a mentor but also a supervisor who is one of their lecturers from the university. While mentor teachers guide student teachers during their ongoing practicum experience at schools by supporting them individually, university supervisors evaluate student teachers' assigned work, provide feedback on their performance, and assist student teachers in building self-awareness (Yazan, 2015). How pre-service teachers contact their university supervisors and learn from them has a significant impact on the quality of the pre-service teachers' practicum experiences and their professional identities (Timoštšuk & Ugaste, 2010).

Research has shown that the relationships pre-service teachers form with their students during their practicum are crucial in shaping their professional identities (Van Lankveld et al., 2017). Several factors can influence the development of pre-service teachers' professional identity through interactions with students, such as feedback received from students (Yan & Mingyao, 2022), recognition from students (Yuan & Lee, 2016; Teng, 2017), and positive experiences with students (Salinas & Ayala, 2018; Triutami & Mbato, 2021). When pre-service teachers establish positive relationships with their students, they demonstrate a special interest in their overall development and continuous learning (Yan & Mingyao, 2022). This process helps to build pre-service teachers' confidence, competence, and commitment to teaching. By interacting with students, pre-service teachers gain valuable insights into their own teaching practices, values, and beliefs, which they can integrate into their professional identities. Therefore, student contact is a critical factor in the development of pre-service teachers' professional identities.

## **Studies on Pre-Service Teacher Identity**

Without a doubt, understanding teacher identity, and pre-service teacher identity in particular, requires in-depth knowledge of the interactions among various factors such as personal experiences, interactions with students, colleagues, mentor teachers, and feedback from supervisors. The study of pre-service teacher identity has gained increasing attention in the field of education, with a growing body of research exploring different aspects of this development. Over the years, numerous studies have been conducted to examine pre-service teacher identity development, as well as the various factors that influence it. Understanding pre-service teacher identity development can provide insights into factors that influence the development of their beliefs, values, and attitudes towards teaching, which can impact their future practice as teachers. This review aims to synthesize the existing literature on pre-service teacher identity development and provide insights into the current state of knowledge in this field.

Recent literature on pre-service teacher identity construction has explored different aspects of this process, including the role of personal and contextual factors, as well as the impact of teacher education programs. While there is a vast collection of literature on teacher identity, various studies have examined teacher identity in different situations. In a longitudinal study by Flores and Day (2006), the key influences on new teachers' identities were explored during their first two years of teaching in diverse school settings. Their findings revealed that three main factors influenced the construction, destruction, and reconstruction of professional identities: (i) prior influences, (ii) initial teacher education and teaching practice, and (iii) teaching contexts. Regarding prior influences, students' previous teachers were seen as the primary drivers of their perspectives on the teaching profession and decision to become teachers. In terms of early teacher training and teaching practice, external factors such as the impact of significant others and career opportunities were found to be the main drivers for the majority of teachers. They also claimed that their pre-service teacher education did not significantly influence their views of themselves, and the program did not adequately prepare them for the issues that would arise in school and classroom settings. The participants noted that teaching was both satisfying and challenging. While they were excited and nervous throughout the teaching period, they found teaching to be sudden, demanding, and stressful.

Nguyen (2019) conducted a case study that explored the process of identity construction during the practicum period of three pre-service English language teachers. The research highlighted the aspects that either helped or hindered the development of their professional identities. The findings of the research showed that the construction of pre-service teachers' professional identities was distinct for each of the three pre-service teachers. Their prior experiences, the context of their practicum schools, and their mentor teachers had varied effects on how their identities developed. The study found that students' practicum mentors had a significant impact on the development of their teacher identities. Therefore, it was anticipated that effective mentoring could foster the development of teachers' sense of identity.

Another recent study by Lim (2011) focused on the identity formation of fifty pre-service English as a Foreign Language teachers in South Korea. The results of this study demonstrated how the identity of student teachers developed in accordance with the development of their base knowledge and experiential knowledge. By utilizing a concept mapping method for analyzing the autobiographical narratives of the participants, Lim combined qualitative and quantitative methods in his data analysis. According to his findings, the construction of identity is a continuous process that involves negotiation in connection with the existing knowledge and experiences of teachers. It has been determined that student teachers begin developing their identities before they complete their teaching practice, and that their identities are shaped by the settings and past experiences.

In a study by Chong et al. (2011), student teachers' identities were investigated in order to provide insight into their perceptions regarding teaching before beginning a teacher education program, as well as how these perceptions were formed and changed after finishing the program. A total of one hundred and five participants were asked to complete the survey 'How I Feel about Teaching?' before and after the program, which included questions regarding their views of the teaching profession. The research found that when students were introduced to the academic and practical aspects of the teacher education program, their views changed. The data revealed five factors that showed decreasing patterns at the end of the program: role of teaching and learning, self as a role model, sense of calling, sense of professional identity, and professional growth as a teacher. On the other hand, "belief in the value of teaching" remained relatively unchanged, indicating that student teachers were primarily motivated by the value they placed on teaching. The findings of the research showed that the identities of student

teachers were not fixed; rather, the construction of identities was a dynamic process continually negotiated by the participants as they went through the teacher education program.

In their case study, Trent and Lim (2010) conducted a case study in order to investigate the ways in which school-university cooperation influence the professional identities of teachers. The research was carried out with participation from two separate groups of Hong Kong secondary school English language teachers. The participants in this research were six English language teachers from two separate schools who were taking part in a cooperation between their respective schools and a university. Participants were experienced English teachers who want to improve their subject knowledge, keep their pedagogical skills up to date, and create new educational materials. In order to get an understanding of the participants' experiences, the researchers conducted focus group interviews with the participants. During the interviews, the participants manifested their teacher identities through the language that they used and categories were created by the researchers based on the language used by the interviewees. The findings of the focus group interviews indicated that the school-university collaborations influenced participants' identity construction in a variety of ways and these collaborations are essential in forming teacher identity through 'engagement, imagination, and alignment' (Wenger, 1988). In light of these findings, the researchers proposed that the professional identity of teachers is connected to the social and cultural contexts in which they work. This is due to the fact that stakeholders, universities, and school administration all play an important part in the process by which teachers construct their identities.

There are numerous studies that focus on the process of the development of teachers' professional identities that may be found in the existing body of academic research. Kanno and Stuart (2011), for instance, investigated the ways in which student teachers learned to become professional L2 teachers and how their developing identities were reflected in their professional practices. They discovered that the student teachers developed positive connections with the students, maintained desirable levels of teacher authority, and ultimately learnt how to become teachers themselves. They also underlined that the transitional stage should not be seen as a rapid and automatic process, and that it is important to remember that learning to become a teacher is a process that takes time and practice.

Timoštšuk and Ugaste (2010) investigated the pre-service teachers' professional identities by exploring their perceptions and experiences in teaching. The study included the participation of forty-five student teachers. Focus group interviews and semi-structured interviews were used to collect data from the participants. According to the findings of the research, student teachers place a significant amount of emphasis on developing meaningful relationships with their students, mentor teachers, supervisors, and other student teachers at practicum schools. Furthermore, some participants demonstrated a fear of failure before they began their practice teaching. However, this fear of failure decreased as they began to form connections with the students and regard themselves as real teachers. Those whose fear of failure persisted, on the other hand, were more likely to experience self-doubt and reevaluate their choice of career. In addition, the research highlighted the fact that university teachers were regarded as having an influence on student teachers' perspectives of themselves and that they were seen as role models. Finally, the research concluded that the discrepancies between teacher education programs and society should be overcome to reduce stress caused by the imbalance between societal standards and student teachers' expectations of their profession.

It has been stated that the practicum period, which is a part of teacher education, plays a part in the identity transformation of pre-service teachers. Student teachers are open to identity shifts during the process of becoming a teacher as they experience classroom teaching and interact with their students, and their mentor teachers while trying to complete their teacher education program. Henry's (2016) study offers a conceptualization of teacher identity combining Complex Dynamic Systems Theory and Dialogical Self Theory. In his work, which aims to reveal emerging English pre-service teacher identities and the interrelationships between them, Henry focuses on the transitions between different identities and the conflicts between opposing inner voices. The research, which explores the internal dynamics of a pre-service language teacher's professional identity throughout a practicum, also illustrates the dynamic mechanisms that occur on multiple timescales such as day-to-day, real-time basis. The study shows that the identity system of the pre-service teacher changes throughout the practicum between two attractor states, each of which stood for a different identity. A practitioner I-position emerges in the identity system of the pre-service teacher when positive situations are experienced and positive reactions are received from the students. However, when the pre-service teacher experiences negative emotions that contradict

her beliefs regarding effective teaching, a phase shift takes place and different I-positions are seen where she feels like an outsider. Henry's study provides important insights into how shifts in pre-service teacher identity take place.

These recent studies demonstrate the ongoing interest and attention being given to the topic of pre-service teacher identity development and highlight the need for understanding the factors that influence this process. Overall, the recent literature on pre-service teacher identity construction highlights the importance of this process and the need for continued investigation into the factors that influence the development of pre-service teachers' professional identities.



## **2. METHODOLOGY**

### **2.1. Introduction**

This chapter is concerned with the methodology part of the current study and presents a comprehensible account of the research design, context, participants, data collection procedure and data analysis used for this study.

The purpose of this qualitative case study is to explore the identity development of two pre-service teachers during their practicum period in relation to their contact with students, and to investigate how this contact affects their future teacher selves. The study was conducted with two pre-service teachers from the English Language Teaching Department at Erciyes University in Turkey. A purposive sampling method was used to select two participants who were in their final year of the teacher education program and were completing their practicum period in a local school. The participants were selected to provide rich and sufficient information to address the following research questions:

1. How does contact with students affect the development of teacher identity during the course of a practicum?
2. What is the impact of the practicum on pre-service teachers' future teacher selves?

Data collection for this study was carried out over the course of one semester. To capture the participants' experiences and reflections, the study employed two primary sources of data: pre-service teachers' diaries and practicum reports. Participants were asked to keep diaries throughout the practicum period, recording their thoughts, feelings, and experiences related to their teaching practice and interactions with students. Practicum reports were also collected from the participants on a weekly basis to provide insight into their teaching practices and the practicum experiences. The study contributes to the understanding of how teacher identity develops and evolves during the practicum period and how contact with students plays a crucial role in shaping future teacher identities.

## **2.2. Research Design**

### **2.2.1. Case Study**

Creswell (1994) describes qualitative research as "...an inquiry method of comprehending a social or human problem focused on developing a comprehensive, holistic picture using words, reflecting specific viewpoints of informants, and undertaken in a natural context" (p. 15). As the aim of this study is to explore the identity development of pre-service teachers during their practicum period in relation to their contact with students and to investigate the impact of this contact on their future teacher selves, a qualitative research design is appropriate. A qualitative approach is ideal for this study because it allows for an in-depth exploration of the experiences and perceptions of pre-service teachers. This approach emphasizes the subjective nature of reality and the importance of context, which is essential for understanding the complex and dynamic process of pre-service teacher identity development.

Teacher identity is described as complex (Beijaard et al., 2004; Beauchamp & Thomas, 2011) and this complexity should be studied as cases (Byrne & Callaghan, 2014). As case study research has the potential to address complex situations and answer how and why questions, it provides insights into many aspects of a complex phenomenon through a variety of lenses, taking into account how it is situated within its context (Yin, 2003). Creswell (2013) describes a case study as follows:

Case study is a qualitative approach in which the investigator explores a real life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. The unit of analysis in the case study might be multiple cases (a multisite study) or a single case (a within site study) (p.104).

Informed by Creswell's (2013) description, a case study research allows us to obtain a greater understanding of participants' identity development within its context by utilizing a number of data sources and in-depth exploration of data analysis. The qualitative case study design is therefore particularly suited for this study because it provides an in-depth exploration of a specific phenomenon, in this case, the experiences

of two pre-service teachers during their practicum period. In this respect, data were collected from the pre-service teachers' diaries and practicum reports throughout the practicum period. Accordingly, among the qualitative research methods, the case study approach is particularly suitable for the nature of the research inquiry to provide a holistic picture of a specific case rather than making generalizations. Moreover, the current research is described as a single case design since this study aimed to offer a detailed explanation of a complex and specific process, EFL pre-service teachers' identity transformations, within its context which is the natural setting.

### **2.3. Context and The Participants**

The current study was conducted with students from the English Language Teaching Department at Erciyes University's Faculty of Education. Data was collected from the Teaching Practice II (İÖP 402) course, a bachelor's course offered in the 2021-2022 Spring term. The sample for this study consists of three undergraduate students from Erciyes University's English Language Teaching program who volunteered to participate and undertook a practicum throughout one semester. At the time of the study, each participant was completing a bachelor's degree program in English language teaching at the Faculty of Education at Erciyes University. The program lasts for four years and includes courses such as advanced English grammar and language skills, English language literature, linguistics, translation, as well as methodology classes such as theories, methods, and approaches to English language teaching. In the fourth year of the EFL teacher education program, the practicum is conducted through two courses, Teaching Practice I and Teaching Practice II, over two semesters.

Teaching Practice is a course in which pre-service teachers observe real teaching environments in two different schools, interact with students individually in small groups, and obtain short-term teaching experience. The purpose of the Teaching Practice course is to enable pre-service teachers to apply and evaluate the knowledge and skills they have acquired during teacher education in the university environment, as well as to support their development of basic and field-specific skills related to the teaching profession. Teaching Practice is a five-credit course lasting eight hours a week, with two hours taught at the faculty and six hours at practical schools. During this process, pre-service teachers are evaluated every week. Each semester, EFL pre-service teachers, in groups of 3-4, spend a total of 14 weeks at practicum schools for six hours

of practice teaching and classroom observation simultaneously. Pre-service teachers are assigned a mentor teacher working at the school and a university supervisor who is conducting the Teaching Practice course. They work together to ensure that pre-service teachers meet their practicum requirements. During this process, pre-service teachers become familiar with the school and classroom environment with the guidance and feedback of the supervisor and mentor teacher, test their pedagogical content knowledge through practice, and develop professional awareness. Each student teacher performs practice teaching for two hours a week, and the rest of the time they observe the environment and their peers and take notes to write their weekly practicum reports. In the practicum reports, they are supposed to reflect on their experiences of teaching and also write observations about their peers' practice teaching to submit to their mentor teacher and the university supervisor each week.

During the practicum, the supervisor goes to the practicum school to observe the practice teaching of the pre-service teachers twice, and takes notes for scoring and giving feedback. Student teachers participate in critical and reflective feedback sessions with their university advisors for two hours once a week as part of the Teaching Practice course and receive feedback from their supervisor accordingly. Mentor teachers and university counselors grade student teachers based on their reflective performance as well as task accomplishment. A detailed description of the weekly procedure is given below:

<b>Weekly Schedule of Teaching Practice</b>
Week 1: Holding information meetings, meeting with mentor teacher
Week 2: Getting to know the school environment (Getting information about the school, the physical environment of the class and the school, meeting the mentor teacher, meeting the students)
Week 3: Observing classes, exploring ways for getting to know students, and writing a report
Week 4: Practice + Self-assessment + Peer Assessment Evaluation of the material developed/adapted by pre-service teachers
Week 5: Practice + Self-assessment + Peer Assessment Examining the written exam prepared by the teacher and writing a report
Week 6: Practice + Self-assessment + Peer Assessment Examining the minutes of the parents' meeting and writing a report
Week 7: Practice + Self-assessment + Peer Assessment Examining undesirable student behaviors in the classroom and coping strategies with these behaviors + writing a report
Week 8: Practice + Self-assessment + Peer Assessment Preparing a report about the role of school-family cooperation in education and training and how school-family cooperation is carried out
Week 9: Practice + Self-assessment + Peer Assessment Examining the decisions of the Group Teachers' Board meeting and preparing a report
Week 10: Practice + Self-assessment + Peer Assessment Reporting on school clubs and social events
Week 11: Practice + Self-assessment + Peer Assessment Planning for out-of-school learning (museums, science centers, national parks, etc.)
Week 12: Practice + Self-assessment + Peer Assessment Preparing a report on the duties and responsibilities of the hall monitor
Week 13: Practice + Self-assessment + Peer Assessment Preparing reports regarding school administration

**Figure 1.** Weekly Schedule of Teaching Practice

When selecting a sampling method for qualitative research, it is important to take into account the research objectives and the available resources. A purposive sampling method has been employed to select participants for this study in order to acquire rich and sufficient information from pre-service EFL teachers to enable me to address the research objectives. Purposive sampling involves researchers selecting cases to create a sample that meets their particular requirements. The fundamental objective of this sampling method is to obtain in-depth information from people who are in charge of providing it, since it is purposely selective (Cohen, et al., 2007).

For the current study, the criterion required the participants to be pre-service teachers who were currently senior students of the English Language Teaching Department at the Faculty of Education and participated in practicum as a part of the Teaching Practice II Course. In this regard, the participants for the study were selected purposefully according to the criterion sampling method (Creswell, 2013), which necessitates the participants to fulfill specific criteria to ensure data quality. The selection of the participants was based on the recommendation of the supervisor who observed the participants during the fall semester and identified them as reflective and cooperative student-teachers who would contribute to the study. Upon receiving the recommendation, the researcher contacted the supervisor and obtained the contact information of the two pre-service teachers. The researcher then contacted the pre-service teachers and explained the research aims and objectives to them. After obtaining informed consent from the participants, they were included in the study. The use of purposive sampling in this study allowed for the selection of participants who were reflective and cooperative, providing rich and detailed data that could address the research questions. Participation in the research was entirely voluntary, and participants were given pseudonyms to preserve their privacy and confidentiality in accordance with ethical considerations.

#### **2.4. Data Collection**

The present study aimed to explore the identity development of pre-service teachers during their practicum period in relation to their contact with students. To achieve this aim, data were collected from two pre-service teachers during their one-semester practicum period through two primary sources: diaries and practicum reports.

The data collection procedure was determined to last 14 weeks during the 2021-2022 Spring semester. Diaries were used to capture the pre-service teachers' daily reflections on their experiences throughout the practicum period. The diaries allowed for a detailed exploration of the pre-service teachers' perceptions, feelings, and experiences and provided insight into the development of their teacher identity over time. Practicum reports were also collected as a means of obtaining a more formal reflection on the pre-service teachers' practicum experience. The reports were expected to include a summary of their teaching experience, challenges faced, and learning outcomes. These reports provided a more structured and systematic reflection of the pre-service teachers' practicum experience, complementing the more subjective insights captured in the diaries.

The combination of diaries and practicum reports allowed for a comprehensive exploration of the pre-service teachers' identity development throughout the practicum period, including the impact of their contact with students on their future selves. The use of these methods allowed for a detailed examination of the pre-service teachers' experiences and perceptions, providing rich and in-depth data for analysis.

#### **2.4.1. Participants' Diaries**

According to Sfard and Prusak (2005), identities are stories in which people tell about themselves and their lives. As Holland et al. (1998) point out,

Through narratives, people tell others who they are, but even more importantly, they tell themselves and they try to act as though they are who they say they are. These self-understandings, especially those with strong emotional resonance for the teller, are what we refer to as identities. (Holland et al., 1998, p. 3)

Because the purpose of this study is to explore the identity development of pre-service teachers and their future selves in relation to their contact with students, the participants' diaries play a critical role in shedding light on their experiences through their narrations. Through their own narrations, the participants can make sense of their actions, explain how they feel when they face stimuli, understand the relationships they have with their students, and reflect on the identity development they experience. In light of this, the data included the participants' diaries written on a weekly basis during

the practicum period, which lasted about 14 weeks. The participants were instructed to freely reflect on the prompts assigned to them. The student teachers were required to write in their diaries using the following prompts:

- Indicate and reflect on your experiences and feelings about your practicum day and teaching practice.
- What was the highlight of your day?
- Indicate the points that caught your attention about your practicum day (your dialogue with students, colleagues, etc.).

Overall, the use of participants' diaries as a source of data provided rich and in-depth insights into the pre-service teachers' experiences and perceptions, allowing for a detailed examination of the impact of contact with students on their teacher identity development and future selves.

#### **2.4.2. Practicum Reports**

According to Bowen (2009), research study records can take on a variety of forms, such as organizational or institutional reports. In addition to keeping diaries, participants were also asked to submit weekly practicum reports via email as part of the Teaching Practice II course and submit them to both their supervisor and mentor teacher. These reports provided a more structured and formal account of their experiences during the practicum period. Participants were expected to reflect on their interactions with students, the challenges they encountered, and the strategies they employed to overcome these challenges. They were also asked to reflect on how these experiences were shaping their development as teachers.

In their practicum reports, students were expected to write descriptive and reflective information based on their observations and experiences about the practicum school, classes, students, mentor teacher, and peers. However, the researcher focused specifically on identifying themes related to the pre-service teachers' teacher identity development in contact with their students and the impact of this contact on their future selves as teachers. The researcher examined the reports for instances where the pre-service teachers reflected on their identity development as a result of their interactions with students, and how their experiences during the practicum period were shaping their



future selves as teachers. By focusing on the specific experiences and reflections shared by the pre-service teachers in their practicum reports, the researcher aimed to identify the key factors that contributed to the development of their teacher identities, as well as any challenges or obstacles they encountered along the way.

The combination of participants' diaries and practicum reports provided a rich and multi-faceted source of data for the study. The diaries allowed for a more personal and nuanced exploration of the pre-service teachers' experiences and perceptions, while the practicum reports provided a more structured and objective record of their activities and development. Overall, the use of participants' practicum reports as a source of data provided a detailed and structured account of the pre-service teachers' experiences during the practicum period, and allowed for a deeper exploration of the impact of contact with students on their teacher identity development and future selves. In brief, because pre-service teachers' practicum reports offer numerous hints about their identities, it has been decided that these reports would be one of the data gathering tools as they enrich the investigation.

## **2.5. Data Analysis**

The purpose of this study was to explore the development of pre-service teachers' teacher identities during their practicum period, with a particular focus on the impact of contact with students on their identity development and their future selves as teachers. To achieve these objectives, participants' diaries and practicum reports were collected over a period of 14 weeks.

As Creswell (2013) states, the data analysis process includes pre-reading the data, coding and organizing the themes, presenting the data and making interpretations of them. Based on this framework, an inductive approach has been adopted for analyzing data. As a part of the data organization process, I verbatim transcribed the participants' diaries and practicum reports. Each piece of data was then translated into English and reviewed by a colleague to ensure accuracy and reliability. The data were filed according to the names of the participants and then divided into the categories of the data collection tools to manage the data. After all of the data were filed under the categories, I conducted a detailed reading process for each participant to comprehend the big picture in the data. The data was then analyzed using a thematic analysis approach, which involved identifying patterns and themes within the data that were relevant to the research questions and objectives. After all of them have been evaluated

individually, a web of relation was established and all data were associated with each other.

Through this approach, the researcher was able to gain insights into the ways in which contact with students affected pre-service teachers' teacher identity development and their perceptions of their future selves as teachers. The analysis focused on identifying key themes related to these topics. Overall, the use of thematic analysis provided a robust and detailed approach to analyzing the data collected in this study. By carefully organizing and transcribing the data and then applying a rigorous analysis method, the researcher was able to gain a more nuanced understanding of the experiences of the pre-service teachers and the factors that impacted their teacher identity development.

## **2.6. Ethical Considerations and Trustworthiness**

In conducting this study, ethical considerations were given utmost importance to ensure the protection of participants' rights and welfare. Participants were asked if they agreed to be part of the study at the start. The participants were informed about the purpose and nature of the study, and their voluntary participation was sought. They were also assured of the confidentiality of their personal information and that their identities would remain anonymous in the study. To preserve the participants' privacy and maintain their confidentiality, pseudonyms were assigned to each participant, and they were referred to by these pseudonyms. It was clearly stated that the participants could withdraw from the research at any time without the need for explanation. The research also obtained ethical clearance from the relevant institutional review board.

One of the most significant considerations for a researcher is establishing the study's trustworthiness. To ensure the trustworthiness of the data collected, a number of steps were taken. Firstly, a comprehensive literature review was done, and a well-established adoption of the methodology was ensured. Data triangulation was employed by collecting data from two sources, namely participants' diaries and practicum reports, to increase the reliability of the findings. The researcher tried to provide thick descriptions of the context of the study and the participants. Secondly, member checking was employed by providing participants with the opportunity to review the transcripts and provide feedback. Moreover, to give a better picture of the case under study, the excerpts taken from the statements of the participants were included in the findings section, presenting the proof of their ideas.

### **3. FINDINGS**

#### **Introduction**

The following section presents the findings of this qualitative case study that aimed to explore the identity development of two pre-service teachers during their practicum period in relation to their contact with students and the impact of practicum in general on their future selves. The data for this study were collected through participants' diaries and practicum reports over a 14-week period and analyzed using thematic analysis. In this section, the themes that emerged from the data analysis will be presented. The findings provide insight into the ways in which contact with students shapes pre-service teachers' identities and influences their future teacher selves.

The first set of themes pertains to the effect of contact with students on the development of teacher identity in the context of practicum, including their sense of appreciation, competence, commitment to the teaching profession, and imagining of future teaching trajectories. The second set of themes focuses on the impact of practicum on the participants' perceptions of themselves as future teachers, including their views on being a good teacher, the role of lifelong learning, strategies for enhancing student engagement and motivation, their choice of methodology, and their career aspirations and plans for the future. The findings provide a comprehensive overview of the data and serve as a useful reference for understanding the complex and multifaceted nature of teacher identity development and the influence of practicum experiences on pre-service teachers' future selves.

#### **The Effect Of Contact With Students On The Development Of Teacher Identity In**

##### **The Context Of Practicum**

The practicum experience plays a crucial role in shaping the teacher identity of pre-service teachers. Through the practicum stage of their education, student teachers get the chance to be present in a real teaching environment, which allows them to participate in genuine teaching practice and interact with students. This opportunity helps them cultivate a deeper sense of appreciation for the teaching profession, a stronger sense of confidence and competence in their teaching abilities, and a commitment to their future role as educators. Contact with students during this period is especially valuable, as it provides pre-service teachers with the chance to learn from

their interactions with students, allowing them to gain a more profound understanding of their own visionary teacher selves. In this section, we will explore how contact with students during practicum influences the development of teacher identity, focusing on themes such as appreciation, competence, commitment, and envisioning future teaching trajectories.

In her practicum report, Sheena got the opportunity to engage in some self-reflection. In the report, Sheena noted that she worked with fifth graders for the first time, provided colorful materials for them, and that the students were eager to participate in her class. The following excerpt illustrates how contact with students during the practicum affects the participant's sense of competence and confidence and future teaching trajectory.

I prepared colorful cards with previously learned vocabulary. Students really enjoyed playing with the game cards, drawing and acting out. I did not have any trouble in managing the classroom as the class was really silent and willing to participate in my lesson. I think this is because they found my lesson entertaining. I also found my lesson entertaining as I realized that I got along well with young learners. This week was the first time I taught a lesson to fifth graders, and I must admit that I prefer it to other graders. Now I absolutely think that I am a young learner's teacher. I like to dance, sing, and let students play games and these all encourage me work in a primary school in the future when I am to choose one. (Sheena, practicum report)

The extract suggests that the participant had a positive experience while teaching young learners. She was able to effectively manage the classroom and engaged students in an entertaining lesson using game cards. This positive experience has contributed to her sense of competence as a teacher. The participant also expressed a sense of appreciation towards teaching young learners and preferred them over other grade levels. Her preference for young learners and enjoyment of activities such as dancing, singing, and playing games indicate a potential career trajectory towards teaching primary school students in the future. This experience shapes her future teaching practices and pedagogical approaches. When she says "I am a young learners' teacher", she emphasizes her own visionary-self and future-self. Observing her students' interest and

participation, Sheena feels a sense of accomplishment, which in turn influences her future trajectory in a positive way.

Sheena further stated in her practicum report a week later that she once again realized she liked working with fifth graders. This excerpt also illustrates how students promote Sheena's sense of competence and confidence and future teaching trajectory.

This week I was with fifth graders and once again I realized that I really like working with young learners more than older ones. I enjoyed preparing materials for them such as making colorful cards and writing a story for the target unit. Since I could not find a proper text which included all the target vocabulary items, I wrote my own story for them. Students were so impressed by the story I wrote that several of them wanted to read it again without knowing that I had written it. I decided to use storytelling a lot in my future classes. When I write my own story or song for kids and they enjoy it, I feel confident about my teaching. (Sheena, practicum report)

From this excerpt, we can see that the participant is expressing a sense of competence in her teaching abilities. She is able to effectively prepare materials for her students and create engaging lessons, such as writing her own story for the target unit. The fact that her students were impressed by the story and wanted to read it again without knowing she had written it shows that she was successful in engaging and motivating her students. The students' appraisals bring Sheena a joyous sense of achievement and a sense of appreciation. At this point, the contact she has with her students at the practicum school is an important factor in developing Sheena's teacher identity. As can be understood from the excerpts above, Sheena realizes that she enjoys working with young fifth graders, which affects her future trajectory as a teacher. This is because she sees herself completely as a "young learners' teacher" and the enjoyment she gets from working with young learners gives her an emotional fulfillment for teaching young learners.

In a similar vein, the positive feedback and the appraisal she gets from her students bring Zenny a sense of competence in her role as a teacher. For this reason, she believes that she is capable of teaching a good lesson as she stated in her practicum report. The

following excerpt displays how the contact with students effect Zenny's sense of competence and confidence.

As an additional activity for today's class, I decided to play an interactive game I discovered on the internet. I adjusted this game I saw on the internet according to my own course content. My students had a great time playing the game, and every single participated in the activity great enthusiasm. At the end of the lesson, the students came to me and asked when we would do this activity again, which made me feel successful to deliver a good lesson in the eyes of the students. (Zenny, practicum report)

Based on this excerpt, we can interpret that the participant, Zenny, had a sense of competence and confidence in her teaching abilities. She was able to successfully adapt a game she found on the internet to fit the course content, and her students responded positively to the activity with great enthusiasm. The fact that her students wanted to know when they would do the activity again shows that Zenny was able to engage them in a way that was enjoyable for them. This success contributed to Zenny's sense of competence and confidence in her abilities as a teacher, as she was able to deliver a lesson that was well received by her students.

Zenny continued to share this experience in her diary as stated in the following excerpt. The excerpt showcases Zenny's satisfaction with customizing her lessons to her students' interests and receiving positive feedback, which bolsters her sense of competence and confidence as a teacher. Additionally, the positive feedback from her students also promotes a sense of appreciation and a sense of commitment to the teaching profession.

Getting to know the students and customizing my lessons according to their interests is a satisfying experience. It makes me even happier when I receive positive feedback from them. For example, today, one of the students asked, "Teacher, when will you come again? Are we going to do fun activities again?" Even though I am unable to receive essential feedback from my mentor teacher, my students provide me with it. So, I believe that my performance as a teacher is satisfactory. (Zenny, diary entry)

In this excerpt, Zenny expresses her satisfaction in customizing her lessons according to her students' interests and receiving positive feedback from them. The fact that her students ask when she will come again and whether they will do fun activities again indicates that they enjoyed the lesson and found it engaging. Zenny's satisfaction in receiving positive feedback from her students is reflective of a sense of appreciation, while her belief that her performance as a teacher is satisfactory demonstrates a sense of competence. The positive appraisal and recognition from her students further reinforce her sense of competence. As Zenny notes, receiving recognition from her students makes her feel proud of her job as a teacher and enhances her commitment to the teaching profession. This highlights the significant role that contact with students can play in the development of a pre-service teacher's identity, particularly in terms of their sense of competence and commitment.

Another finding emerged from the data displays the effect of student contact on student teachers' knowledge of themselves as teachers. Their contact with students in the practicum provided opportunities for pre-service teachers to reinforce their beliefs about effective teaching and to reaffirm their satisfaction with teaching. In her diary, Sheena notes that she has been preparing for her classes in the past, but that she has not been able to do so recently. As a consequence, she makes the decision to teach that day in a way her mentor teaches his students. However, she has come to the conclusion that the way in which her mentor teaches his students is completely contrary to Sheena's practice as a teacher. The following excerpt displays Sheena's sense of commitment to teaching profession and her realization of the importance of bringing various materials to the class to make it engaging and fun for the students.

I used to prepare for my classes at least a week in advance. For some reason, recently I have been preparing my lessons in the last day; somehow I do not feel like it... This week, I just wanted to cover the topics in the textbook. Normally, I always wanted to bring an activity, a game, a video or a song. I mean, not that I wanted to, actually I have been doing this all the time, but this week I wanted to follow the mentor teacher's footsteps. I mean, yes, students listen to him too. So... Because I was a little unprepared and reluctant, I thought maybe it would work for me too. That is why this week I had the activities in the book done, but I really felt that the students were bored. Some students were sleeping. No matter how much I tried to make it active and fun, sticking to the textbook did not attract students to

the lesson. It is necessary to bring various materials to the class. I am definitely not going to do it that way again next week. Doing so made me very unhappy. This is the method of students' classroom teachers. I will just let this method stay with him. I definitely do not plan to do it that way. At least that is what I have tried. As we always say, English is not taught only with textbooks. Different things have to be done. (Sheena, diary entry)

From the diary entry, it is evident that Sheena has a strong sense of commitment to her profession as a teacher. Sheena claims that the teaching method used by her mentor was ineffective for her. She notes that her recent attempt to follow her mentor teacher's approach made her unhappy as the students appeared bored and disengaged. She recognizes the importance of bringing various materials to the classroom to make the lessons interesting and engaging. She also notes that different activities, such as games, videos, and songs, are essential to teach English effectively. This highlights her active involvement in directing her own practice, which is an essential aspect of teacher identity development. Sheena's decision to avoid using her mentor's teaching method and stick to her own demonstrates her future trajectory as a teacher. She has recognized the importance of using different methods and materials to teach English effectively, and she is committed to using those in her future classes. She also notes that she will prepare for her classes well in advance, which is indicative of her commitment to being a professional and competent teacher. This suggests that she is actively taking the role of a teacher and is making the effort in directing her own practice. Overall, Sheena's experience has strengthened her teacher identity by reinforcing her belief in effective teaching methods, the need for using various materials to teach, and the importance of preparing for classes in advance. By actively reflecting on her practice and making conscious decisions to direct her own teaching, she is strengthening her sense of competence and confidence as a teacher.

Having reflected on her experiences in the classroom, Sheena notes her progress and commitment to the teaching profession in the following week. In her practicum report, she describes the following week when she was most prepared and confident, going to great lengths to make the lesson engaging and exciting for her students. She feels pleased of her work and has the self-confidence that comes along with having prepared a productive lesson. The following excerpt illustrates how the participant's thorough preparation and creativity enhances her sense of competence and confidence as a



teacher. This excerpt also demonstrates the participant's sense of commitment to teaching profession through her dedication to designing engaging materials and activities for their students.

This week was the week I prepared the most compared to other weeks. I really had my lesson plan in mind, I studied my lesson plan well and I felt very confident because of it. I designed materials, arranged visuals, and prepared activities for students. I put on a funny disguise at the beginning of the lesson in order to attract the attention of the students to the lesson and arouse their curiosity. I put on a shawl, and I wore funny glasses unashamedly. Teaching requires it, I think. I believe that I added something to the students and helped them learn. (Sheena, practicum report)

In this excerpt, Sheena describes her experience of preparing for a lesson and putting a lot of effort into designing materials, arranging visuals, and preparing activities for her students. She put on a funny disguise to make the lesson more engaging and exciting for the students. Sheena's commitment to her role as a teacher is apparent here, as she is actively taking steps to create a positive learning environment for her students and engage them in the lesson in the most effective way possible. Furthermore, being mindful of her position as a teacher in the classroom and feeling content with her work fosters a genuine sense of accomplishment. Her sense of satisfaction with this lesson is evident in her statement that she believes she "added something to the students and helped them learn." This sense of accomplishment is likely to strengthen her identity as a teacher, as it reinforces her belief in her own abilities and confirms that she is making a positive impact on her students. Overall, this excerpt highlights the importance of preparation and effort in effective teaching, and the role that a sense of accomplishment and commitment to teaching can play in shaping a teacher's professional identity.

Continuing with Sheena's reflections from her practicum experience, she notes in her diary the reactions she has received from her students. Sheena expresses her happiness and pride in her role as a teacher through the recognition and affection shown to her by her students. The following excerpt highlights how students promote Sheena's sense of appreciation as a teacher.

Most of my students came up to me after school and asked, "Teacher, will you be here next week? They asked, "Are we going to play games again?" When I saw how happy and bright their eyes were, I was glad I chose to teach English. Students have expectations from me. Some students said: "We love you the most," to me at times. They also wrote cute little notes for me and drew hearts on them. These seem like excellent rewards to me. These things brought a great deal of happiness into my life and rekindled my love for my work. (Sheena, diary entry)

Sheena's diary entry highlights the positive impact that her interactions with her students have had on her sense of self as a teacher. The fact that her students approached her after class to ask if she would be returning the following week, and expressed their enjoyment of the activities she had planned, reflects their engagement with her teaching style. This feedback serves to reinforce Sheena's belief in her own ability to plan and deliver effective lessons. Additionally, the notes and small tokens of appreciation that her students gave her represent a form of validation and recognition, which further strengthen Sheena's identity as a teacher. The sense of emotional fulfillment and happiness that Sheena derives from her students' positive feedback and recognition of her efforts underscores the importance of the relationships that student teachers are able to build with their pupils during their practicum experience.

In the following excerpt, we will examine the experience Zenny, who shares a similar perspective. Despite her initial fatigue and stress, her interaction with the students during her practicum reminded her of the joys of teaching. In her diary, she reflects on the impact of her interactions with the students. The following excerpt portrays how students' affection and positive feedback towards Zenny promote her sense of appreciation towards the teaching profession.

Actually, I was very tired sometimes and depressed when I went to school throughout the practicum. In fact, I was going to school without sleep, always sighing and thinking that I would be very tired again. On the last day of school, however, as we were saying our goodbyes to our students, several of them came up to us and said, "Teacher, please do not go, I hope you will become a teacher at this school." It is the affection of the students, the times when they come to talk to me at recess, and the smiles in their eyes that have made me happy that I chose teaching. (Zenny, diary entry)

Zenny's reflection highlights the emotional rewards that come with teaching. Despite the initial fatigue and stress, the affection and recognition she received from her students brought a sense of happiness and purpose. Her students' reactions and interest in her being a teacher at the school provided a sense of validation and worth, and helped her to see the importance of the work she was doing. Zenny's experience illustrates how the relationship between teachers and students can have a profound impact on the teacher's sense of identity and purpose, and how the rewards of teaching go beyond the classroom. Overall, the theme of "a sense of appreciation" underscores the importance of recognizing and acknowledging the efforts and contributions of teachers, and the positive impact that such appreciation can have on teachers' sense of identity and purpose.

Continuing our exploration of the experiences of teachers in the classroom, we move on to another entry from Sheena's practicum report. In her report, Sheena reflects on an incident in her class that highlighted the importance of listening and being attentive to her students' needs. The following excerpt showcases Sheena's sense of competence and confidence as a teacher, as she reflects on a situation in which a student was upset in her class. Sheena actively sought to understand and address the issue, ultimately resolving the problem and feeling a sense of joy in her ability to observe and solve classroom issues.

Today, one of my students, who is usually the most hardworking student in class, was asleep during my lesson. I recognized this and approached him many times, asking him questions "Why are you acting this way? What happened? What is going on? Did I do something wrong?" I asked many times. He did not respond. "Nothing happened, nothing happened," he added. As it turned out, I did not give him a chance to respond when he raised his hand; rather, I gave a chance to his deskmate. This was the source of the student's frustration throughout the entire class. I wish I had realized that earlier so he would not fall asleep in my lesson. After all, he did his homework, and came to class prepared for the activities. He was a student who actively participated in class. It made me sad to see him upset, but on the other hand, I am happy because I noticed this and asked him about it after class, received his response and we made it up. Believe me, as a teacher, I am overjoyed to be able to observe things that are happening in the classroom and come up with solutions to address them. It filled me with great joy to discover this. (Sheena, practicum report)

In this excerpt, Sheena shares a situation where she faced a challenge in class with one of her hardworking students who had fallen asleep. Despite her repeated attempts to understand what was going on, she could not get a response from him. Later on, Sheena found out that the student was upset because of a misunderstanding about class participation. Despite facing a challenge with one of her students, Sheena took the lead in finding out the underlying cause of the problem. By addressing it with the student privately, she was able to solve the issue and feel fulfilled in her work. Through this experience, Sheena reflects on the sense of achievement that comes with being an effective teacher, which reinforces her commitment to her profession and contributes to her identity as a teacher. Sheena's story demonstrates the importance of a teacher's ability to observe and respond to the needs of her students, and how it contributes to her own sense of success in the classroom.

In the following, Zenny's diary entry captures a powerful moment of self-realization during her practicum, when she is questioning her profession and purpose as a teacher. However, a chance encounter with one of her students outside of school changes her perspective and provides her with a much-needed sense of validation. The following excerpt depicts how contact with student reinforces Zenny's sense of appreciation for her chosen profession as a teacher.

During my time in the practicum, there were occasions when I wondered, "Am I making a mistake? Am I even supposed to be here?" (...) I ran into one of the students outside of school. I was curious if he would recognize me. "Hello, teacher, how are you?" he said as he approached me. I cannot describe how I felt at that moment. Being a teacher. Such moments make me feel very much like a teacher. My career choice of teaching was not a mistake. (Zenny, diary entry)

Zenny's experience highlights how the recognition and appreciation of her students can contribute to the development of her identity as a teacher. When she meets her student outside of school, he greets her warmly and addresses her as "teacher," a small gesture that has a profound impact on her. In that moment, Zenny feels affirmed in her role as a teacher and realizes that her choice of career was not a mistake. This encounter serves as a reminder of the positive impact that teachers can have on their students, and how the relationships between teachers and students can be mutually reinforcing. Thus, Zenny's experience underscores the theme of a "sense of appreciation," demonstrating

how the recognition and appreciation of teachers by their students can be a powerful force in shaping their professional identities.

Moving on to Zenny's next diary entry, we see her experience an affirmation of her identity as a teacher through the admiration of her students. Through her diary, Zenny shares a heartwarming incident that occurred during recess. The following excerpt highlights the impact of the participant's role as a positive influence on her students, leading to a strong sense of appreciation.

I want to tell you about the most wonderful thing that happened to me today. During recess today, I overheard a couple of the lovely children from the fifth grade, whose courses I had attended, talking to one another. One of them said "'I want to be teacher Zenny.'" When I heard my name, I paid close attention to what was being spoken. She said "I am going to talk like Zenny teacher and dress like her." I guess I was a role model for a little student that day. I was very touched and amazed. I was so happy and cherished. I hope I can make many more students feel this way. I promised myself that I would be a good and true example to them.  
(Zenny, diary entry)

Zenny's experience in this excerpt highlights the importance of being appreciated and valued by one's students. When she realized that a young student wanted to be like her and was even considering adopting her mannerisms, it confirmed to her that she was having a positive impact on the child's life. This kind of appreciation not only boosted Zenny's confidence and made her feel validated, but it also motivated her to continue being a great influence on her students. It strengthened her sense of identity as a teacher and gave her a true sense of purpose and fulfillment. Zenny's story demonstrates how crucial the relationship between teachers and students is in developing a teacher's sense of self, and how the admiration and recognition of students can be a powerful source of encouragement and motivation.

As we continue our exploration of identity development of teaching practitioners, we see Sheena's story as an example of how her commitment to her profession goes beyond just teaching the subject matter. In the following excerpt taken from her practicum report, Sheena recounts an experience that reinforced her sense of commitment to her profession as a teacher:

Recently, one of my students had been struggling with a personal issue, and it was affecting his performance in my class. I noticed a significant drop in his participation. I offered my support and gave him some resources to help with his situation. Over the next few weeks, I checked in on him regularly and gave some extra help. I was thrilled to see a significant improvement in his attitude towards the class. It was not just about helping him academically; it was about showing him that I care about his and his well-being. I am reminded that being a teacher means not only teaching a subject but also being a mentor and advocate for my students. (Sheena, practicum report)

The sense of commitment to one's profession can be seen as a strong feeling of loyalty and dedication towards one's chosen career. For Sheena, her experiences during her practicum helped to deepen her sense of commitment to teaching. One example of this was when she saw the importance of understanding and responding to the needs of her students. Sheena not only noticed the student's drop in participation but also took the initiative to offer her support and give the student resources to address his personal issue. By being aware of her students' needs, Sheena was able to create a learning environment that was effective for her students. This experience helped Sheena to understand that being a teacher is not just about imparting knowledge, but also about creating a positive learning experience for her students. The sense of commitment that Sheena feels towards her profession is evident in her dedication to creating the best possible learning environment for her students, and her identity as a teacher is strengthened.

In the following, Zenny's a sense of commitment to her profession as a teacher is similarly reflected in her efforts to support her students beyond the curriculum. As we saw earlier with Sheena, being a teacher means not only imparting knowledge but also serving as a mentor and advocate for one's students. In the following diary entry, Zenny shares an experience where she was reminded of this responsibility and the importance of taking the time to help her students when they are struggling.

Today was a challenging day in class. One of my students was struggling to keep up with the lesson, and I could see that he was feeling frustrated and defeated. I could have just moved on with the lesson and left him to figure it out on his own, but I knew that would not be fair to him. So, I took some extra time to go over the

material with him one-on-one, and I could see the relief on his face when he finally understood the concept. It was a small victory, but it made me realize how important it is to take the time to help my students when they are struggling. As a teacher, I have a responsibility to help them learn and grow, not just in the subject matter but also as individuals. (Zenny, diary entry)

Zenny's diary entry emphasizes the importance of her commitment to her profession and students. She understands that teaching necessitates more than just presenting material; it also requires taking the time to understand and address the unique needs of each student. Zenny was able to help her student overcome his frustrations and develop a deeper understanding of the material by taking the time to work individually with him. This experience reinforced her commitment to not only teaching the subject matter but also to assisting her student in his individual improvement. The diary entry implies that Zenny's dedication to her profession as a teacher extends beyond the curriculum to include her students' well-being. Zenny has embraced the role of being responsible for her students and solidifies her identity as a teacher.

In our exploration of identity development among student teachers, we have seen how Sheena and Zenny develop their teacher identities through their interactions with students. We have identified several key themes related to identity development in contact with students. Participants' stories highlight a sense of appreciation, competence and confidence, a sense of commitment to the teaching profession as well as imagining future teaching trajectories, all of which contribute to their sense of identities as a teachers.

### **The Impact of Practicum on Future Teacher Selves**

Having explored the first research question on the identity development of pre-service teachers through their contact with students, we now shift our attention to the impact of the practicum on pre-service teachers' goals for the future as teachers. In fact, as seen in the excerpts above, both the contact with students in specific and the practicum itself in general affect students' future selves. In general, participants' views on how practicum experiences affect their future selves include being a good teacher, adopting a lifelong learning approach, enhancing students' engagement and motivation, selecting appropriate teaching methodologies and strategies, and identifying career

aspirations and specific plans for future development. The following excerpts illustrate how their practicum experiences shaped the student teachers' view of themselves with respect to their future aspirations and plans as educators.

The following excerpts from Zenny and Sheena's practicum diaries illustrate the significance of selecting an appropriate methodology that aligns with the teacher's beliefs and values and caters to the learners' needs and interests. These excerpts highlight the theme of the choice of methodology in enhancing students' engagement and motivation and demonstrate the importance of aligning teaching practices with one's beliefs and values as educators.

In her diary, Zenny reflects on a lesson she taught and the methodology she used. She realizes that the activities in the coursebook were irrelevant and did not add any value to her students. She states that she realized the mentor's teaching practice was in direct contradiction to her own ideas regarding language teaching. The following excerpt illustrates how the practicum experience affected Zenny's approach to selecting appropriate teaching methodologies and activities for her students.

I mean... there were some extremely ridiculous activities in the book, such activities that would not be of any use and were irrelevant. Those would not add anything to the children. But I still did not prepare anything else. I thought "If our mentor teacher wants us to do activities from the book, so be it". However, I was very bored while teaching. The lesson was not good. Students were bored. I did not like myself today, and my self-confidence was so low because I did not prepare anything. So it felt like I could not.. Depending only on the coursebook is not for me at all. I have to be myself. I am not this kind of a teacher. I want to go to the next week with a better plan, with more level-appropriate activities. (Zenny, diary entry)

Zenny's reflection highlights the importance of choosing an appropriate methodology in teaching. After experimenting with her mentor teacher's conventional methods, Zenny arrived at the realization that her own teaching philosophy did not align with these practices, leading her to reconsider her approach to teaching. She realizes that following the coursebook without considering the needs and interests of the students may not result in effective language learning. Moreover, she acknowledges the negative impact of irrelevant activities on students' engagement and motivation, as evidenced by their boredom during the lesson. Her realization that depending solely on the



coursebook is not for her and that she needs to be herself in her teaching aligns with the idea of improving one's teaching methodology. Overall, Zenny's reflection illustrates the significance of teachers' choice of methodology in enhancing students' engagement and motivation and highlights the need for teachers to align their practices with their beliefs and values as educators.

As Zenny reflected on her practicum experience, she came to the realization that being a good teacher is not just about conveying information well or having good classroom management, but it also involves choosing an appropriate methodology that would enable students to gain meaningful knowledge. Similarly, Sheena also reflects on her own practicum experience in her diary where she highlights the importance of choosing a methodology that is in line with her teaching beliefs. The following excerpt displays how Sheena's practicum experience made her realize the importance of adapting teaching to students' interests and needs, shaping her choice of methodology.

The way I am required to teach in this class is quite similar to how a traditional teacher would do it. Memorization of words, focusing on the exams, no student talking time.. It certainly goes against what I believe in as a teacher. Well.. if I have my own class, I really want to prepare my lessons according to the interests and needs of my students. Now I know I have to do this. (Sheena, diary entry)

Here, Sheena describes her frustration with the traditional teaching approach in her class, which focuses solely on memorization and exam preparation, and does not allow for any student participation. Sheena emphasizes the importance of adopting the right methodology that takes into account the students' interests and needs by contrasting her own beliefs with traditional teaching methods. She emphasizes that if she had her own class, she would plan her lessons based on her students' interests and needs. It is clear from this excerpt that Sheena has developed a strong imagined future teacher who wishes to adopt the right choice of methodology that is beneficial for the students. Sheena's desire to prepare her lessons according to the interests and needs of her students aligns with Zenny's own belief in the importance of choosing a methodology that would benefit the students. These excerpts highlight the theme of choosing an appropriate methodology to achieve effective learning outcomes.

In addition to choosing the right methodology, the student teachers also recognize the importance of being a good teacher. In the following example, Zenny undergoes a

process of reflection on her evolving perceptions regarding the fundamental qualities of an effective teacher. The following excerpt displays how the practicum experience shaped Zenny's view on what constitutes a good teacher beyond just conveying information.

My ideas regarding a good teacher has definitely changed throughout the period. It is not enough for a good teacher to just explain the subject matter well. We cannot just enter the class and leave the class. Before my practicum experience, I thought it was important for a good teacher to teach in English, to have good classroom management, and to convey information well. However, later I realized that this established classroom management, discipline (hitting students' head with a book or giving a speech for 40 minutes after the lesson to scold the students) did not help much. The students can learn, but how would they want to re-enter that lesson? (Zenny, diary entry)

In this excerpt, Zenny reflects on her changing beliefs about what constitutes a good teacher as she disagrees with the teaching practices of her mentor. Initially, she believed that a good teacher simply needed to be proficient in the subject matter and have good classroom management skills. Upon reflection, she recognizes that mere transmission of information to students is inadequate for effective teaching. She acknowledges that good teachers actively engage with their students and cultivate a supportive learning atmosphere that fosters students' intrinsic motivation for continued learning. Zenny also comments on the role of discipline in the classroom, which she initially thought was important for maintaining classroom management. However, after witnessing her mentor teacher's harsh discipline tactics, such as hitting students with a book or scolding them for forty minutes after class, she realizes that this approach does not create a positive learning environment for students. For her, it may result in compliance, but it does not inspire students to want to learn. Overall, Zenny's experience with her mentor teacher served as a valuable lesson in what type of teacher she did not want to be in the future. She learned that being a good teacher requires more than just knowledge of the subject matter and good classroom management skills. It requires a commitment to creating a positive and engaging learning environment for students as Zenny indicates.

The following excerpt also demonstrates how Sheena's practicum experience prompted her to reflect on what it means to be a good teacher, particularly in terms of

how to appropriately handle challenging situations with students. In her diary, Sheena shares her observations and critiques of her mentor teacher's approach towards a student who had been scolded in class.

Our mentor teacher scolded a student for 15 minutes today. After the class, he asked: "What are your observations on my lesson?" I said, "If it were me, I would not have warned him that way, maybe I would have talked in private after the lesson." I think he did not expect this kind of comment. Maybe he expected me to say that his lecture was very impressive. I watched the student, and he was very upset throughout the lesson time. Because of this, I did not want to remain silent about it, and I truly believe that the best thing to do would be to have a one-on-one conversation with the student after the class. (Sheena, diary entry)

In this excerpt, Sheena observes her mentor teacher scolding a student for fifteen minutes and later provides her feedback on the situation. Sheena's response to her mentor teacher's approach is critical, as she suggests that the teacher's method of public scolding is inappropriate and harmful to the student. Instead, she believes that speaking with the student one-on-one after class would be a more valuable strategy. Sheena's feedback indicates her concern for her pupils' well-being as well as her readiness to offer constructive criticism to her mentor teacher. Her response also emphasizes her teaching values, which include empathy, respect, and good relationships with her students. While Sheena criticizes her mentor teacher's behavior towards the student, she also describes the teacher she does not want to be in the future. From this perspective, when she defines her mentor teacher, she indirectly defines her teacher self. She is aware that as a teacher, she would avoid such attitudes toward students and would be a more caring teacher. Furthermore, Sheena's comment on her mentor teacher's expectations indicates that she has grown confidence in her own observations and is willing to communicate her thoughts, even if they differ from those of her mentor teacher. This shows that Sheena is finding her voice as a teacher and is willing to stand up for what she believes is right. Overall, this excerpt highlights the importance of being a caring and empathetic teacher, who values positive relationships with students and approaches discipline in a respectful and constructive manner. It also emphasizes the theme of being a good teacher, as Sheena's observations and feedback show her dedication to providing a happy learning environment for her students.

Both Zenny and Sheena reflected on what it means to be a good teacher during their practicum experiences. While Zenny initially believed that a good teacher simply needed to be proficient in the subject matter and have good classroom management skills, she later realizes that being a good teacher requires more than just knowledge of the subject matter and good classroom management skills. It requires a commitment to creating a positive and engaging learning environment for students. Sheena also reflects on what it means to be a good teacher, particularly on how to appropriately handle difficult situations with students. Her response to her mentor teacher's approach to discipline demonstrates her commitment to being a caring and empathetic teacher, who values positive relationships with students and approaches discipline in a respectful and constructive manner. These experiences highlight the importance of being a good teacher, and the qualities that are necessary to create a positive learning environment for students.

The following excerpts of Zenny and Sheena showcase their commitment to creating a motivating and engaging learning environment for their students. Both pre-service teachers recognize the importance of their role in fostering their students' love for the subject, and they strive to create an enjoyable and engaging learning experience for them.

In the following diary entry, Sheena reflects on her approach to teaching and the importance of keeping her students motivated and engaged. As a dedicated teacher, Sheena prioritizes her students' learning experience and takes responsibility for ensuring that they enjoy her classes. This excerpt displays Sheena's commitment to enhance her students' motivation and engagement in the classroom.

I want the students to think, “Yay! Sheena teacher’s lesson is about to start!” I do not want them to think, “Ugh. English lesson again! I wish the teacher had not come today!” I will be sad to hear that. In that case, I would look for the fault in myself. I would not look for the fault in the student. I just never wanted to be a teacher who gets in and out of class and gets paid. You know what they say.. If I was after money, I would not choose teaching. Certainly so am I. I always want to be well prepared for my lessons and engage my students like today. (Sheena, diary entry)

Here, Sheena expresses her desire to enhance her students' motivation and engagement in her English class. She strives to make her students excited for her lessons and avoid the feeling of "Ugh, English lesson again!" in their minds. Sheena's commitment to enhancing her students' engagement and motivation has a positive impact on her future self as a teacher. By prioritizing her students' learning experiences and actively seeking to engage them in her lessons, Sheena is setting a standard for herself as a teacher. This commitment will likely carry over into her future teaching practice, and will help her to build positive relationships with her students and create a classroom environment that is conducive to learning. In the excerpt, Sheena mentions that she "just never wanted to be a teacher who gets in and out of class and gets paid." This suggests that she is committed to being a teacher who goes above and beyond what is required of her in order to create a positive learning environment for her students. Her focus on preparation and engagement also indicates that she is committed to ongoing learning and development as a teacher. Overall, Sheena's commitment to enhancing her students' engagement and motivation is indicative of her future self as a dedicated and effective teacher who is focused on creating a positive and engaging learning environment for her students.

Similarly, in the following excerpt, Zenny displays her desire to enhance her students' engagement and motivation in English. As can be seen in her practicum report, Zenny understands the role that a teacher plays in either fostering or hindering a student's love for a subject.

A teacher can alienate students from a language or a subject. I do not want a student to hate a class because of me. On the contrary, I want my students to love English. One day I want them to say "I had an English teacher, she was very good." I do not want them to say "I did not learn anything in her lessons" behind my back. I want them to learn, even just a word. (Zenny, practicum report)

Zenny's excerpt highlights her commitment to creating a positive and engaging learning environment for her students. She recognizes that a teacher's approach can make a significant difference in how students perceive and engage with a subject, and she does not want to be the cause of any negative experiences. Instead, she hopes to inspire her students to love English, even if it is just learning one new word. By prioritizing her students' learning and enjoyment of the subject, Zenny demonstrates a

strong understanding of the importance of student engagement and motivation. This commitment to her students' success and enjoyment of the subject will likely carry over into her future self as a teacher, where she will continue to prioritize their learning experiences and strive to make the subject matter engaging and interesting.

Both Sheena and Zenny share a similar goal in their teaching philosophy, which is to enhance their students' engagement and motivation. Sheena believes that a teacher should not just get in and out of class to get paid, but should be well prepared and able to engage students in the subject matter. Similarly, Zenny is aware that a teacher's attitude and approach can either encourage or alienate students from a subject. She wants her students to love English and have positive memories of her classes, rather than feeling like they did not learn anything. In both cases, the teachers prioritize their students' learning and experience, showing a commitment to their roles as educators.

As the student teachers ponder upon their classroom experiences, they also realize the value of ongoing learning and development, acknowledging that there is always room for improvement. The following is an extract from Zenny's practicum report, which emphasizes on the theme of teacher as life-long learner, in which Zenny discusses the value of continuing to expand her own pedagogical expertise in order to better assist her students.

During my last teaching session, I came across a word that I could not remember the meaning of. I was embarrassed in front of my students and it made me realize that as a teacher, I should always strive to improve my own knowledge and skills. By doing so, I can be a better resource for my students and help them in their learning journey. From now on, I will make a conscious effort to enhance my vocabulary and language skills, so that I can confidently teach my students and answer their questions. I want to be a lifelong learner teacher who is always eager to learn and grow alongside my students. (Zenny, practicum report)

In this excerpt, Zenny emphasizes the importance of being a life-long learner as a teacher. She recognizes that as a teacher, she should always strive to improve her own knowledge and skills, so that she can be a better resource for her students and help them in their learning journey. Zenny's experience of not being able to recall the meaning of a word in front of her students serves as a reminder that teachers need to continuously learn and enhance their own knowledge and skills. By improving herself, she believes

that can be better equipped to answer their students' questions, address their learning needs, and provide quality education. Furthermore, Zenny's reflection on the importance of being a lifelong learner is not only relevant to her current role as a student teacher but also to her future identity as an educator. By recognizing that there is always room for improvement and that learning is a continuous process, Zenny is setting the foundation for her own professional development as a teacher.

The following excerpt also illustrates the theme of teacher as a life-long learner, as Zenny reflects on her commitment to continuously improving her teaching, staying up-to-date with new teaching methodologies and technologies, and creating engaging learning environments for her students. Zenny highlights in her practicum report how she views teaching as an ongoing learning process and aims to continually improve their skills and techniques as follows:

Since the beginning of the practicum, I have tried to make progress on my teaching. I think that I have improved myself in terms of teaching, material preparation and time management. I have always tried to prepare for my each lesson by thinking, "Would I like to be a student in this lesson?" This thought kept me motivated. As a teacher, I understand that my role goes beyond just delivering content. I am responsible for creating an environment that engages the students. I recognize the importance of staying up-to-date with the latest teaching methodologies and technologies and I am committed to providing my students with the best possible learning experiences and becoming the best teacher that I can be. (Zenny, practicum report)

Zenny's words demonstrate her commitment to the idea of a teacher as a life-long learner. She acknowledges that her role goes beyond delivering information and recognizes the importance of creating an engaging learning environment for her students. By constantly asking herself if she would like to be a student in her own lesson, she challenges herself to think critically about her teaching methods and to constantly improve herself. Furthermore, Zenny's dedication to staying up-to-date with the latest teaching methodologies and technologies shows her willingness to adapt and develop as a teacher. She understands that learning is a continuous process and is committed to providing her students with the best possible learning experiences. This dedication to learning will undoubtedly benefit Zenny's future self as a teacher as she grows and

develops throughout her career. In conclusion, Zenny's words highlight the importance of a growth mindset and continuous learning in the field of teaching. She is preparing herself for a successful career in education and ensuring that her students have the best learning experiences possible by striving to be the best teacher she can be and staying up to date with the latest teaching methods and technologies.

In her diary, Zenny reflects on her teaching style and how it can be effective in some classes but not in others. Through her experiences, she recognizes that teaching is not a one-size-fits-all approach and that her teaching style may not work for all her students. The following excerpt highlights the theme of teacher as a life-long learner, as Zenny exemplifies the ongoing journey of growth and development as follows:

When I review this year completely, there were times when my teaching style did not work in some classes, even though most of the students I taught were close in age. Let's say.. Playing games... While it was very good in some classes, it did not work very well in some other classes. There were moments when some of them found it a little childish while some of them enjoyed it. Even if my students are twins, I realized that they are both very different. Even if they are in the same school, their mothers are the same, their fathers are the same, their houses are the same, the children can be different. Two different seventh-grade classes, I teach the same course but I cannot get the same efficiency. So I think the most important thing is to observe the context. I think it is necessary to consider their interests and needs. Also, I have to constantly update and improve myself to become the best version of myself as a teacher. (Zenny, diary entry)

In this excerpt, Zenny's commitment to constantly updating and improving herself as a teacher demonstrates her dedication to being a life-long learner. Zenny is developing the flexibility and adaptability required in different contexts by recognizing that each class and student is unique and requires different teaching methods. Furthermore, by admitting that her teaching style did not work for some classes and reflecting on what went wrong, Zenny demonstrates a growth mindset and a willingness to learn, allowing her to continue improving as a teacher. Overall, Zenny's dedication to being a life-long learner and constantly improving herself as a teacher demonstrates her commitment to her profession and desire to have a positive impact on her students. This dedication will



undoubtedly benefit her future self as a teacher as she continues to grow and develop her skills in order to be the best teacher she can be.

Similarly, Sheena also recognizes the importance of ongoing learning and professional development in her own teaching practice. The following excerpt from Sheena's practicum report highlights the importance of a teacher's contextual understanding of their students' needs and expectations in creating an environment that fosters a love of learning. Sheena emphasizes that a teacher who can tailor their teaching to appeal to different types of intelligence can create a desire to learn within their students. This excerpt underlines the teacher as a life-long learner theme, as Sheena stresses the importance of constantly developing oneself in order to be an effective educator.

During the practicum, I realized that a teacher who knows her context, students, students' expectations and needs well teaches very well. The reason for this is that the teacher can create a desire to learn within the students. And the teacher can satisfy the students' desire to learn. We need to come up with different things in the lesson because we have to appeal to different types of intelligence. We should be able to blend a lesson in a variety of ways. For this, we should constantly develop ourselves. (Sheena, practicum report)

Sheena's statement in this excerpt reflects her belief that a teacher is more than just a transmitter of information; a teacher is also a facilitator of learning. Sheena demonstrates her commitment to creating a positive learning environment by recognizing the importance of knowing her students and their needs. Furthermore, her emphasis on the need to constantly develop oneself as a teacher demonstrates her understanding of the significance of staying current with the latest teaching methodologies. This dedication to lifelong learning has the potential to benefit Sheena's future self as a teacher. Sheena acknowledges that she should improve herself and provide the best learning experiences for her students by continuing to develop herself. Overall, Sheena's statements emphasize the significance of a teacher's commitment to lifelong learning.

In the following excerpt from her diary, Sheena once again demonstrates her commitment to continuous self-improvement as a teacher. She reflects on a moment during one of her lessons where she made a mistake while teaching the meaning of an

abbreviation. Through this experience, she learned the true meaning of the abbreviation and realized the significance of being well-prepared for each class. This excerpt illustrates the theme of teacher as a life-long learner.

During the lesson, we came across the abbreviation "B.C." and I decided to play a hangman game with my students to guess its meaning. I thought B.C. stood for "Before Christmas," but I was mistaken. When a student answered "Before Christ," I corrected him and told him that it was not the correct answer. Later on, it turned out that I was wrong, and I felt embarrassed for my mistake. I apologized to the class and learned the true meaning of the word from my students. Although I felt embarrassed, I saw this as a valuable learning experience. It taught me the importance of improving myself all the time. In the future, I will strive to come to each class with more preparation and a willingness to learn during my career. (Sheena, diary entry)

This incident demonstrates Sheena's commitment to her professional growth as a teacher. She understands that there is always room for improvement and that teaching is a lifelong journey. Sheena recognizes the importance of being better prepared for each class and being willing to learn in the future. She uses her mistake as a springboard to improve her teaching skills by admitting it and accepting it as a valuable learning experience. In terms of her visionary teacher self, her attitude demonstrates that she is dedicated to ongoing learning and development as a teacher.

As we delve deeper into the examination of pre-service teachers' evolving identities and future selves throughout their practicum, our focus now shifts to the theme of their career aspirations and specific plans for future. In this context, we turn to Sheena's diary entry, which offers rich and nuanced reflections on her teaching experience and her aspirations for her future career as a teacher. The following excerpt from Sheena's diary provides insight into her reflections on a lesson with fifth graders and how it has influenced her professional goals, thereby exemplifying the theme of career aspirations and specific plans for future.

I prepared colorful cards with previously learned vocabulary. Students really enjoyed playing with the game cards, drawing and acting out. I did not have any trouble in managing the classroom as the class was really silent and willing to participate in my lesson. I think this is because they found my lesson entertaining. I also found my lesson entertaining as I realized that I got along well with young learners. This week was the first time I taught a lesson to fifth graders, and I must admit that I prefer it to other graders. Now I absolutely think that I am a young learner's teacher. I like to dance, sing, and let students play games and these all encourage me work in a primary school in the future when I am to choose one. (Sheena, diary entry)

In this excerpt, Sheena reflects on her experience teaching fifth graders and how it has influenced her career goals and future plans. She mentions how much she enjoyed teaching young students and how her teaching style, which includes activities like singing, dancing, and playing games, was well-suited to this age group. Sheena's enjoyment of teaching younger students has led her to consider working in a primary school in the future. Her reflection on this experience emphasizes the significance of gaining practical experience through practicum in shaping one's career goals and future plans. It also emphasizes the idea that as pre-service teachers engage in teaching and gain exposure to different age groups and classroom contexts, they may discover new strengths, preferences, and interests.

Overall, the findings suggest that the practicum experience in general and contact with students in particular, has a significant impact on the development of pre-service teachers' identity and future selves, as it helps them to gain a sense of appreciation, competence, confidence, and commitment to the teaching profession. It also helps them to imagine future teaching trajectories. Practicum experience helps them to develop a deeper understanding of what it means to be a good teacher, a life-long learner, and a teacher who enhances students' engagement and motivation. Additionally, the study found that practicum experience also helped pre-service teachers in shaping their future career aspirations and specific plans, including their choice of methodology. The current research highlights the importance of practicum experience in pre-service teacher education and it provides valuable insights into how practicum experience can help pre-service teachers in developing their identities and shaping their future career aspirations.

These findings hold significant implications for teacher education programs as they underscore the critical role of student interaction in shaping pre-service teachers' perceptions of their visionary teacher selves and their career aspirations. In other words, the more exposure and engagement that pre-service teachers have with their students, the more they can develop a clearer vision of the kind of teacher they want to become and the direction they want to take in their careers.

#### 4. DISCUSSION AND CONCLUSION

Becoming a teacher is a complex and ongoing journey that starts long before stepping into a classroom as a qualified teacher. For pre-service teachers, the practicum period is a crucial part of their journey as it helps them shape their professional identity. During this time, pre-service teachers have the opportunity to work closely with students for the first time. They may encounter a range of student needs and behaviors, which can be challenging but also rewarding in terms of the development of their own beliefs, values and teaching strategies. These experiences can help pre-service teachers discover their strengths in specific areas, such as classroom management or lesson planning, and find which age group they feel most comfortable teaching. Moreover, through their interactions with students, pre-service teachers can gain confidence in their ability to deliver effective teaching and feel more in control of their teaching practice. These realizations about their strengths can shape their visionary teacher-selves and provide a foundation for the development of their teaching identity.

The objective of this qualitative case study was to explore how the pre-service teachers' contact with students during their practicum period influenced their professional identity development. Additionally, the study aimed to investigate the effect of the practicum on the future teacher selves of two pre-service teachers, through the analysis of their reflections on their experiences. By utilizing participant diaries and practicum reports as data sources, the study aimed to uncover the themes that emerged from the interactions between pre-service teachers and their students. Through this investigation of the experiences of pre-service teachers, the study highlights the importance of student interactions in shaping the professional identity of pre-service teachers, providing invaluable insights into how they interpret their role as future teachers. By focusing specifically on their experiences with students, this study sheds light on the significance of student interactions in shaping pre-service teachers' professional identity and provides valuable insights into how they make sense of their role as future teachers.

The findings of this study revealed several prominent themes regarding the influence of pre-service teachers' contact with students on their professional identity development, including a sense of appreciation, competence and confidence, commitment, and imagining future teaching trajectories. For instance, positive feedback from students can lead to an increased sense of competence and confidence in pre-

service teachers. Additionally, interacting with students can help pre-service teachers develop a greater sense of appreciation and commitment towards teaching. Moreover, the study found that pre-service teachers' contact with students can lead to imagining future teaching trajectories, which refers to their aspirations and goals for their future teaching practices. While it should be noted that only one participant in the study explicitly mentioned imagining their future teaching trajectory, this aspect of the study provides insight into the development of pre-service teachers' ideal and future-oriented teacher identity, commonly referred to as their visionary teacher selves. The data suggests that pre-service teachers not only consider who they are as teachers in the present but also who they want to become as teachers in the future as they contact with students. The findings of this study also shed light on the impact of the practicum on pre-service teachers' future teacher selves. Several themes emerged from the data, including being a good teacher, a lifelong learner, enhancing student engagement and motivation, the choice of methodologies, and career aspirations and specific plans.

The results of this study offer insights into the complex nature of pre-service teacher identity development and the role of the practicum and student contact in shaping this process. Through an analysis of the themes that emerged from the pre-service teachers' reflections, this study contributes to the ongoing discussion around how best to prepare pre-service teachers for their future roles as educators. This chapter presents the conclusion of the study, which is discussed in relation to the research questions posed at the outset of the study. The chapter concludes with a discussion of the implications of the study's findings and suggestions for future research in the field.

### **Discussion in Relation to Research Question 1: How does contact with students affect the development of teacher identity during the course of a practicum?**

In our study, we aimed to investigate how teacher identity develops and evolves in contact with students during the practicum period and how these experiences play a part in shaping two pre-service teacher' identities. To achieve this, we collected data from pre-service teachers' diaries and practicum reports. Our findings indicated that the student contact had a significant impact on the development of pre-service teachers' identities, as it helped them to gain a sense of appreciation, competence, confidence, commitment to the teaching profession and vision of future self as teacher.

For the first research question regarding the effect of contact with students on the development of teacher identity in the context of practicum, the analysis of the diaries

and practicum reports of Sheena and Zenny revealed several themes. One of these themes was a sense of appreciation, which suggested that the student contact helped the pre-service teachers develop a greater appreciation for the teaching profession and their roles as teachers. Pre-service teachers derive a sense of satisfaction and fulfillment from knowing that their efforts have been appreciated and that their students have enjoyed and engaged with their lessons. Sheena's students enjoyed her lessons and often asked if she would be teaching them again, while Zenny's students asked when she would come again and expressed their desire to have her as a teacher. Both teachers received validation and appreciation from their students, such as notes, drawings, and expressions of affection, which helped reinforce their sense of self-worth and purpose as teachers. For both teachers, the relationships they built with their students were an essential part of their teaching experience and contributed to their sense of identity.

Another theme that emerged was a sense of competence and confidence, indicating that the practicum experience helped Sheena and Zenny to develop their teaching skills and gain confidence in their ability to manage a classroom and deliver effective lessons. Each teacher candidate demonstrated that they could effectively manage the classroom, prepare engaging materials, and adapt to their students' needs and interests. One factor that contributed to this sense of confidence was the positive feedback they received from their students. The fact that the students enjoyed the lessons and wanted to participate in future activities showed that the pre-service teachers were successful in engaging them. Additionally, the pre-service teachers' ability to recognize and address problems in the classroom demonstrated their competence in managing the classroom. Another factor was the pre-service teachers' ability to effectively prepare materials and adapt to the students' needs and interests, which showed that the pre-service teachers were able to create a positive learning environment and engage their students in a way that was enjoyable for them.

The third theme, a sense of commitment to the teaching profession, highlights the strong desire of both Sheena and Zenny to pursue a career in teaching. They expressed a passion for teaching and a desire to continue learning and growing as educators. Based on our findings, it is evident that both Zenny and Sheena are committed to their role as teachers, and they take their responsibilities seriously. The commitment shown by both Zenny and Sheena is not just about teaching a subject but also about being a mentor and advocate for their students. They understand that being a teacher involves more than just imparting knowledge, and they take the initiative to create a positive learning

experience for their students. Their experiences with their students during their practicum have helped to deepen their sense of commitment to teaching, and they have become more aware of their students' needs.

The fourth theme, imagining future teaching trajectories, suggests that the practicum experience played a role in shaping Sheena's future aspirations and goals. She reflected on the types of schools and students she would like to work with and the teaching methodologies she would like to employ in the future. Sheena's experiences with teaching fifth graders have had a profound impact on her future teaching trajectory. She enjoys teaching young learners, sees herself as a young learners' teacher and is drawn to working with primary school students. She believes that using games, songs, and storytelling can make learning more engaging and enjoyable for students. The positive feedback she received from her students has given her confidence in her teaching abilities and reinforced her commitment to using storytelling as a teaching tool. These experiences have positive emotional and professional impacts on Sheena, shaping her vision of her future self as a teacher. This highlights how pre-service teachers and their identities can be influenced by their contact with students, which can shape their future pedagogical practices.

The findings of this study suggest that practicum experiences play an important role in shaping pre-service teachers' identities, particularly in relation to their contact with students. These findings are consistent with previous research that emphasizes the importance of student contact in developing teacher identity (e.g., van Lankveld et al., 2017; Khalid, 2014; Prabjandee, 2019; Salinas & Ayala, 2018; Triutami & Mbato, 2021; Yan & Mingyao, 2022; Yuan & Lee, 2016; Teng, 2017). Van Lankveld et al. (2017) conducted a literature review to investigate the factors that strengthen or constrain the development of teacher identity among university teachers. Although their study focused on a different population from ours (university teachers versus pre-service teachers during practicum), we identified several similarities in our findings. Specifically, both studies highlight the critical role of contact with students in the development of teacher identity. Van Lankveld et al. (2017) found that contact with students were crucial in strengthening teacher identity. Our research also showed that contact with students can promote the development of teacher identity. Furthermore, both studies identified similar psychological processes that are involved in the development of teacher identity, such as a sense of appreciation and a sense of competence. In both studies, the appreciation of students played a crucial role in



strengthening pre-service and university teachers' identities. Positive feedback from students, such as notes, drawings, and expressions of affection, reinforced their sense of self-worth and purpose as teachers. Moreover, the recognition of competence by students is important in developing one's identity as a teacher. Therefore, the findings from our research and van Lankveld et al.'s (2017) literature review are generally consistent in terms of the factors that contribute to the development of a teacher identity.

The contribution of student contact to teacher identity was also mentioned in another study carried out by Khalid (2014). In her study, Khalid explored the factors that affect the development of pre-service teachers' professional identities, and her study aligns with the idea that student contact is a crucial factor in shaping the development of teachers' professional identities. As Khalid found, students can have a positive or negative influence on the student teachers' professional identities. While some participants in Khalid's study complained about students who did not pay attention or acted disrespectfully, the majority agreed that students had a great influence on improving them professionally. This finding aligns with our research, which also found that students had a positive impact on the development of pre-service teachers' identities. However, a difference between our study and Khalid's is that our study did not find any negative influence from students. This could be due to a variety of reasons, such as differences in the student populations or contextual differences. In addition, Khalid found that mentors, supervisors, and colleagues also played a significant role in the development of pre-service teachers' professional identities. This is an important factor to consider in future research on teacher development. Overall, both Khalid's and our study contribute to the understanding of the factors that affect the development of pre-service teachers' professional identities, highlighting the influence of student contact in shaping their identities.

Prabjandee (2019) also discussed the impact of contact with students on the development of teacher identity for two English-major student teachers who participated in a one-year teaching practicum in Thailand. Both our study and Prabjandee's study emphasize the importance of student contact and how it can promote the development of pre-service teachers' identities. Another similarity between the two studies is the role of recognition from students in shaping pre-service teachers' identities. Our study found that positive feedback from students helped to reinforce pre-service teachers' sense of self-worth and purpose as teachers, and contributed to their sense of competence and confidence. Similarly, Prabjandee's study found that the students' trust toward the

student teacher was an important factor in shaping her identity as a teacher. In this respect, both our study and Prabjandee's study are consistent in highlighting the crucial role of student contact in the identity development of pre-service teachers.

The importance of student contact in developing pre-service teachers' identities was also acknowledged in Salinas and Ayala's (2018) study. Both our findings and Salinas and Ayala's (2018) research highlight the role of student contact in developing pre-service teachers' professional identity. In both studies, pre-service teachers' positive experiences with students contributed to their sense of appreciation for the teaching profession and their roles as teachers. Additionally, both studies showed that student contact helped pre-service teachers develop a sense of competence and confidence in their ability to manage a classroom and deliver effective lessons. Both studies also found that pre-service teachers' commitment to the teaching profession was strengthened through their experiences with students. In our study, pre-service teachers expressed a strong commitment to teaching, and similarly in Salinas and Ayala's (2018) study, Carol, one of the participants, felt like she was part of the school community and enjoyed every single minute during her teaching practice. Furthermore, in our study, Sheena and Zenny's ability to prepare engaging materials and adapt to their students' needs and interests contributed to their sense of competence and confidence. Similarly, in Salinas and Ayala's study, Carol and Molly's ability to adapt their teaching styles to their students' needs and preferences not only improved their relationships with their students but also enhanced their sense of competence and confidence as teachers. As a result, both studies showed that contact with students played a role in developing pre-service teachers' identities.

In another study by Triutami and Mbato (2021), the impact of student contact on the development of pre-service teachers' identities was also discussed. Both studies highlight the impact of the contact with students during practicum on the development of pre-service teachers' identities. Additionally, both studies found that the use of teaching strategies, such as games, songs, and videos, played a role in shaping pre-service teachers' identities. Our study found that Sheena's experiences with using storytelling as a teaching tool had a profound impact on her future teaching trajectory, while Triutami and Mbato's study found that their participant Tina's use of learning media such as games, songs, and videos had a positive impact on her teaching and helped her to build a favorable relationship with her students. Finally, both studies found that the pre-service teachers' contact with pupils during the teaching practicum

contributed to their sense of confidence in teaching. Our study found that the positive feedback the pre-service teachers received from their students contributed to their sense of competence and confidence, while Triutami and Mbato's study found that experiencing success in implementing teaching strategies and building favorable relationships with students contributed to Tina's raised self-confidence.

Yan and Mingyao (2022) also touched on the positive impact of student contact on the pre-service teachers' professional identities. Both our findings and the research conducted by Yan and Mingyao have identified that the positive feedback and interactions of students have a significant impact on the development of pre-service teachers' identities. In both studies, the pre-service teachers' sense of appreciation, competence, and commitment to teaching were enhanced by their interactions with students during the practicum period. Their study revealed that the relationships built with students were an essential part of the teaching experience and contributed to the pre-service teachers' sense of identity. The positive feedback and progress of their students provided the pre-service teachers with a sense of achievement and being needed, which reinforced their commitment to teaching. Similarly, in our study, student contact had a significant impact on the development of pre-service teachers' identity, as it helped them to gain a sense of appreciation, competence, and commitment to the teaching profession.

Additionally, Yuan and Lee (2016) noted the contribution of student contact to the development of pre-service teachers' professional identities. Both studies emphasize the positive emotions that pre-service teachers experience when they receive recognition from their students. For example, their participant Ming derived joy and satisfaction from his students' change in attitudes toward English learning and their recognition of him as the "best teacher in the world." Similarly, in our study, Sheena experienced positive emotions when her students expressed their affection and admiration for her, saying "We love you the most" and writing her sweet notes with hearts, which reinforced her sense of appreciation. Accordingly, both studies suggest that the recognition that pre-service teachers receive from their students helps to reinforce their sense of self-confidence and appreciation as teachers, which in turn contributes to their development of teacher identities. In this respect, our findings are consistent with previous research and highlight the importance of student-teacher relationships in the development of pre-service teachers' professional identities.

Teng (2017) also made reference to the role of the interaction with students in affecting pre-service teachers' professional identities. Our study and Teng's (2017) research have some similarities in terms of how recognition and appreciation from students can contribute to the development of pre-service teachers' identities. In both studies, pre-service teachers felt a sense of joy and satisfaction upon receiving recognition from their students. The positive feedback received from students helped to reinforce the pre-service teachers' confidence in their abilities to manage a classroom, deliver effective lessons, and create a positive learning environment. In Teng's study, participants expressed a desire to do more for their students, to help them improve their test results, and to be their friend, taking care of them and supporting them. Similarly, in our study, pre-service teachers showed a strong desire to pursue a career in teaching and a passion for teaching. Participants in our study saw themselves as mentors and advocates for their students, and they were committed to creating a positive learning experience for them. All in all, both studies demonstrate the importance of student contact in the development of pre-service teachers' identities. The recognition and appreciation received from students can help to reinforce pre-service teachers' sense of self-worth, competence, and confidence, ultimately contributing to the development of their professional identity as a teacher.

### **Discussion in Relation to Research Question 2: What is the impact of the practicum on pre-service teachers' future teacher selves?**

The findings of our study suggest that pre-service teachers' practicum experiences can have a significant impact on their future teacher selves. The analysis of the participants' diaries and practicum reports revealed several themes regarding their future selves. The pre-service teachers in our study reported gaining a sense of their future selves as a good teacher, a lifelong learner, and an advocate for enhancing students' engagement and motivation. Their practicum experiences also enabled them to develop a clearer understanding of their career aspirations and specific plans for the future, including their choice of methodology.

The first theme, being a good teacher, suggests that the practicum experience helped Sheena and Zenny to develop a stronger sense of what it means to be a good teacher. They reflected on the importance of building relationships with students, adapting lessons to meet the needs of different learners, and providing feedback that is both constructive and encouraging. Zenny's experience with her mentor teacher has made her

realize that being a good teacher requires more than just knowledge of the subject matter and good classroom management skills. She has come to understand the importance of creating a positive and engaging learning environment for students. She also has understood that effective classroom management needs to be approached constructively, rather than using harsh tactics that do not create a positive learning environment. Similarly, Sheena's experience with her mentor teacher has made her realize the importance of empathy, respect, and positive relationships with students. She has come to understand that discipline needs to be approached in a constructive manner and that public scolding can be harmful to students. Sheena's feedback also highlights her growing confidence in her own observations and willingness to share her opinions even if they differ from her mentor teacher's. Both Zenny and Sheena's experiences highlight the important role of student contact in developing one's own teacher identity and values. Through their contact with students during their practicum, they have gained insights into what type of teacher they do not want to be in the future, and what values they want to embody as a teacher. They had a clear vision of what they considered to be a good teacher and they strived to embody these qualities in their future teaching practice. They have also learned the importance of being reflective practitioners who are willing to question and critique their own teaching practices.

The second theme, teacher as a life-long learner, indicates that the practicum experience helped Sheena and Zenny to recognize the importance of ongoing professional development and the need to continually improve their teaching skills. They expressed a desire to continue learning and seeking out new chances to enhance their teaching practice. Zenny's reflections highlight the significance of continually improving herself as a teacher. Her experience of not being able to recall a word in front of her students served as a reminder that she needed to continuously learn and enhance their knowledge and skills. By recognizing that learning was a continuous process, she set the foundation for her own professional development as a teacher. Similarly, Sheena's reflections of her experiences showed the importance of knowing her context, students, and their expectations and needs well to teach effectively. This involved not only adapting to the different contexts but also continually reflecting on what worked and what did not work in the classroom to improve her teaching practices. In general, it is evident from our findings that the pre-service teachers' experiences during their practicum have had a significant impact on their future teacher selves, particularly in

terms of the importance of being a life-long learner and continually improving oneself as a teacher.

The third theme, enhancing students' engagement and motivation, highlights the importance of creating an engaging and motivating learning environment for students. Both Sheena and Zenny expressed a strong commitment to enhancing their students' engagement and motivation in their lessons. Their dedication to creating a positive and engaging learning environment for their students was indicative of their future selves as effective and dedicated teachers. Sheena emphasized the importance of being well-prepared for her lessons and actively engaging her students in the learning process. By doing so, she hoped to avoid the feeling of disinterest or boredom in her students and instead inspire them to look forward to her lessons. Sheena's focus on ongoing learning and development as a teacher also indicated that she was committed to continuously enhancing her students' learning experiences. Similarly, Zenny recognized the impact that a teacher's approach could have on their students' perception and engagement with a subject. She strived to create a learning environment where her students could enjoy learning English, even if it was just by learning one new word. This demonstrated a strong understanding of the importance of student engagement and motivation in the learning process. Both Sheena and Zenny's commitment to enhancing their students' engagement and motivation in their lessons had a direct impact on their future selves as teachers. By prioritizing their students' learning experiences and actively seeking to engage them in the learning process, they were setting a standard for themselves as effective and dedicated teachers who were committed to creating a positive and engaging learning environment for their students. One important implication of this finding is that pre-service teacher education programs should emphasize the significance of creating an engaging and motivating learning environment for students.

The fourth theme, choice of methodology, suggests that the practicum experience helped Sheena and Zenny to explore different teaching methodologies and to identify which methods work best for them and their students. Both Zenny and Sheena's reflections highlighted the significance of choosing an appropriate methodology in enhancing the effectiveness of teaching and learning. Zenny's experience of feeling bored and ineffective while teaching using conventional methods indicated that simply following a coursebook or adopting a conventional teaching approach may not always result in effective language learning. Her realization that she needed to be herself in her teaching and adopt a methodology that aligned with her beliefs and values as an

educator demonstrated the importance of considering the needs and interests of the students when choosing a teaching methodology. Similarly, Sheena's frustration with the traditional teaching approach in her class, which focused on memorization and exam preparation, underscored the need for an approach that allowed for student participation and took into account their interests and needs. Her desire to prepare her future lessons based on the interests and needs of her students aligned with Zenny's belief in the importance of adopting a methodology that would benefit the students. Both Zenny and Sheena's reflections suggested that an effective teaching methodology required them to consider the needs and interests of their students and align their practices with their beliefs and values as educators. After a careful consideration of their teaching experiences and practices, they arrived at a conclusion that it was necessary to maintain an open-minded approach and explore various teaching methodologies in their future lessons, in order to determine the most effective approach that works best for their students.

The fifth and final theme, career aspirations and specific plans for the future, indicates that the practicum experience played a role in shaping Sheena's future career aspirations and plans. Sheena reflected on the type of the schools and students she would like to work with. Her positive experience of teaching fifth graders led her to consider working in a primary school, and she recognized that her teaching style was well-suited to teaching young learners. Sheena's reflection on her experience teaching fifth graders and her preference for teaching young learners is a valuable insight into the impact of practicum on her future teacher self. This highlights how practice teaching experience can shape pre-service teachers' career aspirations and plans for the future. Sheena's positive experience teaching young learners has led her to consider working in a primary school in the future, which shows how practicum can provide pre-service teachers with valuable information about themselves and their teaching preferences.

To gain a deeper understanding of pre-service teachers' future selves, Doró (2020) conducted a study that shares similarities with our own research. Despite using different methods, our study and Doró's reveal several common themes that shed light on the professional identities of pre-service teachers. While our study focused on the impact of practicum on pre-service teachers' future teacher selves, Doró's study captured the imagined future teacher selves of a cohort of first-year English language teacher trainees. Despite the differences in methods, both studies revealed similar themes. For instance, both studies identified the theme of being a good teacher, which highlights the

importance of developing a stronger sense of what it means to be a good teacher. This theme encompasses building relationships with students, adapting lessons to meet the needs of different learners, and providing constructive feedback. In both studies, pre-service teachers also recognized the importance of ongoing professional development and expressed a desire to continue learning and seeking out new resources to enhance their teaching practice, which is captured under the theme of teacher as a life-long learner. Moreover, both studies highlighted the theme of enhancing students' engagement and motivation, with our study emphasizing the importance of creating an engaging and motivating learning environment for students, while Doró's study focused on making students like the subject. Similarly, both studies identified the theme of choice of methodology, which highlights the importance of exploring different teaching methodologies and identifying which methods work best for teachers and their students. Finally, both studies identified the theme of career aspirations and specific plans for the future, indicating that the practicum experience played a role in shaping pre-service teachers' future career aspirations and plans, as captured in our study, while in Doró's study, it was expressed in terms of altruistic goals and becoming members of a community of teachers. Both studies highlight the importance of incorporating practicum as an integral part of teacher training programs and providing adequate support and guidance to beginner teachers during their teacher training period.

In their study, Yan and Mingyao (2022) also touched upon the impact of students on pre-service teachers' future teacher selves. Their findings indicate that pre-service teachers are strongly committed to enriching their lessons and catering to their students' interests and abilities, while also cultivating their learning potential. These results are similar to those of our own study, where participants expressed a strong commitment to enhancing their students' engagement and motivation in their lessons. Yan and Mingyao also found that pre-service teachers seek to continuously update their knowledge and teaching methods, which is consistent with the recognition of ongoing professional development and the need for continuous improvement among our participants. Additionally, their study showed that pre-service teachers aim to be patient and considerate in class management while also setting clear expectations and discipline. This finding resonates with our participants' development of a clearer understanding of what it means to be a good teacher, including building relationships with students, adapting lessons to different learning needs, and providing constructive and encouraging feedback. Our participant Sheena's experience in understanding that



discipline needs a constructive approach and that public scolding can be harmful to students is also similar to Yan and Mingyao's results. Finally, both studies indicate that pre-service teachers define their goals as teachers, as our participant Sheena had specific plans for her future teaching, such as the type of schools and students she wants to work with. These findings suggest that interacting with students can help pre-service teachers develop a clearer understanding of their goals, values, and teaching practices, which can inform their visionary teacher selves. In summary, both studies provide valuable insight into how these interactions can shape pre-service teachers' development and emphasize the importance of lifelong learning for teachers.

In conclusion, pre-service teachers' practicum experiences and contact with students play a crucial role in their professional identity development. By actively engaging with students in a real classroom setting, pre-service teachers are able to develop a deeper understanding of the realities of teaching. This practical experience helps pre-service teachers to better define their teaching philosophies in ways that are relevant to their future roles as educators. In addition to developing practical skills, engaging with students during practicum can also contribute to the development of pre-service teachers' visionary teacher selves. This is a crucial aspect of identity development, which involves a teacher's ability to imagine and aspire to be the best version of themselves as educators. By interacting with students in a real classroom setting, pre-service teachers are able to gain a better understanding of their own teacher identity. They are also able to identify areas of strength and weakness, and develop strategies for improvement based on their experiences. Moreover, the impact of practicum experiences and student contact on pre-service teachers' identity development extends beyond their immediate future as teachers. The development of a visionary teacher identity can have a significant impact on their values, long-term career plans, and goals. It can help them stay motivated and committed to their chosen profession, and inspire them to continually improve their practice. Overall, the contribution of practicum experiences and student contact to pre-service teachers' identity development cannot be underestimated. Through their experiences, pre-service teachers are able to refine their teaching practice and establish a strong sense of purpose and direction for their future careers.

### **Pedagogical Implications**

The findings of this study have several implications. Firstly, teacher education programs should offer pre-service teachers practical experience in various classroom contexts and with different age groups, allowing them to discover their strengths, preferences, and interests as teachers. It is also important to note that pre-service teachers may find that their initial career aspirations and plans for the future may change as they gain more experience in different classroom contexts.

In addition, teacher education programs should assist pre-service teachers in developing a clear teacher vision. A teacher vision is a personalized vision of what teaching means to the individual teacher and what they hope to achieve through their teaching. This can promote a sense of purpose and direction in their teaching practice, leading to long-term career planning that aligns with their values and goals.

Furthermore, the study suggests that teacher education programs should support pre-service teachers in developing a sense of commitment and passion for the teaching profession. This can be accomplished by cultivating a positive and supportive learning environment that encourages pre-service teachers to collaborate with their peers and engage with the wider teaching community.

In conclusion, the findings of this study suggest that teacher education programs play a crucial role in the development of pre-service teachers' identities, teacher vision, and career plans. By providing practicum experience, fostering a positive and supportive learning environment, emphasizing ongoing professional development, and promoting reflective practice and feedback, teacher education programs can help pre-service teachers become effective and fulfilled professionals in the field of education.

### **Limitations and Suggestions for the Further Studies**

Although this study offers valuable insights into the development of EFL pre-service teachers' identities during practicum, it is important to acknowledge that the study is not exempt from limitations. Firstly, the study focused solely on the development of pre-service teacher identity particularly in contact with students during practicum, without exploring the impact of other factors such as teacher education programs and cultural contexts. Future research could investigate the influence of these factors on pre-service teacher identity development to gain a more comprehensive understanding. Secondly, the data collection was limited to participants' diaries and practicum reports. Future research could use additional methods such as classroom observations, interviews with

the participants, mentors, and supervisors, as well as field observations to provide a more nuanced and comprehensive understanding of pre-service teacher identity development during practicum. This would allow for a more in-depth examination of pre-service teachers' learning in practice, including their classroom teaching and interaction with students, mentors, and school leaders within the school context. Another limitation of this study is that it was conducted during one semester of the practicum, which may have limited the scope of data collected. A potential avenue for future research could be to conduct a study that lasts two semesters of practicum to investigate the development of EFL pre-service teachers' identities. By doing so, researchers could gain a more comprehensive understanding of the development of pre-service teacher identity and how it is influenced by various factors over a longer period of time.

## 5. CONCLUSION

In this study, the goal was to investigate how EFL pre-service teachers in a teacher education program develop their teacher identities during practicum, with a focus on the role of contact with students and conceptualizations of their future selves as English teachers. Through the analysis of diaries and practicum reports, we gained insights into the experiences of two participants and their identity development throughout their practicum.

The findings of this study suggest that the practicum experience is a crucial time for pre-service teachers to develop their identities as English language teachers. The analysis revealed that contact with students during the practicum period played a significant role in shaping the pre-service teachers' identities, as they reflected on their interactions with their students and how these interactions influenced their perceptions. Furthermore, participants' conceptualizations of their future selves as English teachers also emerged during their practicum experiences. Overall, the results suggest that teacher identity development is a complex and dynamic process that is influenced by a range of factors. While this study provides valuable insights into this topic, there is still much to be explored in this area. Further research is needed to expand our understanding of how teacher identity develops over time and across different contexts.

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## APPENDICES

## Appendix A. Approval of the Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
<b>ÖĞRENCİ BİLGİLERİ</b>	
T.C. NOSU	
ADI VE SOYADI	Elif Karslı
ÖĞRENCİ NO	2020008030
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2021 / 2022 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.
<b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>	
TEZİN KONUSU	İngilizce Öğretmen Adaylarının Kimliklerinin Dinamik Doğasının Karmaşık Sistemler Perspektifinden İncelenmesi
TEZİN AMACI	Öğretmen kimliğini kompleks bir dinamik sistem olarak kavramsallaştıran bu çalışma, İngilizce öğretmenliği adaylarının kimlik dönüşümlerinin dinamik doğasının araştırılmasına odaklanmaktadır. Karmaşık teoriden yararlanan bu çalışmanın amacı, İngilizce öğretmenliği adaylarının stajları boyunca meydana gelen kimlik dönüşümlerini araştırmak ve aynı zamanda dönüşümlerin gerçekleştiği dinamik süreçleri açıklamaktır.

TEZİN TÜRKÇE ÖZETİ	Bu çalışma, İngilizceyi öğretmen adaylarının kimlikleri arasında geçişler gerçekleştiğinde ortaya çıkan dinamik süreçleri incelemektedir. Tek vaka tasarımı kullanarak öğretmen adaylarının stajları sırasında kimliklerinin geçirdiği dönüşümler, hareket halindeki bir süreç olarak araştırılmak istenmektedir. Erciyes Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı bölümünde staj süresinin ikinci aşaması olan İÖP 402 Öğretmenlik Uygulaması II dersini alan 4 öğretmen adayının bu çalışmaya katılması planlanmaktadır. Veri toplamak için veri toplama araçlarından görüşme, gözlem, alan notları ve katılımcıların günlüklerinden yararlanılacaktır. Karmaşık teorinin İngilizce öğretmen adaylarının kimlik dönüşümlerini ve meydana geldikleri koşulları anlamak için yardımcı olacağı düşünülmektedir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Erciyes Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Erciyes Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, İngiliz Dili Eğitimi Anabilim Dalı
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Hedeflenen çalışma, Kayseri şehrinin Melikgazi ilçesinde bulunan Erciyes Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, İngiliz Dili Eğitimi Anabilim Dalı 4. sınıf öğrencileri ile yürütülmek istenmektedir. Veri, Öğretmenlik Uygulaması öncesi ve Öğretmenlik Uygulaması sonrası mülakatlar, gözlem notları, alan notları, ve katılımcıların günlükleri ile toplanacaktır.

<b>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI</b>	<p>Bu çalışmada bir dönem boyunca anlatımsal veri toplama araçlarından faydalanılarak, yarı yapılandırılmış görüşmeler, sınıf gözlemi, alan notları ve öğretmen günlükleri kullanılacaktır.</p> <p>Mülakat: Araştırmacı tarafından yarı-yapılandırılmış formda hazırlanmış olup öğretmen adaylarının kimliklerine ve kimlik dönüşümlerine yönelik düşüncelerinin alınması için kullanılacaktır.</p> <p>Sınıf Gözlemi: Bu çalışmada sınıf gözlemi kullanılacaktır, çünkü gözlem araştırmacının belirli bir sınıf ortamında katılımcıların davranışlarını not ederek ve kaydederek eylemleri ve etkileşimleri belgelemesini ve açıklamasına yardımcı olacaktır.</p> <p>Alan notları: Araştırmanın gelişiminin takip edilmesine ve araştırmanın elde edilen verilerden nasıl etkilendiğinin gösterilmesine yardımcı olması için araştırmacı başka bir veri toplama aracı olan alan notlarından da faydalanacaktır.</p> <p>Öğretmen Günlükleri: Diğer veri toplama araçlarına ek olarak, katılımcılardan stajları boyunca bir günlük tutmaları istenecektir. Günlüklere, bir gün içinde okulda olup bitenlerle ilgili duygu ve düşüncelerini yazmaları beklenmektedir.</p>
<b>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</b>	<p>Görüşme Soruları: 1.Eğitim geçmişinizden kısaca bahseder misiniz?  2.İngilizceyi nasıl öğrendiniz? İngilizcenizi geliştirmek için neler yaptınız?  3.Sizce dil öğreniminde başarıyı sağlayan faktörler nelerdir?  4.Lütfen geçmişteki öğretmenlerinizden en çok/en az sevdiğin birini tanımlayınız.  5.Öğretime dair inançlarınızı ve uygulamalarınızı başka kim büyük ölçüde etkiledi? Nasıl?  6.Öğretmenliği seçmenize ne sebep oldu?  7.Bir öğretmen olarak temel sorumluluklarınız nelerdir?  8.İngilizce öğretimindeki başarılarınızı nasıl tanımlarsınız?  9.Dil öğretiminde en çok hangi alanda (kelime öğretimi, dil bilgisi, dil becerileri gibi) iyi olduğunuzu düşünüyorsunuz?  10.Sizce öğrencilere İngilizce öğretmenin en iyi yolu nedir?  11.İyi bir öğretmen konusundaki görüşünüz öğrencilik yıllarınız ve öğretmenlik programındaki tecrübenize göre yıllar içinde nasıl değişti?  12.Mevcut öğretmenlik uygulamanız hakkında ne düşünüyorsunuz? Zamanla değişti mi? Değiştiyse nasıl?  13.Mevcut öğretmenlik uygulamanızı etkileyen faktörler nelerdir?  14.Bu staj uygulamasından neler bekliyorsunuz?  15.Bu staj uygulaması sırasında herhangi bir şekilde değişeceğinizi düşünüyor musunuz? Bir öğretmen olarak? Bir birey olarak?  16.Gelecekte nasıl bir öğretmen olmak istiyorsunuz?  a)Neden böyle bir öğretmen olmak istiyorsunuz?  b)Nasıl böyle bir öğretmen olabileceğinizi düşünüyorsunuz?</p>
<b>ÖĞRENCİNİN ADI - SOYADI: Elif Karslı</b>	<b>ÖĞRENCİNİN İMZASI:</b> Enstitü müdürlüğünde evrak aslı ıslak imzalıdır <b>TARİH: 09/02/ 2022</b>

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu <b>English Language Education</b> faaliyet alanı içerisine girmektedir.						
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>ANA BİLİM DALI BAŞKANININ ONAYI</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>			
Adı - Soyadı: Jülide İnözü	Adı - Soyadı: .....	Şehnaz Şahinkarakaş Adı - Soyadı: .....	Adı - Soyadı: <b>MURAT KOÇ</b>			
Unvanı: Prof.	Unvanı: .....	Unvanı: <b>Prof. Dr. ....</b>	Unvanı: <b>DOÇ. DR. ....</b>			
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır	İmzası: .....	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır İmzası: .....	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır İmzası: .....			
09 / 02 / 2022	... / ... / 20....	..... / ..... / 20.....	... / ... / 20...			
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: <b>Şehnaz ŞAHINKARAKAŞ</b>	Adı - Soyadı: <b>Yücel ERTEKİN</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>	Adı - Soyadı: <b>Hüseyin Mahir FİSUNOĞLU</b>	Adı - Soyadı: <b>Jülide İNÖZÜ</b>
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır
..... / ..... / 20.....	..... / ..... / 20.....	... / ..... / 20.....	..... / ..... / 20.....	... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....
<b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>
<b>OY BİRLİĞİ İLE</b>	<input checked="" type="radio"/>					
<b>OY ÇOKLUĞU İLE</b>	<input type="radio"/>	<b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince incelenmiş olup, ..... / ..... / 20..... - ..... / ..... / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.</b>				
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.</b>						

## Appendix B. Consent Form

### CONSENT FORM

Dear Participant,

This research is carried out by Elif Karlı, a graduate student at Çağ University, Institute of Social Sciences, Department of English Language and Education. This research focuses on investigating the complex and dynamic nature of identity transformations of English language teacher candidates. The aim of this study is to investigate the identity transformations of English language teacher candidates during their teaching practice and at the same time to explain the dynamic processes in which these transformations take place. Participation in the study is on a voluntary basis. The information obtained from the research will be kept strictly confidential and evaluated only by the researcher. The data obtained will be used only for scientific purposes. Your name will not be disclosed and you will be given a pseudonym.

Your teaching practice will be recorded on camera by the researcher and will only be used by the researcher to reinforce the observation notes. In addition, the diaries and practicum reports of the pre-service teachers will be included in the research as other data collection tools. Thanks for in advance for your participation.

Elif Karlı

Participant's Name

Date

Signature

...../...../.....

**Appendix C. Sosyal Bilimler Enstitüsü Tez Etik İzin İstek Yazısı**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2200001039  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

09.02.2022

**REKTÖRLÜK MAKAMINA**

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.  
İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Elif Karşlı** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 Adet öğrenciye ait tez evrakları listesi.

**Appendix D. Çağ Üniversitesi Rektörlüğü Tez Etik Araştırması İzin Yazısı**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2200001140  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

14.02.2022

**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

İlgi : a) 10.02.2022 tarih ve E-23867972- 050.01.04-2200001054 sayılı yazımız.  
b) 09.02.2022 tarih ve E-23867972- 050.01.04-2200001039 sayılı yazımız.  
c) 09.02.2022 tarih ve E-23867972- 050.01.04-2200001041 sayılı yazımız.

İlgi yazılarda söz konusu edilen Burcu Çinçik, Elif Karslı ve İren Nazik isimli öğrencilerimizin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

## Appendix E. Çağ Üniversitesi Tez Anket İzin İstek Yazısı



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2200001183

14.02.2022

Konu : Elif Karşlı'nın Tez Anket İzni Hk.

ERCİYES ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Elif Karşlı** isimli öğrencimizin, **“İngilizce Öğretmen Adaylarının Kimliklerinin Dinamik Doğasının Karmaşık Sistemler Perspektifinden İncelenmesi”** konulu tez çalışmasını Üniversitemiz öğretim üyesi **Prof. Dr. Jülide İNÖZÜ** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı Başkanlığına bağlı halen eğitim gören 4.Sınıf öğrencilerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesini bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek :

- 1 - 5 sayfa tez etik formu.
- 2 - 1 sayfa tez etik izin istek yazısı.
- 3 - 1 sayfa tez etik izin yazısı.



## Appendix F. Erciyes Üniversitesi Tez Anket İzin Yazısı



T.C.  
ERCIYES ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Öğrenci İşleri Daire Başkanlığı

Sayı : E-14065294-044-210213  
Konu : Anketler

03.03.2022

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Sosyal Bilimler Enstitüsü)

İlgi : 14/02/2022 tarihli ve 2200001183 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Elif KARSLI'nın, "İngilizce Öğretmen Adaylarının Kimliklerinin Dinamik Doğasının Karmaşık Sistemler Perspektifinden İncelenmesi" adlı tez çalışması kapsamındaki anketi, Üniversitemiz Eğitim Fakültesi İngilizce Öğretmenliği Programı 4. sınıf öğrencilerine uygulama talebi uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

**Prof.Dr. Recai KILIÇ**  
**Rektör a.**  
**Rektör Yardımcısı**

## **Appendix G. Prompts for Participants' Diaries and Practicum Reports**

### **Prompts for EFL Pre-Service Teachers' Diaries and Practicum Reports**

#### **Diary Prompts:**

- Indicate and reflect on your experiences and feelings about your practicum day and teaching practice.
- What was the highlight of your day?
- Describe the points that caught your attention about your practicum day (your dialogue with students, colleagues, etc.).

#### **Practicum Report Prompts:**

- Describe your overall experience at the practicum school.
- Reflect on your interactions with students, both inside and outside the classroom, and the impact of these interactions on your teaching journey.
- Indicate how the practicum experience contributed to your personal and professional growth as an EFL teacher.
- Discuss any areas of improvement you identified during the practicum and your plans to address them in your future teaching practice.