APPREHENDING PRE-SERVICE TEACHERS IDENTITY THROUGH THEIR NARRATIVES

By

Zannat-ul-Afroz

17277002

A thesis submitted to the Brac Institute of Languages in partial fulfillment of the

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Declaration

It is hereby declared that

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Student's Full Name & Signature:

Afroz

Zannat-ul-Afroz

17277002

Approval

The thesis titled "APPREHENDING PRE-SERVICE TEACHERS IDENTITY THROUGH THEIR NARRATIVES: A PHENOMENOLOGICAL INQUIRY" submitted by

Zannat-ul-Afroz (17277002)

of Summer 2017 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 2 October 2021.

Supervisor:
(Member)

_____

Abdul Karim
Lecturer
Brac Institute of Languages
Brac University

Program   Coordinator:
(Member)

_____

Dr. Faheem Hasan Shahed
Associate Professor
Brac Institute of Languages
Brac University

External   Expert   Examiner:
(Member)

_____

Dr. Faheem Hasan Shahed
Associate Professor
Brac Institute of Languages
Brac University

Departmental Head:
(Chair)

_____

Lady Syeda Sarwat Abed
Senior Director
Brac Institute of Languages
Brac University

Ethics Statement

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Abstract

The research shows the development of teachers' professional identity to be in a state of flux and that there is a strong correlation between a sense of teacher professional identity and their propensity to stay in teaching. The pre-service teachers preparedness for inclusive education in Bangladesh through measuring their perceived their teaching efficacy, concerns and attitudes towards education and identifying variables. This study explores the identity renegotiations and agency of four pre-service classroom teachers who receive their TESOL endorsement at a university in Bangladesh, An analysis of face to face interview from narrative positioning perspective indicates that the research took on various and sometimes conflicting positional identities in a relation to their social context. The analysis presented provides implications for teachers of ELLs and teacher educators.

Acknowledgement

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Chapter 1

1.1 Pre-service Education

Pre-service Education varies considerably among those who work within the field. A form of experiential learning that employs service as its modus operandi is service-learning (Crews, 1005). A teaching method that combines community service and academic instruction as its focuses on critical, contemplative thinking and civic stability called service-learning (Centre for Service and Leadership, n. d. p.1). Following this inclination towards an inclusive educational approach in schools, teacher education has also had to endure a major shift in its focus to prepare teachers (Forlin, 2008; Forlin, 2010a), To portrayed as people learning as part of growing a practice, service-learning can be conceptualized within a social-cultural structure or the theory of human learning (Comas, Bunn, Hiller & Miller, 2005, as cited in Butin, 3 2005). The use of the theoretical framework is important because pre-service teachers often enter teacher education programs with problematic or unexamined assumptions, beliefs, knowledge about students, teaching, and the role of school in society(Carrington & Saggers, 2008). To and reflect on knowledge learned at university, this approach to pedagogy requires university students to become involved in their community (Suzanne Carrington* and Gitta Selvaa, 2010). At the end of the teacher preparation program, pre-service teachers begin their first year as novice teachers.

1.2 Pre-service Language Teaching Education

Three parts of roughly equal length are the focus of the program design of Language Teacher Education. Part 1, 'Foundations of Language Teacher Education, for the volume, comprises three chapters that provide a general theoretical framework. These deal with theories of learning and the contribution to teacher development of reflection (Ch.l); research on teacher learning (Ch.2);

and, less transparently, 'approaches to the teacher education curriculum', i.e. underpinning premises, patterns, and criteria(Ch.3). Part 2 deals with design issues and other considerations judged to be of particular relevance to initial teacher education (ITE), such as the relationship between input and prior knowledge, surveillance, and feedback, and assessment of teaching. Part 3 fulfills the same role in respect of in-service education and training. Its third edition was primarily designed as a textbook for pre-service TESL/TEFL courses in Teaching English as a Second or Foreign Language. Different beliefs and notions about language learning also often hold the foreign language learners (Herwitz, 1987), and existing research suggests that learner's beliefs have the potential to influence both their experiences and developments as language learners.

1.3 Pre-service Teacher Education in Asia

To meet the minimum requirements are evidence of endeavors to escalate the allowance of English teachers the expansion, and the proliferation of English departments that offer English for Young Learners as an elective unit within their curriculum is indicative of such aspiration (Saukah, 2009). Over the past few years especially because of the low proficiency of teachers and their lack of teaching competencies expectations over the enhanced quality of English teachers at the primary level remain exceptionally high (Asriyanti, Sikki, Rahman, Hamra, & Noni, 2013; Chodidjah, 2008b; Suyanto, 2010). The strongest predictor of the success of the inclusion reforms is understanding pre-service teachers' beliefs about inclusion are important as positive attitudes towards inclusion are amongst (Avramidis & Norwich, 2002; Forlin, 2010a). The sentiments of teachers about the nature of the disability and their perceived roles in supporting students with special education needs are the effective inclusionary practices have

been found to depend to a noteworthy extent (Jordan, Schwartz, & McGhie-Richmond, 2009). By teachers towards inclusion, prior experience and knowledge about students with disabilities be straight linked with more positive reactions (Burke & Sutherland, 2004). A better understanding of teacher attitude towards inclusion can assist in improving the learning environment (Ross-Hill, 2009). In their classrooms, Educators with apprehensive attitudes may use practices that promote exclusion rather than incorporation (Sharma, Forlin, & Loreman, 2008). On the other hand, to accommodate individual differences educators who hold positive attitudes towards inclusion tend to use teaching strategies that allow them (Campbell, Gilmore, & Cuskelly, 2003; Forlin, 2010a). Teachers must be educated appropriately to undertake this new role to become effective inclusive practitioners and understand and meet the needs of all learners (Forlin, Earle, Loreman, & Sharma, 2011; Graziano, 2008).

1.4 Pre-service Teachers Education in Bangladesh

In Bangladesh there are different kinds of pre-service teacher education programs are available that are offering both at undergraduate and postgraduate levels (Karim, Shahed, Mohamed, Rahman & Ismail). Such programs range from but are not confined to 'BA in English' (majoring in ELT, TESL, TEFL, TESO etc), 'MA in ELT', and 'MA in TESOL' (Karim et al., 2019). The requirements are varied based on the quality of the university, at the undergraduate level (Karim et al., 2019). However, in MA the requirements are based on several issues, considering the professional nature of the study such as previous educational background, academic results, the motivation of study, etc. (Karim et al .2019). For those who want to be trained as an English teacher, it is assumed that the MA in TESOL or MA in ELT is a professional degree for prospective or novice educators(Karim et al .2019). The major private

universities in Bangladesh selected our relatively small sample of the study. If we consider that the numbers of private universities are 86 It may be argued that they are not representative of the whole population (University Grant Commission, 2018).

1.5 Changing beliefs after Pre-service Teacher Education Program

It is assumed that student teachers need the knowledge taught in core courses such as linguistics and second language acquisition(SLA) to become effective practitioners in language teacher education (Busch,2010). The topic of debate by several teacher educators in these courses has an impact on teacher beliefs, knowledge, worldview, worldviewbachelor'sand practice, however, whether, when, and how the empirically-based information presented (see Freeman & Johnson, 1998, 2005; Tarone & Allwright, 2005). In contrast, Cabaroglu and Roberts (2000), Clarke (2008), MacDonald et al. (2001), Mattheoudakis (2007), and Busch (2010) all provide evidence of change in student teachers' beliefs during language teacher education. Other studies (Liu and Fisher, 2006; Murray, 2003; Richards et al., 1996) report that belief change was promoted by preservice language teacher education in mutable ways across individuals and areas of understanding. The beliefs teachers have are strongly influential in how they approach teaching and learning, and that they guide the way teachers act in the classroom there are a consensus and a substantial body of evidence indicating (Borg, 2006; Chalderhead,1996). Calderhead, J. (1996). In the beliefs of EFL pre-service teachers, and to understand the influence of longer EFL teacher training programs on development/change an investigation of this issue is necessary to gain more insights into the development/change. It is believed to enrich our understanding by revealing a detailed picture of the processes pre-service teachers undergo during their teacher training

concerning their beliefs about learning and teaching such research, by employing a qualitative methodology (Emre Debreli, 2010).

1.6 Problem Statement

Teacher recruitment and retention are increasingly seen as a crisis in different parts of the world (e.g. Smith and Ingersoll 2004; Brown and Wynn 2007). To tackle the problem, while increasing attention has been placed on improving teachers' working conditions and providing more external support (e.g. mentoring programs), a lot of researchers (e.g. Sexton 2008; Thomas and Beauchamp 2011) also highlight the significant role pre-service teacher education programs should play, not only in preparing student teachers with necessary teaching techniques and skills but also in helping them build up a strong and positive professional identity to cope with the complex demands and possible challenges in their future work. Pre-service teacher's identity has become a focus of much theoretical and empirical discussion in teacher education. The cognitive, social, and emotional dimensions are all crucial to teacher identity that previous research found, and also few studies have tracked the process of pre-service teacher's identity development all these perspectives.

This Research related to the identity of the pre-service teachers is absent in the Bangladeshi context. Although few studies (Mohammad, 2014: Kabilan, 2017) have been conducted, they highlighted the knowledge transmitted by the TESOL, TEFL and ELT programs. As such, there is a large area that remains unexplored. This study attempt to explore pre-service teachers identity through their narratives to bridge the gap in term of research.

1.7 Objectives

The current study has the following general and specific objectives.

General Objective-

To apprehend pre-service teacher's identities through their personal statement.

Specific Objective-

1. To understand the teacher's position in terms of the learners interactions of their identity.

2. To understand the teacher's role in term of communication and the self-meandering produced.

1.8 Rationale of the study

The purpose of the research will be to show how pre-service teachers' identities are constructed and their identity as teachers determined by their oral elicitation of narratives. Research related to the identity of the pre-service teachers is absent in the Bangladeshi context. Although few studies have been conducted, they highlighted the knowledge transmitted by the TESOL program. As such, there is a large area that remains unexplored. This study attempts to explore pre-service teacher's identity through their narratives to bridge the gap in term of research.

1.9 Significance of the Study

This study is significant as it indicates the value of pre-service teachers identity. Especially in the term of their professional growth and development. How pre-service teachers contributing to the

re-thinking of their educational knowledge and planned in a organize way, so that they can gain the most out of their teaching training.

On the one hand, a professional self-image that supports effective teaching and continuous professional growth can help teachers hone (Kosnik and Beck 2009); on the other hand, it can offer researchers access to the nuanced contexts and the lived experiences of teachers as an analytic lens, the significance of the cognitive, social and emotional aspects of identity, this research will adopt an integrated conceptual framework that incorporates teachers' cognitive development, the socialization process, and emotional change and examines teachers' identity development from all these perspectives to enrich our understanding of teachers' learning and professional development for the continuous improvement of teacher education (Olsen 2008; Cohen 2010). We believe that such a framework where their teaching activities, social interaction as well as personal attitudes and feelings can all be brought into the purview can enrich our current understanding of teachers' professional lives.

1.10 Definition of Term

Concerning the outside world which involves teachers constantly making sense of themselves in their professional practice is teacher identity, in this study is understood as a fluid, multifaceted and contextual construct, (Beijjard, Verloop, and Vermunt 2004; Day et al. 2006). More specifically, it is a continuous process of teachers negotiating and modifying their roles, self-knowledge, values, and behaviors through engaging in varying discourses and practices (Korthagen 2004; Beauchamp and Thomas 2009) teacher identity represents teachers' self-images in the profession at different points in their career (Kelchtermans 1993); Both internal to the teacher, such as cognition (e.g. Beijaard, Verloop, and Vermunt 2000) and emotion (e.g.

O'Connor 2008) and external to the teacher, particularly the socialization experienced in specific contexts (e.g. Day et al. 2006; Flores and Day 2006) where teacher identities are also under the influence of a range of factors.

This study defines the term "pre-service teacher's identity" through their perspective. Pre-service teachers' attitudes and concerns are found to be major factors that influence the success of inclusion (Carpenter et al., 2005; Martinez, 2003; Sharma et al., 2006). Woolfolk and Hoy (1990) reported that there is a significant link between pre-service teachers' perceived teaching-efficacy beliefs and their attitudes towards children as well as control over the classroom.

Chapter 2

Literature Review

2.1 Pre-service Teachers Education in BD

Training institute in Bangladesh, the scope of pre-service and in-service teachers' professional development on IE is limited in the existing public teachers (Malak, 2013). At present, in the primary education sector, the following institutions are providing training to pre-service and in-service teachers (Malak, 2013). But nowadays teacher training programs for undergraduate and postgraduate level students offer different universities in Bangladesh. This teacher training or pre-service program provides BA in English, MA in ELT, and MA in TESOL (Karim, Shahed, Mohamed, Rahman & Ismail). Karim el at (2019) drew an overview of such a paragraph. The requirements are varied Nasser on the quality of the university at the undergraduate level. Considering the professional nature of the study such as previous educational background, academic results, the motivation of study, etc issues are the requirements in MA. Who wants to be trained as an English teacher it is assumed that the MA in TESOL or MA in ELT is a professional degree for prospective or novice teachers. The public universities do not offer any teaching training programs for bachelor's-degrees teaching efficacy at the undergraduate level in Bangladesh. The curricula have been developed focusing mostly on Literature and Linguistics. However, some universities seem to offer one or two courses to introduce Applied Linguistics and ELT. For preparing efficient and skilled teachers of English the private universities of Bangladesh offer programs. The training program for undergraduate level students provides few universities in Bangladesh. BA in English (major TEFL and Linguistic) offers a leading private

university in Bangladesh with an esteemed reputation "N". This program is designed with a major in TESOL courses such as Introduction to Applied Linguistics, Theories of Language Acquisition, Principles of Syllabus Design & Material Development, Testing and Evaluation, and Teaching Techniques & Practicum. Majoring in three different areas which are Literature, Linguistic and ELT another leading university offer BA in English program The compulsory courses such as Sociolinguistics, Psycholinguistics, Discourse Analysis, Teaching Techniques, Second Language Acquisition, Material Design, Testing and Evaluation, and Teaching practicum are offered with as students majoring in Applied Linguistics and ELT (Karim et al. 2019). University. "C", one of the prominent universities in Bangladesh, also facilitates students in BA in English program to major in TEFL. Consequently, the courses offered here regarding TEFL are Syntax and Semantics, Psycholinguistics, Syllabus Design, Material Development, Second Language Acquisition and Development, Teaching Reading, Teaching Writing, Teaching Listening and Speaking, and Teaching Grammar. As one of the electives, Teaching Practicum is also offered here.

Students need to complete their bachelor's degree in English Language/Literature/Linguistic/ELT from recognized universities for MA in TESOL or ELT program. However, to get admitted into this program with some additional requirements, candidates having a major in other subjects in Bachelor of Arts (BA) programs are also considered eligible. In the case of "D" University, for instance, such candidates have to have a 4-year education at the university level in conjunction with the current teaching profession in either primary or secondary or higher secondary or any other level. Applying for these programs there is some requirement for GPA and CGPA. Admitting BA in English need a required GPA in secondary and higher secondary examinations.

For MA in TESOL/ELT need a required GPA in secondary, higher secondary, and bachelor degrees.

Requirements for Undergraduate level/BA in English

	Bangla Medium	English Medium
Universities	Secondary + Higher Secondary examination	O-level + A-level
1. 'N'	4.00 + 4.00= 8.00	2.50 + 2.00= 4.50
2. 'B'	3.50 + 3.50= 7	2.50 + 2.00= 4.50
3. 'Á'	2.25 + 2.25= 5.50	2.50 + 2.00= 4.50

Requirements for Postgraduate Level/MA in TESOL or ELT

Universities	Secondary	Higher Secondary	BA in English
'N'	4.00	4.00	3.00
'B'	3.50	3.50	2.75

2.2 Self-efficacy of Pre-service Teachers Education

To get expected results self-efficacy is defined as a person's belief in his or her competence to execute the required behavior successfully (Bandura, 1997). They will not have enough motivation to conduct the act if people do not believe in their abilities in generating a desired effect through their acts (Bandura, 1997). In coping with unfavorable environments high self-efficacy is a predictor of increased motivation to achieve goals and feel more comfortable (Bandura, 1997). Pre-service teacher education curriculum content is found to be significantly related to pre-service teachers' perceived teaching-efficacy for Inclusive education (Inclusive Education (IE) is considered as an educational reform that aims to wipe out barriers in the education system by bringing all children into regular education, irrespective of their diversity and backgrounds (UNESCO, 1994). Having Inclusive Education components in pre-service teacher education courses was a predictor of high perceived teaching-efficacy Lancaster and Bain (2007; 2010) in studies with Australian pre-service teachers reported. Besides, the program also enhanced pre-service teachers' perceived teaching-efficacy, embedding special education-related instructions (Brown, Welsh, Hill, & Cipko, 2008). Romi and Leyser (2006) conducted a study with three groups of Israeli pre-service teachers. They found that the group who completed special education majors during its teacher education program showed a significantly higher level of perceived teaching-efficacy than the groups that lacked such experience. The success of inclusion influences pre-service teacher's attitudes and concerns that are found to be major factors (Carpenter et al., 2005; Martinez, 2003; Sharma et al., 2006). Woolfolk and Hoy (1990) reported that there is a significant link between pre-service teachers' attitudes towards children as well as control over the classroom and their perceived teaching-efficacy beliefs. Studies conducted by Soodak, Podell, and Lehman (1998), Weisel and Dror (2006), Kim (2006), and

Savolainen, Engelbrecht, Nel, and Malinen (2011) concluded that pre-service teachers' perceived teaching-efficacy is a powerful predictor of their attitudes towards IE. Pre-service teachers' teaching efficacy and attitudes are positively correlated with each other. Similar to the factors predicting pre-service teachers' perceived teaching-efficacy, several other variables could affect pre-service teachers' attitudes towards IE. The successful implementation of the values of inclusion pre-service teachers' teaching-efficacy beliefs regarding IE has a significant impact (Moeller & Ishii-Jordan, 1996; Paneque & Barbetta, 2006; Sharma, Loreman & Forlin, 2011).). For children with special needs effective teaching in an inclusive classroom depends on teachers' beliefs about disabilities and their responsibilities (Jordan, Schwartz, and McGhie-Richmond, 2009). A wide range of variables dependent on pre-service teachers' perceived teaching-efficacy for IE. Romi and Leyser (2006) conducted a study with 1,155 pre-service teachers in Israel. Their study found that pre-service teachers in the third and fourth years had a significantly higher level of perceived teaching-efficacy than those in the first and second years of the teacher education program. However, the third and fourth-year pre-service teachers were concerned about their lack of skills required in the inclusive classroom.

2.3 Teachers Identity Creation through Teachers Education

Although in this respect the humanistic-based approach (HBTE) was ahead of its time that interest in the theme of professional identity may seem to be of fairly recent date, (Roberts and Wallace, 1998).). From quite early on, it was customary within this movement for teachers to reflect on such questions as 'who am I?', 'what kind of teacher do I want to be?', and 'how do I see my role as a teacher?', all of which are essential questions when it comes to developing a professional identity (Roberts and Wallace, 1998). The theme of professional identity receives

renewed attention: in the recent past there have been a great many significant developments in how we look at learning and teaching, and views of the role of the teacher have rapidly shifted from someone transferring knowledge to someone guiding students it is not surprising that at present (Roberts and Wallace, 1998). We are now witnessing a surge of interest in the question of how beginning teachers think about themselves and how they undergo the substantial personal transformations they pass through as they become teachers, this means that teachers are expected to adopt a different view of their role, and a different answer to the question 'who am I as a teacher?' McLean (1999, p. 55) concludes that after decades in which the person was mostly absent from the theory on how best to educate teachers. An enormous amount of research has been carried out in psychology and philosophy on issues such as 'identity and the 'self during the 20th century (Roberts and Wallace, 1998). Beijaard, Verloop, and Vermunt (2000) note that a mostly unexplored territory lies ahead of us, however, as the theme of teacher identity has only recently begun to attract the widespread attention of researchers in the area of teaching and teacher education.

2.4 Impact OF Pre-service Teacher Education Identity Creation

A sociocultural perspective can be understood within the definition of identity (Olsen,2008). Teacher identity is both a product, a result of influences on the teacher, as well as a process that is not fixed but an ongoing dynamic interaction within teacher development. Through this interaction, one learns the roles of others concerning themselves and how to moderate one's actions toward others and the environment (Beijaard, Meijer, & Verloop, 2004). A teacher's identity is shaped and reshaped during these interactions with others in various professional contexts. (Olsen 2008: 139)   It is the collection of many different contexts and relationships as

express that teacher identity development is fluid. I view identity as a label, really, for the collection of influences and effects from immediate contexts, prior constructs of self, social positioning, and meaning systems (each itself a fluid influence and altogether an ever-changing construct) that become intertwined inside the flow of activity as a teacher simultaneously reacts to and negotiates given contexts and human relationships at given moments. (Olsen, 2008, p. 139). Day and Kington (2008) list three dimensions of teacher identity, the dimensions of professional learning, and the influence of the cultural milieu where their work is situated with each composite identity making up of sub- or competing identities that are significant in understanding. These dimensions and analysis are useful in understanding how teachers are positioned. In brief, the dimensions of teacher identity are:

(1) Professional identity. What a good teacher is and the educational ideals of the teacher of the professional dimension reflects social and policy expectations. Policy and social trends as to what constitutes a good teacher are open to the influence of. Such as professional development, workload, roles, and responsibilities, etc. may have elements that conflict

(2) Situated located identity within a school or classroom. The surrounding environment has affected this dimension that is located in a specific school context. The teachers' long-term identity is affected by pupils, leadership support, and feedback loops from teachers' immediate working context, and shapes.

(3) Personal identity: Outside the school and is linked to family and social roles, the personal dimension is located. For the individual's sense of identity feedback or expectations from family and friends often become sources of tension (Day & Kington, 2008, p.11).

2.5 Theoretical Framework of the Current Study

To explain the relationship between discourse and psychological phenomena is positioning theory"s aims. Whereby people are located in conversations as observably and subjectively coherent participants in jointly produced storylines" positioning isworldview prose duress "the discursive process (Davies & Harré, 1999). One can be positioned by another or by oneself, interactive or reflective positioning, respectively. According to changes in storylines, the definition means that participants position themselves or are positioned in different conversational locations. Between position, storyline, and speech act is essential for conversation and is the conceptual base of positioning theory is a tri-polar relationship van Langenhove & Harré, 1999). A consideration of the rights and duties associated with identity positions that positioning theory elaborates on the power dynamics involved and the character of positions through. The role of the 'other' in identity construction especially with regards to issues of identity legitimation and possibilities for change and negotiation, it will be argued that the integration of the two approaches helps elucidate.

Social construction of identities:

Gerard Duveen in his theorization of identity has incorporated the self-other-object triangle. With the symbolic field of culture, his main proposition is that social representations provide various possible identities that allow people to position themselves in a variety of ways (Duveen, 1993). These identities(various identities), taken on and negotiated by individuals, help them structure their social world and orient themselves within this world. Consequently, those object that is available for people social representations provide both the meanings related to an object as well as the positions towards. The two components of social identities are meanings and

positions (Duveen & Lloyd, 1990). Concerning the social representations of their societies, these perspective social identities reflect individual's efforts to situate themselves in their societies (Duveen & Lloyd, 1986, p. 220). In other words, since people make sense of themselves and their experiences by drawing on and reconstructing social representations identities can be defined as positions about social representations (Duveen, 1993, 2001; Duveen & Lloyd, 1986, 1990). These positions are further elaborated by one's relations with an 'other but social representations provide people with a variety of positions. Positioning theory, stemming from a discourse-oriented framework, can further contribute to our understanding of positioning processes and self-other interactions through the concepts of rights and duties.

The world through discourse:

Focusing on meaning construction through discourse the level of language use and, Harré and colleagues have developed positioning theory (Davies & Harré, 1990; Harré & Moghaddam, 2003a; Harré & van Langehove, 1991, 1999a). The idea of personhood and the concept of the role they use the term positioning as an alternative to. Within this perspective, in the course of communication identity and the self are discursively produced. Under a different framework, discourse psychology makes a similar link between knowledge and identity but still, within a constructionist perspective. To essentialize the notion of self and identity, discourse psychologists use the term subject position to refer to the process by which people are located within the realm of discourses.

Positioning theory also considers the power dynamics that shape interactions and positioning processes through the concept of moral orders. In the sense that it is associated with a set of rights and duties which delimit what can be said or done from a certain position, in a particular

context and towards a particular interlocutor every position has a 'moral quality' (Davies & Harré, 1990; Harré & Moghaddam, 2003b; Harré & van-Langehove, 1999b). For instance, they are more 'entitled' to speak and to be heard on an inter-group level, dominant groups have more legitimate voices and produce more 'valid' representations (Tan & Moghaddam, 1999). While rights and duties refer to the moral order associated with conceptualized this position identity is conceptualized as a discursive construct and refers to the attribution of character, group membership, and other meanings to an actor. This distinction is useful for the elaboration of self-other relations and the consideration of power dynamics and norms in shaping those relations.
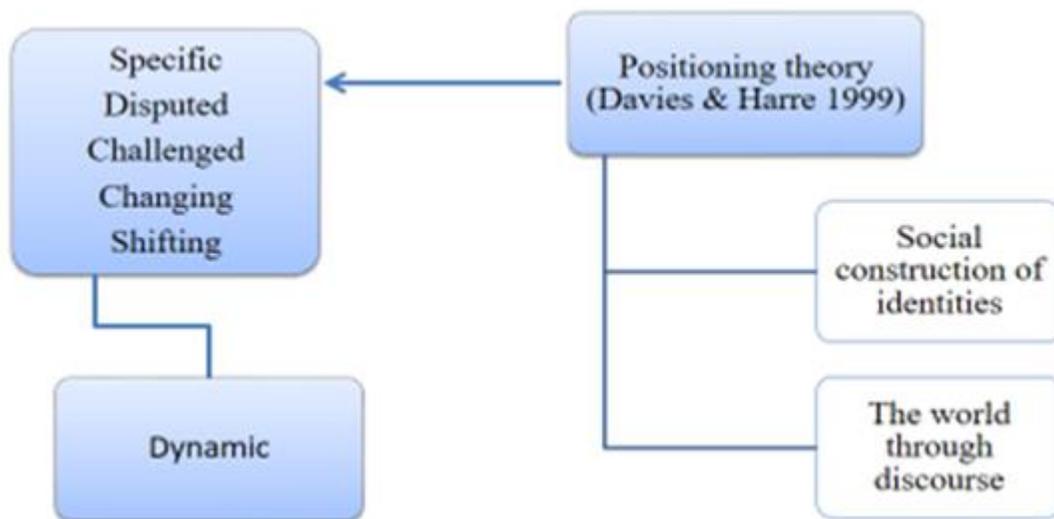
The research questions of this study want to investigate pre-service teacher's position in terms of the social construction of identity and their world view. So the research questions are related to positioning theory by Davies & Harre, 1999.

Chapter 3

Methodology

3.1 Introduction of the Study

In this chapter, the research design, the setting, location along with the data collection and analysis process of the study will be explained.

3.2 Research design

Research has been described as a systematic investigation (Burns, 1997) or inquiry whereby data are collected, analyzed, and interpreted in some way to "understand, describe, predict or control an educational or psychological phenomenon. These research questions are trying to make sense of pre-service teacher's own racial identities to rationalize used by four pre-service teachers. The research design of the study consisted of the interview procedures and techniques for analysis of the data. A qualitative methodology going to follow to gain a comprehensive understanding of the beliefs and views of pre-service teachers.

3.3 Methodology of the study

The research questions were formed following a phenomenological framework of research. As a methodology, phenomenology is qualitative. Phenomenology focuses on peoples' perceptions of the world or the perception of the things in their appearance (Langdridge 2007, p.11). Phenomenology is often defined in terms of the study of phenomena as people experience - them human experience in his or her life (von Eckartsberg in Valle 1998). This research suited to

phenomenological methodology, since phenomenology allows one to identify people's perceptions of the world or human experience in his or her life and this particular research, to know the identity of pre-service teachers and about their world view through their narratives, a broader picture is needed for interpretation. The findings – or outcome - of this type of study is a collection of descriptions of meanings for individuals of their lived experiences; experiences of concepts or phenomena (Cresswell 2007). The research questions attempt to examine pre-service teacher's perceptions of their identity, their experience of being pre-service teachers, and their education. A phenomenological approach was adopted to explore pre-service teachers experiencing the phenomenon (position and world view of pre-service teachers) in their life, through the two questions that directly related to pre-service teacher's identity and their world view.

3.4 Setting of the Study

This research was conducted in four different academic institutions in Dhaka city. Among four institutions two places are renowned universities and two-place are renowned English medium schools in Bangladesh. The universities are in the top twenty universities in Dhaka city. University "I" ranked Bangladeshi university in UI Green Metric. This University ranked 241st world's most sustainable university in the UI Green Metric University Ranking 2019, released on 3 December 2019. University "T" attained a big laurel by securing 'W' ranking status from the Higher Education Commission (HEC) bagging 87.50 marks with the distinction of 40th best university across Asia. The English mediums are also leading schools in Dhaka city. Under the section of policies and procedure, the universities and schools have explicitly stated that the medium of instruction is English.

3.5 Participants of the study

Participants for this research were four pre-service teachers who are completed their teacher education program in renowned universities of Bangladesh. All participants were female. For this research, we only take four participants because of the current pandemic situation and Bangladesh has not so many different institutions for pre-service teacher's education programs. If I take pre-service teachers under the same university, the courses and pieces of training are similar. All four participants completed their four-year undergraduate program and a one-year post-graduate program. They did their undergraduates in Teaching English as a Foreign Language (TEFL) and post-graduations in Teaching English to Speakers of Other Language (TESOL). The pre-service teachers did practicum courses, take demo classes, and micro-teaching. From the above measures, we can discern that these four participants had demonstrated some level of understanding about their professional identity. For identification and data analysis in this study, the pre-service teachers are known as various names.

3.6 Data Collection and Analysis

The data for this study consist of face-to-face interviews. Because my goal was to gain an in-depth understanding of positioning, identity, a case study design seemed to be the most appropriate (Creswell, 2012). We did not invite more individuals to participate in our study as Creswell suggests that the small number of case studies, ideally fewer than 4 or 5, provides "ample opportunity to identify themes of the cases as well as to conduct cross-case theme analysis" (p. 157). This study uses a single-case design with multiple participants. Because our

participants shared many common characteristics and conditions (Merriam, 2009), a single case study design over multiple or collective cases seemed to be more appropriate. Having multiple participants enabled me to "strengthen the precision, validity, stability, and trustworthiness of the findings" (Miles et al., 2014, p. 33).

We interviewed each participant once and each interview lasted 30to 35 minutes. The interviews were audio-recorded and transcribed because we took a few notes. The participants had officially completed their graduate and post-graduate studies when I conducted the interviews that were all semi-structured. In the interviews, we asked participants questions about their educational and professional backgrounds, experience and interactions with English Language Learners (ELLs) during internship placements, challenges in teaching ELLs, and experience in the English as a Second Language (ESL) courses in the master's program. These broad questions led to many follow-up questions during the interviews. We noted any particular instance which I thought was related to the broad themes: identity and world view of them.

A systematic qualitative inductive approach was employed in data analysis. First of all, the recorded interviews were transcribed and the interview transcripts were sent to the participants for checking and verification. Afterward, the interview transcripts were first read and re-read and then segmented into meaningful units with a range of themes and categories identified, particularly related to the participants' identities in specific contexts, as well as possible reasons for the formation of such identities. Following that, the emerging categories were re-examined and reassembled to form meaningful relationships regarding the conceptual framework adopted in this study, the cognitive, social, and emotional process of teacher identity formation. Meantime, the 'cross-case analysis' (Merriam 1998) was conducted with the themes and categories juxtaposed, integrated, and modified within and across the data collected from each
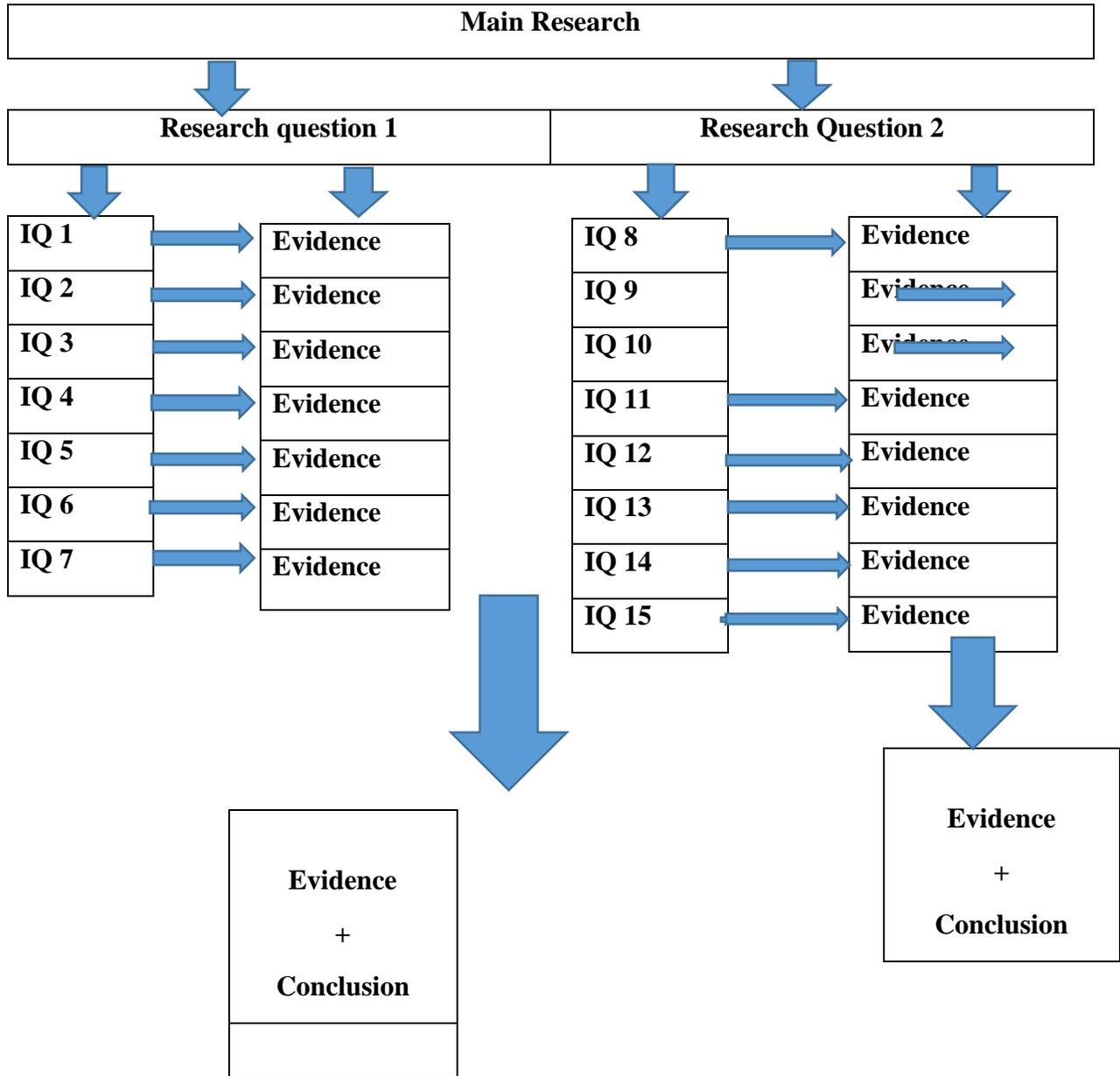
participant. To reconcile contradictory data, interpretive and reflexive interview listening and reading procedures (Denzin, 2001; Power, 2004) were followed. These themes were dissected using content analysis methods in detail in the discussion and finding section.

Chapter 4

Findings

In this section, we report the findings part by part, which can provide a deep descriptive and analytical account of the cognitive, social, and emotional process of the participants' identity change and how the processes interact with each other during the teacher education program. The findings of each participant are presented chronologically from their entry into the program to the end of the teaching practicum. Multiple data sources are used to depict the complex picture of teacher identity formation, including the transcription of interviews and listening recorded clips. This study conducted a semi-structured interview with pre-service teachers who are complete their BA and MA programs. I developed several interview questions to answer the main research question of the study. Since the main research questions were dealing with the pre-service teacher's identity and their world view. I designed the questions that were relevant to the main research questions. The figure below indicated the pattern that led me to answer the research questions. The four participants of my interview, Interviewer 1- **Barsha**, Interviewer 2- **Ela**, Interviewer 3- **Hridi**, Interviewer 4- **Alavee** (all names are pseudonyms) were pre-service teachers.

Figure 1: Deduction of Findings

Main Research

Research question 1	Research Question 2

IQ 1	→	Evidence
IQ 2	→	Evidence
IQ 3	→	Evidence
IQ 4	→	Evidence
IQ 5	→	Evidence
IQ 6	→	Evidence
IQ 7	→	Evidence

IQ 8	→	Evidence
IQ 9		Evidence →
IQ 10		Evidence →
IQ 11	→	Evidence
IQ 12	→	Evidence
IQ 13	→	Evidence
IQ 14	→	Evidence
IQ 15	→	Evidence

Evidence + Conclusion

Evidence + Conclusion

4.1 Research Question 1

In the first research question, the pre-service teacher's position in terms of the learners interconnections of identity was investigated, to explore the teacher's perception regarding their professional and educational life.

Perception of Teaching Profession

The first interview question is a very basic question that concerned pre-service teacher's thoughts about the teaching profession. The teachers have different viewpoints about the teaching profession.

Barsha: *"Teaching is a novel profession, it helps us to grow as a person and we can also learn many things through teaching".*

Ela*: "I love the teaching profession. I think teaching is a creative and performance-based profession. A teacher every day performed in front of their students. A teacher is an ideal person for the students and a teacher kind of a perfectionist".*

Hridi: *"Ithink the teaching profession is the most honorable profession where teachers help the students to get knowledge and help students to prepare themself as a local and global demand wise".*

Alavee: *"I loved to do the teaching. Teaching is work to do in the heart. Teaching to the profession is not about only teaching is also about learning. It is a parallel process. Teaching and learning both can place together at the same time.*

The participants have a good perception of teaching. Most of them are think teaching is a novel, caring, honorable and ideal profession. All interviewers are love to do teaching and they doing this profession by their heart.

Educational background

The second interview question was about the educational background of four pre-service teachers. All four participants were complete their master's program. we asked them about their educational background to know in a detailed way.

Barsha: "Icompleted my SSC, HSC, Hons (BA in English literature) and Masters (MA in Tesol) program".

Ela: "I finished SSC, HSC, Hons with 2 major (BA in TEFL and English literature) and Masters (MA in Tesol) program".

Hridi: "I completed SSC, HSC. Hons (BA in TEFL) and Masters (MA in Tesol) program".

Alavee: "I completed A'level, O'level, BBA (Marketing) and Masters (MA in Tesol)".

The participants were complete the degree program MA in Tesol. After completing the Tesol program, they started a job as an English language teacher.

Current profession and background

The third interview question was probed the participant's current profession and we want to know about their professional background. The current job of participants is the first job or not?

All the interviewers Barsha, Ela, Hridi, and Alavee responded they have no professional background. They are just complete their pre-service program.

"We have no outside teaching experience. We have only the teaching experience in our TEFL and TESOL program. We did teaching practice, Demo teaching, and micro-teaching".

The participants are all looking for a job as an English language teacher. And after completing their pre-service education program they will be doing their first job.

Teaching Experience During the BA and MA program

We asked the participants about their teaching experience throughout their Hons and Masters programs.

"We did teaching practicum courses in our Hons (BA in Tefl) and masters program (MA i)n Tesol. We took micro-teaching and demo classes in my teaching practicum courses".

All participants have teaching experience throughout their educational program. Because they were completing the teaching training program as their Hons and master's degree.

Interactions with ELLs during the teaching practicum placement

This interview question is about, how pre-service teachers interact with English Language Learners during their teaching practice in BA and MA degree programs.

"When we did teaching practicum in the BA program we faced several problems to interact with students. But after applying a few techniques of teaching we made good interactions with students.

"In the Tesol program when We did teaching practicum one, We faced difficulties to interact with students. Because the students were Bangla medium students and we had to communicate with them in English but after a few days, we could successfully communicate with students. In teaching practicum two, the participants had advance level students and wee had excellent interaction with the students".

The pre-service teacher's opinions are almost the same that at first, they faced challenges but after applying techniques and doing practice they had a successful interaction with English language Learners. These practicum courses in their BA and MA program helps a lot in their professional life

Challenges faced in teaching English Language Learners

Teaching is indeed a challenging profession. Every teacher faces a few challenges while they teach students.

"We faced few challenges that were communication problems. In Bangladeshi contexts, if teachers always use L2 language students sometimes may misunderstand. Understanding the level of the students, collects materials, making activities, and sometimes assess the students.

Another challenging problem was keeping the students motivated and focusing on all four skills (listening, speaking, writing, and reading".

Several challenges participants are faced and they strongly overcome and make a fearless classroom for students.

Experiences in the ESL courses in the master's program

All four participants are complete their teacher training degrees (Tesol, Tefl). We want to inquest about the ESL courses they did in their master's program. The four teachers ' answers matched with each other.

"We did Material development, Syllabus design, ICT, Testing and evaluation, Teaching Reading, Teaching Writing, Teaching grammar, Teaching listening and speaking, Second language acquisition and also Teaching practicums courses".

All courses are teaching-related and also have practical teaching. These courses are very beneficial for a teaching career or we can say these are essential courses for a new teacher. All four participants did similar courses because they did teacher education programs.

Research Question 2

In the second research question, we have examined the teacher's role for the communication with Ells. Pre-service teachers thinking about themself.

Self-positioning concerning English Language Learners

All four teachers think they are still learning and they have to learn many things throughout teaching. They position themself as a teacher of ELLs.

Barsha-

"Sometimes I feel low because many people think teaching is an easy profession anyone can be taught. But from my point of view teaching is a great profession and it helps us to understand our learning level".

Ela and Hridi-

"I think I'm still learning. I am positioning myself as a new teacher and I am a teacher of ELLs".

Alavee-

*"I think I am still learning As I have a little experience before complete the Tesol program, I made a better position in teaching. It is very important to design lesson plans according to the cultural background because Bangladesh is reaching the cultural traditional race. From the Second Language Acquisition course, I learn about the acculturation model (In the second-language acquisition, the **Acculturation Model** is a theory proposed by **John Schumann** to describe the acquisition process of a second language (L2) by members of ethnic minorities that typically include immigrants, migrant workers, or the children of such groups.This acquisition process takes place in the natural contexts of the majority language setting. The main suggestion of the theory is that the acquisition of a second language is directly linked to the acculturation process, and learners' success is determined by the extent to which they can orient themselves to the target language culture). Use the acculturation model in lesson plans or making material is very important because at the time students feel connected to the topic. Students are more eager to learn and they are more motivated to learn".*

The teachers use the techniques they gained from their teacher's training program.

Facilitator or language guide for ELLS

"The teachers think they are facilitators and language guides because they provide worksheets and make activities by own for students. Teachers also, design courses for students. Making activities, design courses for students these ideas pre-service teachers gather from their degree program."

Possible ESL Teaching Strategies To address Challenges

"ESL teaching strategies are to make students brainstorm about the topic, giving realistic examples, giving more examples of a particular topic and pair/group work. It is like making fear-free classrooms and try to reduce student's anxiety levels. We try to maintain an interactive classroom, doing pair/group work and make stress-free classrooms". Our strategies are to keep students motivated, have to be a creative classroom. Uses of technology in the classroom likable to use the projector for listening to videos and short movies. Giving real-life situations, making students more talking in the classroom, student's active participation. Also, focus on different lesson plans and materials".

These strategies are teachers use for ESL teaching. These strategies they learn through their Hons and master's degree program.

Responsible Teacher moves

The interview question looked into the teacher's responsibility in the teaching field. All four teachers are thinking they are responsible teachers because they properly teach and take care of students.

Teachers students bonding

All teachers are replies almost the same. That they have excellent bonding with their students.

"*The bonding is very good with students. I am trying to motivate my students*".

Lack of Teaching Knowledge

Barsha- *"I am a new teacher still she requires more knowledge".*

Ela- *"I need to be more perfectionist".*

Hridi- *"I am learning and have to learn many things".*

Alavee- *"Learning has no end. I keep learning. Everything changes within time and we have now different types of technology so she wishes to learn more".*

All teachers are added they are doing their job perfectly and they trying to learn more for their future,

Disagreement with the teaching process or learning program

Barsha and *Ela*

"*Bangladeshi context always uses target language is bored students. Sometimes need to use mother language for student's better understanding*".

***Hridi** and **Alavee** do not disagree.*

These are the pieces of information I collect. The participants also share their personal stories that are interesting and enjoyable.

Chapter 5

Discussion and Conclusion

Discussion and Conclusion

Based on the findings of the study demonstrates that pre-service teacher's professional identities are deeply intertwined with their cognitive learning, socialization process as well as their worldview. Finally, a conclusion was to establish the overall discussion of the study.

5.1 Discussion of the Study

The caring profession at the point of exit pf the programs an encouraging one-third of the population hold an altruistic view about teaching as a noble. **Goh and Atputhusamy** (2001) found that was altruistic - love for teaching and working with children, ability to influence lives for good, intellectually stimulating, and noble profession the most popular motives for selecting teaching as a career. In this research, we aimed to explore how four pre-service teachers positioned themselves with their social context and their world view.

In this analysis of teacher's narratives, we found positioning theory, the teacher ongoingly produced selves through their positioning in term of the category and storyline among other approaches to discourse, particularly helpful as it enabled to see and understand. **Wood and Kroger** (2000) argue that conversation analysts also attend to the discursive construction of identities and selves, but with greater attention to the details of interaction and without relying

upon notions of cultural narratives or discourses. Positioning is how people are both producers of and produced by discourse an important concept in considerations (p. 101).

Because it was important to look at how the participant in the study positioned themselves to others around them the positioning of oneself typically a positioning of the other or vice versa. Positional identities were shaped mostly concerning ELLs the analysis of data indicates. Cognitively, which served as a critical source of their teacher identity formation the student-teacher activity engaged in the construction of their knowledge about language teaching. In addition to their cognitive learning, through which they negotiated and refined their teacher identity the participants interacted with a wide range of socializing factors in the teacher education program. This testified to previous which can shape and reshape teachers' identity development research findings that learning to teach is a socialization process **(Flores and Day 2006; Williams 2010).** All four teachers positioned themselves as a guide or resource to ELLs' development. Because the teachers make lesson plans, arrange materials and activities by themselves. Their narratives did not show how exactly they would benefit from it or help ELLs make cultural connections although they appreciated the diversity. The interviewer had a stronger understanding of cultural diversity and the needs of ELLs due to her personal experience. How their life experience affects their teaching knowledge and projected identity the ideas and strategies of the teachers that they follow indicate. It does not mean that other teachers cannot understand the cultural transformation their ELLs go through. When teachers have a clear understanding of culture situated the way of learning and teaching, they can succeed with ELLs only **Duff** (2012) argues that a sense of agency enables people to imagine, take up, and perform new roles or identities and to take concrete actions in pursuit of their goals. Sometimes leading to

oppositional stances and behaviors leading to other identities agency can also enable people to actively resist certain behaviors, practices, or positioning, (p. 15).

In agreement with previous research the findings that the factor 'Role of teaching and learning has the highest factor mean (Wideen et al., 1998) which indicated that the concerns of beginning teachers are primarily with classroom control and the tasks related to teaching and learning. By the graduating teachers, T\the factors 'self as a role model' and 'professional growth as a teacher' emerged as the next two important factors rated highly. Professional teacher identity is provided shreds of evidence of an emerging. As Bucholtz and Hall (2005) assert, in their initial teacher education programs individuals through each community of practice reflect, construct and adopt identity positions for themselves that represent their experiences for example.

The research also demonstrates the world view of the four teachers. In the emotional process of teacher identity formation, the findings reveal that teacher emotion is personal and idiosyncratic, and it is teachers' understanding of themselves and the profession that guides and shapes their professional and emotional decisions (**O'Connor 2008**). Teachers are express their personal stories, their dedication to their profession, and bonding with the EllS. Their interaction with ELLs, **Participants 1 and 2** faced interaction problems with the ELLs when the dis teaching practicum course because the students were from Bangla medium, but few days they could properly communicate with the students. These participant teachers overcome many challenges in their teaching life. **Participant 3,** faced challenges that are understanding the level of the students, collects materials, making activities, and sometimes assess the students. **Participant 4,** faced the challenge to keep the students motivated and focusing on all four skills (listening, speaking, writing, and reading. But all of them are overcome by the challenges by applying the strategies learn from their TEFL and TESOL programs.

These identities might conflict with one another in the process of learning to teach, while student teachers could enact and develop a multitude of identities through different processes – cognitively, socially, and emotionally. For instance, during the coursework, cognitively, the participants, with the developing knowledge of language learning and teaching, started to think and reason like a teacher. By demonstrating how pre-service teachers recursively constructed conflicting identities for themselves this research adds to the current literature on teacher's identity and their world view. Therefore, as teachers of ELLs teachers educators should help teachers feel empowered by recognizing and highlighting their strengths. Recognizing their right and ability to be agentive rather than passively resistant" their strengths will help pre-service teachers enhance "a sense of power in (Rex & Schiller, p. 121).

5.2 Conclusion

In terms of social contraction and their world view, the purpose of the research was to find out the pre-service teacher's position. Teacher identity and the world view are multifaceted and context-dependent the findings of this study that indicate. The challenges teachers meet in teaching ELLs and constructing identities concerning this particular student population understanding how teachers position themselves with others and social context can help discover and discuss

5.3 Implication

Teacher education is a separate discipline and offers bachelor's and Master's Degrees in education there are very few institutions in Bangladesh that consider. Prospective teachers have adequate opportunities for experiential learning, every teacher education institute in Bangladesh

should design its program to ensure that. The time is right to design such a program that could

substantially facilitate teacher training related to experiential learning for pre-service teachers.

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