

A Research Project entitled

The Teacher Identity Construction of Pre-service teachers in the Teaching Practicum

Submitted by

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submitted to The Education University of Hong Kong

for the degree of Bachelor of Education (Honours) – English Language (Secondary)

on 18th May, 2018

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Word Count: 4,949

Abstract

Teacher identity is shaped by teachers' experiences throughout their professional development. It is an ongoing process that is affected by distinct factors. A lot of investigation has been done on teacher identity construction (TIC) and their teaching experience, but how a teacher embraces teacher identity during the teaching practicum (TP) and how teacher identity gets affected due to a particular TP have been underexplored. Considering the TP that the pre-service teachers experienced, the purpose of this research was to investigate the ways teacher identity was constructed during TP. Semi-structured interviews were conducted and pre-service teachers' reflective journal were collected in order to explore the common themes. The findings display teachers' self-perceived identity, their TP experience and others' perception of them as examples of factors constructing their teacher identity during their teaching practicum.

Keywords: Teacher identity construction , pre-service teachers, teaching practicum

1. Introduction

The identity of a language teacher has been a prominent subject matter in research studies on a language teacher's development and education (Varghese, Morgan, Johnston, & Johnson, 2005). To comprehend language teaching, Akkerman and Meijer (2011) suggested that understanding teacher identity can help to analyse teachers' behaviour (as cited in Alsup, 2006; Beijaard, Meijer, & Verloop, 2004). Varghese et al. (2005) further added that teacher identity can be evaluated by foremost, understanding teachers.

According to Stuart and Thurlow (2000), it is important to provide opportunities, like teaching experience, to pre-service teachers to better prepare themselves as teachers (as cited in Brookhart & Freeman, 1992; Fullan, 1991; Goodlad, 1990; Kagan, 1992). While Sheridan

(2016) expressed that TP is a process of “preparation of pre-service teacher” and it is important to assess the quality teachers (p.1), Chong, Wong, and Quek (2005, p.1) offered a more detailed explanation by asserting that pre-service teachers will be exposed to different perspectives that may enable their teacher identity to be reflected upon. As stated by Settlage, Southerland, Smith, and Ceglie (2009), since pre-service teachers enter TP with pre-established teacher identity (as cited in Lorie, 1975), the exposure to new perspectives might play a crucial role in influencing TIC.

There have been a number of studies whose focus has been on the pre-service teachers’ TIC (Mockler, 2011) but less has been done on the process of embracing teacher identity during TP. While previous findings have provided insights into pre-service teachers’ experiences and identity, there is a lack of research integrating the idea of how a particular teaching experience affects their TIC. Therefore, this research is crucial as it profoundly investigates the relationship between the pre-service teachers’ identity and their TP.

2. Literature review

2.1 Concept of Teacher Identity

Chong, Low, and Goh (2011) expressed that holding a teacher identity is essential in teacher development (as cited in Day and Kington, 2008; Olsen, 2008). Along with in-service teachers, pre-service teachers are inclined to possess pre-established teacher identity before entering the teaching field (as cited in Bucholtz & Hall, 2005; Korthagen, 2004).

As defined by Walkington (2005), teacher identity is not equivalent to the teacher performing a functional role or fulfilling a responsibility as a teacher. It is a rather subjective opinion

concerning how teachers identify themselves as teachers and their personal beliefs (as cited in Mayor, 1999). Teacher identity can be investigated through the proposition formed during TP by means of two queries, which are “What I do” and “What I do here” (Mockler, 2011, p.5).

According to Beijaard et al. (2004), teacher identity is an ongoing process within a teacher’s growth. Different studies revealed different concepts of TIC. Teacher identity can be regarded as a teacher’s self-concept of his/her attitude towards teaching and development as a teacher (as cited in Knowles, 1992; Nias, 1989).

2.2 What shapes teacher identity?

There are a number of factors that contribute to TIC of pre-service teachers. Within the factors, different stakeholders such as the students and colleagues also play a major role. The factors are as follows:

2.2.1 Impacts on students

As stated in Clarke (2009)’s study in Hong Kong, teachers should assess their own lessons and try new teaching strategies based on their usefulness to achieve a high standard lesson. He further quoted that “Teachers should know that teaching can affect a person’s life” (p.9). This presents the idea that there is a higher likelihood for teachers to work harder if they are aware that students are going to be affected for a long-term. This implies that contemplating about their lessons’ effectiveness on their students’ learning development can help with TIC.

2.2.2 Language practices

Language practices are amongst the factors that shape teacher identity (Trent, 2012), which can be defined as what Danielewicz (2001) stated that an individual's identity can be constructed through language practices that are composed of "a system of beliefs, attitudes, and values" (p.11). Izadinia (2013) indicated that teachers have their own personal beliefs they gain from teaching practices that contribute to their TIC.

2.2.3 Teachers' perspectives

According to the study conducted by Settlage et al. (2009), pre-service teachers tended to identify themselves as someone who has to engage the students and consider their interests in learning to provide a valuable learning environment. They are more agitated about whom they are rather than what they know in terms of the content knowledge (Beijaard et al., 2004). Settlage et al. (2009) explained that teachers also emphasised on how they perform as teachers instead of considering their performance results that can only be assessed based on students' understandings. Their teaching is neither designed to be student-centered nor evaluated based on students' learning progress.

2.2.4 Teaching experience

However, Tickle (2000) stated that a teacher's practical experiences act as major facets that serve as an influence on TIC instead of teachers' personal perspectives. Graham and Phelps (2003); Luehmann (2007); Settlage et al. (2009) indicated that TIC tends to be affected constantly based on how pre-service teachers view their practical experiences due to which, they identify themselves as lifelong learners (as cited in Richardson, 1996). Varghese et al. (2005) substantially explicated that teacher identity can be "constructed, maintained", and can be induced mainly through communication and experience (p.35). Additionally, Chong,

Low, and Goh (2011) affirmed that teacher identity is formed during TP and is evolved throughout (as cited in Bejjard et al., 2004). The positive or negative events experienced during TP might act as a mode to prompt teachers to encounter impacts on their TIC (as cited in Schempp, Sparkes & Templin 1999).

As different teachers have different perspectives that shape their teacher identities, they are definitely prone to challenges during their TP as indicated by Lee and Yin (2011), due to which their TIC can get affected (as cited in Van Veen et al., 2005). According to a research conducted by Reio (2005), teachers who balance their work and private lives by keeping their schoolwork at school unlike their colleagues tend to be disdained by their colleagues. This further affects TIC due to pressure in time management, unfortunate experiences at workplace, and affects teachers' self-esteem. Moreover, teachers will encounter issues in upholding their beliefs and predominantly prioritising students. Teachers will also be considered as ineffective teachers if the beliefs they bring to their TP contradict those of the supporting teacher (Walkington, 2005; Beijaard, Verloop, & Vermunt, 2000).

Other than the difficulties encountered due to their colleagues, work demands are also other challenges faced by pre-service teachers (Klassen and Durksen, 2014). Managing time during preparation, building a positive relationship with the students and learning about the school culture are amongst the challenges faced due to work demands.

2.2.5 Teaching context

A teacher's workplace and working conditions also influence teacher identity (Beijaard et al., 2000). Beijaard et al. (2004) stated that the teaching environment of a teacher is a

“landscape”, which can manifest different sides such as the possibility of it having a high standard, posing restrictions on teachers’ activities and allowing minimal flexibility. This can be interpreted as the school or related stakeholders being very exigent to the teachers. This can affect the teachers’ mindsets and it could be the deciding factor of whether one should enter this field. Subsequently, it may influence TIC (as quoted in Reynolds, 1996).

2.3 Research questions

To investigate pre-service teachers’ teacher identity during their TP, the following research question was explored:

- What are the factors affecting the construction of pre-service teachers’ identity during the teaching practicum?

3. Methodology

3.1 Participants

An opportunistic sampling method was used in which 2 pre-service English teachers, Arya (Chinese) and Dina (Filipino) from my TP school, were invited to take part in this research. This research was conducted during their TP, which is an obligatory practice assigning pre-service teachers from a university in Hong Kong to teach for a semester in a local school in their final year of Bachelor of Education in English language. An informed consent form was provided to them prior to the research. The research was only carried forward after receiving the participants’ permission and the data collected is only used for research purposes. To ensure privacy, pseudonyms are used and any personal information involved is remained strictly confidential.

3.2 Data collection

The data were collected in two different phases, before and after TP. Interviews and participants' reflective journal were used for data collection.

3.2.1 Interviews

The participants' TIC were investigated in two rounds of individual interviews, that were semi-structured in which follow up questions were asked to probe some points that might emerge exhaustively. The interviews were based on an interview guide and were audiotaped. The first round was conducted at the start of TP, aiming to explore elements such as the participants' pre-established teacher identity and their distinctive characters. The second round was scheduled in the last week of TP, intending to investigate their TIC during their TP.

3.2.2 Participants' reflective journal

As a requirement from the programme, pre-service teachers were asked to write reflective reports during TP, where they had precisely recounted their experiences and their feelings. To triangulate the data, the final reflective journal mainly reporting on the participants' reflection on becoming a teacher were collected to get an in-depth idea of their inner thoughts.

3.3 Data analysis method

The data analysis employed a qualitative approach. First, the audiotaped interviews were transcribed verbatim and were then reviewed to determine the participants' TIC based on their empiricism. The process was followed by comparing the two rounds of interviews to identify possible similarities or differences. They were also analyzed with the aim to discover

points that depicted their TIC. Research participants' reflective journal was used to establish a link with the interviews and to identify their personal perspectives of their teaching experience.

After reviewing the data, three categories were formed based on the process of generating themes. Patterns and keywords were noted down and a comparison was made between the data received from each methodology of each participant and among the participants. As a whole, a thematic analysis was conducted to analyze all the collected data in which different patterns were categorized to classify the data (Aronson, 1995). The following are the three categories:

1. Self-perception on teacher identity
2. Stakeholders as catalysts or hindrances
3. Teaching practicum as a mechanism to reflect on teaching

4. Results

This section reports the results of the study. The results are divided based on the three categories mentioned above.

4.1 Self-perception on teacher identity

Construction of the participants' teacher identity includes teachers' perspectives on how they saw themselves as teachers during TP and on how they would like to be.

4.1.1 Individual beliefs

The participants' individual beliefs play a major part in teachers' TIC. Their conceptualisation of an ideal teacher tends to be conducive to their own teacher identity. During the pre-study interview, the pre-service teachers were asked to describe themselves as a teacher. Arya shared the essentiality for teachers to act like guides and to follow moral principles. Arya expressed her beliefs as follows:

After class, you're not only teaching because some students may have personal problems so you need to solve them. The teacher is also like a guide to students so you can give them advice from your experiences... (interview)

I think there are two important moral principles. The first one is fairness to the students Respect is the second one.... (reflective journal)

Dina stated a few personality traits a teacher should have, which are being nurturing and caring towards the students, adding that interacting with them is vital in order to discover the help they require. Dina stated her view as follow::

I wanted to have an impactful life. Now I'm suddenly into teaching and I'm actually doing that. I'm actually changing the lives of these people Teaching is something that changes people's perspectives That's the type of teacher I wish I could become. (interview)

Both Arya and Dina claimed that students' growth in the English language is the teacher's responsibility. From Dina's responses, it was deduced that she believes that an English teacher should avoid discouraging students from using English. Dina specified the following:

I take it upon me that I'm responsible for your language development so I'll do whatever it is that I can. So it's part of our job to work hard for them to like the language (interview)

From the above excerpts, it can be perceived that if the pre-service teachers are unable to fulfil what they think are the qualities of an ideal teacher, there is a high probability for their TIC to get influenced. To illustrate, they may not see themselves as how they believe a teacher should be. Another aspect heeded by Dina was to maintain a balance between authority and teacher-student relationship. As a teacher, she emphasised on building a positive relationship with the students but maintaining a distance at the same time. To quote Dina:

I know that I'm quite good in learning about my students. I've made efforts in spending extra time with them, like playing badminton with them after school. By doing so, I'm building a relationship with them. (reflective journal)

From the pre-study interview, authority was a teacher's attribute that Dina paid a lot of attention to like for example, the way she is seen by her students, as it might alter the way she sees herself as a figure of authority. Dina shared her thoughts on teacher authority as follows:

My teacher identity may get affected by the way students see me as a teacher. 'Am I a figure of authority?' It's something I want them to know but at the same time, I don't want it to stop them from trying to know me. (interview)

4.1.2 Self-expectation

Since it is common for pre-service teachers to have some self-expectations throughout the TP, it was necessary to explore the pre-service teachers' self-expectation. Responses related to their satisfaction with themselves, as teachers, were identified.

As Dina is not a Cantonese speaker, she expected to face difficulties with the stakeholders in the setting. She voiced out her fear of not having the right to speak if her colleagues would be reluctant to initiate the use of English. She further described this language barrier as a potential factor affecting her TIC and she viewed it as a degradation of her teaching authority. When discussed after TP, Dina revealed how she did not expect her inability to use Cantonese to be an issue if it was not for the teaching authority, but it somehow turned out to be one, with both her students and her supporting teacher. In her reflective journal, Dina wrote:

During this FES, I've had many opportunities in which I ask myself whether I can teach. Most of the time, it's when I feel as if I've failed my students or myself.

Her experience in her TP raises a doubt of whether knowing students' L1 is a benchmark for being eligible to teach as an English teacher in Hong Kong. The following is an excerpt from her interview:

I think I could teach them so much more if I could use Cantonese and I actually want to learn it for them. I felt that my supporting teacher would have appreciated my teaching more if I spoke in Cantonese like she would think I'm a good teacher. (interview)

4.2 Stakeholders as catalysts or hindrances

As there is a probability for TIC to get influenced through interaction within the teaching context, it was indispensable to first, explore the relationship between the stakeholders and the pre-service teachers and second, to view whether the former assist in TIC of the latter.

4.2.1 Students' response

Students' response was a substantial element that affected the pre-service teachers' TIC. When asked to further elaborate, Arya listed out the students' diversity being a difficulty due to the possibility for some students to be more able than the others; this could minimise their interest and attention span in class. After TP, Arya further imparted the idea that students' response and learning attitude are two factors that affect TIC if teachers are not able to cope with them. Arya stated the factors as follows:

Students have a very low learning ability and they're not very willing to learn. Students' learning attitude also affected my teacher identity because sometimes they are quite negative. I felt depressed. (interview)

From Dina's reflection, it was found that she had times that discouraged her self-esteem as an English teacher. An example she provided was the students performing badly even with

adequate help because she felt responsible for the outcome. During mid-TP, Dina created a teacher evaluation form for the students. On a scale of 0 to 10, she received a few zeros, yet, her TIC was not influenced and it did not make her feel less qualified as a teacher. The main concern for her was that she received more points in the part about learning from her. Hence, she signified the following:

It was such an encouragement and a stepping stone for me, 'See you're an English teacher and they see you as one so why should you doubt yourself?' (interview)

4.2.2 Collaborative teaching

Collaborative teaching and individual teaching are two different types of teaching due to which, different viewpoints are unfolded. Both Arya and Dina were co-teaching with a partner from their programme but both showed entirely different opinions on co-teaching. Considering the fact that they would be co-teaching, they were asked to give their viewpoints on co-teaching before TP. Compromising and communicating were labelled important by Arya and Dina when exploring co-teaching because different people have different opinions regarding task designs. However, Dina felt the need to learn to collaborate more because she is sometimes very independent.

The post-study interview displayed completely different results for both participants. Arya was pleased with the outcome of co-teaching. A benefit that she enjoyed was being able to communicate and collaborate well with her partner. They helped each other when necessary and solved problems together. As Arya had limited experience in teaching before, having a

co-teaching partner was very helpful. She iterated her thoughts about co-teaching in the following excerpt:

Apart from sharing workload, it relieves stress and you'd feel like you have a company....I had a partner who had the same mindset, same goals and the same teaching style as me.

Having an over-dependent co-teaching partner was a major drawback for Dina to the point that her patience was stretched by this TP because she had to be very patient with her partner. There were so many things to try and to improve but she could not because she was given half the time for teaching. Most of her time was spent on helping her partner because she wanted to maintain a good relationship for the 4 months of TP. Dina conveyed her contemplation in the following excerpt:

I was the only one thinking practically.... I'd have preferred individual teaching as I'd have really diagnosed my students.....Work attitude's very important. If we know that we've to do something, we do it.... I guess it was a clash of work personality and working pace.

From Dina's response, it was understood that co-teaching was ineffective to her TIC as it affected her TIC in terms of her ability to collaborate with people.

4.2.3 Inadequate support from the professionals

Professionals including the supporting teacher and the supervisor of the pre-service teachers play a major part in the TIC of the pre-service teachers. With Arya not having faced any difficulty with that, which was something she was worried about before TP, Dina encountered a lot of issues. There was a lack of support from the supporting teacher to her and the students. Her supervisor also did not provide a certain level of help that she would have expected to receive. Feedback was only provided after the final product was submitted rather than doing so throughout. Nonetheless, having satisfactory results in that supervision strengthened how she thought of herself as a teacher. The following is Dina's outlook on supervision:

I was looking for constructive comments to improve my lesson plans. I felt like my supervisor was afraid of giving me criticisms. She only gave the bad points on my last assessment, which I'd have wanted in my first supervision....Supervision definitely made me think if I really wanna teach because it proves to me that there's an external and experienced observer who thinks that I can teach or not. (interview)

4.3 Teaching practicum as a mechanism to reflect on teaching

TIC is formed during TP. The probability of TIC to be conclusively constructed during TP because of not being able to confirm preconceived beliefs can also be reflected.

TP acted as a mechanism, for both participants, that indicates a lot about their TIC. Before TP, when asked about the impacts of the possible challenges they might face during TP on their TIC, Arya stated that there should not be any impacts as she still has to learn a lot.

When asked about the same after the practicum, Arya maintained her stance.

Teaching practice didn't discourage me because it was a good experience even though there were challenges. It was still manageable. I still have to learn a lot. (interview)

As a further matter, a lot of importance towards TP was expressed by Dina as she observed certain changes between her before and after TP. This is an indication that there is a difference between how she identified herself as a teacher before and after TP. Dina asserted the following about her reflection on teaching:

Last year, I was at that 'I can teach' part. But because of FE, I really want to teach..... I told myself in the beginning 'this TP is my make it or break it, it will tell me whether I want to teach'. Thanks to TP, there are significant changes. I do see myself as a teacher in the coming 3 to 5 years....Now when I say that I'm an English teacher, I say it with conviction. (interview)

Both pre-service teachers displayed varied viewpoints towards their TIC during their teaching practicum due to the challenges faced in their TP.

5. Discussion

This research provides a broad understanding of the factors contributing to the TIC of pre-service teachers during TP. Teacher identity is an ongoing process within the growth of teachers in which their practical experiences have a tendency to construct their teacher identity. In many ways, this research confirms the findings of previous research and provides further insights into how TP influences pre-service teachers' identity construction.

The current study found that pre-service teachers viewed establishing a positive interaction with students and being responsible for students' personal growth as significant factors affecting how they identify themselves as teachers. The findings correlate to what was suggested by Beijaard et al. (2004) in which they implied the pre-service teachers' perception of their relationship with students to be critical to their TIC. This may be interpreted as when students perform poorly, teachers sense a lack of professionalism within themselves.

In addition to that, Beijaard et al. (2004) further made an elaboration on how maintaining a good relationship with colleagues is also an important factor. Having the thought of being accepted in the school has the capacity to contribute to the TIC of beginning teachers as other's identity perception of them is reflected. Dina confirmed the belief by expressing the significance of being accepted by the colleagues in terms of the language barrier. The behaviour from the stakeholders within the school affects the pre-service teachers' sense of belonging in the school and job satisfaction. Moreover, support from both the supporting teacher and the supervisor is also necessary for the pre-service teachers' TIC, which in this case was insufficient for Dina. According to Franzak (2002), others' expectations of pre-service teachers highly influences pre-service teachers' TIC, which can explain why Dina felt that her supervisor's views towards her teacher identity would help her construct a distinct perspective of self as a teacher.

Given the fact that Dina is not a Cantonese speaker, it led her to believe that she could not provide the best for her students due to the language factor. According to Ma (2012), a reasonable interpretation for this could be that if she shared the same L1 with her students,

she could have been more empathetic towards their learning difficulties (as cited in Medgyes, 1994; Phillipson, 1996), and more considerate towards their needs (as cited in Lipovsky & Mahboob, 2010; Medgyes, 1994). The inability to use students' L1 thereby affects TIC as Dina saw it as her ineffectiveness as a teacher.

Another factor affecting TIC was co-teaching and Arya mentioned some benefits of co-teaching such as shared workload and stress. Scruggs, Mastropieri, and McDuffie (2007) identified with her experience as they deduced the notion that teachers generally have a positive perspective towards co-teaching (as cited in Brownell, and Sheridan, 1999). They mentioned a conflicting difference towards co-teaching, which means the reality depends on the situation. In general, co-teaching may bring along problems such as communication between co-teaching partners and time management (as cited in Vaughn, Schumm, and Arguelles, 1997); this can be interpreted by Dina's experience, in which she expressed similar issues she encountered with her co-teaching partner due to which, it acted as an impediment to how she viewed herself as a teacher and hence, her TIC.

Interestingly, a prevailing contrast from the findings to what is explored in the past research is how the pre-service teachers focused on both the ways they were being evaluated as teachers and on the students' learning progress. They made sure the students understood rather than focusing on the latter over the former (Settlage et al., 2009). Results of their teaching based on the students' results were factors that affected both Arya and Dina as their teaching was reflected. This suggests that they gave equal importance to both their students' learning progress as well as their own performance as a teacher, especially during their supervisions.

However, as Dina mentioned, she received minimal support from her supervisor and supporting teacher, which was another factor. The reason why Dina wanted constructive feedback correlated to Reynolds (1996)'s; Beijaard et al. (2004)'s studies concerning inexperienced teachers. Teachers believe that their roles are to meet experienced teachers' expectations and follow their instructions but Dina was oblivious of others' expectations from her. Consequently, it also contradicted to Sim's study (2006), as it was clearly stated that TP serves as an opportunity for the pre-service teachers to reflect on their TIC because of the support they receive from skilled teachers in their TP school. However, insignificant support was noticed.

It is comprehensible that TP has the power towards TIC due to several factors in which pre-service teachers may question their ability to teach. They may feel disappointed at times when their students do not respond in the expected way but otherwise, they may feel proud when teaching objectives are achieved or when a good relationship is built with students. As Zembylas (2003) explained, emotions are sources of TIC as they provide an outlook for illuminating TP (as cited in Hochschild, 1983). While Arya thought she still has a lot to learn as a teacher, Dina confirmed her aspiration to become a teacher in the coming years; this could be explained as the factors contributing to their TIC leading them to view themselves capable to teach.

6. Limitations and implications

The scope of this research becomes smaller as gender-specific issues are overlooked in the absence of male participants. As the participants were co-teaching, time for individual teaching was restricted. Hence, the results cannot be generalised. Regarding the implications,

teacher education programmes can play a more pivotal role in assisting with TIC. A recommendation would be to provide pre-service teachers with more teaching opportunities in which they can get trained prior to their TP. It may help them to prepare for the imminent challenges and apply what they have learnt to their TP.

7. Conclusion

Based on the findings, it is worth noting that TIC is contingent on self-perceived teacher identity and how teachers are viewed by other stakeholders. Additionally, several prominent challenges occurring within TP context also play a major role in TIC. Majority of the researches conducted are about TIC but this research was to elucidate the relationship between the teachers' TP and TIC by explicitly presenting the factors affecting TIC due to a particular teaching experience. Further research should be conducted on in-service teachers' thoughts on their TIC during their TP as pre-service teachers and now at their workplace. This would imply whether the challenges faced as pre-service teachers would postulate the same situation as in-service teachers.

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Appendix 2a: Interview questions (Before FE)

1. Participant Information

a. Personal background

- i. Sex: Male Female
- ii. Age: _____

b. Teaching experience

- 0 1-2 years 3-4 years 5 years or more

2. English Language teacher identity

Before practicum

- a. How would you describe yourself as a teacher?
- b. How and when did you learn to teach?
- c. What is your pedagogical practice in micro teaching?
 - i. Why do you prefer teaching this way?
- d. Looking ahead, how will you go about teaching?
 - i. What challenges do you think you may encounter?
 - ii. What do you think can the impacts of those challenges be on your teacher identity?

Appendix 2b: Arya's transcript (Before FE)

a. How would you describe yourself as a teacher?

I think as a teacher there are two parts. So in-class, you're doing teaching you need to teach knowledge like you transfer your knowledge to students. But after class, not only teaching but you need to, maybe some students have some personal problems or other stuff so you need to solve it and teacher is also like a guide for a student and we're growing up with them and because we are more experienced and we're older than them, so we can give them advice from our experience and also I think that the result in the test or exam are not the most important part. How they learn and their progress are the most important and their changes like for example before they are bad and then they pay effort and then you can see improvement so that's what teachers do. Teachers are a guide and someone the students can consult.

- what is teaching to you? What do you feel about teaching?

You can prepare your class before but when you really do the real teaching, you may not be able to expect what answers they can give you so you need to adjust your lessons according to the real situation. Like maybe they find some part are more difficult then you need to change your schedule on the spot in class. The most important is how teacher responds to the students like for example giving comments and feedbacks and then students improve, followed by feedback again.

b. How and when did you learn to teach?

How: When I taught piano, my boss taught me how to teach and use what materials and which books. For a English lessons, I really learned from Stella's and Alice's courses from my major in IED. Micro teaching was helpful too.

When: My first teaching was around four years ago. That was my first teaching job and I taught piano in a piano shop for three years. I also joined English make up courses just for one to 2 weeks around three years ago.

c. What is your pedagogical practice in micro teaching? (Teaching approaches / strategies)

The most frequent one I use is task based language teaching to design my Micro teaching. I chose this because in TBLT, you design different tasks and at the end, there is an end product. And you assess students' learning from the end product. The benefit of this approach is that you can change the task so you can start with the simple task and move onto the difficult tasks. You can also do pair work or individual work.

(i). Why do you prefer teaching this way? (Reasons behind TBLT)

After I set the learning objectives, I can use different tasks to achieve it. In the beginning we can use pair work or group work because students can help each other. And then later, we can move to individual work. So the previous tasks can help students to achieve the end product. They lead the students step-by-step.

d. Looking ahead, how will you go about teaching?

(i) What challenges do you think you may encounter? (Co-teaching partner/ Ss/ Ts..)

(students): I don't know the diversity of my students in class, of them might be very good in English while the others' level is very low. So when you teach in class, some of the students may find it very simple while some will find it difficult. So I need to think how to help those who lag behind. At the same time, students who are fast don't listen.

(co-teaching partner): different people have different opinions so they may think that design of this task can be different. Since we are co-teaching, we need to finalise the tasks and we need to compromise so that we can move on. So I think communication is very important with the partner.

(colleagues): because I'm not experienced, it is very important for me to communicate with my colleagues also in order to know more about the background information of my students and how's their learning of the previous years, any ADHD or special...(SEN students).

(supporting teacher): I think students may find it difficult to switch to me from their original English teacher. Students and I both need time to adapt. The way the supporting teacher teaches and I teach cannot be the same because everyone cannot be the same. It is like an individual perspective and we have our own ways. But I will try to keep it not very far from her. Otherwise students cannot learn well.

(ii) What do you think can the impacts of those challenges be on your teacher identity?

I don't think there should be any effect of those challenges on my teacher identity. Maybe I need to spend more time for the preparation first so I think after I adapt to the class, it will be fine.

Appendix 2c: Dina's transcript (Before FE)

a. How would you describe yourself as a teacher?

I find myself kind of like someone who is a mix of both funny and at the same time strict. I make some jokes in class and make them laugh but then if I'm serious, they can tell immediately because I am just suddenly quiet and they become quiet too. It is probably like a classroom management. Someone described my style of teaching like tutoring. But I guess that's because of my part-time job. My way of making sure is to be with my students step-by-step, like I don't want to move on without making sure they get it. I feel like it's my own failure if they don't know it because I just keep going on. These are my beliefs as a teacher. Ideally, I appreciate teachers who know how to make their classes fun and very clear, like the students are not guessing what the teacher is doing. That's the type of teacher I wish I can become.

With kids, you got to be very nurturing and very caring. The part of teaching that I like is talking to students, getting to know them, how can we help them? And whatever stuff is going on with their lives.

- what is teaching to you? What do you feel about teaching?

I don't see teaching really just as a job. As a kid I didn't know what I wanted to do but I knew I wanted to change the world or lives or have an impactful life. And then I am suddenly into teaching and I was thinking about it, I am actually doing that. I am actually changing the lives of these people because what if my class is the only class they like and make their entire day bearable. Teaching is something that changes people's perspectives by just being in that 40 minutes class so something is very impactful.

b. How and when did you learn to teach?

How: we were taught in the University, like this is the way you can do it but then you don't learn it unless you do it. I think a lot of our teaching and learning at School is it really theory based and you only know whether you can do it when you have tried it. I can't say for sure that I can teach well but I think I'm getting there, bit by bit everyday. I don't know if I'm much better already but so far, comments from teachers are so concrete and very applicable. I guess I'm learning from that.

From our course in my university, I have learnt a lot through the practical advices of my professor. One is wait time, you ask a question and you wait for a good five or seven seconds before you say out the answer. And the second was don't give out papers unless you have given instructions and I see how it's so true. They don't know what to do and they won't listen to you. They will get distracted and I will have to keep repeating myself. I think teaching practicum is the time where you get to remember a lot of the things that were told to you

explicitly and I'm glad they were told explicitly. It's like you need to know and now you get to practice it.

When: I have learnt in the University, part-time job. Every month, there is something new that I kind of know how to do so it kind of adds to my own schema, my own bank of knowledge.

- c. What is your pedagogical practice in micro teaching? (Teaching approaches / strategies)
(i). Why do you prefer teaching this way? (Reasons behind TBLT)

I will say that I am not that much of a creative teacher and that is something I want to learn. I try to follow what the professors have taught us because what they have taught us has been pretty practical. In a way, I'm the type of teacher, if I can do the tasks with them step-by-step, I will do it. What I'm trying to do now is task-based approach, to add more meaning. From what I have observed in this school, the classes are very decontextualised to the point that if I were a student, I would be like oh, we are doing this today, oh, we are doing that today. But then, what is the purpose? What is the one thing that links all of them together, the context? So that is the part I find difficult to adjust to because somehow now if it is decontextualised, it feels like you just can't do it. However, I guess one weakness of mine is that I just want to get over with it. That the behaviour of mine is reinforced when there is a decontextualised thing going on. So what I am trying to do is try to work out a real purpose where the students will be interested in.

I am a lot more on demonstration like a make sure I demonstrate. If I can use of visualiser, I will do it. And I try to have a lot of time for feedback because they keep saying feedback is the most effective way to learn. Not so much, but then say for example for writing, because we are so free, we can do a more detailed marking. I will do a detailed marking and give comments, so next time this is what you need to do to make your writing better. So I give them I guess a more constructive criticism in a way. So I focus on the good first because I want them to feel good about English. I don't want them to feel discouraged when it comes to English. I feel like we, as teachers, are half the language for them. So it's part of our job to work hard for them to like the language. If they don't like the language, we make it harder for ourselves to teach.

- d. Looking ahead, how will you go about teaching?
(i) What challenges do you think you may encounter?

A challenge would be like how to make sure we can do everything we want to do because right now, our kind of defence mechanism is "try to do as many activities as you can and fit it into the lesson. But then I'm seeing the disadvantage of having too much because we may get criticised for being too ambitious. And we don't want that. We want a lesson and that's workable so I guess that's one challenge.

Another challenge would be how do make sure we're on track in terms of the school's own schedule. We don't want to do so much of drilling which comes naturally if you do the grammar book so we should slow down when it comes to grammar.

It links to the other challenge which is time management. Thinking about it we need to do all these lesson plans for our supervisions in which the professors would like to see. At the same time, while that goes on, we have other lessons to plan and other lessons to take care of.

(students): There is a disadvantage if the students warm up to us. They may get comfortable to speak up which can sometimes be disruptive. Students may get active, which I love, but they may try to change the direction of our own instructions and I don't want that to happen because for me, I pay a lot of attention to how they see me as a teacher, the authority. It is very important to me so I have to keep a distance. And the other challenge would be how to balance that because I am the type of teacher who likes talking to her own students, getting to know them, but they and I both need to find a balance, "firm and friendly".

(co-teaching partner): my co- teaching partner is more into 'activity activity activity' and mine's like 'let's do a explicit teaching'. So we need to balance it out, we need to make sure it's not too much of this and not too much of what I wanna do. Sometimes I know my classes can be boring and I don't want it to be like that. I have to have that one thing that makes it a bit fun.

I am okay and I enjoy working with people that then I am thinking can I really do it very well because sometimes I am very independent. If there is something that I can do on my own, I will just do it and get it over with. I need to teach myself that I need to collaborate more and I need to be more open-minded.

(colleagues): If I have ideas and the other teachers do not initiate to switch the language (Chi to Eng), I will feel like I don't have the right to speak and I am afraid that it will kind of degrade my teaching authority among the teachers just because I can't speak up and there is a language barrier.

(Experienced teachers): So far, I have been hearing from the experienced teachers that you don't get to sleep and there is endless paperwork when you become a teacher. it's just a challenge of time management.

(ii) What do you think can the impacts of those challenges be on your teacher identity?

I think I can balance the fun and the strict side. My teacher identity may be affected by the way students see me as a teacher. Am I a figure of authority?, which is something I want them to know but at the same time, I don't want this one thing to stop them from trying to get to know me.

I do see myself as a teacher in the coming at least 3 to 5 years and I need to make sure that I stay afloat. I would say that I am a successful teacher if I can balance life and work. If I don't get to balance that, I might question myself because for me, ok you are a teacher, but you got to stay your best to be a good teacher. If you can't, the students will also see that and I don't want that.

Appendix 3a: Interview questions (After FE)

- a. How would you conceptualize yourself as a teacher now?
 - i. (If there is a change) What factors do you think can contribute to a change in teacher's identity?
 - ii. (If there is a change) How has teacher identity changed (e.g. impacts) and what examples can you provide to support the change?
 - iii. (If there is no change) How has it remained the same?
- b. How would you describe your pedagogical practice in your teaching practicum? Give examples to support.
- c. Can you provide some examples of specific events that helped to reflect/shape your teacher identity?
- d. How was your co-teaching partner's teaching approach similar or different from your approach?
 - iii. Did it prove to be helpful? If yes, support your answer with evidence.
- e. Did you have any fundamentals that guided your materials design and your teaching?
 - i. If yes, give some examples.
- f. Recall the classes you taught. Do you think you did according to what you thought you would do?
- g. As you look ahead, how do you see yourself developing as a teacher? What are your goals? Where will you go from here?

Appendix 3b: Arya's transcript (After FE)

a. How would you conceptualize yourself as a teacher now?

After my teaching practice, I think as a teacher, I'm only a facilitator. For teaching and learning, it really depends on the students responses and if they are willing to learn and their ability.

i. (If there is a change) What factors do you think can contribute to a change in teacher's identity?

Students have a very learning ability they are not very willing to learn. Students' learning attitude also affected my teacher identity because sometimes they are quite negative. You will feel very depressed.

ii. (If there is a change) How has teacher identity changed (e.g. impacts) and what examples can you provide to support the change?

So at first I prepared a lot for them and then later I figured out that it's not suitable for them. Students are not very responsive to my teaching and my materials. I then needed to make a lot of changes.

iii. (If there is no change) How has it remained the same?

b. How would you describe your pedagogical practice in your teaching practicum? Give examples to support.

I still keep the same teaching method which is task-based language teaching. Like for example, I designed my unit plan task by task. For my lesson plan, it starts with a lot of help from the teacher and students usually do group work, and then move to individual work. The final task can be done by themselves.

c. Can you provide some examples of specific events that helped to reflect/shape your teacher identity?

It is the moment when I talk to them after class like when I'm not teaching. They were sharing their personal things and ask you for advice even though it's usually not related to English. It makes you feel like you are a senior and a guide to them. So I feel like that duty of a teacher is not limited to teaching but also to be responsible for students personal growth and to solve their problems apart from learning.

d. How was your co-teaching partner's teaching approach similar or different from your approach?

We designed all the things together which showed that are teaching approach was very similar.

i. Did it prove to be helpful? If yes, support your answer with evidence.

I would say co-teaching is very helpful. Apart from sharing workload, it really relieves the stress and you would feel like you have a company. If we face any problem in class, we can help each other and solve it together. I didn't have any experience before so as a pre-service teacher, it is very helpful to have a co-teaching partner. I had a partner who had the same mindset, the same goals and the same teaching pattern and style as me.

e. Did you have any fundamentals that guided your materials design and your teaching? (Any guideline, basic principles, focus)

i. If yes, give some examples.

I think it is important to provide more help at first beginning and the basic level is just help them understand things first like for a writing. At a higher level, we will help them to think and then they will create their own piece of writing. That is how I manage my materials also. They are based on my input first to make them think so as to lead them to the main product where they have to think by themselves.

f. Recall the classes you taught. Do you think you did according to what you thought you would do?

From that beliefs I had at the beginning, I changed my teaching based on the comments I got from my supervisor. I changed the design of my activities to the level which is more suitable for my students. I provided more guidance to them gave them more real examples. I started to use topics that are related to them and that arouse their interests (personalise). Although their level is very low, I still gave them some challenging questions, not easy or primary level questions (after supervision). It didn't reach the form 2 level. It is because I realised that students do not without being given challenges and they would not benefit from it in the future.

g. As you look ahead, how do you see yourself developing as a teacher? What are your goals? Where will you go from here?

I think I still have a lot to learn because this time I just had one class. Every school and every class have different learning atmosphere and ability. I still have to learn to cope with different level and abilities of students.

-Do you still want to be a teacher?

Teaching practice didn't discourage me because it was a good experience even though I faced a lot of challenges. It was still manageable. I still have to learn a lot.

Appendix 3c: Dina's transcript (After FE)

a. How would you conceptualize yourself as a teacher now?

If I think of myself now, I think I can teach. Earlier last year, I was at that 'I can teach' part. But because of FE, I am like I really want to teach. It was kind of a blur to me in the beginning but now yes. Thanks to teaching practicum, there are significant changes. Now when I say that I am an English teacher, I say it with conviction. It's not like before where I used to feel that yes I am an English teacher but I don't know what I'm doing yet. Now I can say that yes I am an English teacher and I can think of a few ways to teach you, I take it upon me that I am responsible for your language development so I will do whatever it is that I can. A part of me felt like the teaching practicum was too short because I felt like I still have so many things that I want to try and improve. One of the reasons could also be that I was co-teaching as it meant half the time. So I can't do the things I really want to do. And I would say that yes I am a teacher now and I am proud to say it.

I felt that the teaching practicum was very very important. I told myself in the beginning 'this teaching practicum is my make it or break it, it will tell me whether I want to teach because I knew in the beginning that teaching is not an easy job. It really requires grit (Courage) and a lot of hard work, unending patience. The patience part is quite tough for me because I'm quite an impatient person. I have certain expectations of pace. I knew I was patient already before but I knew teaching practicum is going to stretch it. My patience was prolonged because of co-teaching partner. I had to be very patient. I would have very much preferred individual teaching.

I did not feel that it was a big deal to me that I cannot use Cantonese when it was an issue. It was an issue because because I felt like I could teach them so much more if I could use Cantonese. But I can't so that's a part that I would say is a barrier. Like for example, I felt that my supporting teacher would have appreciated my teaching more if I spoke in Cantonese like she would think I am good teacher.

Yes I am an English teacher but I can't reach my fullest potential. I think I will reach that now if I am a NET because if I have that opportunity, I will teach my classes as a NET but some classes as a Local teacher. I would like to combine both the local and the NET classes just like how we were taught in our secondary school.

i. (If there is a change) What factors do you think can contribute to a change in teacher's identity?

My students' responses. It is a big deal to me because in the beginning I was super worried how they would think of me. I had a previous experience in my part-time job where because I was different, I was a non-Chinese, I didn't know how to speak Cantonese, they thought

lowly of my ability to be an English teacher. So I heard that in my mind and I was always cautious whether I will have the same or similar experience in this secondary school. And That is why when I say I am happy, it is mostly because of that, because I didn't have that negativity from my students.

Other teachers' perspectives: I honestly felt very accepted from my students and colleagues in the school.

Workload: the homework period was such a big deal to me because I was thinking 'what if I was teaching three classes'. That would mean 90 students, 180 files, 1800 papers. It matters to me because I don't easily breakdown but I breakdown. And I am afraid if that will happen frequently in the future.

Use of cantonese.

I was kind of teary when one of the students asked me to come back to become his English teacher.

Another factor is collaboration with people. This teaching practicum really stretched me in terms of patience with working with people. Like for example, my teaching partner admitted that she had zero experience. I know I am very helpful person, if I know I can help you I will help you. Thinking about everything now, I babied her too much. I felt like in the beginning I was so nice because I wanted it to be a good relationship because it is for 4 months. The major drawback was she became too reliant on me and she made me think about everything like the content of the lesson. I felt like I was only one thinking practically in reality. She would have suggestions that they were not applicable so I felt like why I was the only one thinking here. To me, work attitude is very important. If we know that we have to do something, we do it. We were not on the same page. I guess it was really a clash of work personality and working pace. I know that I'm on a different page with everybody else but at least one should have an urgency. I know my partner and my feelings are mutual.

ii. (If there is a change) How has teacher identity changed (e.g. impacts) and what examples can you provide to support the change?

I am a reflective person and I really want to know what's wrong, what's working and what's not working because I Wanna improve.

Significant times where I thought they did not perform well was in their test. They did well in the grammar paper as we could really push them but for the other paper, my partner and I think that we did everything we can and we did our part, so it was very disappointing to see the students not doing well. The numbers were showing. I mean sure some students are lazy but that is why for me a good teacher is someone who can motivate the students. The fact that they perform poorly discouraged me and affected my self esteem as an English teacher. I discussed a lot about this with my partner. She would say its not our fault and why is it our

fault. But I would say 'yes it's on their part but we are their teachers and it's our responsibility. And I'm also thinking that it is an official grading and the school can evaluate us. This is a reflection of our teaching as well so I was thinking about it seriously.

Collaboration with teachers: it makes me think if I really Wanna work with teachers but at the end, I knew that we need to know how to communicate for the benefits of the students. Sometimes I just think that it is not for me, it's for my students.

iii. (If there is no change) How has it remained the same?

b. How would you describe your pedagogical practice in your teaching practicum? Give examples to support.

This is the part I want to improve in because I felt like I was doing the same thing over and over again. I do it because I know it's working. I do a lot of information gap activities and I do a lot of noticing (highlighting). When reading a text, i'll ask questions like 'what is this tense / part of speech?' 'why is it like that? Give me a reason' 'let's look at the sentence. What is it telling you?' So I really try to deconstruct. When it comes to writing, presentation; context building; co construction. I think co construction is very important so that they can see how it goes, especially for the weaker students. It's not easy but for the four skills, I love teaching writing. It is usually what people hate, I hate the marking part, but it is the part, the students' work, that can really test me whether my input was helpful. I do enjoy reading my students writing because I see their human sides, who they are. They are people and they want people to know about them and that's where I find out. They are surprised when I remember there writing. It's a big deal to them and to me because it's my way to build a relationship and it's a topic to talk about.

I think there is always a need for task based approach. I used task-based approach for most of my assessments. We think about the outcome and we deconstruct. My best lesson was task-based, I kind of starting with bits and pieces and there was really a context. There is a flexibility for teachers because it is up to us how we can modify you to our liking and to the students preferences or when they have certain needs. I think it is suitable but it depends on the teacher. The thing is we are new and we want to keep trying different approaches. We are young and we are experimenting anything one of the ways is task based. The other approach I used is communicative approach in which we do a lot of talking like for example in the information gap activity but I merge communicative approach with task based.

c. Can you provide some examples of specific events that helped to reflect/shape your teacher identity?

Evaluation: You know how in the university we have teacher evaluations, I did the same thing in my class anything that showed me a lot. I had a survey for students to assess me. It showed me even if I thought I was a bad teacher, more than half of them on the positive side. There are some parts where they gave zero. One of the questions was 'I learnt English more

with Miss Celine' and I was given more than 6 or 7 points out of 10. I was so touched because I was super worried in the beginning whether they will learn from me. Because of that, I felt like this is something I can use. It was such an encouragement and that was kind of a stepping stone for me, 'see you are an English teacher and they see you as one' so 'why should you doubt yourself that you aren't?' There used to be one student who used to come to me to ask questions and I used to like being challenged, but that was the time when kind of doubted myself but I saw it as an opportunity for me to just be better. If I cant answer properly, i'll think about it and I'll go back to him.

Homework review: the fact that they let us do the homework review was such a big deal because it showed that they placed their trust and that was a reality of a local teacher. It's not easy because that is the school management seeing how we give feedback and how we do the assessments. To me, it's just something to reflect about.

Collaboration with teachers: it makes me think if I really Wanna work with teachers but at the end, I knew that we need to know how to communicate for the benefits of the students. Sometimes I just think that it is not for me, it's for my students.

Supervision: I felt like my supervisor could have been better as I was not given a certain level of support which I had expected. I was looking for constructive comments to improve on my lesson plans. I felt like my supervisor was afraid of giving me criticisms and she only gave the bad points on my last assessment, which I would have wanted in my first supervision. I felt that she could have given me a lot more details. The way she did it was like ask me questions, making me think for myself. It Is also okay as I Wanna think but give me some points. Supervision definitely made me think if I really Wanna teach because it proves to me that there is an external observer who thinks that I can teach or not. And the thing is that those teachers are teachers who have been out there already. I was a little unlucky because my supervisor was a little more on the traditional side which made me feel like there was kind of a mismatch. There are always so many things to adjust to for supervision. I also felt that me, having satisfactory results in my supervision, also helped me kind of solidify that 'yes, I can teach'. There is definitely room for improvement and I like that because I don't Wanna get ahead of myself.

d. How was your co-teaching partner's teaching approach similar or different from your approach?

It was very different. I am not the type to tell my students 'memorise this for 15 seconds' and I thought that she was not thinking critically. She argued that this happened in her secondary school, which made me think that she should have learnt to adjust more. There are so many things that she should have done but she didn't. I think that she should've observed more people. There are some things that I like about her teaching like for example, sometimes she challenges the students and on the other side, I am spoon feeding my students. She has interesting ideas but I felt that around 80% of her ideas are not very practical.

In terms of her approach of teaching, she would use more pictures but I cannot say much because she has zero experience in teaching. If you asked me if she had found her style of teaching, I would say 'not yet'.

i. Did it prove to be helpful? If yes, support your answer with evidence.
sometimes she challenges the student

e. Did you have any fundamentals that guided your materials design and your teaching? (Any guideline, basic principles, focus)

i. If yes, give some examples.

It was important for me to have one interesting part for the students. I knew that my students were interested in my life. If there is any part of the lesson that I can tell them how things are for me, I would do it to motivate them but I make sure that it's still related to what they are learning. But one thing that kind of got to me was one of my supervisions. My supervisor told me that my lesson was kind of teacher centred. She said that I was just giving answers and I was just letting go because of the time. That was such a realisation for me I realise that I am teacher centred as I go with my pace whether the students get it or not and it is not good. After that, I made changes and I hope that I could've learnt that in the earlier supervision, it would have been much better for me. I was glad that she told me as I was able to do a better job in my last assessment. I think now I am still teacher centred, I still need to learn how to strike a balance but I know that I'm trying. I need to have more interaction in class and I'm hoping to be able to teach grammar much better that is so tough. Grammar is not something formulaic, it's different and there are so many different forms. I think in secondary schools, they are just teaching the basics and it is up to you how well you are able to use the basics.

f. Recall the classes you taught. Do you think you did according to what you thought you would do?

Yes: I know for some of the classes, I was able to teach the way I wanted to. One of the lessons that I thought I achieved the outcome well it Was my last assessment. It is so late to feel that but still it was my best. I was telling myself that it is the last chance, 'do it!' And I felt like it went the way I wanted, which I am happy about. That was the first and last time I felt that it went very well. I hope there were more of that honestly.

No: I hope that I Felt that more often and I had more such kind of experiences. I felt like I couldn't do it because of the co-teaching schedule as we were taking turns to teach. I wish that I could have done better in terms of that. I know that I would have flourished if it was individual teaching because everything would have been according to my plan and I would have really diagnosed my students. For co-teaching, we had to adjust based on each other and my partner did not like more work. In that way, I think I am student centred because if there is something that I can do for my students, I would do it because I want them to improve it is the opposite for my partner. I think it would have been different situation if it was individual

teaching. I would do so much better and what I want to happen is closer to what really happened.

Before the teaching practicum, I did not know what to expect and I had zero expectations of myself except for the part that I knew I will work hard on. I will try to learn as much as I can but what I have learned from my teaching practice is that there's so much that I don't know and I want to know more about it. There is a part of me that felt like 'did I even learn?' But maybe it's because my form 1 students have been a blur. I felt like the energy I used, instead of more on planning and teaching, was more on 'how do I deal with this situation, which is different people and differences?'

g. As you look ahead, how do you see yourself developing as a teacher? What are your goals? Where will you go from here?

But what I have learned from my teaching practice is that there's so much that I don't know and I want to know more about it.

I'm happy to say that I am very excited because before the teaching practicum, I didn't know but now I do. I'm very excited to go into a local school. I still Wanna be a local teacher. There is a part of me that is scared thinking that I am not effective but I know I will work my way around it. I will give my help time in the future to go at the pace of my students, maybe regardless of scheme of work or when things should be done. Goals wise, it is in my plan to take a TESOL course to be better. And if there is a way for me to get more assessment courses, how to assess better, I will. I know that I will teach at least for the next five years and I see myself teaching longer than five years. And I think it is because of the teaching practicum. It was such a good experience and a lot of learning curves.

If you ask me whether I Think of myself as successful, 'not yet'. The thing for me is that if you are hard-working, you are half way done. If you are a smart worker, you are even closer. So it's just really about how much I am learning. I see myself developing throughout as a teacher with my experiences. And I see experiences as something very very important.

Appendix 4a: Arya's reflective journal

Classroom teaching

My class is a very noisy one with low motivation to learn. Their learning ability is low too. At the beginning of the teaching, it was really difficult for me to handle the class. There is one student who always likes to interrupt the teacher and has some special behaviors. I had no experience to tackle such a problem. I kept asking him to keep quiet but there was no use. And then my co-teaching partner and I have found a way. That student would behave well if a teacher sits next to him. Therefore, while one of us is teaching, another is sitting next to him to guide him. Besides, I also have changed my teaching strategy. Instead of giving instruction and examples orally, I have used more visuals with lively examples related to them and written all the instruction on the PowerPoint so that students can follow. I also have designed more group activities and pair work in order to engage their participation and arouse their interests. My activities are designed with scaffolding and students are given chances to practice before they do the final task (e.g. presentation and writing).

Collaboration with peers and teachers

By collaborating with peers and teachers, I have learned from their past experience and expertise and expand my teaching capacity. I have been doing co-teaching with Sabah. We have planned the lessons and activities together. Since I did not have any experience to work as a full-time teacher before, I was so nervous before the start of FE. I felt more comfortable to have my classmates who co-teach and work with me. While one of us is teaching, another walks around and offers help to students. I think by doing co-teaching, students with lower learning ability can receive specialized instruction and individualized help. It is vital to collaborate with peers and teachers.

Relationship with students

It is vital to develop positive teacher-student relationships. I think it helps teaching if a teacher knows what students are interested in and incorporates into lessons. At first,

I designed the activities according to the teaching materials. Students showed no interest to learn. Later, I found that our students are very curious of our background and family. There was one composition about keeping pets in Hong Kong. I showed them my pet's photo and they showed a very positive response of it.

Becoming a teacher

In the following part, firstly, I will reflect on the links between theory and my practice during FE. Then I will talk about the moral principles that are important as a new teacher. In the last part, I will share my strengths and weaknesses and how I can improve in the future.

The links between theory and my practice during FE

I developed my lessons by task-based learning and teaching (TBLT) in a meaningful context. I learnt the educational theories from my year 3 courses. The activities in the same unit are developed in a coherent and purposeful way and scaffolding which achieved the learning objective (see lesson plans). The units are developed by considering students' learning ability and low English level. They need a lot of guidance from teacher. Therefore, all the tasks are developed from pair work, group work to individual work with scaffolding so that they are given a chance to practice and discuss with their classmates before they do the final task.

Moral principles that are important as a new teacher

As a new teacher, I think there are two moral principles that are important. The first one is fairness. As a new teacher, since I am not familiar with the curriculum, the amount of homework and the marking scheme of assessments, it is important to have meeting to discuss the above things with all the teachers for standardization. Before, I faced difficulty to mark their composition. I did not know how to score my students' work in although I had the marking scheme. My supporting teacher gave us copies of 3 students' work and she asked us to mark them without discussion. Then we compared our markings and she discussed with us how we did and what should we do. This experience allowed me to know the standard of assessment. Respect is the second one. As a new teacher, it is important to learn and remember our students and

colleagues' name and listens to their opinion. There is one boy who always challenges us in class. There was one time I ignored him and he told Sabah that I did not reply him and he felt unhappy. It showed that students do care teacher's response. Therefore, it is important to listen and reply to their ideas. It is a kind of respect when students are willing to share their view. Even if I experience disrespectful behaviors of my students, it is more appropriate to talk to him privately instead of punishing him in front of the class. It shows my respect to them.

Strengths and weaknesses as a new teacher

I think I have two primary strengths. The first one is my flexibility and willingness to learn and improve. For example, before, I taught English vocabulary by giving the English meaning only. But I found that my students still did not understand. After the first observation, I adopted the feedback and changed my way to teach vocabulary by showing visuals and telling them the Chinese meaning. They showed a positive response. Besides, I think I am quite organised to work under pressure. For example, during cycle 7, I had to prepare for lessons as well as got prepared for English week (i.e. held on cycle 8) and worked on e-portfolio activity 3 (i.e. deadline was 2/12). Being able to learn and improve as well as being organised to work under stress are important to a new teacher which can help to develop career in the future. My first weakness is a lack of experience. I may not know the appropriate procedures to deal with some special issues. There was one time we had substitution of another class. There was one student who kept throwing paper to classmates. We stopped him and then he became mad. He held a table and chair and intentionally wanted to throw to us. We did not know what to do because we never faced this before. Luckily, a student came out and helped us to find other teachers for help. Experience is important for teachers so we can know how to tackle any special issues. My second weakness is my voice. It is quite soft and the tone is not strict enough to convince students. Therefore, students may not listen to me. This teaching practice allows me to gain exposure and experience of being a teacher. The experience is valuable to me as I did not have any past experience. I have learnt how to teach my class efficiently, how to mark their work as well as how to tackle students' behavior and attitude issues. In the next semester, I will continue to find schools to practice and improve my

knowledge bank. Regarding my voice, I will try to control the tone into a stricter one so that it can be more convincing.

Appendix 4b: Dina's reflective journal

Becoming a teacher

It has been 4 months since the beginning of my FE semester and I must say that it has been a fruitful one. This teaching practice not only made me know more about being a teacher, it has also allowed me to get to know myself more – as a person and as a person who tries to make the world better for future generations.

During this FES, I have had many opportunities in which I ask myself whether I can teach. Most of the time, it is when I feel as if I have failed my students or myself. However, I do know that everyone has got their own strengths and weaknesses. Of the positive aspects about my being a teacher, in the past few months, I know that I am quite good in getting to know my students. I have made efforts in spending extra time with them, such as playing badminton with them after school. I find that by doing so, I am building a relationship with them. As for my teaching, I have tried different resources to aid students' learning. Because of the younger generation, I used online platforms on top of the usual textbooks and worksheets that they have. I tried to make the materials more relatable to their generation. With that being said, I make sure that in my lessons, there are some “fun” elements to it, or things that students would be interested in. I think that it's important as a teacher to try to do something extra so that students can be motivated. One way I do this is to share a bit about my personal experience, for example, showing them pictures and videos about my immersion in Canada, showing them a photo of my sister and myself, etc. Lastly, I think that my personality is quite suitable; I think that I can be both friendly and strict at the same time. I realise that my face can be quite scary and I don't want it to be a reason that my students don't want to approach me so whenever I am aware that I'm not smiling, I make the effort to do so. My students know, however, that they must have done something wrong (behaviorally), if I'm not smiling. I make the effort to do be aware of how I appear to my students (whether I look angry or happy), because I find it important that students feel that they can approach their teachers. In one way, I think that this is also being student-centered. I may have listed a number of a positive points but these do not surmount my weaknesses. I believe that the FE practicum is a time for us pre-service teachers to know what we are not

good at so that we know what to improve. On the top of my list is the need to know how to assess students better. As a new teacher, I do not have that many experience in assessing students yet. Looking back, I think that my partner and I could have a weekly quiz for the purpose of not only doing semi-drills to our students but also to get them into the habit of studying for their own learning. Another area to improve is to cater for students' individual differences and needs. As everyone is different, surely, each student is too, and this is apparent in the classroom. With that being said, one way for me to be better at catering for their needs, especially the weaker ones, is to be more sensitive to their learning pace. I have found that there are times where I may have spoken quite fast and they did not tell me to slow down. Lastly, a point that can be seen on both sides would be my inability to use my students' L1. I am grateful for my partner who can use Chinese translation to help our students, especially those on the weaker levels. However, it is this inability to code-switch that makes me self-conscious, or question, whether I can teach local students because it seems as if that I have to rely on others' help or that I would have to use other equally effective means to help my students. Usually, when it comes to the question of using L1 to teach, fellows tell me that I can instead be a NET. This is another aspect to my career as an English teacher that needs to be addressed. At the moment, I am in a position where I can firmly say no mostly because I would like to teach the local curriculum just as I have learnt it. I think that I it would be more purposeful for me to teach as a local teacher. However, given my language situation, should there be a position that mixes the advantages of being both a local and a NET, I would gladly consider it.

With that I have learnt of myself as teacher, professionally speaking, I must go through professional development courses about assessing students' and how to better cater for their learning needs. I think that by doing so, I am enabling myself to know more about the types of students who will always be present in the classroom. To help my students better in the future, I am also considering taking formal Chinese classes so that I may be able to use my students' L1 for some words. I think that by doing so, I am showing my students that even their teacher can try so could they.