From Theory to Practice: the professional identity development of student teachers of English within the context of the Algerian École Normale Supérieure.

H Zouar

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From Theory to Practice: the professional identity development of student teachers of English within the context of the Algerian École Normale Supérieure

Zouar Houda

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ABSTRACT

Central to this qualitative study is the question of how École Normale Supérieure (ENS) student teachers develop their professional identity during their teacher education programme. Existing research on the ENS is limited with few studies that have been conducted to explore the influence of the training period on the preparation of student teachers or whether learning in the ENS meets student teachers' perceived needs and expectations. The research explores the process of becoming a teacher from three perspectives: the teaching perceptions that form the professional identity of student teachers, the factors that influence the development of their professional identity, and the role ENS as a teacher education institution plays in developing student teachers' professional identity. Starting from the theoretical part of the programme until the training part, the study collected reflective narratives and interview data from three main groups of ENS student teachers. These three groups represented the student teachers' journey through learning in the ENS, through their first, third, and fifth year (the final year) of the programme. The sample included four first year participants as newcomers to the ENS, four third year participants who had been exposed to the pedagogical content knowledge for the first time, and four fifth year participants who had been engaged with school-based training. A sociocultural lens incorporating sociocultural theory of Vygotsky, communities of practice, and figured worlds are used as theoretical frameworks to explore the participation of student teachers in each year of their ENS experience and how this influenced their identity development as future English language teachers. Moreover, the thesis captures the day-to-day experiences that contribute to student teachers' meaning making within the specific sociocultural context of the ENS. The findings of the study revealed that the process of developing a professional identity is relational, temporal and continuous. Student teachers' conceptions about teaching that constitute their professional identity continue to change depending on the context of learning, the knowledge they receive in their teacher education programme, and their learning and teaching experiences. Moreover, the development of their identity is influenced by such things as personal, religious, and societal discourses that surround their lives and their day-to-day experiences of learning to become teachers. The thesis also demonstrates student teachers continuous meaning making about themselves as teachers and about the profession of teaching. It also demonstrates their constant struggle for recognition and positionality which involved contradictions between their desired identity and the identity that was assigned to them by others (e.g., society). In addition, the findings revealed that the cultural artifacts used by the ENS and the training school such as cohort structure, peer mentoring, dialogic interaction and unstructured observation are crucial sociocultural resources to the learning and development of student teachers. However, these cultural tools can inhibit the learning and development of student teachers when not utilised carefully. This study has provided valuable insights into the influence of each stage of the ENS teacher preparation programme on the construction of student teachers' understandings about teaching and themselves as teachers. The findings not only inform teacher education programmes about the factors that influence the learning and development of student teachers inside the ENS but also have relevance for teacher education programmes elsewhere in the world in planning sociocultural tools (teaching materials) that can effectively influence the learning and professional identity development of student teachers.

DEDICATION

To the memory of my daddy who taught me lessons about ethics, hard work and determination.

To the memory of my brother-in -law ‘Mourad’ whose phone calls’ conversations were so sharp-witted. Your commitment and love to ‘legal profession’ will always be remembered.

To my mom who taught me to never give up seeking knowledge.

To my beloved husband who encouraged me during difficult times of loss, despair, and moments of doubt.

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Chapter 1: General introduction

1.1 An overview of the Algerian context and its educational system: a linguistic perspective

Algeria is a north African country (see the map below) “characterised by a rich and complex linguistic diversity” (Djoudir, 2019: 09). Algeria is 2 381 740 km² in length, the largest country in Africa and the Arab world (Arab Countries / Arab League Countries 2022), with a diversity of ethnic groups that make up the population. The official language in Algeria is Arabic and the second language used is French, the language of colonialism. After its independence in 1962, Arabic became the national and official language in Algeria. However, the French language position in Algeria remained important for it continues to be "used by the Government, the agencies revolving around it, and by the different media outlets" (Benelhadj Djelloul, 2018: 23). In addition to Arabic and French, Algerian language is the dialect spoken by Algerians across the country (Djoudir, 2019). This language “is different to Arabic, the language has been influenced by Berber, Turkish and French from which it has many borrowed words” (Baya Essayahi and Kerras, 2016: 143). The Berber are the original people of Algeria that refer to themselves as the "Imazighen" which means “free people” (Benrabah, 2013). Berbers are themselves divided into four major groups; each group has its own dialect. These dialects are:

> Tamashek” is the language of the Tuaregs of the Sahara; the Mozabites and Shawia speak “Mzab” and “Shawia”, respectively; Kabyles, who represent about two thirds of the Berberophone population, call their mother tongue “Kabyle” or “Takbaylit”. (Benrabah, 2014: 45).

This study focuses on a population of student teachers who study the English language; therefore, it is important to discuss the history of the educational system of Algeria to be able to understand the place of English in this context. Benrabah (2007) listed three phases that explain the changing nature of Algerian education system, and which highlight the introduction of different languages to Algerian schools. The first phase is the French colonisation period (1830-1962). In this period French was considered as the only language used in schools. The second phase which is referred to as ‘the nationalist transition’ (1962-1990). This phase was characterised by the adoption of the system of Arabisation by the Algerian government after independence. This system entailed the reconsideration of the Arabic language as a national language in Algerian schools and administrations (Bouazid and le Roux 2014, Djoudir, 2019). At this stage, most of the Algerian teachers spoke French which necessitated the Algerian government to borrow teachers from other countries such as Egypt to teach Arabic in Algerian schools (Djoudir, 2019). This phase of Arabisation was unsuccessful because Algerian students were not able to understand Egyptian Arabic (Djoudir, 2019). Further, the Egyptian language used by Egyptian teachers was proved to be a means “for importing Islamist ideology into Algerian public life” (Benrabah, 2007: 230). The educational system of this period was described by the former Algerian president ‘Abdelaziz Bouteflika’ as “unhealthy and doomed to fail” as reported by Benrabah (2007: 228). This failure pushed the government to initiate further reforms starting from the 2000’s that focused on changing the situation of Algerian schools through focusing more on the introduction of foreign languages to schools’ curriculum (Chemami, 2011). Hence, French was re-introduced and implemented as “the first compulsory language in the early stages from 6-7 years old of the primary school instead of teaching it from 8 to 9 years old as it has been done since 1970” (Djoudir, 2019: 11). French was also used as medium of instruction when teaching scientific streams (Benrabah 2007; Mami 2013). In addition to that, English language started gaining a considerable importance in Algerian schools and was introduced as a second foreign language after French. Mami (2013: 244) described the introduction of the English language as a threat to the position of French language:

> Since the introduction of the English language into schools, it has become an important part of the curriculum and has recorded a great demand in all levels of education. Various TEFL (Teaching English as a Foreign Language) schools have been established throughout the country... While encompassing the motive of the venerable French grammar, the current view of the place of English in language learning is also filled with political scenes aiming to put one language at the edge of drowning.

English became a compulsory language that is taught in middle school (12-15 years old) and secondary school (15- 18 years old). In 2019, the minister of Algerian higher education declared in his speech that “the French language does not get us anywhere” (The Arab weekly, 2019). This speech brought different suggestions to the table on the need to replace French and introduce English in primary schools. More recently, the Algerian president announced that “French is a spoil of war, but English is an international language” (Rouaba, 2022). With these reforms to introducing English as a first language in Algeria, the exploration of how English language student teachers are being prepared and developed to become English language teachers become necessary. The study of how English language student teachers are being prepared has the potential to provide suggestions to policymakers and teacher education programme makers to be able to plan actions that promote to the professional development of pre-service and in-service English language teachers.

North Atlantic Ocean
0°
EUROPE
© WorldAtlas.com
N
Mediterranean Sea
MIDDLE EAST
ALGERIA
23.5°N
TROPIC OF CANCER
AFRICA
Arabian Sea
Equator
0°
0°
Lake Victoria
South Atlantic Ocean
Indian Ocean
Prime Meridian
23.5°S
TROPIC OF CAPRICORN
1000 mi
1000 km
0°

Map 1 The geographical location of Algeria (downloaded from Algeria Maps & Facts - World Atlas)

1.1.1 The system of education in Algeria

Education is both compulsory and free from the age of six. Education in Algeria is divided into four main levels: primary school, middle school, secondary school and university (Higher Education). Primary school (école primaire) consists of two main stages. The first stage is nursery which lasts for one year and starts from the age of five. Once the nursery period is finished, children join their first year of primary school with a duration of five years. In primary school, pupils study Mathematics, Arabic, French, Islamic studies, history and geography, etc. It was until recently (in 2022) that the English language was introduced to primary schools in year three. This is followed by middle school (similar to UK key stage 3, aged12-13) which takes a period of four years in which students study different subjects including science, mathematics, Arabic, etc. Before 2022, it was at this stage in a child's education that they were introduced to English alongside French. At the end of the fourth-year students take a national exam called 'Brevet d'Enseignement Moyen (BEM) that allows them to join secondary schools (similar to college in the UK). Furthermore, this exam also determines the stream (science, foreign languages, etc) that students will choose once in secondary school. Secondary school education is comprised of three main streams: a) literary stream which include "humanities and social sciences, b) scientific streams includes biology, mathematics, psychics and chemistry and c) technological streams where students study Applied Technology" (Djoudir, 2019: 13). Learning in secondary school lasts for a period of three years that ends with a national examination named the "baccalaureate" that students need to pass to be able to join higher education studies (Djoudir, 2019: 13). At this stage, students chose to either join university to pursue their higher education studies in different fields or join the Ecole normal superior (ENS) to become teachers in a field of their choice. This is not to say that university graduates cannot choose teaching profession, however, the difference between teachers who graduate from university and those who graduate from the ENS lies in the fact that ENS graduates are automatically assigned to teach once they graduate. University students on the other hand, "take an oral and written exam which is organised by the Ministry of Education to be eligible to teach" (Djoudir, 2019: 14). Since the participants of this study are ENS students, the coming section is devoted to the ENS context in particular to gain a comprehensive understanding about this context.

1.2 An overview of the ENS context

Before discussing the Algerian ENS, it is worth mentioning that it is considered as a colonial vestige because the ENS was first created in France, Paris in 1974/75. The creation of the ENS in France was a result of the French revolution[1] with the aim of educating “teachers who would carry the ideas of the Enlightenment[2], and the revolution throughout France” (Smith, 1967:25). In 1881, student teachers were admitted at the age of 15 to study in the ENS for a period of 3 years to become teachers in different subjects (e.g., History, Geography, Physics, etc.) (APRÉVOTE, 1984). Nowadays, there are four main école normale supérieure in different parts of France (PSL Paris (Ulm), Lyon, Paris-Saclay and Rennes.) that train ‘les normaliens’ (students of the ENS) for a period of four years. Requirements to this establishment are highly selective which is based on a national contest due to the limited posts offered (not more than 210 candidates are accepted in each ENS) (Quétier, 2022).

The characteristics of the training provided by the French ENS combines aspects of developing knowledge of the domain (e.g., history, philosophy, etc.), conducting research, and developing students’ skills of expression and argumentation (Canto-Sperber,2009).It is important to highlight the fact that the ENS train its candidates, regardless of the profession chosen later, through research work in that candidates are required to write a thesis on a specific topic. The French ENS students are required to find an original idea and defend it, which explains why this institution focuses on enhancing skills of argumentation (Canto-Sperber, 2009).

As far as the Algerian ENS is concerned, its creation dates back to 1964, when it was first established to train secondary school teachers in different domains (e.g., science) (Benziane and Senouci, 2007). Currently, the Algerian ENS trains English student teachers, and other domains, to become primary, middle, and secondary school teachers. In Algeria, there are ENS in different regions: east (e.g., ENS Setif and Skikda),centre (e.g., ENS Kouba and Bouzareah), west (ENS Oran and Mostaganem), and South (e.g., Ouargla). Most of the studies that were conducted focused on the ENS of the east (e.g., Bouguebs and Idri, 2021), south (e.g., Djoumia, 2016), and the Center (Belhouchet-Brahimi, 2016). However, little attention has been paid to the ENS of the west (one ENS in Mostaganem and one in Oran). In the ENS of Mostaganem, candidates are prepared to become teachers in different subjects such as Arabic, French, Mathematics, with the exception of English language. This study focused on the ENS of Oran because it is the only ENS that prepares its candidates to become English teachers in the west region.

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[1] French revolution took place in between 1789 and ended in late 1790’s. It was conducted by the French for the sake of bringing radical change to political power exercised by the monarchy. (See the oxford history of the French revolution, William Doyle, 2002).

[2] Enlightenment is an intellectual and philosophical movement that occurred in the 17th and 18th century in Europe which advocated ideas of change such as liberty, reasoning, religious tolerance, separation of state and church.(See France in the enlightenment, Daniel Roche, 1998).

Training in the ENS is founded on two interconnected components which are theory and practice. The theory part of the programme exposes student teachers to the English language through modules of grammar, writing, listening, etc. In addition to these modules, student teachers engage in pedagogical modules where they are exposed to pedagogical content knowledge (e.g., syllabus design, teaching English as a foreign language, material design and development, etc). The practicum period, which takes place in the last year, consists of sending student teachers to schools to practice teaching under the supervision of the school mentors. ENS graduates are privileged in that once they graduate, they are assigned to teaching right away unlike university graduates who must partake in a national contest to be able to join teaching (Maraf, 2016).

The ENS curriculum covers three main components: language, teaching development, and professionalism and culture (Graves, 2009). In practical terms, this includes various modules such as grammar, phonetics, linguistics, civilization, educational psychology, syllabus design, material design and development, and the training period. The teacher training programme in the ENS runs for three years for primary teachers, four years for middle school teachers, and five years for secondary school teachers (which is the focus of this study), where the training period occurs during the last year of each. The main aim of these modules is to introduce to student teachers pedagogical knowledge related to TEFL, classroom tasks, lesson planning, methods, and approaches (Boudersa, 2016). These modules also include some activities that provide students with classroom materials which they can analyse and adapt to the needs of their classes (Djoumia, 2016). In the graduation year (during the fifth year for secondary school teachers) students undergo hands-on training that takes place in secondary school. The training period starts at the beginning of the academic graduation year in a specific secondary school and consists of different stages. The first stage involves student teachers observing their English language mentors as they teach (learning through mentor modelling). In the second stage, student teachers are partly involved in teaching, for example beginning the lesson with a warm- up activity. In the last stage, student teachers start teaching the whole English class. Teacher education policy within the ENS context focuses more on the theory than on the practical experience (limited time is allocated to it) in comparison to teacher education elsewhere, including England, where student teachers spend more time in school placement (see GOV.UK, Initial teacher training).

Similar to the French ENS, admission to the Algerian ENS is highly selective. According to the literature, after 1971 ENS witnessed a flux of students enrolling to the school to become teachers (Benziane and Senouci, 2007). To limit candidates' enrolment, the Algerian ministry of national education decided to raise the standards of admission (Harzi, 2006). Therefore, only high achievers in the Baccalaureate exam can apply to the school. Before admission, student teachers are required to sit an entrance exam based on an oral examination. These entry requirements contribute to the notion of providing an "elite experience" to ENS candidates (Harzi, 2006; Benziane and Senouci, 2007). The notion of elite experience within the Algerian ENS context necessitates investigation to explore what makes the experience of learning to become an English teacher within the ENS different from other teacher education institutions such as university. The current research aims at addressing this question and considers the role the ENS programme plays in developing student teachers into English language teachers.

1.2.1 Research in the Ecole Normale Supérieure and the training of The English language Algerian teachers

Teacher training in Algeria has received many critics. For instance, Bellalem (2008: 144) argued that in the Algerian context "pre-service training courses were too theoretical and lacked a solid practical component". Similarly, Ghedjghoudj (2002) stated that teacher education in Algeria is disciplinary, subject driven, and focuses less on professional development of teachers. This proposed a flaw in Algerian teacher preparation which, eventually, triggered the interest of some research that has focused more on the context of Algerian universities to explore the development and preparation of English language teachers. This body of research has raised awareness about the need to focus on the professional side of teachers' development through preparing teachers who are willing to continue learning (Maraf, 2012; Benmati, 2008; Merrouche, 2006). Research has also pointed to the need to incorporate 21st century skills into the training of future English language teachers (Maraf, 2012). This proposition suggested that the real role of teachers exceeds "the knowledge- based type of teaching to focus more on the psychological impact of language teaching which enables teachers to deal with all types of learners" (Maraf, 2012: 06). Maraf (2016) commented that this body of research did not provide realistic solutions into how to move beyond the pure focus on the theory aspects of teacher preparation. Nonetheless, Maraf (2016) stated that these attempts provide hope for Algerian English language teacher education for it blazes the trail for more research in this aspect. She linked this issue to teachers' and researchers' limited interest in the domain of the English language teacher in Algeria.

The current body of research in the ENS is confined to scarce studies done in this context. Benghabrit and Rabahi (2014) conducted a study in the ENS to investigate how student teachers experienced the period of training and the extent to which they were helped by their training school mentors. The study included a large sample of student teachers from different disciplines including Arabic and English language student teachers, philosophy and mathematics student teachers. Through questionnaires addressed to mentors and interviews conducted with student teachers, the results indicated that field experience has not been receiving the required attention from programme organisers. This in return resulted in delays in sending student teachers into schools for practice. It also yielded a lack of collaboration among the ENS teachers (theory teachers) and the school mentors. Benghabrit and Rabahi (2014) recommended that greater consideration is needed into how to bring together theory, practice, ENS teacher educators, and mentors to overcome these issues. In another study, Djoumia (2016) examined the teaching methodology curriculum (Teaching English as a Foreign Language (TEFL), material and syllabus design) of the ENS to investigate whether it meets the perceived needs and expectations of the ENS student teachers. The data for this study were collected using questionnaires addressed to the ENS teachers, mentors, and final year student teachers in their practicum experience. The results of the study indicated that the methodology curriculum meets the perceived expectations and needs of student teachers. However, the teacher mentors reported that most student teachers demonstrated weaknesses in lesson planning. According to Djoumia (2016) even though the curriculum meets the perceived needs of the student teachers, it has to be revised for improvement to fully prepare them for the teaching profession.

More recently, Bouguebs and Idri (2021) conducted a study to explore the level of awareness and insight Constantine ENS (an ENS situated in the eastern part of Algeria) student teachers have about the role of linguistic knowledge during their teacher preparation and their future career as teachers. Online questionnaires were used to collect data from fourth- and fifth-year student teachers. The results indicated that student teachers reported a high level of awareness in that they considered linguistic knowledge as a useful theory of language. Further, they reported their satisfaction with the linguistic and pedagogical content they were receiving. However, the same participants did not appreciate the way linguistics was taught to them as most of the participants described it dull. As a recommendation, the researcher suggested that linguistic courses should take place in small classrooms instead of amphi-theatres and that subject experts in linguistics should be allocated for the role of teaching this module.

These studies provided valuable insights into the context of the ENS which the current thesis considers as the visible domain of student teachers' learning experience. The visible domain in this sense includes assessment, material design, task implementation, training, Knowledge, etc (Castañeda and Alberto, 2011). However, these studies missed the exploration of the invisible domain of student teachers' learning and development within the context of the ENS. The invisible domain covers aspects of cognition, beliefs, and systems of knowledge which are crucial components in the identity development of teachers (Castañeda and Alberto, 2011). The current study aims to investigate the development of student teachers within the context of the ENS through looking at their professional identity across both the visible and invisible domains. To do this, this study seeks to investigate the participation of student teachers in the ENS context (relationships, sense of belonging, provided assistance, etc.) and their system of beliefs and knowledge (about teaching and themselves as future English teachers, etc.) to gain a holistic understanding of how their participation in the ENS influences their professional identity development as future English language teachers. Previous studies have focused mainly on the practicum training period (except for Bouguebs and Idri, 2021), giving little focus to the theory part of the programme, to explore whether student teachers were ready to teach. Chong et al (2011) emphasised the fact that student teachers' professional identity construction escorts them throughout their whole preparation to becoming teachers from first until fourth year (maybe less or more). Therefore, investigating how ENS student teachers develop understandings of themselves as future English as a foreign language (EFL) teacher throughout their duration of learning in the ENS becomes crucial. This study aims to fill this gap through providing depth and richness of understanding rather than providing questionnaire and numerical data about identity development of ENS student teachers starting from their theory part of the programme until the training.

1.3 Rationale for the study and personal motivation

The reason behind conducting this study derives from the lack of understanding about the professional identity construction of Algerian English language teachers. Research in the Algerian context to date has focused mainly on exploring and raising awareness about the role of teachers' professional development in the preparation of English language teachers (e.g., Maraf, 2012; Benmati, 2008; Merrouche, 2006). Current teacher education research reminds us that in addition to the 'cognitive' or 'technical procedure', being a teacher encompasses a complex, personal and social "set of embedded processes and practices that concern the whole person" (Olson, 2008: 03). Instead of focusing mainly on teachers' professional development, the current study considers teachers and student teachers as the 'whole person' in teacher education and professional development (Olsen, 2008). Considering the whole person in this study entails exploring the understandings that student teachers hold about teaching, the challenges that interfere in their development, and the assistance they need in order to develop their professional identity as English language teachers. Hence, this study adds to the theoretical understanding of Algerian teachers' selves and helping Algerian teacher education to recognise what might influence the development of its future English language teachers' identity. Moreover, considering that the ENS is, principally, a context of teacher education and preparation in Algeria, understanding the role of this context in forming student teachers' identity assists in informing ENS stakeholders about how the ENS culture within which student teachers live and learn influences/ challenges their development as English language teachers. Consequently, ENS will be able to include aspects of training and professional development that view future teachers as “whole persons in and across social contexts who continually reconstruct their views of themselves in relation to others, workplace characteristics, professional purposes, and cultures of teaching” (Olsen, 2008: 05).

My personal motivation towards conducting this study developed as a result of my experience of doing my Masters research. My Masters research was conducted to explore the role of middle school teachers in developing pupils’ academic self-regulation. The results indicated that middle school teachers needed training that exposes them to understanding the motivational and behavioural aspects that influence pupils’ experiences of English language learning (See Zouar and Sarnou, 2021). These results caused me to consider the need to understand how teachers are developed to be able to understand the deficiencies in their teaching. This consideration developed into an interest that pushed me to pursue my PhD and answer the questions that I had developed about teachers in terms of their identities, cognition, knowledge and their readiness to teach. In addition to that, I graduated from a public university of foreign languages that to some extent is different from the context of the ENS. Not to say that university in Algeria is not highly regarded, but the ENS has always been associated with the notion of ‘elite’ and ‘smart students’. These societal discourses around the ENS as superior institution triggered my interest to explore what is special about this context and to what extent the preparation of its student teachers to become English teachers is different from the university.

Another reason that motivated the current study was my interest to understand whether professional identity of teachers and its construct is a similar phenomenon everywhere in the world. Considering that the formation of teacher identity is culturally, and context based which occur in multiple learning institutions (Danielewicz, 2001: 12), I wanted to provide detailed exploration of professional identity development from the perspective and experiences of Algerian student teachers to allow future comparisons to be made by others when considering comparative settings of professional identity development among student teachers. Thus, this study does not simply add to the ENS through providing theoretical understanding of how identity of future teachers is developed, but also add to the global field of teacher education in several ways. Firstly, this study sheds light on the need to track the development of student teachers’ identity from the beginning until the end of teacher education programme. Chong et al (2011: 35) argued that much discourse has focused on the identity formation of teachers "during beginning teaching and throughout teacher's career". However, less is known about student teachers' identity development during the initial years of teacher education, "and even less on the extent of the changes in teacher identity that occur between entry to exit points of pre-service preparation." (Chong et al, 2011: 35). The current study focuses on pre-service student teachers, taking into consideration the full duration of their preparation from the theory until the training part of the programme. This way, identity can be used as a 'pedagogical tool' that informs teacher education programme specialists about how each stage of students' teacher education influences their learning and development as future teachers. Consequently, teacher education can "make visible various holistic, situated framings of teacher development" (Olsen, 2008: 05). Secondly, this study contributes to the current body of research attempting to provide a definition of student teachers' professional identity (e.g., Rodrigues and Mogarro, 2019). The latter is achieved through understanding the process of student teachers' development considering the interplay of different components such as beliefs, understandings, and factors that might influence their professional identity development. Thirdly, this study will add to the limited body of knowledge exploring identity and professional development from a sociocultural perspective. It will provide insights into how teacher education's culture specific tools such as cohort structure, interaction, and student teachers' zone of proximal development can be successfully adopted by teacher education programmes to foster student teachers learning and development (e.g., Dinsmore and Wenger, 2006; Shabani, 2010; Waugh and Onditi, 2016).

1.4 Research aims and questions

In order to explore the process of professional identity development within the context of the ENS, the current study is guided by the following research questions:

> RQ1). What are the conceptions ENS student teachers hold regarding English language teaching during their theoretical and field experience within the ENS teacher education programme?

This question explored the teaching conceptions that construct the professional identity of student teachers through tracing the change/ development of their understandings throughout their journey of learning in the ENS. This journey takes into consideration their first year as newcomers to the ENS, third year when they are exposed to the pedagogical content knowledge of teaching, and fifth year as they embark on their training in schools. The conceptions of student teachers are assessed in terms of their (1) self-perceptions about the role of the English language teacher, (2) ontological and epistemological beliefs in relation to the understandings they hold about the nature of English language teaching and how to teach it, (3) purpose and goals of teaching English language, (4) actions they aspire to take to achieve those goals (Kaplan and Garner, 2019).

> RQ2) What are the lived experiences of ENS student teachers in and outside the ENS that influence the development of their professional identity?

In this question, I sought to understand the factors, challenges and experiences that can influence the learning and professional identity development of ENS student teachers. Hence, I focussed on exploring their experiences first, as they made the transition to the ENS (first year), second, after they were exposed to the pedagogical content knowledge (third year) and third, during their training practicum period (fifth year). These experiences covered aspects of motivation to teach, cognition (knowledge development), social relations, sense of belonging, etc. Exploring these experiences developed understandings of what experiences challenged or enhanced the development of student teachers' professional identity.

> RQ3) In what ways might the culture of teaching and learning in the ENS influence the professional identity development of student teachers?

This question explored the particularities of the ENS and the training school in terms of the ways it assists the learning and professional growth of ENS students. This involved examining the culture of teaching and learning in the ENS from a sociocultural aspect in terms of cultural artifacts (modes of learning, communities of practice), interaction between tutors/ mentors and ENS participants and the scaffolding that is provided by the ENS and the training school that supports the professional development of these student teachers.

1.5 Organisation of the thesis

This thesis is organised in the following chapters:

The first chapter has presented an introduction of the study through providing an overview on the Algerian educational system and the context of the ENS. It also discussed my personal interest, the contribution that the study aims to make as well as the research questions and aims.

Chapter two discusses recent and relevant literature related to the field of teachers' and student teachers' professional identity development. The basic issues covered in this chapter are the conceptualisation of teachers' professional identity and the factors that influence its development. This chapter pays specific attention to discussing these issues from a sociocultural perspective and within the field of foreign language teachers' identity formation. It is argued in this chapter that the professional identity development of (student) teachers is a complex undertaking influenced by aspects of context, religion, gender, and pedagogical content knowledge which are of relevant interest to the current study.

Chapter three presents the theoretical framework that underpins this study including sociocultural theory of Vygotsky, communities of practice, and figured worlds. It discusses how the identity development of teachers is viewed through the lenses of these theories to provide a rationale for the implementation of these perspectives in the research analysis. It is suggested in this chapter that these theories offer different concepts that assist in establishing an understanding of teachers' identity meaning making (cognitive development), the context they belong to and their participation in this context (e.g., identification).

Chapter four describes the methodological framework used in the research to explore the professional identity development. It starts by providing the philosophical assumptions (epistemology and ontology) that guided the choice of qualitative research design. Then it provides the rationale behind opting for a qualitative approach. It also describes the data collection tools used in the study such as focus group interviews and reflective narratives, and how data collected by these tools were analysed. Moreover, the positionality of the researcher is discussed as well as the ethical consideration. In this chapter, the choice of qualitative methodological design was warranted by its ability to explore the holistic subjective experiences of identity development from the ENS student teachers' perspectives.

Chapter five reports and analyses the data of first year student teachers in relation to their understandings about the role of the English language teacher and teaching, the factors that influenced their motivation to join the ENS (teaching profession), and the influence of their ENS learning experience on their development as future English language teachers. This chapter provides significant insights into the complex nature of identity development of student teachers as newcomers to the ENS.

Chapter six reports and analyses the data of third year student teachers. Specifically, it reports on the development of their understandings about the role of the English language teacher and teaching and the extent to which understandings were influenced by the context of third year (e.g., exposure to pedagogical content knowledge). It also covers aspects of the complex journey of learning in the ENS which was reported to be fraught with contradictions, struggle for recognition and competition. This chapter suggests that the exposure to pedagogical content knowledge was a turning point in the professional identity development of the participants (e.g., motivation and sense of belonging).

Chapter seven reports and analyses data of fifth year student teachers regarding their understandings about the English language teacher and teaching, and how the training period contributed to the development of these understandings. It also reports participants' experience of transition from teacher education to the practicum part of the training which appeared to be a challenging and decisive phase in the development of their professional identity and commitment to teaching. This chapter reports on aspects of students' struggle of recognition, mentoring experience and the ways the training schools assisted their professional identity development.

Chapter eight critically discusses the findings through answering the research questions guiding this study. This chapter integrates current understandings in relation to the field of teacher education, teacher identity, and data analysis to generate an in-depth understanding with the findings in this study. It is divided into three main sections each one discussing the findings in relation to trends in the literature on teacher education and identity development to better answer each research question separately.

Chapter nine includes discussion on the implication of the research's findings in the Algerian context, teacher education and student teachers' professional identity. It also presents the limitations of the study and suggestions for future research. It concludes by providing recommendations to the field of teacher education, student teachers aspiring to join the ENS, training schools and mentors which this study considers crucial actors in the field of teacher education and professional identity development.

Chapter 2: The professional identity of student teachers

2.1 Introduction

This chapter explores the concept of (student) teachers' professional identity within the existing literature. It includes five main sections. The first section discusses the theoretical conception of the notion of professional identity from a sociocultural perspective and from the field of foreign language teacher's identity perspective. The second section reviews existing literature on the factors that influence the development of student teachers' professional identity. These factors cover aspects of context, prior-experiences, gender and religiosity. The third section focuses on teacher education as a learning and meaning making context through reviewing literature on aspects of modes of learning and mentoring and their impact on the process of learning and development of student teachers' identity. The fourth section discusses issues related to the ongoing debates about the stability and flexibility of teachers' identity. The final section concludes with an overview of the importance of understanding the professional identity of teachers.

2.2 The conceptualisation of teachers' identity: an elusive definition of professional identity

According to Czerniawski (2011: 432) "there is no one universally accepted concept of identity to be found either in the social sciences or teacher education". Although defining professional identity is illusive, contemporary literature agrees that identity is a fluid, dynamic, shifting concept influenced by internal and external factors (Beijaard et al, 2004; Rodgers and Scott, 2008). In this light, Rodgers and Scott (2008: 733) proposed four basic assumptions about the contingent nature of teacher identity: (1) identity is dependent upon and formed within multiple contexts and influenced by social, cultural and political forces; (2) that a teacher's identity is formed through relationships with others and involves emotions; (3) that identity is shifting, unstable, and multiple; (4) that teachers' identity involves the construction and reconstruction of meaning through stories over time. Akkerman and Meijer

(2010) echoed these assumptions in their characterisation of teacher identity as being multiple, discontinuous and social. They suggested that a definition of teacher identity might best be achieved through a careful consideration and exploration of these assumptions and characterisations. Timoštšuk and Ugaste (2010: 1564) explained teachers' professional identity as "the person's knowledge in teaching related situations and relationships that manifest themselves in particular professional activities, feeling of belonging and learning experience". This suggests that in addition to teachers' knowledge of teaching, the feeling of belonging and the feeling of recognition in a certain context such as school is what offers a sense of 'professional' to teacher identity (Timoštšuk and Ugaste, 2010).

When defining professional identity, this concept is sometimes used interchangeably with role (Beijaard et al, 2004). Nonetheless, while professional identity takes into account the inner dynamics, internalized meanings and internal expectations of the person (e.g., beliefs, goals, values, etc.), role focuses on the outwards aspect of identity including "the interaction arrangement in an organizational setting and focuses on external behaviour expectations related to a social position" (Wolf et al, 2020:312). Despite the differences, both professional identity and role develop collaboratively. While the external influences (e.g., society, organisations) affect the way an individual conceives the role, professional identity contributes to the way an individual interprets, figures out, and enacts the role (Wolf et al, 2020). Due to the interwoven nature of role and professional identity, the current study uses professional identity as an inclusive term to include role. In other words, while this study focuses on the internal aspects of the professional identities of student teachers (Knowledge, beliefs, goals, etc.), it also considers the external factors (e.g., societal and schools' expectations/influences) relating to the way they perceive their role and teaching.

As far as student teachers' professional identity is concerned, there is some agreement that student teachers' professional identity refers to the portrayal of how they see themselves. In an analytical study, Rodrigues and Mogarro (2019) analysed twenty-two empirical studies on student teachers' professional identity. Based on the analysis of these articles, they reported that student teachers' professional identity is a mixture of components including meanings, perceptions, images and self-knowledge. Since the conceptualization of professional identity is complex, I consider an illustrative overview on identity development from both sociocultural perspective and within the field of foreign language teachers' identity and therefore am able to explore the different perspectives on professional identity development and its importance in the context of the current study.

2.2.1 The sociocultural perspective on teachers' identity development

In his book on teacher identity and the struggle for recognition, Jenlink (2014: 24) claimed that "the meaning of identity is as varied as theorists, philosophers and psychologist willing to posit definitions." In this research, I focus on the view that considers teachers' identity as a socio-cultural construct. From a sociocultural perspective learning is not a simple process of knowledge transmission and accumulation. It is rather dependent on the engagement of teachers in social activities and relationships (Johnson, 2009; Sang, 2022). In addition to considering teachers' learning as the result of interaction with others, sociocultural theory prioritises cultural tools found in the teacher education context that influence the development of teachers' beliefs and ways of acting (Lasky, 2005). This suggests that sociocultural theory serves as a generative tool that does not view the teacher as a separate entity from the contexts of their learning and everyday lives (this is further discussed in chapter three).

Even though the notion of identity was not explored within Vygotsky's socio-cultural theory (Salinas and Ayala, 2018), scholars have brought his philosophical reasoning to identity development. Sociocultural theory has become a commonly used tool in understanding teachers' learning and development (e.g., Kelly, 2006; Johnson, 2009; Johnson and Golombek, 2011). The rational for applying sociocultural theory in the field of teacher education is that the identity development of teachers is not socially, culturally, and historically neutral (Duff and Uchida, 1997). For example, Duff and Uchida (1997) postulated that identity and beliefs underpinning the personhood of teachers are socially and contextually co-constructed and negotiated by various means such as language. Similarly, Johnson (2006) conceptualized identity development of teachers as dynamic social activity situated in a particular context and enacted through interaction across people, tools and activities (Johnson, 2006). Jenlink (2014) believed that identity is negotiated in relation to others and then enacted through individuals' agency. These views follow Vygotsky's thinking on mind's development as a sociogenetic product in that identity is in constant change and development in a specific social context (Park, 2015). Moreover, views on identity development from a sociocultural perspective postulated that teacher identity construction is an ongoing interplay between the personal and the social (e.g., professional) planes. In this light, research has suggested that the personal plane of teacher identity connects elements of agency, emotions, narratives and previous experiences (Beauchamp and Thomas, 2009; Rodgers and Scott, 2008). The social plane, on the other hand, relates to contextual factors such as social interaction (Salina and ayala, 2017). In this regard, Beauchamp and Thomas (2009) stressed the importance of considering both views of personal and professional domains in order to better understand teachers' identity development.

Despite the different stances on how to position the sociocultural view into teachers' development, there is always a basic shared agreement on the fact that teachers' development and cognition is shaped by the specific social activities that teachers engage in (Johnson, 2009). Engagement in these activities depends on teachers' interaction (personal level) with others such as teacher educators (social plane) (Johnson and Golombek, 2011). Eventually, teachers internalize knowledge that forms a specific podium from which they start enacting their beliefs in a specific school's context. This resonates with Vygotsky's (1978: 75) claim that "every function in a child's cultural development appears twice; first, on a social level and later on an individual level; first, between people (inter-psychological) then inside the child (intra-psychological)". From a teacher learning perspective, this indicates that interaction becomes one of the crucial tools that assists in teachers' cognitive development. In this light, Chick (2015) stressed the necessity for teacher education to allow a dialogic space between teacher educators and student teachers to allow for explicit meaning making and belief development (see chapter three). To foster interaction, sociocultural approaches to teacher development offer teacher educators' cultural artifacts that they can rely on during interaction to guide the activity of learning among student teachers (Johnson and Golombek, 2011). Cultural artifacts encompass aspects of activities, observation, modelling, etc. In this regard, Singh and Richards (2006: 154) described teachers' learning as "tied to artifacts, identities and the cultural space in which it is situated". This suggests that teacher education is a site that scaffolds opportunities of learning among student teachers through the use of different tools. It also suggests that teachers' learning is situated and dependent on the collaboration of different agents such as tutors, student teachers and tools within the course-room of teacher education programme. It can be said that teacher educators can use sociocultural theory to devise teacher education programmes that considers the learning of student teachers (1) "as an aspect of evolving participation in a social practice" and (2) involving participation in "a setting that includes a programme directed to the realization of values and goals, forms of social interaction and co-operation in an institutional context, and the use of cultural resources" (van Huizen et al, 2005: 273-274).

Following the importance that sociocultural theory gives to collaboration and drawing on Wenger's (1998) view of identity as socially constructed within a specific community of practice, Kelly (2006) believed that the identity development of pre-service teachers is influenced by people jointly engaged in a mutual learning environment. This learning environment is considered as a site where student teachers engage together in specific cultural practices that enable the development of their understanding and perception around issues of pedagogical practice. In the process of engaging in such activity within a specific teacher education course, student teachers' identity is in constant modification after critically theorizing their experiences of learning as former learners (Sign and Richards, 2006). This view conceptualises identity development as a process of negotiating meaning of experiences as a member within a specific social community (school or teacher education programme). In this regard, Kelly (2006: 513) argued that "teachers' identities are neither located entirely with the individual nor entirely a product of others and the social setting". As such, teachers tend to define themselves in response to the views of others, and to the way they construct themselves through interpreting their roles, beliefs, and stances as teachers within the community of teachers they belong to. In line with the socio-cultural perspective outlined above, this thesis will explore how the identity development of student teachers is negotiated and constructed in the context of the ENS, taking into consideration its social, interactive, and collaborative nature.

2.2.2 The professional identity of foreign language teachers

The interest in foreign language teachers' identity is a recent phenomenon. According to Kayi-Aydar (2019: 281) "this topic received the most attention after 2010". Historically, Kayi-Aydar (2019) argued that studies in the 1980s and 1990s focused on the understanding of the cognitive, beliefs, and learning of teachers in general as well as the identities of language learners. An example of this is the seminal work of Bonny Norton Peirce (1995) who investigated the identity of five immigrant females in a Canadian context to conceptualise the relationship between their identity as language learners and the social world with which they interact. According to Kayi-Aydar (2019), the study of Bonny Norton (1995) attracted the interest of other studies that realised that understanding language learners' identity entails understanding their teachers' identity. This was in line with Varghese et al (2005: 22) who argued that teachers are "not a natural player in the classroom" but their position with their "students and to the broader context in which the teacher was situated, was vital". In order to gain a wider picture of previous work exploring the professional identity of foreign language teachers, this section merges existing literature from foreign language, second language, non-native English teachers, and ESOL (English to speakers of other languages). Moreover, this study considers these fields as being distinct while having a shared purpose which is that of referring to teachers of language that is not their mother tongue language.

Among the questions that are frequently asked in the field of language teachers is "what makes language teachers different" (Borg, 2006: 26). Borg (2006) argued that when addressing this question, we need to consider the specific context, perceptions, and experiences of teachers in a particular educational environment. This suggests that the identity formation of foreign language teachers is context specific. This view was also supported by Lee (2010: 29) who highlighted the uniqueness of foreign language teachers' identity as a phenomenon that is not amenable to other contexts, but it is rather "a pluralistic experience, entrenched and constructed in multiple ways within and across diverse settings". Studies in different contexts have investigated the characteristics of foreign language teachers. In the American context, Bell (2005) identified the characteristics of foreign language teachers (Spanish, French, German) as: being enthusiastic about the foreign language and its culture, possessing considerable knowledge, having competence in the target language and valuing group working when teaching their students. Likewise, in the Australian context, Mullock (2003) explored the preservice ESOL (English to speakers of other languages) teachers' perceptions about what it means to be a good English language teacher. Some of the characteristics seemed to fit in the common characteristics among teachers such as being knowledgeable in the subject-matter and the knowledge of pedagogy (methods and approaches of teaching). However, Mullock (2003) explained that teachers of languages have characteristics unique to them such as language proficiency and cross-cultural knowledge. In addition to these characteristics, the professional identity of teachers of second or foreign languages is "informed by professional learning generally and language education specifically" (Kiely and Askham, 2012: 502). This reflects the fact that teachers who are non-native speakers of language are required to learn the language and learn how to teach the language. In this light, Calafato (2019: 02) claimed that non-native speaker teachers are:

> Proficient multilinguals by default, and, unlike native speaker teachers (NST's), embody highly successful language learners since they can teach an acquired language or languages… A multilingual speaker's multi-competence, moreover, is said to differ notably from the language competence of monolinguals and can confer on him/her greater cognitive flexibility, metalinguistic awareness and creativity.

By Multi-competence, Calafato (2019: 02) indicated that non-native teachers possess "explicit knowledge" of the target language that they can rely on to engage their students in understanding how languages work. Moreover, non-native teachers have the pragmatic ability that allows them to understand the inferred meanings in the foreign language due to their knowledge of other languages and cultures. The latter also allows them to engage in "code-switching and translanguaging" with their students in order to enhance their (students) "creative experimentation with languages they already know and are learning" (Calafato, 2019: 02).

In addition to viewing the characteristics of language teachers as context based, learning and development of language teachers is, likewise, context dependent. Freeman and Johnson (1998) called for the reconsideration of language teachers' knowledge base indicating that the context within which teachers learn and teach determines how they view themselves and how they are viewed by others. Freeman and Johnson (1998: 401) reminded us that:

> We, therefore, have to acknowledge that the process is a socially negotiated one, because teachers’ knowledge of teaching is constructed through experiences in and with students, parents, and administrators as well as other members of the teaching profession.

The quote above indicates that the preparation of foreign language teachers should account for the sociocultural environment within which they learn to teach and perform their job as teachers. Therefore, the preparation of language teachers should address: (a) the nature of the teacher-learner; (b) the nature of schools and schooling; and (c) the nature of language teaching, in which we include “pedagogical thinking and activity, the subject matter and the content, and language learning” (Freeman and Johnson, 1998: 406). Addressing these parameters provides an understanding about the sociocultural norms and values that underpin the educational culture that shape the normality of teachers’ beliefs and behaviours in their teaching and learning context (Johnson, 2006). These parameters also help research in exploring the particularities of the learning process and identity formation of language teachers across diverse contexts. In this light, existing literature has argued that more research is needed to explore how foreign language teachers “are characterized in other locations in order to identify both context-independent and context-dependent attributes” (Lee, 2010: 29). Considering that literature that tried to explore the formation of English language teachers’ professional identity and their learning process in teacher education programmes is scarce in the Algerian context, this thesis attempts to address this gap. This is done through not only exploring the understandings and beliefs that underpin ENS student teachers’ identity, but also through investigating the sociocultural particularities specific to the ENS (interaction, relationships, etc.) and the extent to which these particularities contributed to the formation of the ENS student teachers’ identity as future English language teachers.

Research into the identity formation of foreign language teachers has indicated that the native-speaker ideology which considers native English teachers as the ideal teachers is among the factors that influence its (teachers' identity) development (e.g., Tajeddin and Adeh, 2016). For instance, Hye-Kyung (2011) argued that non-native English-speaking teachers (non-NESTs) face challenges related to marginalisation in terms of linguistic and socio-political power dynamic. In addition to that, "authenticity and authority are awarded only to native English speakers" (Hye-Kyung, 2011: 53). Consequently, non-native teachers can experience low self-esteem and confidence (Hye-Kyung, 2011). Similarly, Kamhi- Stein (2000: 10) reported that non-native English-speaking teachers have "low confidence, self-perceived challenges to professional competence, and self-perceived prejudice based on ethnicity or non-native status".

The issue of self-confidence among non-native English language teachers has been highlighted by recent studies interested in exploring the identity of this group of teachers. For instance, Tajeddin and Adeh (2016) collected data from native and non-native teachers of English from United Kingdom (UK), United State (US), Turkey, and Iran to explore their perceptions of their professional identity. The data collected from non-native speakers (Turkey, Iran) revealed that this group of teachers believed that native speakers have better speaking proficiency, pronunciation, and increased self-esteem. Moreover, the findings indicated that the same non-native teachers lacked self-confidence and a limited awareness of their role due to the existing disparities between native and non-native English-speaking teachers. The data from native English teachers (UK, US) contradicted this. In other words, they (the native teachers) disagreed with the concept of native teachers' ideology pointing to the competent level of non-native English teachers in the pedagogical knowledge (methodology). Tajeddin and Adeh (2016) argued that teacher education should focus attention on increasing teachers' awareness of their significant status and competence as non-native speakers of the English language through the inclusion of activities that addresses their misconception about native speakers' greater competence. However, the authors did not provide further explanation of the kind of activities that can be used and how they can be implemented.

Similarly, Hye-Kung (2011) conducted a study to explore how the native speakerism ideology influenced the identity formation of Chinese and Korean pre-service students enrolled in a one of the US universities. The interview data suggested that the participants were affected by the native speaker ideology in that they believed that only native speakers of English can be ideal English language teachers. The effect of native speaker ideology influenced the way they conceived themselves and the way others conceived them as English language teachers. For instance, one of the Chinese students reported that her English accent would prevent her from finding a job in the US. Another Korean participant reported that students and parents constantly complained about her English pronunciation which caused her to become anxious about her linguistic ability as future English language teacher. This data indicated that the identity formation of non-native English language teachers is a challenging phenomenon mainly in circumstances where their ability is constantly compared to that of a native speaker teacher. In this light, Hye-Kung (2011: 56) suggested that "non-NESs should develop the personal and professional confidence to perceive themselves as legitimate English teachers". This resonates with Brutt-Griffler and Samimy (1999) who argued that non-native English language teachers can authorise their position as "international English professionals" regardless of their race or accent through aspects of self-critical reflection. Hye-Kung (2011) argued that longitudinal research is required to explore how non-native student teachers' identities are constructed during their teacher education with regard to how they position themselves and how others position them in both educational and social context. The participants of the current study are non-native speakers of English and part of their development in the ENS focuses on the development of their linguistic competence (this is further discussed in chapter 5 and 8), thus, it is necessary to explore how the experience of learning the language, mainly for first year participants, influences the way they perceive themselves as English language teachers.

2.3 Factors influencing the professional identity development of (student) teachers

The previous section reviewed the literature on the concept of professional identity from the sociocultural and from the field of foreign language teacher perspective, this section explores the factors that have been reported by the literature which influence the identity development of teachers and student teachers. It is worth mentioning that the literature resonates with the scope and focus of the current study which attempts to explore the factors from a sociocultural perspective. Hence, the literature indicated that the formation of teachers' identity results from a combination of influences and the effects of many factors related to contextual, personal, and social aspects.

2.3.1The Power of context in influencing student teachers' identity development

Identity development is "a continuing site of struggle" which is located in a specific context teachers belong to (Flores and day, 2006: 220). According to Beauchamp and Thomas (2009), exploring teacher identity entails an exploration of the context and the effect it can have on teachers' identity. This is because the context has a great influence on how student teachers define themselves. In accordance with Pennington and Richards (2016), the context helps teachers in modifying and shaping their sense of themselves continuously. In an attempt to explore how the culture of school influenced newly qualified teachers' professional learning and development, Flores (2001: 140) argued that the context of teachers' learning and development during the training should considers schools as (1) a social setting: school should be a context of interaction and relationships among staff, students and teachers; (2) as a learning community: school should endorse a culture of teachers' professional development through learning within schools and with students. (3) as a multicultural setting: school should be a context "where every single person and every single situation are unique" (4) as an organisational setting: a context that views its members as "a small size society" and "culture" that work together to perform variety of tasks and issue rules and norms that guide the organisational structure of the school. This description from Flores (2001) indicates that training should be seen as a context that provides suitable conditions of collaboration and socialisation among student teachers and the school they are sent to for the training. In a context where adequate social networks and collaboration is provided to student teachers, they are more likely to develop what Goddard (2003) called 'collective efficacy'.

Vrieling et al (2019: 78) stated that "teacher networks are potentially valuable sites for professional development". Networking in this sense, involves teachers, mentors and student teachers working together to reach a common goal. Vrieling et al (2019) suggested an illustrative example from their research where collaboratively both teachers and student teachers produced a video to use in a classroom for pupils. As a result, student teachers developed a sense of belonging to a community of teachers. In similar vein, Salinas and Ayala (2018), conducted a study to explore the process of professional identity formation of two EFL student teachers. The results of the study indicated that in the process of identity formation of student teachers, personal and contextual factors played a significant role in shaping their identity. Through interaction with teacher educators, mentors, students and peers, student teachers felt gratified after developing a feeling of belonging. This helped student teachers in developing trust and a more solid self-image of themselves as future teachers. The findings of this study suggests that there is a connection between friendly and welcoming atmosphere of learning and student teachers' self-efficacy. Moreover, these results stressed the need to explore the role of tutors and mentors as contextual factors in the development of student teachers' professional identity (Salinas and Ayala, 2018; Beijaard et al, 2004).

Becoming a teacher takes place in "an organisational context, in which issues of power, influence, and control can play an important part" (Kelchtermans and Ballet, 2002: 755). These issues can be summarised under the notion of micropolitics which "refers to the use of formal and informal power by individuals and groups to achieve their goals in organizations...coupled with the motivation to use power to influence and/or protect" (Blase, 1991: 11). As far as the student teachers' development is concerned, during the transition from teacher education (theory part) to the training, student teachers find themselves "juggling the multiple demands of a functioning institution'' (Schempp et al., 1993: 459). In other words, the practicum becomes a context of "competing powers, interests, struggles, and beliefs with different stakeholders" (Zhu, 2017: 06). These competing powers can operate through interactions with colleagues, students, and their parents (Ehrich and Millwater, 2011). It can also operate as 'power over' through the use of coercion and 'power with' through the use of collaboration and collegiality (Ehrich and Milwater, 2011). The latter indicates that "power and influence, however, do not only refer to tension, conflict, struggle and rivalry, but also encompass collaboration or coalition building in order to achieve certain valued goals" (Kelchtermans and Ballet, 2002: 756). In a study conducted by Zhu et al (2018) to explore how the micropolitics governing the practicum influences Chinese student teachers' professional development. The study focused specifically on the student teachers' relationships with their mentors with regards to their conflicting commitments, interests and positions while teaching during the practicum. The findings indicated that student teachers were distracted from their primary duties of student teachers in school. To illustrate, instead of teaching, some student teachers reported that they were assigned administrative work by their mentor. Zhu et al (2018: 161) explained that “conflicting commitment” mirrored “the hierarchical relationship (managerialist relationship rather than collegial relationship) between the student teachers and their mentor teachers”. Moreover, student teachers were peripherally positioned in the practicum in that they were not given enough opportunities to practice their teaching beliefs. These findings indicated that the practicum was a context of micropolitics that was based on “power through” relationships which constrained the emergence of student teachers’ professional identity as reported by Zhu (2017). To elucidate, student teachers felt professionally vulnerable after experiencing teacher demoralisation where they developed negative emotional experiences and demotivation. Zhu (2017) indicated that teacher education needs to cultivate student teachers’ micropolitical knowledge and skills through demonstrating to them multiple micropolitical situations before joining the training.

Kelchtermans and Ballet (2002) described the different categories of desired working conditions (professional interests) from beginning teachers’ perspective. These categories of teachers’ professional interests are “self-interest”, “material interest”, “organisational interest”, “cultural ideological interest”, and “social-professional interest” (Kelchtermans and Ballet, 2002: 105). Self-interest is concerned with the professional identity of teachers in terms of how they see themselves (self-confidence) and how others recognise them. Material interest refers to the availability of teaching material, infrastructure and fund. Organisational interest refers to “roles, positions or formal tasks in the school as an organisation” (Kelchtermans and Ballet, 2002: 110). Cultural ideological interest refers to the norms and the values that are agreed upon as “a good teaching” in school (Kelchtermans and Ballet, 2002: 110). Finally, social professional interest refers to the type of relationships between new teachers and others in school. Keltchtermans and Ballet (2002) argued that these categories are constantly at stake during the training period, and which can turn into micropolitics that constrain the development of teachers. Of these dimensions, the self and the social professional interest are of particular interest to this study to understand how the participation and the interaction of student teachers in the contexts of ENS and the training school influenced the way they see and position themselves. These two dimensions are discussed in more details in chapters analysis (5-6-7) and discission chapter (8).

2.3.2 Prior-experiences and tensions in student teachers' professional identity development

Student teachers' professional identity construction is frequently conceived as a complex way of becoming a teacher. Student teachers enter the teacher education programmes with specific pre-personal beliefs and images of their role as teachers which Flores and Day (2005) identified as a pre-teaching identity. These beliefs are generally conceived as strong and difficult to change (Richardson, 2003; Meierdirk, 2016). In her chapter, Richardson (2003) argued that student teachers' beliefs come from three major sources namely: personal experience, experience with schooling and instruction, and experience with formal knowledge (pedagogical knowledge). For Richardson, the significant source of the three is the second one (experience with school and instruction). According to her, student teachers have been students within specific contexts(schools) where they observed different teachers which causes them to enter teacher education with a specific idea of the nature of teaching (Lortie, 1997). However, these ideas might be misleading since student teachers experience teaching as students and not as teachers (Richardson, 2003). While reviewing the literature on studies focusing on the significance of prior experiences on student teachers' professional identity, Izadinia (2013) classified them as studies focusing on the influence of reasons of entry on student teachers' professional identity (Olson, 2008) and influences of previous teachers' images, experiences and expectations on student teachers' professional identity (e.g., Akyeampong and Stephens, 2002; Andersson and Hellberg, 2009). All these studies stressed the importance of dwelling on the personal histories of student teachers as a significant factor in understanding their practices and self-image (Izadinia, 2013).

Meierdirk (2016) argued that once student teachers arrive to their teacher education programme, their pre-existing beliefs crash into the expectations and the demands imposed by the professional context. According to Meierdrik (2016) this collision might result in tensions experienced by student teachers which are described by Warin et al (2006: 237) as "identity dissonance". Within the literature on student teachers' tensions, Pillen et al (2013) classified student teachers’ tension in terms of three categories. The first category is the change in role from being a student to becoming a teacher. The second category is the conflict between the desired and the actual support giving to Student teachers. The last category is the conflict between the prior conceptions of teaching and the new ones. Pillen et al (2013) argued that little is known about the extent to which these tensions change over time. In addition, they suggest that teacher educators (tutors) and mentors should accompany and support student teachers when experiencing these tensions to reduce their frustration and identity dissonance.

The literature discussed above indicates that student teachers’ professional identity is a complex construct that can be understood in relation to the influence of context, lay theories that student teachers bring to their training, and tensions student teachers experience in their journey of learning to teach. According to Izadinia (2013) these variables impact on student teachers’ professional identity components such as confidence, sense of agency and self-awareness. In addition to attempting to define what a student teacher identity means; research needs also to consider how the context of teacher education supports identity development. In so doing, further application of the socio-cultural framework that considers the personal and contextual levels of identity formation need to be used for an inclusive view of student teachers’ identity development. In this light, Izadinia (2013) reported that studies on student teachers’ identity development focused mainly on the social aspect of identity development. She continues by arguing that instead of presenting the rosy picture of identity, socio-cultural perspectives help with reaching an understanding of identity to capture its complexity and sophistication.

2.3.3 Teaching as a gendered profession

The relationship between women and teaching has long triggered the question of “why the decision to enter teaching as a career remains so gendered?” (Tašner et al, 2017: 49). As an answer to this question, scholars underlined various factors that represented teaching as a female gendered profession. For instance, Tašner et al (2017) explored that factors that influenced female students to join teaching were economic and social backgrounds.

Economically, the authors argued that for some female teachers, teaching is a secure job mainly in primary and secondary schools which are state schools that can guarantee a regular income. Skelton et al (2006) contended that teaching allows woman to be economically independent and have a firm position in the society. While teaching seemed to be socio-economically sufficient for women, men, as a family provider, considered teaching as a low-income job, therefore, they had to move away from teaching to other job opportunities (Kelleher and Severin, 2011; Moses et al, 2016). The social background, however, is connected to the poorer family backgrounds. According to Tašner et al (2017) middle class female students select fields such as medicine and law while those coming from poor backgrounds chase professions that are traditionally associated with women such as teaching. In similar vein, Ullah (2016) argued that women consider teaching as a 'soft option' due to many reasons. The first reason was social in that societal traditional stereotype considers teaching as an extension of women's carer and domestic role. Eventually, teaching becomes a suitable job for women since it allows her to work with children. The second reason was associated with the religious backgrounds of individuals. The female participants of Ullah's (2016) study came from conservative Islamic backgrounds that did not favour gender-mixing (man and woman working together). This aspect attracted female participants to choose teaching for it served their religious norms of working with females only. Further, considering the fact that some females wear a Hijab (veil), teaching turned out to be among the jobs that did not necessitate forsaking hijab (Ullah, 2016).

Gender has also been considered a factor in teachers' commitment to teaching. For instance, Ingersoll et al (1997) found that female teachers had a higher teaching commitment compared to male teachers. By commitment, Ingersoll et al (1997) meant extrinsic motivation, enthusiasm, and job satisfaction. Similarly, Rots et al (2014) reported that female student teachers reported their likelihood to join teaching after graduation more than male student teachers. In a western African context, Nigeria, Maliki's (2013) indicated more positive attitudes among female students about teaching than male students. This raises a concern in relation to the equal distribution of job opportunities in that career becomes biologically segregated where women become more suited for profession that are household like, and men can engage in public domains (Ullah, 2016). Further, within the teaching profession female teachers were limited to primary and secondary school teaching and not higher education. Gaskel and Mullen (2006) reported that male teachers predominate at college and university level. According to Gaskel and Mullen (2006: 02) this unequal distribution conveys a segregating message that "women are more likely than men to teach young children, to be in fields associated with women's work, and to have positions with little power or intellectual authority". In the same vein, Mostert and Gulseven (2019) argued that the reason why women are rarely present in management and leadership positions is due to the negative judgement that women's decision-making is emotionally driven. These stereotypes of women and teaching create a glass ceiling that hinders the career choice and development of woman (Mostert and Gulseven, 2019).

Overall, this body of research highlighted the aspect of gender as another factor that could predict individuals' tendency to choose teaching, hence, their identity development. It is worth mentioning that the majority of the aforementioned research has been done in the western world countries (except for Ullah and Maliki's research). This suggests that there is more interest in investigating why teaching is becoming a gendered profession in western countries than in the developing countries. Ullah (2016: 02) argued:

> …feminization of teaching has been studied in a serious academic tone over the last hundred years or so, but much of these studies have been carried out by western scholars on the feminization of school teaching in the western context with little attention to developing countries.

The current study does not focus explicitly on a gender perspective. However, gender along with societal discourses that encourage the view of teaching as a female job are factors that influence identity development. Moreover, Kelleher and Severin (2011) argued, that the feminisation of teaching is becoming a trend in developing countries, much less is known about teaching and gender aspect in these countries, the source behind it, and how it could affect student teachers' inclination towards choosing teaching as a profession which is considered in this study.

2.3.4 Exploring religiosity and teaching

Korthagen (2004) warned against narrowing down discussion around teachers' identity as composing of set of skills. In other words, a teacher should not be described in terms of isolated competencies imposed by policy makers. Instead, the understandings of an effective teacher should include other aspects that connect with the personal level of the teachers such as beliefs, experiences, and motifs (Korthagen, 2004). With this being said, Korthagen (2004) presented teachers' identity as a layered construct of outer and inner levels. The outer level consisted of environment (class, students, school) and behaviour. While the inner level consisted of competencies (knowledge), beliefs (beliefs teachers' hold with regard to teaching and learning), identity (how teachers see themselves in relation to teaching) and finally, mission (it connects with the personal calling of the teacher). White (2009) described the sixth level of teacher identity (mission) as religious identity which was considered by both White (2009) and Korthagen (2004) the core element of teachers' identity development. Religious identity within teaching connects with the sense of calling teachers have, which makes them aware of why they are teaching and what they aspire to reach with teaching. As noted by Bigham (2008: 13) "the significance of calling lies in its ability to take what is outwardly labelled a job and transform it into a vocation that is pursued for reasons other than extrinsic ones". Thus, the 'calling' aspect of teaching is what distinguishes a teacher who is intrinsically motivated from a teacher who is extrinsically motivated.

Early research example into the sense of calling among teachers was the book of Paul Mattingly '*The Classless Profession'* (1975) which explored the teaching motives of American teachers in the 19th century. The research reported that 19th century American teachers were driven by the sense of calling to respond to serving God and contribute to the society with an emphasis on morality and sense of value. The recent literature focused more on how the religious beliefs influence the classroom practices of teachers. For instance, Nelson (2010) conducted a narrative inquiry with two Christian protestant schoolteachers to explore how these teachers enacted their religious beliefs in their teaching practices with their pupils. The narrative of the teachers indicated that they joined teaching as a result of sense of calling in that they considered schools in need of Christian teachers to bring more religion to the curriculum. Their religious identity influenced their classroom practices, for instance one of the teachers' religious identity was in play whenever a discussion about historical figures or social movement occurred in the classroom. The other teachers' practices were more directed towards caring for her students, respecting each other in the classroom, encouraging student to love and care for each other. This teacher expressed the extent to which she wanted to include the teaching of Jesus into her teaching through stating 'I want Jesus' love to be felt through me' (Nelson, 2010: 346). These findings indicated the influence of the beliefs that teachers hold on their classroom practices. Nelson (2010) contended that the educational journals give little consideration to the aspect of teachers' identity. Therefore, Nelson suggested that more research need to consider reflective practices in teacher preparation to help prospective teachers have a deeper understanding about the elements that build their identity and teaching practices, including religion.

Wadsworth (2015) conducted a study to explore how religious beliefs influence teachers' choices in the classroom in areas such as student discipline, lesson planning, and communication with others such as parents. The participants were from different religious backgrounds such as Judaism and Christianity. The influence on their classroom choices was evident; for, instance their classroom management reflected their beliefs, in that one of the teachers spoke of how they valued respect in the classroom as it represents the Judaic principles. The Christian teacher valued the need to choose words carefully when communicating students' inappropriate behaviour. While this finding clearly indicated the Christian and Jewish beliefs' influence on teachers' practices, it also suggested a gap in the literature. The literature mentioned above seemed to focus mainly on teachers who were already in the field, giving little consideration, if not any, to preservice and novice teachers. Further, there is a lack of research in the context of Islamic religious beliefs and their impact on teachers' practices and beliefs about teaching. One exception is the recent work of Suryani (2020) who conducted research among student teachers in Indonesia from different religious backgrounds including Muslim, catholic and protestant to explore the extent to which their religious beliefs influenced their decision to become teachers. The participants considered religion as a crucial aspect of their life and their society. The data which was obtained through surveys indicated that the reason why student teachers joined the profession corresponded to their religious teachings which encourage people to serve the society, in that through becoming teachers, they would serve these religious values. However, it was the Muslim group participants that valued religion as the strongest influence to become teachers. These participants were more influenced by their religious practices and beliefs because they lived in a Muslim majority country and society that exerted strong influences on their religious beliefs. With these findings, it was concluded that the firmer student teachers' religious beliefs were, the more they would cite them in their choice to become teachers. Suryani (2020: 99) argued that more research is needed to "follow up on the journeys teacher education students undertake from university to the workplace to determine the role religion plays in their teaching career". This argument is particularly interesting to this thesis as religious beliefs emerged as an important influence on the decision of ENS student teachers to become teachers.

2.4 The Influence of the experience of learning to teach on the identity development of student teachers

Considering that "initial teacher education can be regarded as a starting period for the professional development" (Vidovic and Domović, 2019: 121), it becomes necessary to understand how the period of learning in teacher education influences the learning and development of student teachers' identity. This section provides a literature review on the factors that can impact student teachers' process of learning during their teacher education programme. These factors resonate with the focus of the current study, and which include aspects of content pedagogical knowledge, judgmentoring (negative experience of mentoring), cohort structure, and communities of practice as modes of teaching and learning in teacher education programme.

2.4.1 The influence of pedagogical content knowledge

The preparation of teachers is structured around the dichotomy between theory and practice. Throughout the literature provided in this section I will refer to university-based training as theory and school training as practical training. The relationship between theory and practice is often described as discontinuous and contrasting (Somekh and Zeincher, 2009). As a result of this separation, bridging the gap between theory and practice became a long-standing goal of teacher education (Allsopp et al, 2006). A considerable body of research shifted attention to exploring how teacher education programmes can link theory and practice (e.g., Shulman, 1998; Allson et al, 2006; Korthagan, 2010; Resch and Schrittesser, 2021). Or, how the practical training period influences the development and commitment of student teachers (e.g., Sinclair, 2008). However, the issue of understanding the influence of the theory part of teacher education programme on student teachers' development was rarely investigated with only few studies conducted in this domain (e.g., Sjolie, 2014; Sinclair, 2008). This could be linked to the discourses that view the theory aspect of learning as 'something dry and boring' (Sjolie, 2014: 730). This view was found by a study conducted by Sjolie (2014) who reported that despite the fact that theory part of the programme benefited student teachers, their attitudes towards theory remained negative. To elucidate, participants reported that theory gave them a sense of direction, in that it assisted them in expanding their horizons about teaching and know what they needed to take with them to the training. Eventually, some participants felt confident and secure about themselves by the end of their training in the theoretical aspects of teaching. However, the same participants indicated that the pedagogical content knowledge was vague, lengthy and abstract. As results, Sjolie (2014) pointed to the need for student teachers to learn knowledge that they can put immediately into practice, since this is one of their expectations when joining the teacher education programme. This suggestion resonated with a large body of research that called for preservice teacher education to provide adequate time for learning, reflecting, and reasoning to bridge the gap between theory and practice (Darling-Hammond and Bransford, 2005; Korthagen et al., 2008; Sheridan, 2016). In another study, Sheridan (2013) explored the possibility of change in student teachers' perception of qualities of good teaching. The study took place in a four-year teacher education programme where participants were exposed to theory and engaged with the training. The findings indicated a change in student teachers' conceptions about the good qualities of teaching from teacher egocentric to student centric practices. To elucidate, In the first-year student teachers were content focused which caused them to think of the need to have a good repertoire of teaching knowledge. This was reflected in their beliefs about the role of the teachers as someone who plans "high-interest lessons, being organised, and well planned" (Sheridan, 2013: 71). By the second- and third-year student teachers were exposed to the pedagogical content knowledge of teaching along with early practice. The pedagogical content knowledge they were exposed to covered aspects of special needs. This influenced the way they viewed teaching in that they started considering teaching lessons that corresponds to the needs of their students. By the fourth-year student teachers' beliefs about teaching were developed to viewing teaching as an interactive practice with the students. As such, they started developing their knowledge about students' motivation, develop interpersonal skills that could help them in creating challenging and enthusiastic atmosphere in the classroom. The change in student teachers' conceptions about teaching suggested the "need to be aware of not only the preconceived ideas that pre-service teachers bring with them into a course but also the changes in perceptions may or may not be occurring" (Sheridans, 2013: 72). Consequently, the study stressed the need to explore the developing conceptions of student teachers at particular points in their teacher education course to be able to meet their needs "and thus better prepare them as professional teachers" (Sheridan, 2013: 72).

In a similar context of four-year primary initial teacher education courses, Sinclair (2008) investigated student teachers' motivation and commitment change during the theory and practice parts of the programme. The participants were enrolled in the first semester of the programme. The findings suggested that during the theory learning period, participants' motivation and commitment to teaching did not witness any development unlike the training period where their motivation and commitment increased. Sinclair (2008) explained that the theoretical course was too short (one semester) to have any impact on their teaching motivation and commitment. Moreover, participants preference inclined toward the training because what they have experienced in this period matched their motivational expectations such as working with children. This study highlighted the need for understanding the effect of both theory and practice on the motivation and commitment of student teachers. Together, these studies focused on the need to take into consideration student teachers' voices in demonstrating the importance of both theory and practice to their development as teachers. The current study joins this body of research interested in exploring the development of student teachers from both theory and training part of the programme to make their voices heard with regards to their experience of learning to become teachers. Further, through investigating their development in these two parts of teacher education programme, the study invests in bridging the gap between theory and practice through informing stake holders about the influence of each phase on student teachers' development.

2.4.2 The influence of judgmentoring during the training period

Mentoring during the training period is understood as the process that provides beginning teachers with the guidance and support necessary that foster their professional development (Odell and Feraro, 1992). While providing chances of professional development, mentoring depends, to a larger extent, on the mentors who are the front line of school-based initial teacher education (Hagger et al, 2013). Therefore, a mentor is responsible for creating a relationship with mentees (student teachers) that is “dependent and helping” (Elmes and Smith, 2006: 484), and that balances “interdependence and autonomy” (Millwater and Ehrich, 2008: 01). Accordingly, a successful mentoring should be pictured as a collaborating model between the mentor and mentee where the mentor guides and the mentees exercise certain level of autonomy to bring their teaching beliefs forwards. This view links back to that of Mcintyre et al (1993) who argued that the internship of student teachers should not be carried with a view of apprenticeship where the mentor is regarded as a role model. Instead, mentors need to regard mentees as active agents whose opportunities to experience real teaching are enhanced (Millwater and Ehrich, 2008). This is linked to the fact that mentors’ ways of mentoring can have an impact on the development of the skills and professional identity of student teachers (Flores-Delgado et al, 2020).

Research into mentoring demonstrated both positive and negative aspects that could emerge from the mentoring experience during the training period (e.g., Flores-Delgado et al, 2020). The negative experiences were presented in terms of disappointments, for instance participants demonstrated that they expected their mentor to have full control of the classroom and use English language in the classroom. However, not meeting these idealistic expectations about their mentor did not prevent the majority of student teachers from having a constructive mentoring experience. The participants of the study reported that their mentor introduced them as teachers who have the same authority in the classroom which increased their sense of recognition and confidence in front of pupils. Further, the fun activities used by their mentors became teaching examples that they aspired to borrow in their future teaching and advised their fellow student teachers to use them in their teaching as well. The data from

Flores- Delgado et al’s (2020) highlighted important elements that could make mentoring a successful experience. The first element was related to student teachers feeling supported by their mentor through granting them classroom authority which made them feel recognised and respected. Further, this support encompassed collaboration between the mentor and student teachers in that they (student teachers) did not take a full responsibility of teaching, rather they worked conjointly with their mentor to make lessons successful. The other element was linked to the way their mentor approached feedback. Instead of judging their practices as ineffective or incorrect, the mentor used to praise their teaching in the classroom. All these elements contributed to the creation of supportive environment which is crucial in the building of the student teachers’ positive image of being a teacher.

Successful mentoring depended to a large extent on student teachers’ attitudes and readiness to take the training experience seriously (Roehrig et al, 2008). However, successful mentoring also depends on micro- level factors such as mentors’ approaches and strategies that are used while mentoring (Hobson and Malderez, 2013). When these strategies and approaches are not carefully selected and when power relations are not well distributed can turn mentoring to judgmentoring (Hobson and Malderez, 2013). Judgmentoring is defined as the mentor adopting the role of a judge when providing feedback or advice to student teachers (Hobson and Malderez, 2013). In their study, Hobson and Malderez (2013) investigated the root causes behind the failure in providing successful school-based mentoring experience. The findings reported that student teachers failed to create trusting relationship with mentors if they felt judged whenever they asked their mentors for help. Further, student teachers reported that their mentor’s feedback focused exclusively on the negative aspects of their performances which caused them to describe the training school as “an oppressive atmosphere”. For other student teachers, the regular exposure to negative feedback affected their well-being which caused them to experience isolation, loneliness, and demoralisation. This study is formative because it did not only explore the experience of jugdmentoring and its effect on student teachers, but also explored the institutional factors behind the emergence of judgmentoring. The factors were numerous including, but not limited to, the mentor’s taking the role because other mentors were not available. Another factor was that mentors were not appropriately trained for the mentoring role, and even when they had chances of training some mentors could not join it due to geographical and timetable circumstances. Another institutional factor was linked to the absence of partnership between university and the training school, where mentors reported their lack of knowledge on what content their mentees where exposed to in the university. Eventually, Hobson and Malderez (2013) highlighted the need for policy makers to be informed by the research's findings indicating that mentoring that was not based on 'shared democracy' and 'power with' principles could never be successful (Clutterbuck, 2004; Millwater and Ehrich, 2008). Millwater and Ehrich (2008) pointed out the scarcity of research on the micropolitics of mentoring, where more understanding on power mentoring relationships could be reached. This thesis focusses on this aspect through investigating student teachers experiences of their school-based mentoring and their effect on their development during the training.

2.4.3 Communities of practice and cohort structures as modes of learning in teacher education programme

Lave and Wenger (1991, 2002) viewed learning as a socially situated activity which requires a specific participation and sense of belonging to communities of practice. While participating in communities of practice, "participants share understandings concerning what they are doing and what that means in their lives and for their communities" (Lave and Wenger, 2002: 115). However, the significance of communities of practice does not lie only on the sharing of knowledge and skills associated with a given task, but also involves the building up of relationships over time (Lave and Wenger, 1991).

Research attempting to explore teachers' learning and development from communities of practice perspective, focused on teachers' participation in the same educational discourses, teaching activities and learning situations, lunch times and breaks. All these common experiences cause them to develop a "shared history" (Clarke, 2008: 86). An example of this was Clarke's (2008) description of a bunch of student teachers in the context of United Arab Emirates whose interactions with one another helped to shape their professional identity. Clarke (2008) reported that this group successfully built a community of practice through engaging in discussion where they recalled and shared their learning experiences from previous years. Further, Clarke (2008) reported that their mutual engagement was successful because they offered each other assistance when needed. Another component that made the building of a community among student teachers successful was their engagement in dialogues where they shared arguments and counterargument on the issues they observed in the classroom. This engagement, based on mutuality, helped student teachers co-construct knowledge of teaching, a shared identity, and enhanced their perception of teaching as collective and shared enterprise (Clarke, 2008).

The development of communities of practice and engagement among student teachers depends largely on the cohort structure as a method of teaching student teachers. A cohort structure is understood as the building of communities of learners where all student teachers learn as one class unit (Dinsmore and Wenger, 2006). A cohort structure becomes important in “fostering learning and discourage the intellectual and professional isolation of teachers” (Dinsmore and Wenger, 2006: 57). In a study conducted by Dinsmore and Wenger (2006), it was explained that learning in a cohort model helped student teachers develop a sense of family within the group. Specifically, these student teachers engaged in community building activities such as ice breakers and jigsaws that were incorporated in their teaching. Further, student teachers participated in group presentations as a requirement for the cohort. The communities of learners, that were built among student teachers, had been extended outside the university in that they used to meet in restaurants to carry on with their learning. Eventually, participants built strong relationships based on trust, respect, and safety. This was evident in the level of comfort the participants had when receiving feedback from each other. Instead of taking the feedback of their fellow student teachers personally, they considered it as a source of reliance and rescue.

Among the reasons why the cohort model, in Dinsmore and Wenger’s study, succeeded in developing the communities of learners among student teachers could be linked to the small number of student teachers as the number of the participants did not exceed 12 student teachers. This aspect was highlighted by Mather and Hanley (1999) who argued that the success of cohort culture depends largely on small classes and a group of learners that stay together. This could be an aspect to consider when adopting a cohort model to teacher education. A search of the literature revealed that there were few attempts to supporting the implementation of a cohort model to enhance student teachers’ development (e.g., Mather and Hanley, 1999; Koeppen et al, 2000; Dinsmore and Wanger, 2006). However, more research is needed to explore the influence of the cohort structure on the development of student teachers' identity. Further, understandings about the causal factors leading to the success/ failure of cohort culture during student teachers' preparation is needed. The current study aims to cover this gap through viewing how the cohort structure implemented by the ENS enhanced the development of the ENS student teachers' professional identity.

2.5 The Dynamic nature of identity development

Flores and Day (2006: 220) defined professional identity as "an ongoing and dynamic process which entails the making sense and (re)interpretation of one's own values and experiences that may be influenced by personal, social and cognitive factors." With the dynamic view on teachers' development, their (teachers) identity is more complex in that it is viewed as fluid, tested and chosen (cross, 2017), and as an inner-directed construct through the engagement and rejection of certain beliefs (Dowling, 2011). Another aspect that can emerge from the notion of dynamism in teacher identity, is the way teacher learning is viewed. Brickhouse (2001) contended that learning is not merely a matter of knowledge acquisition, it is also about deciding upon what person a teacher wants to become in a specific community. Akkerman and Meijer (2011) have used the term discontinuity as a way to refer to the ongoing process of teacher identity development. Accordingly, the discontinuity of teacher identity results in certain beliefs of relating to who a teacher feels they are at a particular moment (Akkerman and Meijer, 2011). During the constant becoming of teacher identity, it is believed that the beliefs (further discussed in the coming section) which underpin teacher identity are continually being transformed under the influence of internal and contextual factors (Vermunt et al, 2017). These features of teacher identity, according to Akkerman and Meijer (2011), require further research to allow a better understanding of what determines the shift in teacher identity, something which the current literature in teacher identity has not yet addressed thoroughly.

In the context of student teachers, the dynamism in student teachers' identity is considered a problematic issue. This is due to the fact that student teachers often fail to recognise and make sense of the changes that happen to their identities in their everyday learning situations (Ferrier-Kerr, 2009; Trent, 2013; Henry, 2016). This study employs the dynamic view of student teachers’ identity, in that it views ENS student teachers’ construction of their identity as fluid and context dependent. More specifically, this study utilises McGregor (2009) and Clandinin et al’s (2007) view of identity as relational, temporal, and continuous. Relational for it is affected by the context within which it develops; temporal because “narratives can capture perceptions of professional identity at a particular moment in time and continuous because professional identity changes in response to life and professional experiences” (MacGregor, 2009: 03). The dynamic nature of teachers’ identity is further discussed in the coming sections.

Central to the dynamic nature of teachers’ identity is the change and development in their underlying views about teaching. Teachers’ underlying views are considered crucial in their identity formation for they have “a strong impact on their professional behaviour and actions” (Vidovic and Domović, 2019: 122). Similar to identity, the notion of teachers’ underlying views has been well researched, however a framework for its conceptualisation has yet to be developed (Castañeda and Alberto 2011). Richardson (2003: 02) defines teachers’ underlying views as “psychologically held understanding, premises, or propositions about the world that are felt true”. These views that are held as true, might be more central to the individual and become more difficult to change (Richardson, 2003).

For over a quarter of a century, scholars have addressed the knowledge and underlying views of teachers in terms of attitudes, perceptions, implicit theories, etc (Hoy et al, 2006). However, there is always a struggle to make a clear distinction between teachers’ underlying views about teaching and knowledge. Previously, scholars sought to define knowledge as a result of “truth condition” perceived as factual by individuals (Green,1971; Lehrer, 1990). Teachers’ underlying views on the other hand, are defined as individuals’ understanding that are personally felt to be true and do not require a truth condition (Richardson, 2003). Nonetheless, knowledge and underlying views are often used interchangeably, defining knowledge as underlying views someone holds as true. This view has always been associated with the pre-service student teacher as they bring with them subjective knowledge that is considered as underlying views or understandings (Kagan, 1990). In this regard Richardson (2003) highlighted the major role of teacher education in developing, modifying, and transforming the student teachers’ underlying views and understandings about teaching through encouraging them to question them constantly. In other words, making them become “sceptical about their own beliefs” (Richardson, 2003: 8).

Student teachers’ underlying views have always been depicted as challenging and difficult to be changed. This is because most student teachers hold strong beliefs as unchanged truth about teaching (e.g., Pajares, 1992; Kagan, 1992). Starting from this assumption, literature on student teachers’ underlying views has considered the role of the practicum period as a decisive factor in changing student teachers’ understandings (Yuan and Lee, 2014; Nghia and Tai, 2017; Chaaban et al, 2019). This suggests that there is a growing body of research focusing mainly on the practicum as a crucial period in the development of student teachers’ understandings of what it is to be a teacher. The current study, however, attempts to explore how the ENS student teachers’ understandings change during both the theory learning (pedagogical content) and practicum periods within the ENS programme.

Few studies could be found which have considered the effect of both theory learning and practicum period on changing student teachers’ understandings about teaching (e.g., Kunt and Ozdemir, 2010; Borg et al 2014; Sheridan, 2016). Sheridan (2016) conducted a study to explore pedagogical understandings of student teachers during their course of teacher education. By pedagogical understandings, the author referred to teachers’ knowledge and abilities (e.g., skills) which they hold with regards to teaching. The data was collected using survey instrument. Moreover, the participants of the study were student teachers enrolled in four-year cohort, taking group of student teachers from each year to track the change in their pedagogical understandings. The findings of this study demonstrated important insights into how each stage of learning in teacher education contributed to the change of student teacher pedagogical understandings. In year one, student teachers were not knowledgeable about the pedagogies they needed for their classrooms. In year two and three a drastic change in their understandings occurred for they were influenced by the pedagogy coursework and practicum experience. Their understandings were based on responding to the needs of learners, the use of interesting lessons, and the implementation of range of teaching strategies that are relevant and correspond to the needs of learners. More specifically, in year three student teachers’ pedagogical understandings became more about their students’ needs along with the development of tensions between their favoured teaching practices and classroom realties. In year four, student teachers developed extensive repertoire of pedagogical knowledge which confirmed the understandings they developed in their third year. Moreover, by fourth year, student teachers became more confident about their pedagogical decisions and were more able to improvise in making teaching decisions. The implication of these findings indicated the role teacher education plays in influencing and supporting student teachers' understandings about teaching. More specifically, the study suggested that teacher educators should be aware of the optimal time to introduce new concepts and knowledge to student teachers. For instance, the presentation of teaching approaches should be done in year two and three to allow student teachers chance and time to put into practice the newly learned approaches. Further, knowledge related to "catering for diverse student needs, are better placed in year four when pre-service teachers had gained confidence with their pedagogical practices" (Sheridan, 2016: 15).

The focus of the current study is similar to that of Sheridan (2016) aiming to track the development of student teachers' understandings about teaching in their first, third and fifth year of learning in the ENS. This investigation assists the ENS in exploring how each stage of learning contributes to the development of student teachers' understandings about teaching. However, instead of focusing solely on student teachers' pedagogical beliefs in terms of approaches to teaching, the current study views student teachers' beliefs from a wholistic perspective that considers how they view their role as teachers, how they believe teaching is, the goals associated with it and the actions they aspire to take to achieve their teaching goals (Kaplan and Garner, 2019). This resonates with Kosnik and Beck (2009) who claimed that teachers' professional identity includes aspects of teachers' sense of their goals, their style of teaching and effectiveness as teachers, and responsibilities. The coming section discusses the model of Kaplan and Garner (2019) that this study used to explore ENS student teachers understanding of what it is to be a teacher, and how their understanding develops throughout the period of learning in the ENS. It also discusses the significance of the model in the exploration of teachers' understandings about teaching and professional identity development.

2.6 Exploring the components that build student teachers' professional identity from the dynamic system model lenses

To capture the complex, dynamic, personal, and contextualised nature of teachers' professional learning, Gunersal et al (2016) and Kaplan and Garner (2017, 2018 ,2019) developed dynamic system model to role identity. This model attempts to address some of the conceptual and methodological challenges that teachers' identity research was facing. Kaplan and Garner (2019) argued that previous approaches to searching teachers' learning and identity development focused on the subject matter pedagogical content knowledge, and teaching theories as crucial criteria to assess teachers' development. Recently, researchers' interest shifted towards exploring the factors, conceptions, world view, values, self-perception, beliefs, and social goals as central elements to understanding teachers' professional growth (Kaplan and Garner, 2019). However, this myriad of components imposed challenges on how to theorise this rich and compound aspect of teachers' development under one model that could capture and provide a comprehensive picture of teachers' development (Kaplan and Garner, 2019). Consequently, Kaplan and Garner (2018: 02) thought of "an emerging model of teacher identity that provides a coherent framework for conceptualising teacher learning as identity formation". Specifically, the dynamic system model views teachers' learning as:

> "…going beyond change in pedagogical knowledge and skills to encompass change in a network of components that constitute the teacher's identity system, such as the teacher's purpose and goals in teaching, self-perceived attributes regarding teaching, world view as a teacher, and perceived possibilities for action as a teacher" (Kaplan and Garner, 2019: 09).

Accordingly, teachers' identity consists of four interrelated elements that provide an overall picture of teachers' learning and identity development. These elements are self- perception which links to teachers' perceptions and understanding about their role as teachers. It also includes elements of self-efficacy to teach and other associated elements such as curiosity and commitment. The second element is ontological and epistemological beliefs which are associated with the knowledge the teachers hold "as true regarding the 'world' of teaching and the context within which he or she teaches" (Kaplan and Garner, 2018: 05). This knowledge is developed from both formal and informal learning experiences. The third element is purpose and goals which refer to teachers' ambitions and committed objectives behind their teaching. Finally, perceived action possibilities refer to the actions that teachers aspire to take to achieve their goals. These elements can either align or misalign with each other. For instance, a teacher who believes in teaching for the test, they are more likely to consider drilling as an ultimate goal of their teaching. When these elements are misaligned with each other teachers are more likely to experience tension and professional dilemma.

In addition to the four components that construct teachers' identity, this model takes into consideration external and personal factors that might influence the construction of these components. According to Kaplan and Garners (2019: 13):

> Similar to the way the behaviour of water is influenced by the integration of pressure and temperature, the teacher's role identity is influenced by the integration of culture, social context and interactions, subject domain, and personal implicit dispositions. Cultural norms, expectations, and artefacts provide the role identity with available content for its elements and with possible configurations for their relations.

What the quotation indicates is that these factors serve as control parameters that mediate the construction and development of teacher identity. This mediation occurs through teachers' constant negotiation of the meaning of their identity in relation to the factors that intervene in that meaning making. Overall, this model assists in gaining a comprehensive picture of the formation of teachers' professional identity.

As a first attempt to implement the model, Gunersel et al (2016) conducted a study to explore whether self-perception, ontological and epistemological beliefs, goals, and action possibilities of student teachers witnessed dramatic, moderate, reversed or no change. The student teachers participated in a graduate-level seminar as part of a two-course teaching professional development (PD) program. Data was collected from the participants using reflective essays prior to and after the seminar. The results indicated dramatic change in some components. For instance, one participants ontological and epistemological beliefs about teaching were concerned with teaching pupils to think academically through enabling them to ask the ‘why’ questions. After the seminar, this participant reported that the seminar caused her to believe that “the best way to learn is to teach” through allowing the pupils to teach each other so that teaching and learning become a cooperative activity among pupils and teachers (Gunersel et al, 2016: 07). Another participant reflected that he aimed at teaching critical thinking and effective writing skills. After the seminar, this participant realised that his teaching goals were limited. Instead, he started using specific terminology learned from the seminar to reflect on his teaching goals such as ‘encourage a mode of engagement in the world’ and ‘foster connected knowing’ among students (Gunersel et al, 2016: 08). In addition to evaluating the change in the content of the components, the researchers assessed the coherence or alignment between the various components of the model as well as changes in this alignment from the pre- to the post-seminar essay. For instance, the participant who reflected about wanting to help students develop critical thinking skills prior to seminar, did not know how to achieve this goal. After the seminar the same participant became cognizant about the ways she might achieve her goal. She promoted her goal of students’ understanding of others’ perspectives through having them visit lectures that focus on different religions and then allow them to report on their experience in the classroom.

The implication of this study is that this model assisted in exploring how the engagement in professional development contributed to the development/ stagnation of graduate students’ beliefs and motivation in relation to teaching. However, the researchers argued that the dynamic system model “should be further investigated and elaborated on through research among graduate students and faculty at different career stages, disciplines, and settings” (Gunersal et al, 2016: 13). The current study responds to Gunersal et al (2016) through exploring student teachers’ identity development from the lens of this model. Considering that this model provides a comprehensive understanding of professional identity development, this study attempts to use its components as a methodological tool to generate questions that can guide participants’ reflection. The use of these components in this study is further discussed in the methodology chapter.

2.7 The importance of understanding professional identity

The importance of understanding teachers' professional identity has been validated by many scholars in the field of teacher education, stressing the role of teacher education programmes and teacher educators in this understanding. Taking the important role teacher education plays in understanding teachers' identity, Danielewciz (2001: 03) argued that:

> "If we need teachers who effectively educate, then we need to know how the best teachers became themselves. What makes someone a good teacher is not a methodology or even ideology It requires engagement with identity, the way individuals conceive of themselves so that teaching is a state of being not merely ways of acting or behaving".

The quote above aligns with Olsen's (2008) view about the teacher as a whole person. In other words, instead of focusing mainly of the cognitive aspect of the teachers including methodological knowledge and skills, teacher education should focus on the social, personal and embedded process and practices that form the complex nature of teachers' identity (Olsen, 2008). From a student teachers' perspective, Lamote and Engles (2010) agreed that it is highly important to understand student teachers' professional identity development through investigating their needs and the support they seek. Accordingly, understanding student teachers' professional identity, helps determine the views student teachers bring with them into the teacher education programme and how these views evolve through time (Lamote and Engles, 2010). In the same context of student teachers' professional identity, Bullough (1997) contended that professional identity of student teachers can be considered as a tool to assess teacher education programmes. According to him, the views of student teachers on their learning, practices, and understanding of teaching should contribute to meaning and decision making of teacher education programme. In a more recent standpoint on the significance of understanding teachers' professional identity, Karaolis and Philippou (2019) pointed that professional identity is considered as a key towards understanding teachers' professional lives. This understanding includes using identity to investigate reasons behind teachers' retention, career decision making, and motivation.

Together, these shared views provide an important insight into the significant role of teachers’ professional identity as an analytical tool through which teacher education programmes can be assisted, revised, and modified. Professional identity, thus, can be regarded as a voice through which student teachers and teachers express and justify their professional life to people around them (Olsen, 2008; Beauchamp and Thomas, 2009). Such views on the importance of the professional identity of teachers might stimulate more research into the understanding of the factors affecting its development, since much more research, in this regard, is required (Karaolis and Philippou, 2019). Specifically, in the Algerian context more research need to account for the professional identity of English language teachers of the ENS and the factors that influence its development. Indeed, research in this context have been done to investigate the ENS teacher education programme in terms of how student teachers experience the period of training (Senouci and Benghabrit, 2014), or whether the theory part of the programme meets the expectations of student teachers (Djoumia, 2016). However, more research, in this context, needs to use identity as an analytical tool to be able to understand ENS student teachers’ identity development from their own perspective (Olsen, 2008). Hence, the current study uses professional identity as an analytical tool to: (1) assess the ENS teacher education programme effectiveness, (2) understand the shift in student teachers’ perceptions of themselves at different times within the teacher education programme, (3) and explore factors involved in the development of student teachers' professional identity.

2.8 Conclusion

Throughout the literature addressed above, I have provided an overview of a range of perspectives relating to what professional identity means. It is clear from this body of work that identity cannot be defined separately from different components such as beliefs, prior experiences, gender, and religiosity. Each component contributes to how student teachers define themselves as future teachers. The literature reviewed above has also revealed how beliefs and knowledge interact with the student teachers’ context to shape their identity. Therefore, the context within which teachers learn to become teachers is an important factor to investigate in order to fully understand how their identity is continually constructed and reconstructed. The literature also shows that it is important to consider student teachers' professional identity as a separate field of research from that exploring teachers' identity in general to provide a conceptualisation of what it means to be a student teacher. In addition, there should be more research exploring the development of student teachers' professional identity from their first day in the programme (theory learning) until their last day of the practicum. This is an aim that this thesis adopts through tracking the development of conceptions and the learning experience of student teachers from different stages of learning in the ENS.

Chapter 3: Theoretical underpinning

3.1 Introduction

This research integrates linked theoretical perspectives to explore the identity development of ENS student teachers. While this research takes into consideration the sociocultural view that accounts for identity as socially, culturally, and historically constructed, it also theorises identity as evolving from the perspective of the person that is dependent on the act of belonging to a learning community of student teachers. The concept of Communities of Practice (CoP) informs this study through looking at identity formation as involving forms of participation, negotiation, and interaction that engage student teachers in purposeful activities of learning within the ENS (Lave and Wenger, 1991). This study also draws upon another sociocultural perspective that directs attention to the positional and agentive aspects of identity formation. From a "figured worlds" perspective, learning and identity development have to do with "the day-to-day and on-the-ground relations of power, deference and entitlement, social affiliation and distance—with the social-interactional, social-relational structures of the lived world" (Holland et al., 1998, p. 127). Such theorising will facilitate understanding of how student teachers' day to day participation in different figured worlds (e.g., first, third- and fifth-year learning in the ENS, and society more broadly) results in experiences of power relations and positioning which can influence a sense of themselves as actors in culturally figured worlds (e.g., as elite, foreign language learners, English language teachers, trainee). It also helps at exploring the cultural and mediational tools that are found in the figured world which assists student teachers in developing agency to claim a different/ better positioning.

In accordance with both Vygotsky (1978) and Holland et al's (1998) claim that learning, and identity are influenced by different components such as context and social relations, this study takes the view of identity as a complex construct that needs to be investigated using a theory (or theories) that allows the different components that influence identity development to be unpacked. The sociocultural view of identity entails that: "identity formation must be viewed as shaped by and shaping forms of action, involving a complex interplay among cultural tools employed in the action, the sociocultural and institutional context of the action" (Penuel and Wersch, 1995: 84). A sociocultural perspective will be employed within the current study to explore identity development within the context of the ENS. It will investigate the interplay of the different components which influence student teachers' emerging identities both within the ENS and the associated training schools, including the activities and modes of learning that they experience and the teacher educators, mentors, student teachers, and knowledge that they engage with. It also takes into consideration the historical background of individuals that they bring with them to their context of learning. Hence, understanding how the narrative of previous experiences mediates the understandings that student teachers have about themselves as future English teachers (Davey, 2013). See figure 1 that demonstrates the purpose of using each theory in this study.

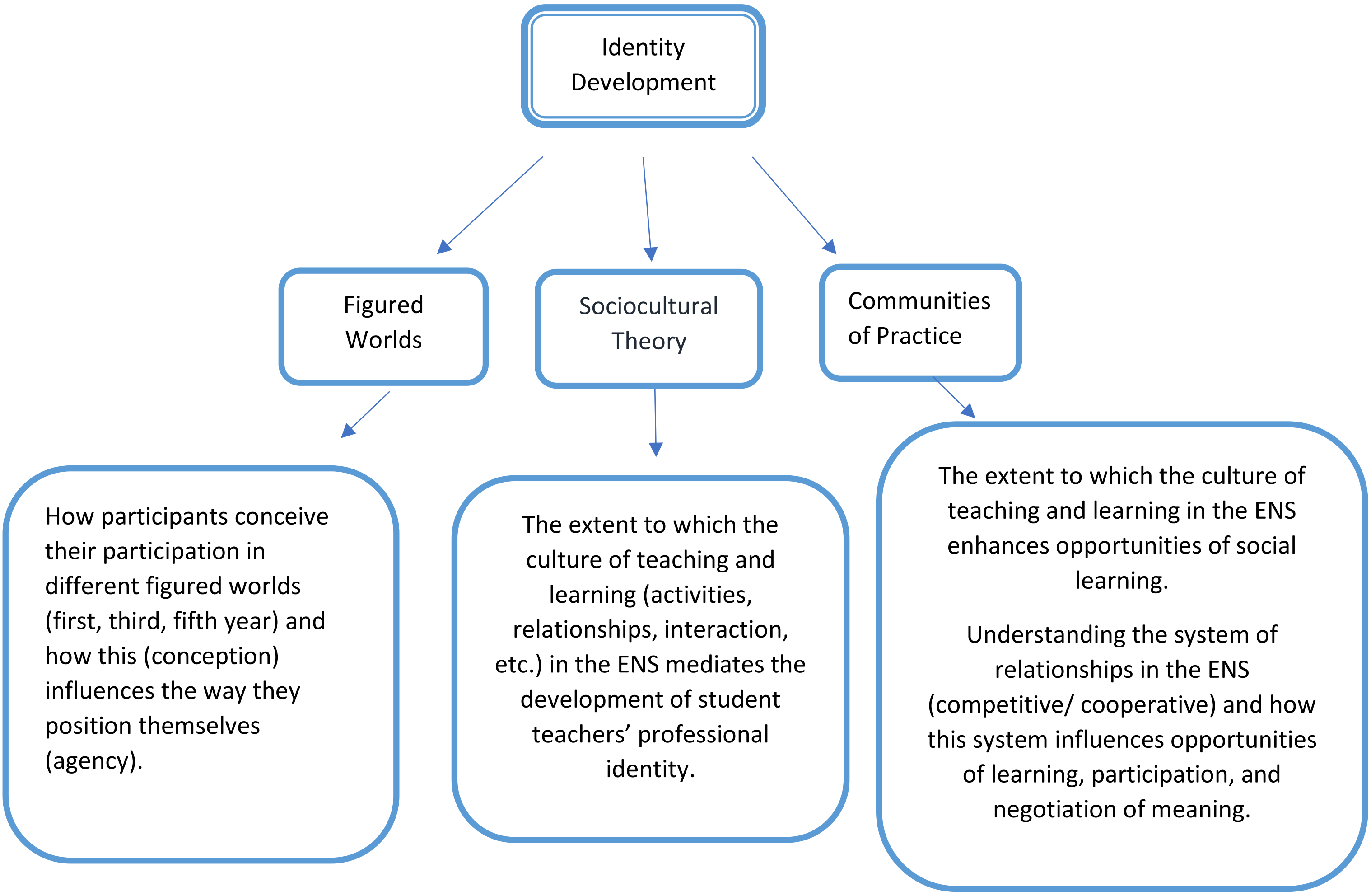
Identity Development
Figured Worlds
Sociocultural Theory
Communities of Practice
How participants conceive their participation in different figured worlds (first, third, fifth year) and how this (conception) influences the way they position themselves (agency).
The extent to which the culture of teaching and learning (activities, relationships, interaction, etc.) in the ENS mediates the development of student teachers' professional identity.
The extent to which the culture of teaching and learning in the ENS enhances opportunities of social learning.
Understanding the system of relationships in the ENS (competitive/ cooperative) and how this system influences opportunities of learning, participation, and negotiation of meaning.

Figure 1 The use of theories to explore professional identity development in the study.

This chapter includes three main sections. It begins with introducing a general overview of sociocultural theory, followed by an explanation of its crucial tenets which are mediation, zone of proximal development, and scaffolding. Consideration is given to the field of teacher education when explaining these tenets and how they can frame this study. The second section discusses how the notion of communities of practice may be used to develop understanding of how student teachers gain a sense of belonging. This is done through presenting the central modes of learning put forward by this approach to learning and identity development. These modes are engagement, imagination and alignment. Lastly, figured worlds theory is presented with a focus on positionality and self-authoring and their role in the development of individuals' identity and agency.

3.2 Sociocultural theory

Social-cultural theory is mostly identified with the Russian psychologist Lev Vygotsky as an attempt to understand individuals' cognitive development, in other words, how individuals learn. This theory emerged within the field of child development and emphasises the belief that individuals' "learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them". (Vygotsky, 1978: 88). In other words, human learning is social and cultural rather than individual (Kozulin, 1998). This understanding around human learning developed out of a range of theorists that shaped Vygotsky's thinking. According to Hala (1997), sociocultural theory was influenced by many streams of thoughts including those of Hegel that viewed individuals' meaning development as a reflective historical phenomenon. Moreover, the thinking of Marx and Engles around the significance of tools in transforming human labour influenced Vygotsky to consider the role of artefacts in his theory of learning (Hala, 1997).

Sociocultural theory of Vygotsky is mostly known by its important tenets which are mediation, zone of proximal development and scaffolding. The following section introduces these three concepts and considers how they might be applied to the field of teacher education.

3.2.1 Mediation

Mediation supports the idea that humans' "contact with the world does not happen in a straightforward process" (Djoudir, 2019: 58). Instead, they "use symbolic tools, or signs to mediate and regulate their relationships with others and themselves and thus change the nature of these relationships" (Lantolf, 2000: 1). According to Kozulin (1998), Vygotsky introduced three major classes of mediators: material tools, psychological tools and human beings (individuals). Kozulin (1998) argued that material tools "presuppose collective use, interpersonal communication, and symbolic representation" (p. 62). An example of this is provided by Cole (2003) who suggested that money is a material tool invented to mediate individuals' transactions and business. Unlike material tools that "are directed to the objects of nature, psychological tools mediate humans' own psychological processes" (Kozulin, 1998: 62). Of the psychological tools that primitive humans used were "casting lots" and "counting fingers" (Vygotsky, 1978: 127). According to Nieto (2007) these tools assisted individuals to mediate between their mind and the abstract world which were later developed and transformed by modern societies such as the upgrade of finger counting to symbolic tools including numbers (Nieto, 2007). The nature of the third type of mediator, human beings, is reflected in Vygotsky's famous statement that "every function in the child's cultural development appears twice: first, on the social level, and later on the individual level, first, between people (interpsychological), and then inside the child (intrapsychological)" (Vygotsky, 1978: 57). Thus, individuals' ability to learn "is not born within an individual but in the interpyschological space of human interaction" (Zuckerman, 2003: 186).

In the field of teacher education, the internalisation of knowledge from the social plane (for instance what it is to be a teacher educator) to the personal plane (student teachers), depends on various tools that are deemed essential in this process (Shi, 2017; Johnson and Arshavskaya, 2011). The literature argues that the tools used to mediate teachers' learning are broad and context based. Therefore, the institutions where teacher education takes place may be varied in the mediational tools employed (Johnson and Golombek, 2011). Most of this literature focuses on the tools that support the development of teachers who are already working in the field. For instance, Shi (2017) listed object regulated, other regulated and self-regulated tools that can be implemented in teacher education and professional development.

Object regulated tools are any physical aids found in the sociocultural environment. This might include videotapes of teaching, books and databases related to English language teaching theories. Other regulated mediational tools include the support from the collective, such as peer teachers (Shi, 2017: 1060). For instance, teachers can create intra-group cooperation to discuss different teaching ideas and problems among themselves. Finally, self-regulated tools are those which involve some element of recall/narrative accounting of teachers' past and present experiences to better develop their future teaching practices. Reflection in this sense, is considered as a substantial mediational tool that helps teachers "reconceptualize and recontextualize what they knew and eventually reconstructing and regaining their professional expertise by self-regulating in new instructional circumstances" (Shi, 2017: 1060). Portfolio writing has also been considered as one of the sociocultural artefacts that can be included in the development of student teachers. Körkkö et al (2016) followed a thematic approach to analyse student teachers' portfolio writing during the practicum period. The purpose was to track student teachers' change in their practical teaching knowledge from the start until the exit of their training. The results of the study indicated a shift from limited and descriptive views about teaching to more critical views based on pedagogical content knowledge. In addition, student teachers' perceptions of their role changed from a teacher to an educator. In other words, their thinking around the role of the teacher had changed from merely delivering the subject matter to teaching pupils life skills needed in everyday life (educator). The study suggested the need to implement reflection as a tool that can assist student teachers in developing their practical knowledge about teaching during the training.

Observation during the practicum was also considered as a valuable tool and teacher education cannot prepare student teachers without it (Barócsi, 2007). Young and Bender-Slack developed a two-step observation process as a result of student teachers' complaints about the futility of the classroom observation. In this two-step process, pre-service teachers wrote observational field notes after watching videos of classroom teaching and then made use of the observations for the completion of a theory–to-practice tool. The tool consisted of three columns: the first asked pre-service teachers to focus on a specific event; the second asked them to make connections to course texts, and the third gave space for student teachers to reflect and make recommendations (Young and Bender-slack, 2011). As a result, students were able to make sense of their observations through linking the instructional decision observed in the classroom to specific theoretical knowledge. In addition, the tool helped pre-service teachers in making connections with their future teaching in terms of impact on their future teaching choices. This tool contributed to the development of student teachers' professional identity as they became able to link the teaching practices to the theoretical knowledge of teaching that they acquired during teacher education programme.

Mediational tools in this study are considered as crucial aspects in the development of ENS student teachers' professional identity for they offer opportunities for learning and professional growth. Moreover, exploring mediational tools in specific teacher education programmes assists in understanding the particularities of that particular teacher education programme, and how these particularities are contributing to the development of student teachers' professional identity. This study argues that sociocultural theory offers the field of teacher education different theoretical concepts (such as mediational tools) that can be borrowed to build greater understandings of teacher development.

3.2.2 The Zone of proximal development

According to Vygotsky, the zone of proximal development is concerned with what a learner is able to do on his/her own and what they can achieve through the guidance of an expert other. Johnson and Golombek (2011: 6) describe the ZPD as "the metaphoric space where individual cognition originates in the social collective mind and emerges in and through engagement in social activity." This indicates that Johnson and Golembek (2011) viewed a ZPD as a space where teachers guide learners towards what they are capable of achieving.

In the field of teacher education, Warford (2011: 253) proposed the concept of the zone of proximal teacher development (ZPTD) as:

> "The distance between what teaching candidates can do on their own without the assistance and a proximal level they might attain through strategically mediated assistance from more capable others. "

In this way, the zone of proximal development in teacher education stresses the role of the tutors as “a mediator between expert professional performance and the actual level of development of the aspiring teacher” (Díaz-Maggioli, 2012: 38). This entails working inside the space of ZPD of student teachers to know more about the knowledge, attitudes, beliefs about teaching and learning that they bring with them to teacher education (Chick, 2014). From a sociocultural perspective, one way to refer to these prior beliefs and experiences is through what Vygotsky introduced as everyday concepts (Chick, 2014). Discussing language teaching, Johnson and Golombek (2011) argued that these everyday concepts can sometimes be misleading. The authors warned:

> “...these everyday concepts are limiting in that they are based solely on observations and generalisations gleaned from a surface level understanding of what language learning and teaching is all about.” (Johnson and Golombek, 2011: 2)

The authors claimed that this superficial knowledge is insufficient to make teachers ready for the profession of teaching. Alternatively, Johnson (2009: 64) suggested that:

> “One goal of teacher education, therefore, is to move teachers beyond these everyday concepts by introducing them to scientific concepts; in other words, concepts that are formulated by one’s professional discourse community, defined in formal theories and acquired through formal instruction.”

Fostering the development of student teachers involves developing their thinking around scientific concepts of the field of teaching. According to Karpov (2003), scientific concepts are defined in terms of their position in science. In other words, scientific concepts are the agreed guidelines or frameworks that are based on human experience within disciplines such as natural sciences, social sciences, and humanities. In the case of student teachers, scientific concepts can be thought of as the pedagogical content knowledge of teaching. According to Freeman (2002: 12) “One needs the words to talk about what one does, and in using those words one can see it more clearly.” Similarly, Wedell and Malderez (2013: 59) stated that “All academic education is about providing labels, a ‘language’, or tools for students to think about and make sense of the surrounding world". This suggests that fostering the pedagogical knowledge and discourse is catalyst for learning to occur for it provides teachers with "schemata and metaphors which influence how teachers articulate and come to understand their teaching experiences" (Chick, 2012: 100).

However, it is worth noting that the teaching of scientific concepts does not involve a total rejection of the beliefs that student teachers bring with them to teacher education. Vygotsky considered the combination of both everyday concepts (the previously held beliefs) and scientific concepts to be necessary for development (Chick, 2014). In Lantolf and Poehner (2008: 6) words:

> "The unity formed by concrete experience of the world and scientific experience of the same world is essential for full development of human consciousness."

Similarly, Johnson (2009) highlighted the importance of combining the two concepts, stating that part of teachers' professionalisation is to connect scientific and everyday concepts. Although Johnson did not give a clear view as to how teacher education could scaffold prospective teachers in concept development, she drew upon Vygotsky's sociocultural theory to explain that presenting scientific concepts should be done "in a way that brings these concepts to bear on concrete practical activity, connecting them to everyday knowledge and activities of learners" (Johnson, 2009: 21). This helps prospective teachers to move beyond naïve knowledge that has been accumulated during their previous experiences of learning. Johnson and Arshavskaya (2011: 170) later proposed microteaching as a mediational tool that helps student teachers practice teaching along with moving them from limited understanding about teaching "towards greater self-regulation of theoretically and pedagogically sound instructional practices".

The imaginary space of the ZPD discussed above permits teacher education to develop understandings about how student teachers can be developed cognitively. Specifically, it assists in exploring the perceptions student teachers bring with them to their teacher education programme and the extent to which these perceptions could change with the assistance of the tutors. In other words, it helps understand how student teachers develop knowledge and understandings through engagement and scaffolding received by more knowledgeable others; hence, exploring the influence of the tutors' role on student teachers' professional identity development.

3.2.3 Scaffolding and dialogic interaction

The notion of scaffolding is defined as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond, 2000: 176). From a sociocultural perspective, scaffolding is intertwined with the Zone of Proximal Development for it focuses on the cognitive development needed to perform a particular task with the assistance of others (Johnson, 2009). The concept of Scaffolding "has been criticised for being too vague and all encompassing, and thus misrepresenting the semantic character of scaffolding" (Chick, 2012: 104). In the field of teacher education, the term dialogic interaction or collaborative dialogue has been used to refer to scaffolding (Chick, 2012). This corresponds to the tenets of sociocultural theory that consider learning as social rather than something that occurs in isolation. A great deal of literature on teacher education has highlighted the role of dialogic pedagogy in teacher education. For instance, Kumaravadivelu (2006: 182) maintained that:

> "…it becomes necessary to have a teacher education that does not merely pass on knowledge, but rather one that is dialogically constructed by participants who think and act critically."

Kumaravadivelu (2006) highlighted the importance of the interaction between the teacher educator and the prospective teacher. Consequently, he suggested that teacher education should encourage interaction in a Bakhtinian sense which stresses the equal participation of both teacher educators and prospective teachers in expressing their views and exhibiting their identities.

According to Golombek (1998), the way to explore teachers' prior knowledge (everyday concepts) of teaching is through offering opportunities of self-examination for the teachers through ongoing discussion with the teacher educator. While offering these opportunities, teacher educators play the role of an enquirer who ask questions to assess teachers' values and perceptions. Singh and Richards (2006) argued that while participating in a group interaction around teaching and learning issues, mentors endorse the students' knowledge and beliefs about teaching through dialogue with them. When allowing student teachers to play a part in interaction utilising a dialogic space, they become more eager to articulate their beliefs, concerns and knowledge and claim ownership of their beliefs and knowledge in front of an authoritative figure (Farr, 2010).

In accordance with the above, Diaz Maggiorli (2012: 38) provided a descriptive account of the role of a teacher educator as the one who: (1) organizes opportunities for teacher learning to happen; (2) mediates the aspiring teachers' process of concept formation by helping them to disclose their naïve understandings and by promoting interaction of these understanding with scientific concepts; (3) helps inspiring teachers integrate the different domains of professional knowledge so they can develop adaptive expertise in teaching and learning. These opportunities for learning can manifest in the form of the activities that mentors make available to their student teachers. An example of these activities involves preparing students for situations where things do not go to plan. Dias Maggiorli (2012) illustrated this through an example of a novice language teacher who prepared his/her reading session around a topic he/she considered to be new to the learners. While preparing that lesson, the novice teacher developed pre-reading activities to familiarize the learners with the topic to be discussed. He/she also established some skimming and scanning activities to make sure that the learners understood the text well. Nevertheless, at the start of the lesson started, the novice teacher discovered that the majority of the learners were familiar with the topic and most of them has read the text before. The novice teacher then changed the plan and asked the learners to list all that they remembered about the text and posed three questions to ask other peer learners in relation to the text. This scenario identifies the teacher educator as the one who prepares the student teachers for some unexpected situations that they might experience in the classroom.

In order to scaffold prospective teachers, different types of approach have been brought from the field of language teaching to the field of teacher education. Drawing on Walqui (2006), Maggiorli (2012) listed the types of scaffolding below:

1. Modeling: teacher educators can provide modeling for the prospective teachers through displaying teaching procedures, demonstrating their thinking in action and articulating the decisions they make. This provides an opportunity for student teachers to see and hear what the expected performance is like.

2. Bridging: according to Dias Maggiorli (2012), this sort of scaffolding is built on the principle that a teacher educator should make sure that the new knowledge and understanding of student teachers is built upon their previous knowledge and understanding.

3. Contextualizing: this entails an explicit elaboration of scientific concepts by making connection between these concepts and student teachers' naïve understanding. The teacher educator can achieve this through the use of metaphors and analogies inspired by student teachers' prior experiences.

4. Schemata building: the teacher educator can weave the student teachers' pre-knowledge and experiences with the new ones. To help the student teachers see connections between what they already know and the new knowledge, the teacher educator can use Socratic questioning as a method to enhance schemata building.

5. Re-presenting: the teacher educators can scaffold the student teachers to understand and make sense of events and information. For instance, they can ask student teachers to use narratives to write conclusions about a theory learned.

6. Developing meta-cognition: this consists of helping the student teachers monitor, plan and evaluate their understanding.

According to Maggiorli, the teacher educator can use these types independently from each other or combine them to reach a specific end which is assisting student teachers' development.

In summary, a Vygotskian perspective considers knowledge and understandings as socially constructed through meaningful activities and tools that engage student teachers in collaborative interactions with peers or capable others (e.g, tutors). In the field of teacher education, sociocultural theory stresses the role of the teacher educator (tutor, mentor) as a significant other that contributes to developing student teachers' established prior beliefs into scientific understanding that is based on teaching and learning knowledge. Sociocultural theory in the current study is employed as a lens to capture the extent to which the surrounding knowledge, activities, tools, interactions, different agents (tutors and mentors), etc., are engaged to help student teachers develop their understandings of the teaching world and themselves as future teachers. In addition to the sociocultural view provided above, the current study frames learning as "increasing participation in communities of practice", where a sense of belonging and different parts of participation, alignment and interaction are crucial aspect in teachers' professional identity (Lave & Wenger, 1991: 49). These aspects are emphasised by the concept of communities of practice (CoP) that is further discussed in the following section.

3.3 Communities of practice

The idea that human learning and development is social, contingent upon interaction and developing relationships with each other has influenced the thinking of Lave and Wenger (1991) to introduce the concept of communities of practice (CoP) as an approach to learning and identity development. The concept was further developed by Wenger (1998) through borrowing theoretical aspects from different field such as education, sociology, social and sociocultural theory to modify the concept of CoP with emphasis on socialisation, learning, and identity development (Li et al, 2009). Communities of practice are:

> “Formed by people who engage in a process of collective learning in a shared domain of human endeavour: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope.” (Wenger, 2011: 1).

This suggests that CoP is also understood as a system of relationships between “people, activities, and the world; developing with time, and in relation to other tangential and overlapping communities of practice” (Lave and Wenger, 1991: 98). However, not any community can be called a community of practice. Communities of practice require specific characteristics which are the domain, the community, and the practice (Wenger, 2011). The domain “creates the common ground and outlines the boundaries that enable members to decide what is worth sharing and how to present their ideas” (Li et al, 2009: 06). The community is concerned with the social nature of learning, interactions, and relationships that enable individuals to help and learn from each other (Wenger, 2011). Practice considers participants within the community as practitioners who engage in developing shared repertoires of knowledge, experiences, tools, etc. For Wenger (2011) communities of practice cannot be cultivated if one element of these is missed. These characteristics enable understandings about what is crucial for pre-service teachers to engage in communities of practice. As put by William F. Hanks (1990: 14) “Rather than asking what kind of cognitive processes and conceptual structures are involved, they ask what kinds of social engagements provide the proper context for learning to take place”. Hence, communities of practice provide a system that enables understandings around the elements (domain, community, practice) required for teacher education to provide a learning atmosphere of sharing and mutuality, hence, communities of practice.

3.3.1 A sense of belonging within the communities of practice and the negotiation of meaning

From the CoP’s perspective “learning is not simply about developing one’s knowledge and practice, it also involves a process of understanding who we are and in which communities of practice we belong and are accepted" (Handley et al, 2006: 655). Therefore, part of developing an identity, requires a sense of belonging to a community to be able to participate in it.

For Wenger (1998) belonging to a community depends on three modes of belonging which are engagement, imagination, and alignment. Engagement is considered as the starting point of belonging to a community (Clarke, 2008). Specifically, it "involves investing ourselves in what we do as well as in our relations with other members of the community" (Tsui, 2007: 660). It is through engagement, relating and participation with others, that individuals start negotiating meaning and a sense of who they are. It is worth noting that engagement within a community of practice among teachers evolves through time and becomes part of a complex process of becoming teachers (Castaneda, 2019). This suggests that student teachers who join a community as newcomers "start as peripheral members in a CoP because they lack the necessary community-specific knowledge that would allow them to participate in a more central way" (Eberle et al, 2014: 218). Once newcomers develop the CoP unique knowledge, learn how to undertake complex activities within communities and become able to adopt roles that require deeper knowledge, they become engaged in legitimate peripheral participation (Eberle et al, 2014). This indicates that for newcomers to communities, the process of learning is presented as "the path from being an outsider to becoming a full member" (Eberle et al, 2014: 218).

However, the process of engagement and making a shift from being peripheral to a legitimate peripheral member of the CoP can also be fraught with difficulties. For example, in the context of teacher education a student teacher's sense of belonging may be thwarted by an unwelcoming training school. Malderez et al (2007) indicated instances of student teachers choosing teaching due to their beliefs and expectations of working as team with other members of schools. Once in the school, prospective teachers reported feelings of isolation and unwelcoming attitudes from other schoolteachers and dysfunctional relationships with mentors. The findings of Malderez et al (2007) suggested that the process of engagement in a community of practice can also include aspects of inclusion and exclusion. Nghia and Tai (2017) reported that Vietnamese early childhood student teachers developed their teacher identity long before they enrolled in their teacher education programme (as a consequence of childhood dreams and fulfilling family expectations). Developing an early sense of association with teaching caused them to expect to be treated as real teachers during the training. However, once in the training schools, they were not considered as fully accepted members of the community of teachers. The findings reported that their mentor assigned them basic tasks such as observation and lesson planning. Moreover, their students were disrespectful towards them and even students' parents did not recognise them as teachers. Consequently, these student teachers not only developed identity dissonance, but also developed what Nghia and Tai (2017) called liminal status (marginal) after developing the perception that they were identified as demi-teachers (not fully prepared teachers) by the training school.

In the light of the findings above, Tsui (2007: 661) argued that engagement in the communities of practice includes different facets of power relations "between those who produced them". In communities of practice where power is unevenly distributed among participants, chances of non-participation and marginality increase. It is argued that the majority of student teachers undergo "a role-shift from being a non-teacher to being a teacher" (Malderez et al, 2007: 06). In making this shift, student teachers bring with them original meanings of themselves (as qualified teachers), however, they find themselves unable to reclaim the meaning they produced about themselves in front of other members of the community who holds more power. In this respect, Tsui (2007: 661) argued that:

> "Members whose meanings are consistently rejected and whose experiences are considered irrelevant, and hence not accepted as a form of competence, will develop an identity of marginality."

This study views engagement and sense of belonging as interrelated aspects of identity development. The participation of ENS student teachers in the ENS and the training school can either foster or hinder their sense of belonging to not only a community of teachers that might be temporary during the training period, but to teaching that will be their permanent profession. Therefore, engagement becomes a pivotal factor that determines the development of either a professional identity or a marginal identity.

The second mode of belonging to a community of practice is imagination which is the production of images of the self and images of the world that transcend engagement" (Wenger, 1998: 177). Imagination from the theoretical tenets of Wenger (1998) does not convey the meaning of fantasy the word holds, but rather the ability to engage in relating ourselves to the world beyond the community of practice in which we are engaged (Wenger, 2010). Therefore, imagination can be a platform that allows teachers to actualise their professional identity through reflecting on and envisioning new and different teaching scenarios or roles (Clarke, 2008; Castaneda, 2011).

The third mode of belonging is alignment which allows individuals to "coordinate their energy and activities in order to fit within broader structures and contribute to broader enterprises" (Wenger, 1998: 174). Hence, alignment is the connection of individuals' practices with those of the community. Nevertheless, fitting with broader structures does not necessitate total submission and compliance to someone's authority. It is rather "a two-way process of coordinating perspectives, interpretations, actions, and contexts so that action has the effects we expect" (Wenger, 2010: 185). Alignment in this sense assists in understanding the type of relationships and interactions that individuals develop within the community of practice.

In the field of teacher education alignment is predominately associated with the training period within which the establishment of relationships with mentors becomes a crucial aspect in student teachers' sense of alignment in a community. An example of this is the findings of Nghia and Tai's study (2017) which reported the extent to which preservice teachers started aligning themselves with teaching after receiving positive feedback from their mentors. The positive feedback caused the student teachers to not only feel accepted in the school but also to feel that they developed the required and adequate knowledge relevant to the teaching profession and their alignment with it. Adema et al (2019) argued that in understanding student teachers' professional identity from Wenger's lenses, research has focused more on engagement while little consideration was given to imagination and alignment as crucial aspects in developing the sense of belonging and professional identity.

Overall, engaging in a community depends on three modes of belonging that are crucial in shaping and developing teachers' identity. These modes are interrelated in that each one contributes to the success of the other. The importance of these modes lies in their ability to allow a dialogic framework for understanding “how identities are constituted within communities of practice” (Clarke, 2008: 37).

In this study, the notion of communities of practice is put to work to develop understandings of the sense of belonging and identification of student teachers within the ENS and how these impact their development. It will also be used as a lens to explore whether the culture of learning in teacher education foster chances of developing communities of practice in the ENS. In addition to viewing communities of practice as a cultural context of learning and identity development, the study also considers these contexts as spaces of power dynamics where knowledge and chances of learning are sometimes unequally distributed. It also views the individuals’ authorial participation in these contexts as a crucial reaction to the development of their identity. The next section discusses aspects of positionality and agency introduced by figured world theory.

3.4 Figured worlds theory

The theory of figured worlds was introduced by Holland, Lachicotte, Skinner and Cain in 1998 in their original book *Identity and Agency in Cultural Worlds* (Urrieta, 2007). Although introduced by Holland et al (1998), the thinking behind this concept is extended from the field of cultural anthropology and influenced by the work of Russian scholars including Vygotsky and Bakhtin (Bennett et al, 2016; Urrieta, 2001). According to Bennett et al (2016: 250) what has been introduced by Vygotsky (sociocultural theory) and Bakhtin (dialogism) “has been seen as complementary in exploring interconnections between individuals and their socio-cultural contexts, and the meaning-making that those interconnections afford”. In addition to that, Holland et al’s (1998) thinking around identity and agency extended from the work of Bourdieu’s field theory (1993) (See *the Field of Cultural Production,* 1993) in terms of power of social structure (e.g., class, gender, ethnicity) and how this power positions individuals in social practices.

Figured worlds has also emerged as a theory to address some deficiencies of the situated view (e.g., communities of practice) to individuals learning, identity development and participation in specific social context. Hodges (1998: 281) argued that communities of practice "does not fully account for the contradiction and complications that can be ideologically structured into community discourse and practices". An example of this is the way communities of practice consider the individuals' legitimate peripheral participation as a straightforward process of learning involving absorbing and being absorbed by the culture of the practice and that with time individuals make this culture theirs (Hodges, 1998). This indicated that individuals are assumed to act according to the culture that structures their practice. According to Vågan (2011: 44), this view (individuals acting accordingly) fails to address "the different positioning that we take within a community of practice and how these positions may shift through long-term participation in the activities deemed to constitute such a community". It also fails to address the fact that participation in social practices can be fraught with marginalisation and social positioning that influence the identity and the agency of individuals. According to Holland et al (1998) identity is malleable, changeable, and subject to discursive powers that can make an individual's agency frail mainly among those with little powers. However, Identity is also a crucial basis from which people "create new activities, new worlds and new ways of being", hence, agency to claim a particular positioning. An aspect that communities of practice failed to highlight (Holland et al, 1998: 5).

The Figured world theory of self and identity is defined by Holland et al (1998: 52) as:

> "… a socially and culturally constructed realm of interpretation in which particular characters and actors are recognised, significance is assigned to certain acts, and particular outcomes are valued over others."

This indicates that this theory focuses "attention on figured worlds as sites of possibility (in terms of agency)" (Urietta, 2007: 109). For that reason, Holland et al (1998) stated that figured worlds can also be called "as if realms" allowing individuals meaning making to be formed and reformed in these collectively realised *as if realms*. However, it also states that figured worlds are collective and social realities within which the individuals' dispositions are mediated by power relations leading identities and agency to be formed dialectically and dialogically in the figured worlds. The figured worlds therefore is a useful concept to study identity formation and agency in the context of teacher education. It treats the individuals' identity development as socially influenced by relations of power, hierarchy, and position of status. It also considers It as an individual construct formed and reformed by agency that move people from "cultural determinism and situational totalitarianism to make (some) way for the importance of improvisation and innovation" (agency) (Urrieta, 2007: 108).

3.4.1 Identity in figured worlds

Identity from a figured worlds' perspective is regarded as complex, dynamic, socially and historically organised, reproduced, and affected by the power that influences the positioning of its participants (Rubin and Land, 2017; Urrieta, 2007). Figured worlds acknowledges individuals' past experiences to understand how they situate themselves in collectively formed worlds which might influence the development of individuals' identities. Holland et al (1998) presented a concept of *history-in-person* to account for the durable aspects of identity... which have formed over time" in cultural settings (Bennett et al, 2016: 07). Identity is an amalgam of experiences across time and space that offers possibilities for development in the future. Identity from a figured worlds perspective is seen from a non-dualist ontology that considers the individuals and context they adhere to as one (Bennett et al, 2016). To elucidate, the identity of individuals develops within a social context of relationships with a desire of recognition from others. Hence, identity development is both historical (history-in-person) and social product (interaction with others).

The understanding of identity formation from a figured worlds theory perspective is also influenced by the concept of mediation introduced by Vygotsky (see section 3.2.1 above). Specifically, Holland et al (1998) drew on the concept of semiotic mediation which according to Bennett et al (2016) includes different physical and psychological tools that "allow individuals to organise their thoughts and emotions, including how they think and feel about themselves, and help direct their own behaviour". An example of this is the white coat in the figured world of medicine in that wearing it allows medical students to see themselves as doctors, which in turns direct their actions towards acting like a doctor. It can be said that in the figured worlds individuals make use of cultural artifacts to make sense of their worlds, mediate and re-mediate their position in these worlds, hence, forming an identity (Holland et al, 1998). Identity in figured world is also developed in different contexts of positionality and self-authoring, these contexts are further discussed in the coming section.

3.4.2 Positionality and self-authoring in figured worlds

In order to explain the first context of identity development (positionality), I will briefly refer to an example of positional identity as demonstrated in Holland et al's (1998) book. Shanta who is a three-year-old girl was in the field where her brother was ploughing. All of a sudden, Shanta playfully touched the plough which resulted in her brother and father berating her because it was a sin for a girl to touch a plough. This indicated that Shanta engaged in an activity to which she had no right which caused her family to consider her action as a claim to a social position, a position that, "on account of gender in Shanta's case" was denied for she intruded male's domain of ploughing (Holland et al, 1998: 126).

In accordance with the example above, individuals' lived worlds have another facet of power, privilege, and status as well as another facet of lived identities constituting of entitlement, disqualification and inappropriateness that requires theoretical attention (Holland et al, 1998). The positional aspect of identity development (positionality) is inspired by Bourdieu's field theory (1993) (See *the Field of Cultural Production, 1993).* The concept is defined by Holland et al (1998: 127) as:

> "...how one identifies one's position relative to others, mediated through the ways one feels comfortable or constrained, for example, to speak to another to command another, to enter into the space of another, to touch the possessions of another, to dress for another, ..."

Hence, positionality (or positional identity) is about the positions offered to people and their understandings of these positions through interaction with others (Urrieta, 2007; Bennett et al, 2017). The latter explains why it is used interchangeably with relational identities (Holland et al, 1998) for it focuses on how relationships bring individuals into a certain positioning.

According to Holland et al (1998: 138) positional identity develop into disposition “to voice opinions or to silence oneself, to enter into activities or to refrain or self-sensor, depending on the social situation, comes over the long term”. This entails that when individuals are given or limited to a certain position, like Shanta whose gender limited her engagement in male activities, they either accept the position assigned to them or improvise to change that position. Holland et al (1998: 18) perceived these improvisations as, ‘‘potential beginnings of an altered subjectivity, an altered identity’’. Hence, in figured worlds individuals find voice/ voices as a space of agency where “a person begins to speak back to a voice of authority rather than automatically assuming it as their own” (Hatt, 2007: 153). Consequently, the individual, “begins to rearrange, reword, rephrase, reorchestrate different voices and, by this process, develops her own ‘authorial stance’’ (Holland et al, 1998: 183).

Self-authoring is a concept used by Holland et al (1998) which demonstrates the complex nature of identity formation in a specific social world. Hence, self-authoring denies “any simplistic notion that identities are internalised in a sort of faxing process that unproblematically reproduces the collective upon the individual, the social upon the body” (Holland et al, 1998: 169). Self-authoring derives from Bakhtin’s theory of dialogism and is defined as “the ability of people to self/sense-make through multiple internal dialogues” (Urrieta, 2007: 111). Dialogism is founded on the concept of addressivity which means how participants are addressed in specific contexts through language, discourses, and cultural beliefs and most importantly how participants respond and react after being addressed (Bennett et al, 2019). From Bakhtinian perspective, people have no choice but to respond to the voices of other people (Dornan et al, 2015). By responding to certain voices, individuals author their identity. Holland et al (1998) connected the self-authoring to agency. In other worlds, individuals create a preferred position or make their own voice through taking stance and orchestrating the received voices and identification from the social context. Therefore, self-authoring is another context of identity development in which individuals make choices and reactions in the figured worlds (Urrieta, 2007). Once individuals start learning about their figured worlds and start identifying themselves within it, they begin to develop a certain ability to react to the treatment received in the world they are figuring out (Holland et al, 1998). This reaction is a result of an inner sense that is derived from collective meaning and social judgement (Holland et al, 1998).

In the current study, these two contexts (positionality and self-authoring) of identity development are crucial for they assist in understanding how the participation of student teachers in different cultural worlds and their interaction with others (e.g., tutors, society) contributed to the meaning making of themselves through positioning and self-authoring themselves in these worlds. It also helps with exploring the complex nature of participation in different figured worlds and how this participation is limited by concepts of power, privilege, gender, etc. The figured worlds theory has been critiqued as lacking a concise definition and perhaps explains why this theory has been used inconsistently by different researchers in empirical research (Urrieta, 2007: 111). However, it has been argued that individuals' participation in the social and cultural activities is a complex process that requires a theory that is not limited to a simple content specific definition (Urrieta, 2007). Figured worlds theory is inclusive in that "it combines the ways culture and power/status influence our thoughts, behaviour, and ways of interpreting the world along with how people are creative and improvise within those influences or structures" (Hatt, 2007: 150). It also focuses on "how the everyday, mundane activities in life build, inform, and (re)create identities and social spaces" (Hatt, 2007: 150). In addition to that, figured worlds is particularly useful to understand the shifting nature of the professional identity based on the participation of the student teachers in different cultural worlds (for instance moving from the figured world of the first year in ENS through to the figured world of the final year of the programme). Hence, it assists in exploring "the storytelling event in relation to events and characters" in these worlds to gain better understandings of how the student teachers portray themselves between their first, and other years of learning in teacher education programme (Vagan, 2011: 55).

3.5 Conclusion

This chapter has illustrated the theoretical frameworks underpinning the current study. It also justified the use of three interrelated theories and approaches that complemented each other to gain a comprehensive understanding of student teachers learning and identity development in the sociocultural world of the ENS. It has been argued in the chapter above that sociocultural theory considers the context as a combination of the mediational tools and the scaffolding provided by capable others to enable a cognitive development. Within the boundaries of this study, cognitive development through understanding the change in student teachers' conceptions about teaching is crucial (see research question 1, chapter 1). The use of sociocultural theory of Vygotsky is justified by its ability to provide a framework that enables understanding of how the cultural tools (e.g., modes of learning, activities, observation) and the assistance provided from the ENS tutors and the school mentors mediated the development of a professional identity. By a development of professional identity, this study points to the change and the shift in understandings about teaching and about one's sense as a teacher. The social nature of learning and sense of belonging provided by the communities of practice assists the study to (1) understand the system of relationships in the ENS (e.g competitive versus cooperative), (2) how this system impacts their opportunities of learning (e.g., forming cliques against each other), (3) explore the traditions followed by the ENS to enhance the development of communities of practice among the ENS student teachers and their tutors (e.g., activities, large size classrooms, etc). Lastly, professional identity development in this study is looked at from different stages of learning in the ENS, which is first, third and fifth year. These stages are considered as three different worlds within which the student teachers encounter challenges, opportunities of learning, and experiences of positioning from other actors in the ENS and the training school. Figured worlds theory assists in directing our gaze toward these aspects to understand how student teachers conceive their participation across the different worlds of learning, how they position and reposition themselves in relationship to events and characters in these worlds, and how this influences the meaning they make about themselves.

Chapter 4: Methodology

4.1 Introduction

This chapter discusses the methodological design adopted to explore the development of student teachers’ professional identity in the context of the École Normale Superieure (ENS). It starts by offering an overview of the research aims and questions. This is followed by the philosophical assumptions that guided the methodological choices of the researcher. The philosophical assumptions were presented in terms of an interpretivist paradigm that assisted the current study in understanding both the student teachers’ world of professional identity development and the meaning they give to it. It also provides a rationale for using qualitative research as the approach that underpinned this study and that guided the selection of data collection tools including reflective narrative and interviews. These data collection methods served the current study in capturing the complex nature of professional identity development. This chapter also discusses how the methods were piloted and the experiences gained in conducting this pilot study. Later a detailed discussion is provided of the data analysis and how the thematic analysis was used to make sense of the interview and the reflective narrative data. This chapter also provides a discussion of the researcher’s own developing positionality and reflexivity in the current study to give further insights on how the researcher minimised the risks of including bias in the analysis of the data. This chapter concludes by exploring the ethical issues that the study had to take into consideration.

4.2 The Aim of the current study

The current study aims to:

1. Explore how the professional identity of École Normale Superiere (ENS) student teachers is constructed through tracing the change/ development in their understandings about teaching and the role of the teacher throughout their journey of learning in the ENS.

2. Investigate the experiences and factors of ENS student teachers prior and after joining the ENS to better understand the variety of influences and the extent to which they impact upon their learning and professional identity development.

3. To develop understandings and review how sociocultural theory concepts add new insights into understanding the experiences of pre-service teachers within the ENS and suggest the applicability of its concepts to promote learning and identity development of student teachers in the ENS and other teacher education programmes.

4.3 The Research questions guiding this study

RQ1) What are the conceptions ENS student teachers hold regarding English language teaching during their theoretical and field experience within the ENS teacher education programme?

RQ2) What are the lived experiences of ENS student teachers in and outside the ENS that influence the development of their professional identity?

RQ3) In what ways might the culture of teaching and learning in the ENS influence the professional identity development of student teachers?

In order to stimulate the thinking of student teachers with regards to the role of the teacher and English language teaching, I used the components of the of dynamic system model to role identity (DSMRI)(Gunersel et al, 2016; Kaplan and Garner, 2019). These components are: 1) self-perception (how they perceive their role as teachers), (2) ontological and epistemological beliefs (beliefs about the nature of teaching and how to teach), (3) purpose and goals, and (4) perceived action possibilities (personal goals of education and how they achieve them practically).Assessing the development of their understandings in relation to these four components focused on three crucial phases of their learning journey in the ENS: the first year (as newcomers to the ENS),the third year (when exposed to pedagogical content knowledge), and the fifth year (when teaching in the practicum). Tracking the development from these three phases assisted in (1) exploring the particularities of each phase (e.g., knowledge, relationships, interactions, sociocultural tools, etc.), and (2) whether these phases contribute to the dynamism, development, or stagnation of their understandings about teaching. Considering that part of the formation of teachers' identity is in continuous flow of development throughout the period of learning to teach and teaching (Hahl and Mikulec, 2018; Trent, 2010), this study attempts to explore the factors that contribute to the ever-changing nature of becoming a teacher (Hahl and Mikulec, 2018: 42). Further, this study considers identity development as a result of participation in a learning process that is based on exposure to different knowledge, relationships, cultural artifacts, identification, recognition that either inhibit or foster not only the cognitive development of teachers (knowledge), but also their sense of belonging and alignment to teaching. This study employs sociocultural lenses to see how the culture of learning in the ENS fosters chances of cognitive development and sense of belonging to teaching. Accordingly, the study is able to explore how student teachers are supported to suggests ways into how concepts such as scaffolding, zone of proximal development, and cohort learning can be better implemented to enhance professional identity development.

Overall, the professional learning and identity development represents a complex reality of student teachers' lives that develops "over time involving aspects of experience, cognition and development" (Castañeda and Alberto, 2011: 66). This study argues that this complex nature of professional identity development requires a research design that considers understanding the "phenomena from the participant's perspective" (Merriam et al, 2002:6). Therefore, student teachers' professional identity can be best explored through a qualitative research design aimed at producing rich data that gives deeper understandings of the process of developing a teacher identity and the context within which this process takes place. The following sections discuss qualitative research as a methodological framework that governed the choices and decisions undertaken by this study to explore the phenomenon of ENS student teachers' professional identity development.

4.4 The Philosophical assumptions underpinning this study

When first introduced by Thomas Kuhn (1962), the term paradigm referred to the set of ideas and theories that underpin individuals' thinking in relation to a specific problem and the possible approaches and tools to deal with that problem. Nowadays, the term paradigm is used by many scholars to refer to the basic belief system and the theoretical framework that governs the researchers' worldview (e.g.; Rehman and Alharthi, 2016; Kivunja and Kuyini, 2017; Scotland, 2012). This belief system constitutes the philosophical assumptions (ontology and epistemology), methodology and methods as the fundamental components of any research.

At the heart of the interpretivist paradigm lies an interest in understanding the subjective experiences of individuals. According to Kivunja and Kuyini (2017), this paradigm's main interests lie in understanding the individual's world and the interpretation they give to their world. Researchers following an interpretivist paradigm, believe that the best way to study societal systems is with the use of subjective data collection methods such as interview to discover how participants understand their own experiences and how these may differ from the researcher's understanding (Bhattacherjee, 2012; Merriam et al, 2015). Therefore, researchers following this paradigm aim to gain an understanding of others' interpretations of events, practices, and artefacts.

"Interpretivist researchers do not regard the social world as out there but believe is it constructed by human beings" (Phothongsunan, 2010: 01). Considering that a central aspect of identity development relates to the personal meaning individuals give to who they are, the interpretivist paradigm is particularly appropriate for this study which aims to capture this personal aspect of identity through exploring the construction of meaning from the participants' point of view. Creswell (2009) argued that interpretive methodology is concerned with understanding the phenomenon from participants' perspectives, their interactions, and the context that they occupy. Therefore, interpretivist paradigm can be advantageous in understanding the social reality of identity development through "the eyes of different participants rather than the researcher" (Cohen et al, 2007: 19). This approach includes developing a deep understanding of the context within which identity development takes place, and the factors and experiences that influence this development (Alharahsheh and Pius, 2020). Therefore, this paradigm assists in exploring professional identity development from a wider perspective through exploring how a context that is occupied by student teachers, mentors and teacher educators contributes to the development of the student teachers' professional identity. This is particularly achieved through allowing participants to describe the context they learn in, its culture of teaching and learning, and the influence of this culture on their professional growth.

As discussed above, every paradigm has its philosophical underpinnings that guide its ontological and epistemological assumptions. Ontological assumptions deal with issues related to the nature of reality and the researchers' position in relation to how they view reality and how things work (Scotland, 2012; Neuman, 2011). Epistemology, on the other hand, is concerned with how researchers believe knowledge is best created" (Scotland, 2012). This study takes an ontological stance that is relativist, subjectivist, and constructivist. I will now explain these three components separately to better understand the ontological assumptions that guide this study. The definitions provided below are based on the explanation provided by Scotland (2012) and Cohen et al (2007).

- Relativist: considers reality as subjectively constructed and perceived by different people in different ways. Hence, reality means different things to different people. This study is concerned with exploring and capturing the shared and diversity of meaning student teachers give to their understandings about teaching and their experiences of learning in the ENS.

- Subjectivist: considers the subjective and the unique experiences of individuals in the creation of meaning in social worlds. In this study, the meaning making of identity construction is reported through the eyes of the ENS student teachers themselves.

- Constructivist: knowledge and reality are constructed as the result of individuals' interaction with the social context they belong to. Thus, meaning is a personal and social construct. This study is concerned with exploring how the interaction of student teachers with the culture of teaching and learning in the ENS influence their professional identity development. By culture of teaching and learning, this study focuses on the artifacts, relationships, interactions, modes of learning, etc., and how student teachers perceive the influence of this culture on their professional growth and the meaning they give to their professional identity.

In accordance with the ontological stance explained above, the epistemological stance of this study supports the assumption that "the world does not exist independently of our knowledge of it (Grix, 2004: 83), it is rather constructed throughout the transmitted interaction of humans and their world in a social context (Crotty, 1998). Therefore, it can be argued that subjectivity becomes a crucial means to answer the questions related to individuals' meaning making. This study views the meaning of identity as unfixed, but instead as emerging through establishing interactional process between the researcher and the participants' standpoints and personal interpretation of events. This personal interpretation of events can be obtained through subjective methodological tools to data collection that consider participants as storytellers of their own identity development. Before exploring these methodological tools, the coming section discusses the methodological design that governed the current study.

4.5 Qualitative research design

Before starting with justifying qualitative approach to this research, it would be beneficial to reflect on the broader considerations that were necessary when designing this study. The challenge for this thesis was to select an approach that: (1) puts a greater emphasis on student teachers' complex and subjective experiences, aligning with the sociocultural framing to identity development that focuses on the interaction between the individuals and "the broader settings in which these interactions occur" (Pressick-Kilborn et al, 2005: 27), (2) offers specific data collection tools that enable the researcher to gather in-depth data from participants in order to achieve research quality and depth. Qualitative research provides a firm foundation for these challenges that will be explained in the coming sections.

“The key to understanding qualitative research lies with the idea that meaning is socially constructed by individuals interacting with their world” (Merriam et al, 2019: 03). In addition to that, qualitative research understands the phenomenon as a reality that is “not fixed, single, agreed upon or measurable” (Merriam et al, 2019: 03). This nature of qualitative design provides researchers with chances “to broaden and/or deepen” their “understanding of how things came to be the way they are in our social world” (Hancock, 2007: 04). It also assists the researcher to rigorously explore the meaning individuals give to their day-to-day experiences (e.g., activities, situations, events and artefacts) in a social environment (Leavy, 2014; 2017). This is in line with the view of Rahman (2016: 104) who argued that qualitative research design “holistically understands the human experience in specific settings”. Considering that professional identity is described as being created and recreated as a result of factors that influence its development (Henry, 2016), a qualitative approach can assist researchers in gaining a broad understanding not only about the factors that influence its development but also about the context within which these factors emerged. Furthermore, qualitative methodology assists in gathering not only ‘first hand understanding’ about the social realties including factors, values, behaviours, and interactions, but also traces these social realities during a given period of time (Sultana, 1991). Hence, it provides a framework that enables the researcher to explore the phenomenon of professional identity construction at different stages of its development, and the extent to which the influence of each stage was different or similar from the other one.

A qualitative approach can be advantageous to the researchers and the participants who become part of the study. As far as the researchers are concerned, while collecting data, they can interact with the participants of the study directly which allows them more chances to gather detailed data (Rahman, 2016). In other words, the presence of the researchers during the data collection process provides them with more chances to refine, add, and omit questions on the spot which leads to a more carefully nuanced information gathering while the study is still progressing (Fossey et al, 2002). Merriem et al (2002: 05) argued that “the researcher is the primary instrument for data collection and data analysis”. The latter argument causes researchers to be often charged with their inability to avoid mixing personal interpretations with participants accounts. However, qualitative research allows the researcher to seek guidance and commentary from others (e.g., researchers, colleagues) to clarify concepts, develop, and refine questions (Borment and LeCompte, 1986). In my case, I always referred back to my supervisors' guidance when realising that the questions were too specific and biased (see section 4.10). Further, when answers from participants required more clarification, I permitted myself to ask for clarity during the interviews, an aspect that could not be achieved through questionnaires.

As far as the participants are concerned, qualitative research provides them with chances to discuss and share a specific phenomenon. To elucidate, Seifert (2019) reported that qualitative research provides an opportunity for discussion that is facilitated through the creation and sharing of stories and narratives among participants. This way participants feel more comfortable "to explore and share phenomena, for example, the cultural and social phenomena that are ubiquitous across the teaching profession" (Seifert, 2019: 40).

As the main aim of this study is to explore the professional identity development of the student teacher within the context of the ENS, a qualitative approach helped the current study in understanding and interpreting "highly complex situations" (Dörnyei, 2007: 39). Specifically, this approach allowed me to conduct an in-dept investigation of identity development of student teachers through exploring their everyday situations which are "typically banal or normal ones, reflective of the everyday life" of their experiences to become teachers (Miles and Huberman, 1994: 06). Moreover, qualitative research assists in "looking at the ordinary in places where it takes uncustomed forms" to gain a thick description of the individuals' cultures that reveal their everyday life normalities (Shaw and Gloud, 2001: 17). The qualitative research approach adopted within this study allowed an exploration of the normalities and the culture of teaching and learning of the context of the ENS that influenced the professional growth and identity development of student teachers. In addition to that, a qualitative design allowed the researcher to explore different subjective, individual, and shared views about the understandings, factors and influences that interfere in the journey of becoming teacher (Ockleford and Windridge, 2007). The latter could be gained through the wide range of data tools that qualitative research offers to researchers "that provide multiple versions of reality to the study" (Djoudir, 2019: 79).

Overall, qualitative research is a design that assists the researcher in meeting the major aim of the study which is that of understanding the development of the ENS student teachers' professional identity development. I was able to draw on participants detailed personal accounts of the ways they viewed teaching and themselves as teachers, the way they learnt to become teachers, and the factors they encountered before and throughout their experience of becoming teachers. In the Algerian context, there have been limited attempts to explore the development of the ENS student teachers' professional identity. Further, no study could be found that have used qualitative research design to understand the ENS student teachers' professional development. Most of the studies undertaken in this context provided numerical data through the use of questionnaires to understand the effectiveness of the curriculum and how different agents of the ENS (teachers) work collaboratively to train student teachers (e.g.; Senouci and Benghabrit, 2014; Djoumia, 2016; Bouguebs, 2021). With the qualitative research, instead of providing numerical data, this study could report descriptive detailed account of the ways ENS student teachers were developed to become teachers in the ENS.

4.6 Selecting the participants

I followed purposive sampling while selecting the participants (Cohen et al, 2011). The participants of the study were English student teachers within the ENS. Their ages ranged from 18- to 24-years-old. A total number of twelve student teachers were recruited to be involved in the study. As mentioned in the literature chapter, the ENS prepares teachers for different school levels; primary (for 3 years), middle school (for 4 years) and secondary school (for 5 years). The current study focused on secondary school student teachers because when I embarked on the conduct of this study in 2019, English was not taught in Algerian primary schools. Accordingly, the ENS was preparing primary school teachers for other subjects such as Arabic and French and not English. It was only in 2022 that English language was included in the curriculum of primary education (see chapter 1). Moreover, although the ENS prepares student teachers to become middle school English language teachers, the preparation of secondary school student teachers of English language takes the longest period (4 versus 5 years). Hence, focusing on professional growth of student teachers from a period of five years could provide the study with a holistic and nuanced understanding about the learning process in the ENS.

The recruited student teachers (12 participants) were from 1st ,3rd, and 5th year. 4 participants were recruited from each year level. The selection of these levels presented their journey of learning in the ENS to explore the process of developing a professional identity from entry as newcomers to the practicum part of their journey. Participants were contacted via emails to take part of the study. They were provided with participants information sheet (PIS) to gain an overview about the aim of the study and their role in it (see appendix A). The recruitment of the participants was based on first come first served policy. On that basis, the student teachers who responded first to my invitation for participation's email were recruited as participants of the study. All participants (12 student teachers) were asked to write reflective narratives and take part in the focus groups. The participants of the study were all females. The fact that all the participants who come forward were female is likely to be an indicator of “girls continuing to study longer than boys and have more success earning diplomas” in Algeria (Ouadah-Bedidi, 2018: 84).

Once the participants were recruited, they were invited to an online meeting (each year group separately), where they were all informed in more detail about the aims, methodology, their anonymity, expected outcomes of the study and their right of withdrawal from the study. From there, the researcher drew a table with the participants' anonymized name, year group, gender, and age to separate each year group. The table below shows the basic personal details of each research participant after I anonymized their names.

First year student teachers Names (anonymised) / Age	Third year student teachers Names (anonymised) / Age	Fifth year student teachers Names (anonymised) / Age
Souha 18	Zaynap 21	Achne 24
Nala 18	Miral 21	Illou 24
Charaz 18	Lidia 21	Belab 24
Yatah 18	Bouchra 21	Zwara 24

Table 1 Participant details

4.7 Methods of data collection

Methods refer to how data is collected in research and are concerned with the specific techniques and procedures the researchers plan to take (Crotty, 1998; Jackson et al, 2017). The current study adopted guided reflective narrative and focus group interview as methods to collect data from the participants. Castaneda and Alberto (2011: 74) argued that collecting "data from a range of different events, which are also spatially and chronologically connected, it could provide a more convincing understanding, whereas important aspects might be missed if only one method was used." Thus, the use of more than one method in this study is justified by "the assumption that it facilitates broader exploratory insights into" the development of a professional identity (Castaneda and Alberto, 2011: 74). The process of developing a professional identity and becoming a teacher, as discussed in the literature chapter, involves a complex participation, interaction, and experiences in the context of teacher education. Thus, to capture this multi-faced process of becoming, multiple data collection methods are needed to "produce more comprehensive knowledge necessary to assist theory" (Castaneda and Alberto, 2011: 74). In the current study, each method used in collecting data, offered a unique and distinctive understanding about the context of the ENS, experiences and cognitive development that were crucial to their identity construction. These methods are further discussed in the coming sections.

4.7.1 The use of guided reflective narrative

Reflection is considered as a form of narrative that involves a process of self-realisation in a journey of being and becoming (Johns, 2010). While reflecting, individuals turn back to themselves, creating a thoughtful relationship with their world (Steier, 1995). In reflection, participants can describe and answer the question ‘who am I?’ at this moment. Consequently, individuals become mindful of their existence in the world they belong to, supporting them in living with purpose and effectively (Johns, 2010). The main goal of using reflective narrative in this study was to explore how student teachers conceptualise themselves as future English teachers within the context of the ENS and how this conceptualisation of themselves and teaching changes over time. Within this study, narrative served as a means by which the participants articulated their changing understandings of themselves over time. This links with the aim of the study which seeks to understands the process of becoming that English as foreign language teachers (EFL) go through over the course of their teacher education programme. In order to stimulate the participants’ reflection process, I used the dynamic system model four components to drive the questions that guided participants’ reflection (Gunersel et al, 2016; Kaplan and Garner, 2019). These components provide theoretical framing of what it means to be a teacher in terms of knowledge about teaching, understandings about the role of the teacher, teaching goals and actions. Before considering further explanation on how these components were employed to scaffold the student teachers’ guided reflective narratives, I present a brief recap to remind the reader of the key elements that constitute Kaplan and Garner’s model.

4.7.1.1 The Theoretical Underpinning of the Guided Reflective Narrative

As introduced in the literature chapter (see chapter 2, section 2.6) the dynamic system model of teachers’ role identity conceptualises teachers’ identity as constituent of four main components: self-perception, ontological and epistemological beliefs, goals, and action possibilities (Kaplan and Garner, 2018). Using these components assisted the study in different ways. (1) It provided the study with a useful framework to conceptualise the identity of teachers through generating questions that guided their reflection. (2) It assisted in analysing and evaluating the changes in participants' understandings from first until fifth year through comparing the reflections of the participants in relation to the questions that addressed each component of the model. Hence, exploring identity development at different stages of learning.

In practical terms, it provided a conceptual map of what it means to be a teacher which allowed me to segment the components of the model into questions for the reflective narrative. These questions were then used as prompt to support the participants in covering each of the aspects that the model theorises to be important aspects of identity development. Self-perception component assisted me to generate questions about the characteristics of the role of the English language teacher, and how they think of their role as future English language teachers (see appendices F.G.H.I.J.K). Having prompt asking about what they perceive as relevant to their role as teachers assisted the researcher in covering the hidden layers (abilities, interest, self-attributes) of their professional identity. The component of ontological and epistemological beliefs helped me to ask them to reflect about how they see English language teaching to better understand how the knowledge participants generated from their formal learning (before and after joining the ENS) and every day experiences shaped the personal theories and understandings about English language teaching and learning. The third component is purpose and goals of teaching. This is mostly related to the goals teachers set in relation to the teaching profession. It helped me ask them to reflect upon the goals and objectives they associate with English language teaching. The latter assisted the study in exploring the personal motivation that influenced the participants in setting goals and desired outcomes for teaching (Kaplan and Garner, 2018). The last component of perceived action possibilities assisted me to provoke their thoughts in relation to the actions teachers would take to achieve their goals. The last component helped at understanding whether participants were aware of the practical aspect of English language teaching and the extent to which their learning in the ENS (for third- and fifth-year participants) enabled them to articulate concrete plans to teach in real classroom. These prompts (in the form of questions) provided student teachers guidance and focus on specific points to reflect upon which are related to how they perceive their role as English language teacher and how they understand English language teaching.

The reflective narrative also considered the contextual influence across three phases (first, third and fifth year). Each year group were asked to reflect on their understandings about the role of English language teacher and English language teaching taking into consideration their experience of learning in the ENS. The purpose behind focusing on the context in reflection lies in Kaplan and Garner's (2018) argument that the context guides teachers' experiences, actions, self-conception, etc. The three contexts that the reflective narrative focused on in this study are further explained below:

1) **Neophyte stage (first year participants):** This stage relates to first year student teachers' identities as newcomers to the ENS. Making the transition from the school to the ENS is an experience that might include new knowledge, relationships and understandings. Further, it is important to consider earlier experiences which they bring to the professions, which strongly influence their understandings about teaching (Vidović and Domović, 2019). First year student teachers were reminded at the beginning of reflective narrative task to take into consideration their experiences of joining and learning in the ENS as newcomers as well as their experiences before joining the ENS (see appendices, F and G).

2)**Theory learning stage: (third year participants):** As explained earlier in the thesis, the context of the third year of the student teacher education programme is considered critical in this study as it consisted of exposing student teachers to the pedagogical content knowledge of teaching for the first time. Hence, it was explained at the beginning of the reflective narrative task to third year participants that we would like them to consider their third-year learning experience and how it influenced their understandings (about the role of the teacher and teaching) (see appendices H and I). Focusing on third year as a context of development, assisted the current study in exploring the extent to which the exposure to pedagogical content knowledge contributed to the change in student teachers' conceptions of teaching.

3)Practicum stage: (with fifth year students): Similar to third year, fifth year was also considered as a crucial stage in the development of fifth year student teachers. In this period participants made a transition to the training period where they moved from the ENS into the classroom to gain practical experience of teaching for the first time. Therefore, participants were reminded to take into consideration this period in terms of how it influenced their thinking about the role of the teacher and teaching (see appendices J and K). The focus on fifth year as a context of reflection assisted the study in exploring whether when making a shift from theory to practice components of the programme, student teachers' understandings remain the same or changed.

4.7.1.2 Piloting The reflective Narrative

A pilot study can be understood as "the pre-testing or 'trying out' of particular research instruments" (Baker, 1994: 182-3). In humanities and social research, researchers can use this technique "to avoid methodological surprises" and guarantee "the reliability and the validity of their research" (Gudmundsdottir and Brock-Utne, 2010: 360). Prior to collecting data from the participants of the study, a pilot study was carried out with one PhD student who agreed to engage in a reflective narrative task designed for the participants of the study. Once the reflective narrative was collected from the PhD student who volunteered, I carried out an online interview with that volunteer to discuss experiences of engaging in the process. Through the feedback from this participant, I realised different points in relation to the feasibility and workability of using the components of the model to guide me in generating questions for the participants' reflections.

In fact, this research is among the rare studies that have used the components to guide pre-service students' reflection (except for Gunersal et al, 2016). Piloting the reflective narrative suggested that the technique of using the components of the dynamic system model to generate questions was likely to yield interesting data in relation to the research aims. It provided the participants with a comprehensive framework that guided their reflection through looking at teaching from different perspectives (roles, understandings, goals, actions). It is worth mentioning that when I piloted the reflective narrative, I adhered to the language of the model such as epistemology, ontology, and perceived actions. However, after piloting the reflective narrative, I realised that I need to simplify the language through turning the components into questions about the role of the teacher, understanding about teaching, goals of teaching, and the ways to achieve the goals of teaching (see appendix V).

Moreover, after piloting the reflective narrative, I realised the overlapping nature of the components of the model. As mentioned earlier, the model looked at the students' understandings about teaching and their goals associated with teaching as separate components. However, after piloting the narrative method, it was found that the volunteer's responses in relation to these two components overlapped in a way that he included the goals of teaching when he was asked to reflect upon his philosophical understanding about teaching. Therefore, instead of asking the participants to reflect about their understandings about teaching and the goals of teaching separately, they were asked to reflect upon these two components all at once. The latter caused me to reconsider dividing the reflective narrative into two main rounds. The first round included the reflection upon the role of the teacher and the characteristics associated with that role. The second round included reflection on their understandings about English language teaching, the goals associated with it and how they aspire to achieve these goals. Thus, in the analysis and discussion chapters of the thesis, I use understandings about English language teaching to refer as well to participants' goals of teaching and actions they aspire to take to achieve those goals.

4.7.1.3 Reflective Narrative Procedure

The participants were sent the reflective narrative task via email, which they completed independently and then returned to the researcher by email. A short online meeting was held with each year group beforehand to explain the task. Reflective narrative data was collected from first- and fifth-year students first at a time when they were experiencing a key transition: the shift to the ENS for first year participants, and the shift to the training period for fifth year participants. Reflective narrative data from third year participants was collected later after they had enough time of exposure to the pedagogical content knowledge (6 months period, from September 2020 until February 2021). This was done to better grasp how this exposure shaped their understandings about teaching in relation to the component of the model.

As mentioned earlier, the collection of reflective narratives took place over two rounds. The participants were given a period of two weeks to reflect upon the components included in each round (see table 2 below) with a choice of using any language (Arabic, French, English) they felt comfortable reflecting with. The participants decided to reflect using English since they were competent in the English language. Moreover, the period of two weeks had to extend sometimes due to circumstances of workload participants encountered. For instance, third year student teachers had exams in February which necessitated postponing the collection of the first round until the end of March 2021. Similar to fifth year student teachers whose schedule was busy between attending lecturers in the ENS and doing training, the collection of narrative data was delayed for a further period (see table 2 below). Meanwhile, an online Facebook group chat was open with the three-year groups (each group separately) to guide them throughout the process in case participants felt the need to ask questions about the reflection process. The following table demonstrates the time frame of the collection of the reflective narrative from the three-year groups.

Table 2 Distribution and collection of reflective narrative timeframe

Year group	First round	Second round
	Reflection on the role of the English language teacher	**Reflecting on their philosophy of English language teaching, goals associated with it and taken actions to achieve those goals**
First year	Sent at the beginning of February 2021 and collected mid-February 2021	Sent at the mid of February 2021 and collected beginning of Mars 2021.

Third year	Sent at the beginning of February 2021 and collected end of March 2021.	Sent at the end of March 2021 and collected beginning of April 2021.
fifth year	Sent at the beginning of February 2021 and collected at the end of february2021.	Sent at the beginning of March 2021 and collected mid-April 2021.

All the participants (12 student teachers) completed both rounds of the reflective narrative (8 reflective narratives were collected from each year group: first, third, and fifth year). The reflective narrative was a useful data collection tool in this study for it assisted me to generate more questions for the focus group interviews. For that reason, I had to make sure to collect at least one round of the reflective narrative before conducting the focus group interviews with the participants. The use of focus group as data collection method in this study is further discussed in the following section.

4.7.2 Focus group interview

Focus groups are considered as group interviews that focus mainly on group interaction in discussing the topic proposed by the researcher (Morgan, 1998). Focus groups have led to methodological debates on their use depending on the researcher’s background, assumptions, and the purpose of conducting the research (Barbour, 2007). Different terms such as group interview and focus group interview have been used interchangeably to refer to focus group (Barbour, 2007). In this regard, Barbour and Kitzinger (1999: 20) argued that “any group discussion might be called a focus group as long as the researcher is actively encouraging of, and attentive to, the group interaction”. Therefore, the role of the researcher in focus group interviews is of paramount importance. Barbour (2007) mentioned the delicate role of the researcher as the one who has to (1) encourage the group discussion through guaranteeing participants interaction among themselves and (2) prepare carefully questions related to the topic and ensure stimulus material to keep the interaction interesting. At the same time, a purposeful sampling must be taken into consideration. The group interviews have to bring together participants who are familiar with the topic and must be limited to a maximum number of six to ten participants (Meriam et al, 2015).

In this study, focus groups were used as a data collection tool to explore the experiences, including challenges and relationships, etc., that influenced the student teachers' professional growth in/outside the ENS (e.g., training school). The interactive nature of focus group enabled the current research to obtain several perspectives on the experiences and challenges student teachers underwent when learning to become teachers in the ENS. In this sense, focus group has the potential to gain insights into the shared factors that are presented as challenges to student teachers learning. Gibbs (1997) argues that one of the advantages of focus group is the brining together of people through social interaction that allows participants to express their feelings, attitudes, and beliefs. In fact, the collective interaction assisted the current research at gathering the collective shared experiences and opinions of student teachers and it respected their schedule. Student teachers of the ENS had a hectic studying schedule which made it difficult for both the researcher and the participants to engage in individual interviews. Focus group interviews, on the other hand, facilitated the conduct through gathering them all at once. Focus group interviews are usually conducted in a friendly environment which makes the conduct easy for the researcher and the participants (Johnson, 1996). While focus groups might be sometimes intimidating for some participants, a careful planning from the part of the researcher might develop some trust among participants. The participants of the current study were all ENS student teachers who belong to the same context and the same academic level. Meaning that, the participants were more likely to feel at ease while discussing their experiences in a group rather than individually. The 'collective activity' of discussion helped in decreasing their timidity (Powell et al, 1996). Finally, focus groups are flexible and enable the researcher to gain wide views from the participants (Johnson, 1996). Therefore, the generation of different views provide the opportunity for the researcher to develop themes grounded on the collected answers from the participants. This is in agreement with Braun et al (2016) who suggested that thematic analysis (see section 4.) goes well with focus group.

Interviews in general, are sometimes criticised in terms of validity and reliability (Castañeda and Alberto, 2011). One of the critiques of this method is the influence the interviewer can have on the interviewee (Hitchcock and Hughes, 1989). However, this study considers the nature of interviewing as the interchange of point of views between two or more people "Conversing about a theme of a mutual interest (Kvale and Brinkmann, 2009: 02). Kvale and Brinkmann (2009) claimed that interviews are stress provoking in that some questions and decisions must be taken while the interview is progressing. This study views this aspect as an advantage for it gives the researcher the freedom to ask questions that were not thought of before, an aspect that cannot be achieved with questionnaires for instance. Another critique associated with interviews is the interference of the personality and emotions of the interviewer (Castañeda and Alberto, 2011). Piloting the interviews assisted me to adopt the role of miner and traveller within the interview (Kvale and Brinkmann, 2009). The miner interviewer role helped me in conducting the interviews with well-defined interest and questions that answer the study's research questions. The traveller role, on the other hand, assisted me to be openly curious to the answers of the participants. Thus, instead of controlling the direction of the conversation, I encouraged them to say more about their experiences to be able to gain a comprehensive understanding of their identity development from their own perspective (Witzel and Reiter, 2012).

4.7.2.1 Piloting the Focus Group Interview

Prior to conducting the focus group interviews with the ENS student teachers, two PhD students volunteered to be interviewed to test the feasibility of the questions. The pilot interviews took place online to pilot the experience of online interviewing. Because the current study aimed at conducting two focus groups with each year group, the piloting of the interviews took place in two days to test each interview separately. Conducting the interviews with the volunteers in two days, assisted me to listen to the recording to analyse my role as an interviewer for the next interview.

Piloting the interviews helped me to consider many aspects that I was not aware of and that could become problematic matters to my research. It assisted me in simplifying the language used when formulating the questions. English language was the medium of instruction in the ENS which entailed that the ENS participants had good level of English language. However, it was important to consider simple English for the sake of avoiding ambiguous questions that could lead to interviewees' confusion. After conducting the pilot study, I realised that some of the interview questions were narrowed down in a way that restricted the responses of the participants. Narrowing the questions was the result of my personal bias and view that the ENS does not prepare student teachers with the knowledge necessary of teaching. The pilot study caused me to reconsider making my questions more general to avoid my bias and follow the aims of the study which is that of exploring the professional identity development of the ENS student teachers. It is worth reminding the reader that due to the pandemic period, data collection including interviews could not be conducted face to face. These pilots prepared me for some of the drawbacks of online interviews: network breaking down, longer time spent in the online interview than expected, and the need to be aware of keeping the recording on while interviewing. Further, online interviewing could be challenging when it comes to participants turn taking. Experiencing this struggle while piloting the study caused me to think of the need to remind ENS student teachers to use 'raise your hand' policy in case one participants wanted to intervene. Finally, while listening to the recordings, I realised the extent to which I was interrupting the interviewees which caused me to pay attention to this detail when interviewing the ENS participants. See appendix (w) which presents some of the questions and vocabulary that were changed after piloting the interviews.

4.7.3 The procedures of conducting the interview with ENS student teachers

The plan was to conduct the series of focus group interviews with the participants face to face. However, due to covid circumstances the plan changed to online interviewing for the sake of participants' and researcher's safety. The interviews took place from February 2021 until May 2021 with the three years groups. Further, the interviews were conducted using English language as a medium of communication between the researcher and the participants. As mentioned earlier, prior to conducting the interviews, it was important to collect at least one round of the reflective narrative for the sake of generating more questions for the interviews. For that reason, the interviews started only when the first round of the reflective narrative was collected and read by the researcher. Further, because the aim of the study was to collect rich data from third year and fifth year student teachers in relation to their exposure to the content pedagogical knowledge (for third year participants), and the training experience (for fifth year participants), the researcher had to start with first year participants. The total number of interviews conducted were six interviews: two with each year group. At the beginning of each interview the participants were reminded of the possibility to withdraw at any time. I also explained the main purpose behind this interview, how long it will take, and how students' confidentiality would be protected. Fryer (2019) argued that a lack of shared preferred language between the researcher and the interviewees can generate complexity and challenges to the conduct of the interviews. Although the participants decided to use English language during the interview, they were reminded and given a choice to speak in any language they shared with the researcher (Arabic, English, French). The procedures, aims and questions of conducting the interviews are further discussed in the coming sections.

4.7.3.1 Interviews with First Year Student Teachers

I conducted two interviews with four first year participants. The first focus group interview took place online via teams at the end of February 2021 and lasted for one hour and a half. Some of the questions included in the first interview were developed from the first round of reflective narrative answers on how they viewed the role of the English language teacher. First year students' reflections on the role of the teacher provided other insightful data that covered a range of factors that influenced the way they saw the role of the English language teacher. An example of the factors that the participants mentioned in the reflective narrative and were asked to elaborate on in the focus group was the view of the Algerian society on the field of English language learning. Religiosity and its influence on how they considered the role of the teacher was also something that was explored. This elaboration assisted me in exploring the stories (e.g., experiences) behind their different conceptions about the role of the teacher and teaching. Moreover, the interview focused on their experience of joining the ENS through asking questions related to a) the reasons behind choosing the ENS to become teachers and not the university; b) the extent to which they consider the ENS as different from the university, c) previous experiences that influenced their motivation to join the ENS (see appendix L). The second focus group interview with the first-year students was conducted in March 2021 and lasted for one hour and a half. The challenge with the second interview was to gather the participants in a convenient time for them as they were having their semestrial exam. This interview focused attention on gathering data that could answer the third research question which aims at exploring the culture of teaching and learning in the ENS and its influence on their development (see chapter 1 section, 1.4). Some of the questions covered aspects of modes of teaching and learning in the ENS, the sort of relationships they developed inside the ENS with their tutors and follow student teachers, and the activities they engaged in to learn in the ENS, etc (see appendix M).

4.7.3.2 Interviews with Third Year Student Teachers

I conducted two rounds of focus group interviews with third year student teachers, which took place online and in March 2021. It is worth mentioning that some of the questions asked within the interviews were similar to first year student teachers' questions (e.g., reasons behind choosing the ENS and the extent to which they consider the ENS different from the university). These questions aimed to explore participants' perceptions of the ENS and the extent to which their motivations with regard to teaching may have changed as they progressed through the programme. Unlike first year participants, this interview targeted third year student teachers' experiences of learning in the ENS, in particular, in relation to their exposure to pedagogical content knowledge. On that basis, other questions covered aspects of a) their experience of moving to third year and their experience of exposure to pedagogical content knowledge (see appendix N). These questions aimed to investigate the influence of pedagogical content knowledge on the motivations of third year student teachers as well as on the way they viewed themselves as teachers (see chapter 6). In the second interview, participants were asked to talk about the culture and atmosphere of learning in the ENS from their perspective as third year student teachers. More specifically, they were asked about the atmosphere of learning in the didactics modules in terms of knowledge, interaction, roles, and activities to understand the particularities of their learning environment and the extent to which it assisted them in developing their thinking around

English language teaching. Moreover, Similar to the first-year interviews, questions were included related to their relationship with their fellow student teachers. This assisted the study in exploring whether a sense of community among student teachers could develop/ stagnate as they progress in the ENS (from first to third year), and its influence on their learning and development (if developed/stagnated) (see appendix O).

4.7.3.3 Interview with Fifth Year Student Teacher

As mentioned earlier, it was important to conduct the interview with fifth year students after they had finished their training to gain a complete understanding of the challenges and influences they experienced during the training period. Therefore, the series of interview occurred at the end of their full-time training, specifically, in April 2021. The online interviews lasted for an hour and half and involved four student teachers from the fifth year. The first interview tackled questions related to their experience of the training, it influences on their motivation and development, sort of relationships they developed in the training school. Understanding the relationship with school staff, including teachers, helped at gaining more understanding about their sense of belonging to the profession of teaching (see appendix P). The second focus group interview was conducted at the end of April 2021 with the same participants group. The goal of this interview was to explore the culture of mentoring and how it assisted them in developing their English language teaching practice as future teachers. Accordingly, questions that were developed for this interview covered aspects related to their experience of mentoring with their mentors, the sort of relationship they built with them, the assistance they were receiving and the techniques these mentors employed to assist them during their training (see appendix Q).

This section has described the procedures for data collection with the use of reflective narrative and focus group interviews. The next section explains how the data collected from the focus group interviews and reflective narratives was interpreted and analysed.

4.8 Data analysis

Analysing data is a complex process of making meaning out of the data through consolidating and interpreting the answers of the participants and the readings of the researcher (Meriam et al, 2005). In order to analyse data in the current research, the researcher used thematic analysis to generate themes and codes from the data. Thematic analysis is an analytic approach used to analyse and make meaning out of data that was gathered to identify and report repeated patterns across a data set (Braun and Clarke, 2006) which is important to the description of the phenomenon (Fereday and Muir-Cochrane, 2006). Recently, Braun and Clarke (2019; 2021) reconsidered thematic analysis as reflexive thematic analysis. It considers "qualitative data analysis as telling 'stories', about interpreting, and creating, not discovering and finding the 'truth' that is either 'out there' and findable from, or buried deep within, the data" (Braun and Clarke, 2019: 591). Further, reflexive thematic analysis considers the researcher's subjective role as inevitable and as a "resource rather than a potential threat to knowledge production" (Braune and Clarke, 2019: 591). In this research, I used both of Braun and Clarkes' contributions of thematic and reflexive thematic analysis (2006; 2019) to generate, analyse, and report patterns of shared meanings emerging from the student teachers' reflective narratives and focus groups, taking into consideration my subjective role as a researcher when interpreting data (see section 4.9 for reflexivity).

Braun and Clarke (2006: 9) explained that thematic analysis is a method that can be used "both to reflect reality, and to unpick or unravel the surface of reality". In this thesis, thematic analysis was used to report experiences, meanings, and realities of student teachers within the ENS. Thematic analysis was chosen because this research is exploratory in nature driven by the purpose of making sense of student teachers' experiences and perspectives on their identity development by helping the researcher to explore potential patterns across the participants' experiences. This required an inductive methodology to explore the realities, challenges and environment within which identity is formed. In this study my aim is not to confirm hypotheses, but instead to detect and report the generated codes from the data. Finally, thematic analysis is a "flexible approach" that grants rich and thorough description of data (Braun and Clarke, 2006: 77). These features of a thematic approach offer an effective means to report in detail the professional identity development of ENS English student teachers.

In order to derive themes from the data, I used an inductive approach. According to Leavy (2014; 2017) researchers use this approach to "vigorously explore a phenomenon, to unravel the meaning people give to their world and to gain a depth understanding about aspects of social life". Inductive design, therefore, allows the current research to generate meaning and produce rich data about how student teachers of ENS conceptualise themselves as teachers, how this conceptualisation changes over time and what challenges and support follow their learning and growth as future EFL teachers.

Indictive analysis has often a primary goal of the research findings to develop from the patterns of shared meanings rooted in the data (Thomas, 2006; Braun and Clarke, 2019). For instance, Braun and Clarke (2006: 83) indicated that inductive analysis is:

> "a process of coding the data without trying to fit it into a pre-existing coding frame, or the researcher's analytic preconceptions. In this sense, this form of thematic analysis is data driven"

However, in the current study, I acknowledge the fact that inductive analysis was not a straightforward process. According to Merriam and Tisdell (2016:88) "The sense we make of the data we collect is equally influenced by the theoretical framework. That is, our analysis and interpretation—our study's findings—will reflect the constructs, concepts, language, models and theories that structured the study in the first place". The theoretical frameworks (sociocultural, figured worlds, communities of practice) gave shape to each stage of the research process including data analysis and conclusions. Collins and Stockton (2018) argued that the reliance on theoretical framework to analyse data should be seen as an asset for the research for it helps with the process of sense making. Further, "It keeps us from getting caught up in rendering accounts dismissed as travelogues or personal diaries" (Wolcott, 1995, p. 184). However, "the choosing to centre a particular theory comes with the threat of becoming myopic". In order to avoid this, I relied on the process of "a balanced centring of theory" through the constant identification of my theoretical presuppositions and epistemological dispositions when analysing the data and reporting the final conclusions of the study (Collins and Stockton, 2018). The process of balancing the theoretical frameworks with my positionality in terms of theory influence assisted me in analysing and interpreting participants' complex day to day experiences explicitly. It also assisted in providing new meanings and deep explanations about how and why professional identity of student teachers develop in specific contexts.

4.8.1 Coding the data and generating themes: reflective narrative

Data collection and analysis were conducted simultaneously. The analysis of the data started with the first round of the reflective narrative as it was the first data collected from the participants. To capture the similarities and differences in the reflective narrative data of the three-year groups, this study followed a cross case analysis. According to Ayres et al (2003) a cross case analysis is a method to explore commonalities across cases to contextualise data through linking data with multiple research respondents. Since one of the aims of this study was to investigate the extent to which understandings change throughout the course of learning in the ENS, this study viewed each year group as a world of meaning making that needs to be analysed separately to capture "the individual uniqueness within cases" in terms of understandings' development (about teaching) during each stage of learning in the ENS (Ayres et al, 2003: 873).

I followed Braun and Clarke's (2006) framework for thematic analysis. This framework consists of different steps starting with reading the data, coding the data, and searching for themes (patterns of shared meaning). I made sure to anonymise the participants names to then engage in reading the reflective narratives from each year group separately and several times to gain a sense of the data of each year group as a unit.

At this stage, I was taking notes of early impressions in a form of summary to capture the general meaning out of the data. For instance, my first impression on first year participants' reflection on the role of the teacher was that they focused predominantly on the linguistic ability as a curial criterion to become an English teacher. After that, I started reading the data of the reflective narrative in a linear fashion. In other words, I read the reflections of student teachers in relation to each question (e.g., understandings about the role of the teacher) moving from first, third, to fifth year. This assisted me in capturing the similarities and differences in participants' understandings as they move across the years of learning in the ENS. It also helped me in understanding the hidden reasons that influenced the change/ stagnation of their understandings. In practical terms, I read the reflections of the three years group in relation to the role of the teacher starting with first, third and then fifth year. This assisted me (later in the analysis) to understand that their understandings shifted from viewing the teacher as an autocratic figure who needs to be linguistically competent to a facilitator who takes students' needs into consideration. I then began coding the data manually. To code the data, I drew a table which I split into set of categories and examples. For example, while reading through first year participants' reflective narrative expressions like "the good teacher has to be first good in English language", "a teacher who has a strong vocabulary, receives more respect and trust" were coded as linguistic competence. These were later classified under the theme of "thinking of teacher as linguistically competent". This theme was reviewed and redefined to 'Initial understandings about the role of the English language teacher and teaching' (see chapter 5, section 5.2.1).

It is worth mentioning that the analysis of the reflective narrative was the most challenging part of the data analysis. I analysed the reflection of each question following a cross case analysis method. This occurred at the year group level (each group severely) to extract the commonalities and differences at level of each year group. Following the analysis of each participant and year group separately, the researcher started to compare the data of the three-year groups together. It is important to note that some first-year student teachers' ideas were influenced by their religion which at times could cause their reflections (ideas) to seem vague to the readers. In such cases, I as the researcher, felt fairly confident that I understood the meaning because the participants and I come from the same context. However, to minimise the possible effect of the personal inclination and misleading interpretation from my part as a researcher, the participants were emailed for further clarification. An example of this is their view on the role of the teachers as "almost like a prophet".

4.8.2 Coding the data and generating themes: focus group interviews

In this study, I delt with interviews verbal data that was transcribed into written form. Transcription of the data provided me with an excellent start to familiarizing myself of the data. It also provided me with early stages of analysing data through developing thorough understandings of the data while transcribing it. Once transcripts were written all names were replaced with pseudonyms to protect confidentiality. I then engaged in analysing the data following the same thematic analysis framework of Braun and Clark (2006) used with the reflective narrative (reading the data, generating codes, searching for themes). Thus, I started with reading the interview transcripts. Meanwhile, I was coding the data through drawing a table which I divided into main patterns (examples), subtitles and interpretation summary. For instance, as I read through the transcript of third year participants expressions such as "teaching is a very tough job", "didactics modules... changed my thinking", "as I started didactics... I felt like I was awakened from a deep slumber" were included under two sub-titles: "didactics' influence and changing understandings". These were later categorised under one main theme "changing understandings and identity development" (see chapter, 6 section 6.2). I followed this procedure of coding with all the three-year groups interview data for it allowed me to "generate an initial list of ideas about what is in the data and what is interesting about them" (Braun and Clarke, 2006: 88).

During the interview analysis, I looked at the data for each year group separately. It is worth reminding the reader that interview data attempted to look at each context of learning in the ENS separately (first, third and fifth year) to understand the influence of each context on the professional growth of student teachers. The analysis of the interviews was done after the analysis of the reflective narratives. In fact, the categorisation of some reflective narrative data before the interviews assisted in gaining insight into the underlying factors that influenced their reflected understandings. For instance, the thinking of first year participants about the role of the teacher as a linguistic competent figure in reflective narratives was influenced by their ENS teachers who were viewed as linguistically competent. This aspect was further explored after engaging with interviews' analysis.

Overall, the data analysed from the interviews assisted the current study in answering the second and third research questions concerned with a) exploring factors, challenges and experiences that could influence the learning and professional identity development of the ENS student teachers, b) the particularities of the ENS and the training school in terms of the ways it assisted the learning and professional growth of the ENS student teachers. The coming section discusses the ethical considerations followed by the study.

4.9 Gate keeper and ethical consideration

The term research ethics considers moral principles as a crucial aspect of a research conduct held by researchers (Govil, 2013). The current study abided by the ethical guidelines proposed by the British Educational Research Association (BERA). Based on BERA's (2018: 06) ethical guidelines "educational researchers should operate within an ethic of respect for any persons". Respecting others in any research demands a certain ethical protocol that should be undertaken by the researcher for the sake of protecting not only the participants of the research but the researcher as well (BERA, 2018). This protocol includes aspects such as: the confidential and anonymous treatment of the participants, storing data securely in safe premises, and ensuring that any future publication does not breach the principles of confidentiality and anonymity of any participant or institution mentioned in research conduct.

Throughout the current study care was taken to protect the privacy of the participant and treat them fairly in line with the BERA guidelines. Ethical approval was granted by the university's Education Research Ethics and Governance Committee (see appendix D). After submitting to the committee, a detailed description of my research's aims, questions, the ENS context and the participants of the study, I received an approval to start collecting data. Subsequently, I emailed the head of the English department of the ENS to permit me to conduct the study in the ENS. This stage included sending him request for permission letter (see appendix C) where I explained the aims of the study, his role in the study (as a gate keeper), the numbers of participants I needed, and the procedures taken to protect the ENS privacy. After that, the gate keeper provided me with the emails of the participants that he contacted and agreed to take part of the study. Once I was granted the permission to start data collection from the ENS head of department, I contacted the participants where I introduced myself, and provided them with the participant information sheet (see appendix A) that included an overview about the research, their role in the study, how their identities will be protected, and their right to withdraw anytime without being questioned. I also explained to them that they will be gathered in one group during the interviews. This was particularly done to understand whether they had a problem with being exposed and sharing their answers with their fellow student teachers. Moreover, the participants were informed about the use of recorder as a tool used in the study for the purpose of transcribing the data, and that only the researcher who can have access to it. Only when the participants read the information sheet and emailed me back to confirm their participation, they were sent a consent form (see appendix B) to sign it and become participants of the study.

After the data was collected from the participants, I also abided by the measure recommended by BERA (2018) to keep data in safe place. As such, I avoided portable data storage such as laptops and USB. Instead, the data was stored in MMU university managed storage called Research Data Storage (DRS) after it was anonymised. Further, when the interview data was transcribed for analysis, the recorder was safely destroyed. When the data was shared with my supervisors for further guidance, I made sure to keep the names of the participants and places unrevealed. The anonymised data were sent to my supervisors via university secured email.

4.10 The researcher’s positionality and reflexibility in the study

Social and educational research are not value-free (Gary and Holmes, 2020). Thus, researchers in these domains should always be aware of their positionality and reflexivity for the validity of the research. Positionality is understood as "the position that the researcher has chosen to adopt within a given research study" (Savin-Baden and Howell Major, 2013: 71). Reflexivity requires the researchers to be self-aware about the views, beliefs, and positions they bring with them to the study, and how these might influence the study’s design and interpretation of results (Gary and Holmes, 2020).

In finding one's positionality, Savin-Baden and Major (2013) suggested some ways that can assist the researchers in locating their positionality in the research. Accordingly, researchers need to locate themselves in the subject under study. As proposed by Creswell (2013: 216) researchers need to consider how "past experiences through work, schooling, family dynamics" can shape the interpretation of the phenomenon under study. In the current study, I acknowledge the influence of my past experiences on my positionality. Doing my previous master's project to investigate the role of teachers in developing pupils' academic self-regulation caused me to conclude that Algerian teachers needed training in this area. This conclusion developed certain pre-study (Ph.D.) assumptions that the participants of my doctoral study, who were student teachers, held a limited pedagogical knowledge of teaching. This pre-assumption influenced the way I designed the interview questions. Before piloting the interviews (see earlier section 4.7.2.1.), the questions were shaped with an expectation that the ENS as a teacher education context were not preparing student teachers with the pedagogical knowledge necessary to embark on teaching. However, the researchers' positionality in research is not fixed as long as reflexivity is ongoing (Gary and Holmes, 2020). Piloting the interviews and listening to the recordings assisted me in making my questions more general to capture the nuanced perspectives and experiences of ENS student teachers.

Moreover, in qualitative research, it becomes necessary to acknowledge the fact that the conduct of research is "informed by a higher-level theory, even though researchers sometimes are not aware of these theories because they are embedded in their assumptions about the nature of reality and knowledge" (Glesne, 2011: 5). Similarly, Collins and Stockton (2018) defined conceptual theory as the theoretical framework that guides the researchers in developing their research questions, understanding the relevance of their research and identifying methodological choices. In the current study, I acknowledge the influence of sociocultural lenses on the selection of the methods used to collect data from the participants. Considering that this study views identity development as an individual (personal) and collective (belonging to a group) endeavour (Wenger et al, 1998; Gardoso et al, 2014), it became crucial to opt for methodological tools that touch upon these aspects. With the use of reflective narrative, the aim was to enrich the study by broadening the scope of self-awareness of participants because it gives them a chance to reflect from their unique and individual experiences (Tracey and Hutchinson, 2016). The use of focus group interviews, on the other hand, assisted the study to explore the shared experiences among the participants through allowing them the voice of a group. Moreover, this study considers each year (first, third and fifth) as a world of meaning making that is collectively constructed and experienced among the participants. These theoretical conceptions influenced the choice of the focus group as a tool for data collection to capture the shared meanings and experiences participants give to each year of learning in the ENS.

Another suggestion by Savin-Baden and Major (2013) for positioning one-self in the study is the need for researchers to position themselves in the context of study. I come from the same context (Algeria) as the participants. Thus, both the researcher and the participants share the same cultural, religious, linguistic, and societal background. This in fact gave me a position of an insider to the culture of the participants. Gary and Holmes (2020) indicated the advantage of holding an insider position in research. This includes the trust that can be developed between the researchers and the participants which was something evident in this study. I established a good relationship with the participants which may have made them feel more able to share honest answers (Gary and Holmes, 2020) and feel more able to let me know if the interview times were not convenient. Another advantage of the insider position could be the ability of the researcher to understand the language and the non-verbal cues of the participants (Gay and Holmes, 2020). I could understand the language and the body language of the participants however, sometimes, this became problematic. For instance, the participants' answers were affected in a way that they did not use to finish the whole sentence assuming that I already knew what they were about to say. Another example was their assumption that with my position as one of them, I have a similar knowledge and understanding which caused their explanations, sometimes, to be limited (Gary and Holmes, 2020). For instance, participants left sentences and responses unexplained such as “you know how the Algerian society thinks". To avoid any biased interpretation of their answers, I tried to ask them to explain any sentence that was unfinished.

As mentioned earlier, the participants reflected and communicated with me during the interviews using the English language. For that reason, the reporting of the data did not require any translation. However, sometimes participants' expression of their thoughts was influenced by their mother tongue which could make their ideas understood differently in a different cultural context. An example of this, is the participants’ constant use of the pronoun ‘he’ to refer to both male and female teachers. While this linguistic demeanour might be perceived as a sexist speech in some cultures, in the context of Algeria the use of ‘he’ is a common and collective way to refer to people, regardless of their gender, in different professions. In order to avoid “cultural bias” which is the influence of researchers’ cultural beliefs on the perception and interpretation of the data, I remained reflexive (e.g., questioning my own interpretations) during the processes of data collection and data analysis (Cuoco et al, 2022:874). I allocated some time from the interviews to ask the participants to elaborate or clarify some aspects related to their reflection content (e.g., he pronoun). After data was collected, I used to reach out to participants online (via emails) to ask them for clarification in relation to the use of pronouns and aspects related to their curriculum.

Although the participants seemed to treat me as an insider, in some ways, I would position myself as an outsider to the ENS context, considering that I graduated from the university context and not the ENS. This left me with a limited knowledge of this context in terms of the modules the student teachers had and the knowledge they received. However, I was aware that the ENS has a good reputation in the Algerian society and that it is regarded as superior to the university. The fact that ENS students, including the participants of this study, considered themselves as elite caused me to take a stance to prove that even the university graduates can be effective in teaching. However, this biased thinking changed the moment I started interviewing the participants with whom I established a relationship of trust and respect, where they shared their personal experiences in the ENS. These experiences made me realise that both the ENS and the university graduates share some similar challenges and experiences while learning in these two different contexts.

As far as the analysis of the data and drawing conclusions were concerned, the current study considered interpretive validity when analysing participants answers. Interpretive validity is described as “the ability of the research to capture the meanings, interpretations, terms, and intentions about situations and events, i.e., the data, as expressed by the participants/subjects themselves, in their terms” (Castañeda and Alberto ,2011: 68).

Meanwhile, I took into consideration my role as a researcher who made use of thematic analysis where accurate and reliable coding is rarely, if not at all, achieved (Braun and Clarke, 2019). In this study, the process of data analysis was the subject of continuing discussion with my supervisors. Discussions around the data and how my own positionality might be influencing the analysis supported my ongoing reflexivity by encouraging me to consider alternative interpretations and challenge my assumptions.

4.11 Conclusion

This chapter has provided a detailed description of the aims of the study and how they influenced the methodological choices taken by the researcher. In this chapter, the researcher gave a rationale for the methodology adopted within the study (an interpretivist qualitative approach), data collection methods (reflective narrative and focus group interviews), the piloting of these methods as well as the philosophical assumptions that influenced these methodological choices. An explanation of why and how thematic analysis would be used as a means to analyse the data was also provided. The chapter concludes with the ethical aspects that were taken into consideration and the researcher's positionality and its influence on the conduct of the study. The following three chapters will discuss the findings obtained by the interviews and the reflective narrative discussed in this chapter.

Chapter 5: Initial stages to developing a professional identity: first year student teachers

5.1 Introduction

This chapter reports the reflective narrative and focus group interview data on the process of building a professional identity among the first-year student teachers. The development of their professional identity in this chapter is viewed from different perspectives: the development of their understandings about the role of the English language teacher and the English language teaching, the factors that influenced their decision to join the ENS and the extent to which their experience of learning in the ENS, as first year student teachers, influenced their development as future English language teachers. Findings show that the first year student teachers' understandings were based on viewing the teacher as the central element of the classroom and teaching to prepare interculturally competent pupils who can navigate across cultures. Their understandings seemed to be influenced by the ENS context and social discourses. Further, the first-year participants' decision to become teachers was influenced by different contradictory factors such as family and participation in different pre-entry activities, gender and religion which were reported to boost participants confidence and restrict their career aspiration (e.g., gender). The findings also indicated that attending the ENS was a contradictory experience. While it provided the participants with an elite title and a culture where they developed their English language learner identity, it constrained their development with contractual obligations and taxes payment. Society's demeaning view towards the field of foreign language also contradicted the elite title offered to the participants.

5.2 Theme one: Building up an English language teacher identity

The experience of learning in the ENS as first year students was reported to be a crucial period to the cognitive development (reasoning about English language teaching) of student teachers for it marked the transition they had made from secondary school to the ENS. This theme reports the conceptions first year student teachers hold about the role of the teacher and teaching. It also explores how the transition to the ENS influenced the way student teachers reflected on the role of the teacher and teaching. It is worth reminding the reader that student teachers' reflections were guided by questions about how they viewed the role of the English language teacher, English language teaching, goals associated with it, and the actions taken to achieve those goals.

5.2.1 Initial understandings about the role of the English language teacher and teaching

The data reported by first year participants revealed that their learning experiences as first year students had exposed them to knowledge from different modules. These modules covered the linguistic side of the English language such as phonetics where they were exposed to the scientific study of the English sounds, their production, and perception together with the civilization module where they were introduced to the British history and culture. Speaking on the behalf of her fellow student teachers, Nala reported that:

> **Nala**…in phonetics we are actually learning scientifically. The scientific knowledge of language production is not something common for everyone. Not anyone can know this.

Nala's quotation indicates a sense of privilege. It could be that making a shift from secondary school where the focus was mainly on developing the grammar aspects of English, to the ENS where she had been exposed to language production and perception from scientific aspect made her feel important.

Participants demonstrated their awareness that the initial stage of learning was about developing their linguistic competence as future English language teachers. For instance, Souha, who at the beginning did not embrace the idea of learning mainly the properties of English language in her first year, came to realise that linguistic knowledge is what would make her a competent teacher. She said:

> **Souha**...they are working more on language level of teaching, I guess. I think they know that being an English teacher involves a strong foundation of language that is

> how I see it. At the beginning, I didn't like the idea but then I realised that this is how it is. I cannot start teaching English right away without knowing more about it culturally, linguistically, phonetically. (First interview).

It seems that Souha thought that once joining the ENS, she will be exposed to how to teach right away which might explain why she disliked the idea at the beginning. Nonetheless, this experience [exposition to the properties of English language] made her recognise what it takes to become an English language teacher. She perceived the role of the teacher as entailing knowledge in civilisation and linguistics. She reflected upon her self-perception about the role of the teacher saying:

> **Souha:** The good teacher has to be first good in English language. He should be a witty sender for the information, so his/her students can grasp it easily. Moreover, he ought to prepare already the lesson and also to be prepared for any kind of questions from students [pupils]. (Reflective narrative).

Her focus on the teacher as the central element of the teaching profession and as someone who needs to be linguistically competent indicates that her self-perceptions about her role as a teacher were influenced by her first-year learning experience. Her understandings might have formed after observing the ENS tutors focusing on developing student teachers' linguistic knowledge. This could also indicate limited perceptions of her role as a teacher which does not exceed the possession of linguistic competence. These limited perceptions were also common among other participants including Yatah. For instance, Yatah reflected upon the role of the English language teacher as someone who needs to "teach it to students in a right way and with correct language use including grammar and pronunciation".

Nala also demonstrated her understandings about the characteristics of the English language teacher as someone who needs to possess a large repertoire of vocabulary. Nala reflected that her ENS tutors were proficient in the English language which caused her to consider them as models she aspired to imitate.

> **Nala:** I believe a teacher who has a strong vocabulary, receives more respect and trust from students because it is a way to prove his qualification as an English teacher. I can see this with my ENS teachers. The correct language they use makes me respect them more. I can feel that they are qualified. This is exactly how I want my students to have the impression. (First interview).

The quotation indicates that the ENS teachers influenced Nala in exploring her sense of self as a teacher through developing her imagined identity of becoming linguistically competent teacher which she saw herself enacting in the future (Kanno and Norton, 2003). Thus, the ENS teachers encouraged her early sense of identification as a competent teacher of English who is already gaining respect from her pupils.

While modules such as linguistics and phonetics influenced how first year participants perceived the role of the teacher, civilisation modules also seemed to shape their understandings about English language teaching. Souha explained that through teaching English she will give the chance to individuals to communicate internationally. She elaborated understandings that are centred on the idea of enhancing pupils' attitudes and worldview towards others' culture. She said:

> **Souha:** English becomes the language of international communication and technology. The fact that we are teaching it, we are helping people to enter this world. Let's take a simple example, if we decide to travel to a country in Europe or Asia, which language are we going to speak to make others understand us? So, English is considered as the language of the international communication. In addition, we are transmitting new stuffs, cultures and traditions to make the students accept the differences of others. (Reflective narrative).

What is interesting in quotation is how she already considered herself as a teacher "we are teaching, we are helping", "we are transmitting". This could indicate that the knowledge she was receiving influenced her views through positioning herself as a teacher of English as a foreign language (EFL) (Beauchamp and Thomas, 2006).

The influence of civilisation module was also common in Nala's reflective narrative who reported that in her first year she "realised that teaching English should be based on the philosophy of preparing pupils as open-minded students". She further stated that English teaching should combine both teaching the language and the culture associated with it. It seems that both Nala and Souha were combining their philosophy and the goals of English language teaching which are that of teaching English to produce interculturally competent pupils who can navigate across cultures. Words such as "cultures" and "open-minded" indicate their desire to teach their pupils to communicate with awareness to the background and experiences of other language speakers. Both Souha and Yatah did not articulate their understandings with the use of scientific concepts from the field of English language teaching (Johnson and Golombek, 2011). Instead of using 'intercultural competence', they dwell on concepts such as "cultures", "differences" and "open-minded students" to reflect their perspectives (see for example Bennett and Bennett, 2004; Deardroff, 2006). This might suggest that in first year their knowledge in the domain of teaching was limited. Moreover, the constant focus of participants on a teacher as linguistically and interculturally competent figure could indicate an implicit endorsement of 'native speaker ideology' by the ENS which upholds the native speaker as the ideal (Harsanti and Manara, 2021). This ideology along with taking their ENS tutors as linguistic models could limit their role as future English language teachers from viewing teaching beyond linguistic and cultural competence.

First year participants did not consider action possibilities on how they will achieve their teaching goals. They instead explained that as future English language teachers they will face obstacles including uninterested pupils and lack of materials that will prevent them from achieving their goals.

> **Nala:** In Algeria we might have some obstacles that can prevent teachers from achieving those objectives like expensive foreign books and the lack of them. Even the Algerians themselves are not taking this language seriously as in other countries where every speciality is respected. (Reflective narrative).

> **Souha:** the obstacles that might face an Algerian teacher are when he deals with anomalies and close-minded students, it makes it hard to control the lesson and achieve your objectives. (Reflective narrative).

> **Yatah:** being a teacher in Algeria is something very hard and being a teacher of English is even harder. Because there is lack in teaching materials, no technology is used to improve both teaching and learning English. Pupils are not really interested in learning English. So, the teacher finds it really hard to motivate them to make efforts to learn. (Reflective narrative).

Although these participants had not experienced teaching, they seemed aware of some issues they might face. It might be that their experiences as English language pupils in Algerian schools impacted their view towards Algerian pupils as unwilling to learn English language. This might be linked to the status of French language, which is considered the second language, used by the majority of the population. Further, fields such as medicine are all taught in French which places more importance on the French language by comparison to English. The latter might also explain the paucity of materials in English language. These factors had already influenced Souha, Nala and Yatah's motivation to achieve their goals even before they started teaching. This issue needs further consideration specifically in the context of foreign language student teachers where some languages are underestimated (an aspect that was reported by the participants in the coming theme 5.4.1).

The trajectory of participation in first year is characterised as a complex process of becoming an English language teacher. On one hand, it provided first year participants with the knowledge and models (tutors) that shaped their understandings about their role and teaching. Particularly, their self-perception about the role of the teacher and understandings about English language teaching seemed to be influenced by some factors such as the content they were exposed to (linguistics and civilisation). Further, their ENS tutors were considered as experts that need to be replicated. Another factor could be linked to the lack of interest in English language. On the other hand, it limited their understandings around the role of the teacher and English language teaching that do not surpass notions of linguistic competence and culture teaching. Hence, limiting their agency to see and claim a different role from the one encouraged by the ENS (Holland et al, 1998).

5.3 Theme Two: Influences on first year student teachers' decision to become English language teachers

First year student teachers' sense of identity as a teacher developed as a complex construct influenced by the interplay of different social cultural factors such as family influence, engagement in previous activities, gender, and religion. Data indicated that these influences directed the way they conceived themselves as teachers. This theme reports the reasons that underpinned first year participants decision to choose teaching. Their narrative reflected different influences of family members as model to be replicated, prior activities they engaged in which seemed to develop their confidence to teach, the view of teaching as rewarding and part of their Islamic practices, and societal discourses that align teaching with women.

5.3.1 Earlier sense of belonging to teaching: family influence and pre-entry activities.

For first year participants, the idea of becoming a teacher seemed to be influenced earlier to joining the ENS. Both family members and activities participants were engaged in (e.g., theatre) before they joined the ENS influenced their decision to become teachers.

Home environment appeared to influence first year student teachers' professional decisions in different ways. Participants reported that they came from families where their parents and siblings were teachers. Their family members were considered as a model of teachers that participants aspired to replicate. This was evident in Charaz's response which indicated that her father played an implicit encouraging role to become like him. She said:

> **Charaz:** He [Charaz's father] is more than a teacher…he inspired me. I really was influenced by my dad. I see in him a great model of teaching. It is not a compliment because he is my dad, but he is really great, he teaches from his heart. And even his students love him. I wish I can be like him. (First Interview).

The sentence ‘he inspired me’ could indicate that the her ambitions to become a teacher began long time before Charaz enrolled in the ENS. Charaz was engaged in a process called ‘observation of imagination’ where she constantly observed her father’s commitment to teaching (Wenger, 1998; 2010). This could influence her in a way that she started imagining herself in the world of teaching and imagining herself becoming a teacher that contributes to the learning of her students like her father.

Similarly, Nala reported that she was influenced by her sisters who were teachers. Observing their hard work and commitment, made her realise that teaching is a difficult job, but this did not put her off. She said:

> **Nala**...I see how they work hard, how they manage their time. This made me think of teaching as a hard job, but it did not stop me from loving it. I think this idea was challenging for me. So, I chose to accept the challenge and join ENS to do what my sisters do. (First interview).

It seems that Nala’s siblings helped her develop an understanding of teachers’ duties at an early age which alerted her that teaching might be challenging. This understanding was particularly evident in her reflective narrative where she described the role of English language teachers as challenging due to the attributes they need to have such as the mastery of language. Although her siblings introduced this challenging aspect of teaching to her, their commitment to teaching also inspired her to author her identity of a teacher through joining the ENS (Holland et al, 1998).

In addition to family influence, the stories reported by first year student teachers revealed the influence of the activities they were engaged in such as theatre, online teaching, and teaching their school peers which boosted their confidence in their choice to choose teaching. For instance, in addition to the influence of her siblings, Nala mentioned that she used to act in the theatre. Throughout her experience with the theatre, she realised that teaching might be less difficult than acting. She believed that since she could stand and perform in front of many spectators, she would feel comfortable when teaching in the classroom. She said:

> **Nala**: I used to act in theatre and work together with some friends...It needs courage and confidence to do it. It was like more than 50 people there. You need to be daring to do this, something I used to have. So, I feel like I have the courage enough to teach. Since I have stood in front of people, I can stand in the classroom and teach the language I love. (First interview)

It seems that theatre made Nala confident that she will be able to teach. Indicating her love to English language might also be a contributing factor to her confidence. This quotation might also indicate Nala's limited view about teaching because she had not experienced teaching within a real classroom yet.

Charaz had a different experience. She stated that she was always passionate about teaching English to different people which motivated her to try online teaching. Charaz joined an online Facebook group where she had a chance to teach English to people from different parts of the world. She explained that this experience made her "try the real feeling of teaching" which boosted her confidence to view herself as a teacher in the future.

> **Charaz**…I felt really proud. I had to teach the members lessons, communication skills and that went well, they appreciated my teaching… I felt great. They made my day. I was not happy because I taught them, but because I saw how happy they were. This gave me confidence about myself as a future teacher and about my choice to teach English. (First interview).

It might be that what boosted her confidence is the positive reaction of those she taught 'they were happy'. She was also appreciated by those she taught which might also explain the feeling of pride. Of course, Charaz was not obliged to follow any curriculum imposed on her. The reality of face-to-face teaching with school curriculum and young pupils might therefore be a very different experience in the future.

Yatah mentioned that in middle school she was an active student who enjoyed doing various presentations in different modules such as English, geography and history. Specifically, her teaching experience was with English sessions. She used to prepare the lesson beforehand and present it to her classmates. Her classmates in return were receptive and enjoyed her sessions.

> **Yatah**… I presented lessons in English; I prepared grammar lessons. Generally, with the teacher they don't follow or pay attention. But when I present the lesson, they used to feel comfortable, and focused. After I finish the presentation of the lesson, those students who generally sit at the back, not interested in the lesson, they come to me and tell me that I did great, and I am better than the teacher. (First interview).

The quote suggests that her classmates' reaction during the lesson was considered as a marker of how well she did when she was teaching, which could probably boost her confidence to become a teacher.

Overall, this sub-theme suggests that family members had an indirect influence on the student teachers' decision to become teachers in different ways: encouragement, exposing teaching demands, and providing role models. Their teacher identity was empowered and nurtured throughout their upbringing which caused them to imagine themselves as teachers and align themselves with the profession of teaching. This suggests that their identities were shaped by who they are and who they are not (Wenger, 1998). Nonetheless, it could be that their family exerted pressure on them. Considering that these participants come from Islamic background where living up to the expectations of their family is a priority. Early engagement in activities caused them to visualise and perceive themselves as capable to teach. This relates to Dornyei et al's (2015) concept of directed motivational current (DMC) which posits that learners can hear and see their future selves. The next, sub-theme reports data on the role of their views about teaching as a rewarding profession on their decision to become teachers.

5.3.2 Teaching is rewarding

First year student teachers kept mentioning that teaching was a noble profession that resulted in the feeling of satisfaction. This satisfaction was related to different interdependent elements that were discussed as societal, religious, and personal elements in which the role of teacher could give teachers satisfaction. They believed that teaching is investing in the development of their society. For example, Souha said:

> **Souha**…Imagine a generation that is not taught, is not educated. We can't have a proper life in the society if we are not educated. This is what a teacher does for society. (First interview).

By proper life, Souha meant that education brings the society into order where people live in suitable circumstances such as prosperity and peace "everyone deserves to live in civilised and well-organised societies". Further, considering that Souha comes from an Islamic religious background, contributing to others' lives is an aspect in the development of a Muslim identity which could not only influence her decision to become a teacher but the way she will perform her teaching profession in the future.

The role of religion in the decision of first year participants to become teachers was common among Charaz and Nala who, similar to Souha, come from Islamic religious background. These participants explained that teaching profession mirrored their Islamic beliefs which extended from their religious maxim that depicts a teacher as a messenger. Charaz, for instance mentioned that:

> **Charaz**... as a teacher the first thing you gain is of course God's satisfaction. As a Muslim as it is said "a teacher is almost like a prophet". This explains itself. Teaching has a deep connection with the religion that drives and directs us in the way we do any job, which is in this case Islam. (First interview).

This demonstrates that Charaz sees Islam as a way of life that guided her in determining what sort of a teacher she aspires to become. By stating that her religion is a driving force to her job performance, she could be referring to the Islamic teachings that incite work perfection. It might be that teaching perfectly would allow her to be a good Muslim who advocates integrity and excellence in her teaching profession.

Student teachers explained that meeting these two satisfactions (society and God) is what leads them to feeling self-satisfaction. For student teachers like Souha, self-satisfaction comes after she had accomplished what it takes to contribute to society and meet her religious beliefs.

> **Souha** ...Like I am satisfying God because I am doing something noble, which leads to self-satisfaction for me. I achieve society's satisfaction because I am educating generations and contributing to my society and that's really satisfying as well. (First interview).

It could be argued that first year participants' religious beliefs gave them early conceptions about how they will be performing their teaching in the future in that they showed altruistic attitudes, putting society and work perfection first to then gain self-satisfaction, an aspect that was highlighted by Suryani (2020). First year student teachers work goals seemed to include the strong influence of religion which could suggest that it is an integral part of their professional identity. It can be said that similar to family, religious discourses exerted indirect influence on the urge to serve societies which shaped their motivation to join the ENS and the way they viewed teaching 'calling'. The following sub-theme reports data on the role of gender on their decision to become teachers.

5.3.3 Teaching is a domain to enact my womanhood.

Another perspective expressed by the first-year student teachers interviewed was an association between teaching and being a woman. They reported that with teaching they are more likely to have a balanced life than with any other job. This thinking emerged due to family and societal influences. For instance, Souha mentioned that her sister, who works in administration, advised her to choose teaching because it would benefit her more than any other domain, allowing her more time to become a wife and a mother in the future. She stated:

> **Souha...**my sister pushed me to be a teacher for a reason...When I want to be a mother or a wife I can. There are lot of things we need to look for. It is not helpful to

> work all the time and not having time for my kids, and for my marital life. I have a responsibility first. Responsibility for being a mum, for being a wife and then I am a teacher. So, I have to make balance. As a teacher I can make that balance. (First interview).

This suggests that before choosing a career, Souha, had to consider jobs that permit her to balance other roles she performs in life which seem to be more important such as wife and mother. It could be said that in the Algerian society (e.g., her siblings), there are some cultural and societal norms in that women must think of fulfilling other roles (carer and mother) before thinking of their professional role. Teaching is presented as the perfect job that allows her to abide by these norms.

The restriction of the societal norms reported above were limiting factors for other student teachers. Charaz mentioned that before joining the ENS, she had dreamed of joining the ENA (Ecole national d`administration) which is a school where most of the Algerian politicians graduate from. Charaz dreamed of becoming a director of companies or institutions. However, she had chosen teaching as her future profession because teaching was presented as a convenient job for women.

> **Charaz**...being a director of something won't benefit me like teaching. From the Algerian perspective, I mean as a woman, you [addressing the researcher] know the Algerian society, we have to accept this idea that the best occupation for woman is teaching. (First interview).

This quotation indicates that Charaz's motivation in choosing her profession underwent changes. While she was influenced by her father's teaching role, inclinations to become like her father may have developed after she realised that her dream of joining the ENA was restricted. There is also a sense of acceptance 'director...won't benefit me', in that Charaz herself became convinced by the discourses promoted by her society. Further, "we have to accept this" conveys a meaning of a predetermined destiny to becoming a teacher. Charaz found herself obeying those norms and discourses instead of standing against them.

Participants agreed that teaching is suitable for woman because of the characteristics they hold such as sympathy and care which are less publicly attributed to being qualities found in a male teacher. Nala for instance, mentioned that a female teacher can transmit knowledge better than a male teacher because of the qualities she has such as tenderness and sympathy unlike male teachers who are most of the time strict. The reason why Nala developed this thinking is linked to her experiences of learning within male teachers' classroom. She said:

> **Nala:** From my own experience, I always hated guys [males] who teach. I always prefer women to teach me I swear, because they do it better. (First interview).

It seems that Nala was convinced that female teachers teach better than male teachers. This can be problematic in that it promotes viewing the field of teaching as a gender-based profession where no space is left for men. A society with this thinking might risk the possibility of developing adults with a mentality of male vs female, where women are to fit only in teaching, therefore limiting their career prosperity (Eagly and Sczesny, 2009).

First year participants seemed to make a distinction between educating and teaching as they believed that a female teacher "educates" rather than "teaches". Souha explained that a female teacher educates generations through offering additional knowledge that is not included in the curriculum. She went on to say that in the future, teaching will allow her to show her effectiveness to the society through becoming a teacher whose role goes beyond transmitting information to her pupils to making them effective members within the society.

> **Souha** I want to be both a successful woman and teacher at the same time. I want to be effective in the society because I should be an effective woman that gives extra things to the society. We are going not only to teach them but also to educate them before we teach them. I mean it is not only about giving them information that is in the programme. Also, to be an ideal teacher you should work with the programme imposed on you and also give them some things extra that keep them motivated, effective in the society. (First interview).

Similar to her fellow student teachers, Souha's role as a female teacher might be linked to her perceptions of teaching as a vocation that is linked to caring, giving and helping. These extra aspects will allow her work beyond the curriculum and perform the womanhood aspect within the profession of teaching (e.g., producing effective members in society). This could possibly suggest that Souha and her follow student teachers considered teaching as a job where they could prove themselves and their efficacy as female members of the society. Overall, linking gender to their decisions to become teachers might play an important role in the way they exercise teaching in the future. In another words, their motivation will be linked to external reasons concerned with what they are allowed to do as women such as caring and giving. In this case, they will feel that teaching is where they are best placed to help the society and compete with man. First year participants seemed to display a significant influence of emotions in the way they aspire to become teachers. These findings relate back to Jacques and Osman (2019) which suggested emotional interference in women's decision making.

The results in this theme suggest that first year participants' motivation to become teachers was influenced by different factors such as family and engagement in pre-entry activities (Clarke, 2008; Chick, 2011). Other factors were related to their view of teaching as a rewarding profession that provides them satisfaction. It was evident in this section that satisfaction was connected with helping societies and fulfilling their religious purpose as Muslims. Another factor was linked to gender as a decisive indicator of what profession women can choose. Gender aspect denoted and contributed to the changing nature of their motivation while choosing their profession. For instance, Charaz who expressed her passion for teaching and the extent to which she aspired to become as effective as her father, she also complained about her inability to join the ENA (national school of administration) to become a director of companies for she was a woman. The theme that comes next explores data on first year participants' experience of learning in the ENS and its influence on their professional identity development.

5.4 Theme three: The ENS influence on the development of first year student teachers' professional identity

This theme reports data from first year student teachers on their experiences of learning in the ENS and how the culture of teaching and learning in this context could influence their professional identity development. These experiences were conflicting putting student teachers' identity development in contradictory positions. The ENS seemed to position first year participants as elite and created a supportive environment where they could develop their linguistic competence as they aspired. Nonetheless, it imposed on them some restrictions (e.g., paying taxes) that contradicted the elite title suggested.

5.4.1 Cohort as a culture of learning in the ENS

First year student teachers reported that their learning within the ENS took place in small classroom since their number was limited to twenty students. They also reported that they had built good relationships across their year group, in that they worked collaboratively and assisted each other to learn the English language. Souha talked about how Nala provided help to all student teachers when they were struggling to understand some words, she said:

> **Souha:** we are trying all the time to practice our English. If I don't get a word in our conversation, I ask Nala and she always helps. I don't feel shy or inferior. (Second interview).

It is interesting that it is Nala that they turn to for help and not their ENS tutors, or both. The data indicated that there was a sense of cohesiveness among first year student teachers. This cohesiveness could boost their participation and collaboration towards achieving their goals of becoming linguistically competent. It could be said that these participants built for themselves a community of English language learners that shared the same interest in developing themselves linguistically. It was reported earlier that these participants were engaged in activities before enrolling to the ENS where they collaborated with others (Nala in theatre) and helped others (Charaz and Souha, with teaching) which might explain why they came to first year with mentality of collaboration. The data from these participants also indicated that these participants come from different cities far from where the ENS was located which made the development of community of learners among student teachers even more likely (Dismore and Wenger, 2006). This point was further developed by Souha who said:

> **Souha:** ENS became our home. We left our families behind for the first time. You know how Algerians are attached to their families. But we were so lucky to come here to build another family. We really feel like a family here. (Second interview).

The sense of building a family boosted more chances of collaboration among first year student teachers. For instance, Charaz mentioned that she and her fellow students were enthusiastic to work together on their first assignment given by the 'oral expression teacher' which is a module where student teachers speak in English.

> **Charaz** We don't feel shy to work with each other. We instead become excited because we help each other. In oral expression modules for instance, we did a project of opening a restaurant. The teacher gave us an exercise about opening our own restaurant. So, we were divided into groups. We talked about everyone's role in the exercise through Facebook where we created a chatgroup to discuss everything. (Second interview).

This statement illustrates that their teacher set a task where they had to work cooperatively to increase the opportunities for all learners to develop their oral communicative competence, which again focused on the development of their language ability. The endeavours taken by that teacher might be beneficial for student teachers for it prepares them to the use of English as a medium of instruction in their classroom in the future. In this way, the ENS is not only preparing English teacher with the pedagogical knowledge and skills necessary for the profession of teaching, but also preparing teachers with the necessary communication skills. In their oral expression class, the number of students becomes a crucial factor to its success. First year participants number did not exceed 20. This might suggest that the limited number of first year student teachers contributed to not only making the activities successful but also to building communities of ENS student teachers (Dismore and Wenger, 2006).

In addition to assisting these students to work in groups, oral expression invested in the development of other skills necessary to their professional development. These skills are further reported by Charaz who said:

> **Charaz:** In oral expression we always learn and do activities together as a group. We learnt how to work together to reach a common goal in specific period of time. And how to manage the project. We also learned some English that we never had a chance to learn before. (Second interview).

The quotation indicates that Charaz and her fellow student teachers were not only developing teamwork skills, but they also developed a sense of belonging to a group who shares a common learning goal (becoming linguistically competent). This could help them develop a collective identity that would continue to influence them to work as a unit throughout their journey of learning in the ENS. Moreover, it could be argued that learning together helped these participants make the transition from schools to the ENS smoother for it was evident that they constantly mentioned their eagerness towards developing a new identity which was that of an English language learner. This could be the result of the cohort programme model used in the ENS which fostered their chances of socialisation and learning and minimised the possibilities of professional isolation as stated by Dinsmore and Wenger (2006).

At the same time participants revealed uncertainties about whether co-operation would last as they moved through the programme. For instance, Nala explained that in their first year they were primarily engaged with English language learning which could explain why at this stage students were not competitive.

> **Nala** our environment [as first year students] is not competitive; I believe we are still in the beginning we are just learning the language, maybe later on things will change because there are some among us who love to be the first. (Second interview).

The quotation from Nala might suggest that once students start moving to the next level of learning in the ENS (from language learning to pedagogical knowledge learning), learning becomes more competitive. We have already seen that Nala liked the notion of having some learning approaches to offer that others would not have. Competitiveness might grow as learning changes over time. As first year participants and with the linguistic knowledge they receive, they were still not fully aligning themselves with teaching yet. Therefore, the idea of becoming teachers is still a long- term goal which could possibly be the reason why competitiveness was delayed (an aspect that was found with third year participants). Souha also showed concern that the atmosphere of learning with her fellow students might change to a competitive one (this was common among third year participants). She explained that she and her peers were enthusiastic to help each other. However, as they develop in the ENS, they might become competitive.

> **Souha**: I hope we won't lose this. I think we are first year students excited for learning in the ENS which made us help each other and work with each other all the time. Maybe with years this will change because learning itself changes and those who come to ENS are competitive. So, this might make them become competitive with time. (Second interview).

The coherence among first year participants' thinking about the ENS as a competitive school is interesting as it indicates that they joined the ENS with an already established idea about its competitive nature.

The findings above show that learning under a cohort structure fostered more chances of development for first year student teachers. It created opportunities for them to build communities of English language learners engaged in the same activity of developing themselves linguistically. These findings highlighted the effective role of cohort structure that is based on small class size on the professional growth of student teachers (e.g., Mather and Hanley, 1999). In the sub-theme that follows, I will report data on the nature of the Elite title given to first year ENS student teachers.

5.4.2 I am a restricted elite student teacher

During the interview, the participants mentioned that learning in the ENS make them feel “la crème de la crème”. This perception developed as the result of some factors. Firstly, they reported that they felt superior to university students because the ENS will make them ready for teaching more effectively than a university does. For example, Yatah explained that the ENS provides its students with the knowledge and skills that help to teaching effectively. She was also convinced that the ENS graduates were more qualified for teaching based on the experiences of her friends. She mentioned that a friend who graduated from university was struggling to teach because she was unable to manage her classroom and deal with students. Those who graduated from the ENS, their teaching experience was successful because they were confident in what they were doing. These two scenarios made her certain about the difference between the ENS and the university preparation for teaching.

> **Yatah**...ENS they have the strategy of how to teach. I mean they are specialised in teaching. But if you go to university students, when they opt for teaching, they won’t give something extra to students. I have my friend who graduated from the university. She taught for four months. So, when she started teaching, she wasn’t ready at all. She didn’t know how to deal with a student or how to manage the lesson. However, my friends who graduated from the ENS When they started teaching, they knew exactly what to do. (First interview).

Another contributing reason to why first year student teachers view themselves as the cream of the crop is their ENS teachers. Student teachers mentioned that their teachers always reminded them that they were the elite of the Algerian society which made them feel proud. Souha said:

> **Souha:** I feel really proud and special when our teachers tell us that we are the elite minority, we are la crème de la crème. They give us importance. (First interview).

This social categorisation given by their ENS tutors as well-established members (Chafee and Gupta, 2018) might be the reason why these students saw themselves superior and started identifying themselves as distinct from the university students. Further, it might also help these participants to overcome the societal discourses that favour science over the field of foreign languages. This point is further reported in this section.

However, Concerns regarding the nature of the elite title were more widespread among first year participants as they reported that this title comes with a price. During the interview they expressed their disappointment in relation to the possibility of not finding a teaching placement and about paying taxes. Student teachers mentioned that before joining the ENS, they have to sign a contract imposed by the ministry of education which indicates that once the ENS student teachers graduate, they will join teaching right away. However, they had heard rumours that they might not teach immediately after they graduate. This resulted in a feeling of disappointment and demotivation for some students like Charaz who considered these rumours as reality.

> **Charaz:** I feel bad like you work hard for five years. like we are doing our best, staying away from family. Working hard so it's really bad to hear these rumours. They are reality…It makes you just work [learn in the ENS] for a diploma, just to get a diploma. (First interview).

The quotation above suggests that Charaz felt betrayed by the system and the contract itself. 'Work for a diploma, just to get a diploma' indicates that Charaz motivation had been impacted in that learning in the ENS was no longer considered as a process to learn and develop herself professionally. Instead, learning in the ENS started to be considered as a means to an end, which is that of getting a degree.

The second disappointment was related to taxes student teachers need to pay in case they do not remain in the profession. Nala mentioned that "if we don't stay in the job after 11 years from our graduation, then we will have to pay taxes." In other words, according to article number five in the contract, once student teachers graduate, they must remain in the teaching profession for eleven years, for secondary school teachers. If they decide to leave teaching during that period, they will have to pay taxes to the Algerian government unlike the university students who are free to quit the profession anytime they decide to without paying taxes. This restriction made Yatah feel betrayed by the system because she is elite and deserves better treatment. She said:

> **Yatah:** It is another reality of the ENS. We are supposed to be the elite. You discover the opposite. So, automatically you feel like they are playing around. They fool you. (First interview).

The quote from Yatah suggests not only a betrayal by the system, but also a realisation of a political oppression exercised on student teachers that made her feel mislead and coerced. This might affect her and her fellow student teachers in becoming less effective students in the ENS and teachers in the future, thinking that what is the purpose of serving a system that betrayed them.

The elite title was also challenged by the societal discourses that favour scientific learning over literary and foreign language learning. Participants demonstrated that they come from a society where students of science are more respected than students of foreign languages. For instance, Nala stated that some students consider the English language speciality as an easy option which does not require efforts. This view makes students from the scientific fields join the foreign language streams, including English, thinking that it is undemanding field.

> **Nala:** Students think that it's the safest speciality to choose, supposing it's quite easy and quick to learn and that's based on my real experience in ENS that the majority of its students were from scientific streams and passed their bac exam with very excellent marks running away from mathematics and science. To me, this is wrong, as I consider being an English or any other foreign language teacher requires plenty of attributes that basically are the four skills: good at writing, reading, speaking, and listening. (First interview).

Such thinking might contribute to "the biased and exaggerated perceptions of difference between groups" which marginalises foreign languages as a field that does not require serious attention (Gazi, 2014:1781). Marginalisation was an aspect that Nala experienced with her family. Coming from a background where all her family members belonged to a scientific stream and became teachers of science had caused her to struggle for recognition by her family.

> **Nala**…They don't take us seriously ... my family, they are all from the scientific stream [teachers of science] and they do not take us seriously; like who are you? You are just English language students…have you seen civilisation? (Addressing her fellow student teachers) we work so hard, and people need to appreciate us more. We are studying something really hard and in a different language. (First interview).

The inconsistency between society and Nala's view towards English language students seemed to activate Nala's identity in a way that she felt the need to produce a description of what it means to be an English language student to others (Warin et al, 2006). This could suggest that experiencing identity dissonance can sometimes boost student teachers' determination to claim a specific positioning in the society (Warin et al, 2006). Nala positioned herself as worthy of respect through joining the ENS and making it a world where she developed a sense of herself as a linguistically and culturally competent teacher worthy of recognition (Urrieta, 2007).

Participants further illustrated that this societal view is developed because society considers students graduating from the scientific streams such as medicine as intelligent and hard workers. Further, the society associates the prosperity and the development of the country with scientific work as the only domain that benefits the country. For instance, Souha struggled to present herself as an English student to members of her society. Her interaction with people resulted in insecurities and demotivation because she felt that her field of study was downgraded. She mentioned that:

> **Souha:** Sometimes it feels really weird to say I am an English student to people. They make us feel that what we are doing is not something to be proud of compared to those studying science. It is disappointing because we don't feel admired. I don't know how they see it maybe as nonsense or effortless. (First interview).

The quotation suggests that there is a cultural narrative that promotes to the view of science as elite (Chafee and Gupta, 2018). This way of thinking challenged the view that first year student teachers had about themselves, like in the case of Yatah who considered herself privileged in comparison to university students due to the knowledge and skills the ENS provides her with. The contradiction in identification and positioning during the course of becoming a teacher might create identity dissonance (Warin et al, 2006). They might not know where they fit and struggle to construct their identity as English language student teachers. Also, it might result in frustration and inability to demonstrate their identity of an English language student to others like Yatah.

With the data presented above, it seems that first year student teachers were living in two contradictory realities: that of an elite and that of a restricted elite. The perceptions about themselves as elite were reinforced by the fact that they will be qualified to teach due to the knowledge and skills they develop in the ENS. This aspect made them feel privileged from the university students. The other version of the elite seemed to be restricted and coerced by some realities of the ENS (e.g., not finding teaching placement, paying taxes) and societal views that favour science.

5.5 Chapter general conclusion

The data from first year student teachers provided important insights into the construction of their professional identity. The sense of who they aspired to become seemed to be influenced before they joined the ENS, particularly through their upbringing. Having parents and siblings that are teachers, coming from a society that associates teaching with woman, participating in activities that boosted their confidence about their role as teachers, and connecting their religious beliefs with their teaching goals seemed to give them pre-understandings about teaching, commitment, requirements, and their role as female teachers in their societies. With these understandings and influences participants started constructing conceptions about themselves and viewing themselves in the role of teaching before they joined the ENS. Once in the ENS, these participants started developing and expanding their understandings. Their self-perceptions about the teacher were based on the idea that he/she should be linguistically competent. Further, they considered English language teaching an endeavour to develop interculturally competent pupils. Nonetheless, the same participants did not mention any actions associated with how they aspire to prepare interculturally competent pupils. This might be due to their limited pedagogical content knowledge and teaching experience. These understandings were highly influenced by their experiences of learning in the ENS in terms of knowledge and their ENS tutors. It was evident that modules such as linguistics and civilisation along with their ENS tutors who were reported to be linguistically competent shaped their understandings and aspirations about the type of the teacher they wanted to become. The data also indicated that the ENS boosted their chances to develop their linguistic competence as an integral part of their identity. The cohort structure environment that was based on collegiality and small class size, created a community of English language learners who shared the same goals and assisted each other in achieving those goals. However, the ENS seemed to be a limiting context with politics that involved participants in contractual obligations and paying taxes if they failed to teach for 11 years. Similarly, society's view that considered English language learners as unworthy of importance, contradicted the elite title. This might contribute to their identity dissonance as result of living two different realities: Elite versus disregarded English language learner (Warin et al, 2007).

Chapter 6: The construction of English language teacher identity in the ENS: third year student teachers

6.1 Introduction

This chapter reports reflective narrative and interview data from third year student teachers. The data covers aspects of third year student teachers' understandings about the role of the teacher and English language teaching. Similar to first year participants, third year student teachers' understandings were linked to how they viewed the role of the English language teacher, English language teaching, the goals associated with it and the actions they take to achieve those goals. Data suggested that third year participants' understandings were based on viewing the teacher as a facilitator who teaches English through communicative language teaching (CLT). The meaning that student teachers give to the understandings that construct their identity are influenced by factors such as societal discourses, ENS tutors, and pedagogical content knowledge. The experience of learning in the ENS was reported to be a complex journey. While it refined participants' old conceptions about teaching, it restricted their development due to the ENS competitive learning environment, and the struggle for recognition by the ENS administrative staff who did not consider participants as English language teachers. This chapter also reports on the effect of the policy followed by the ENS which grants student teachers the elite title but limits their chances to pursue their postgraduate studies (Masters and PhD).

6.2 Theme one: Changing understandings and identity development

Third year was marked by the introduction of pedagogical content knowledge that made the experience of learning in this year a crucial stage in the development of participants' professional identity. This theme reports the influence of pedagogical content knowledge on third year student teachers' motivation, positionality, and views about teaching. Participants joined the ENS with limited views and understandings about teaching. However, following exposure to pedagogical content knowledge their understandings were altered. Moreover, their confidence, ability to teach, and their alignment with the profession of teaching were boosted. Their didactics tutor also contributed to a change in their views through providing them with a space to talk through their shifting understandings. Third year participants moved away from viewing the teacher as an authoritarian figure to that of a facilitator of learning. Further, their understandings about English language teaching inclined towards a communicative language teaching style.

6.2.1The influence of pedagogical content knowledge on third year student teachers' motivation and positionality

It was reported in the previous chapter that first year participants viewed teaching as a job that enabled them to meet other day to day demands and roles such as motherhood. The data from third year participants revealed a shift in perspective where they viewed teaching as "a huge responsibility" and "a demanding job" that required tremendous effort. For instance, Miral and Zaynap expressed a sense of doubt in relation to their choice of becoming teachers. These participants felt sceptical about their ability to teach in the future. They said:

> **Miral** … teaching is a very tough job... I don't know why I have chosen teaching at the first place. Like I know it is tough, it is demanding but I don't know why I went through it. (First interview).

> **Zaynap:** I always wonder whether I am going to be able to perform… I always wonder whether I have the competence. Oh my god this is weird, I am complaining about my future job already. (First interview).

When student teachers were questioned further, they explained that their ENS tutors played a significant role in shaping their perspectives about teaching. Lidia reported that her perspective and that of her fellow student teachers had changed from viewing teaching as a simple profession to a hard one. Tutors reminded them about the duties they will need to take on as teachers and this increased their fear of commitment to teaching. She said:

> **Lidia:** We share the same view "it is hard" because our ENS teachers always try to tell us you should be responsible, you should be aware of that, you should do efforts... we

> are afraid of the task of teaching, because they make us realise how hard it is and how much work it demands. (First interview).

The extract from Lidia demonstrated not only a fear of the responsibility of teaching, but also a fear of inability to meet the responsibilities associated with teaching. It seems that the ENS teachers were trying to remind the participants of the role of commitment in the profession of teaching. They were possibly exposing student teachers to the real side of teaching before joining the training in schools which could minimise the chance of a reality shock later on in their training (Kim and Cho, 2014).

However, data revealed that the way they viewed themselves in the teaching profession was not a steady process. This suggested that their process of identification with teaching was complicated comprising of notions of exclusion through viewing themselves as not ready to teach, and inclusion after exposure to pedagogical content knowledge which made them re-gain confidence and develop more measured thinking about teaching. Lidia reported:

> **Lidia**: Since this year we started getting involved in the teaching through some modules like didactics and psychology...We actually started shaping and moulding our thinking about teaching. We started having and extending the knowledge, we have about teaching. So, now I can say that I changed my mind [in relation to teaching as a hard job] because I started knowing what is involved in this field, what is it about. (First interview).

It could be that Lidia, similar to other student teachers, had limited view about teaching that was extended after the exposure to pedagogical content knowledge. It is commonly known that student teachers join teacher education programme with limited understandings about teaching which is referred to as everyday concepts (Johnson and Golomberk,2011). It might be that the fear of responsibility along with the naïve understandings (everyday concepts) about teaching contributed to the limited view student teachers had about teaching. “We started getting involved in the teaching” suggests that before, Lidia and other participants were not participating in learning that developed their knowledge and skills about teaching.

The use of verbs such as ‘shaping,’ moulding’ and ‘extending’ points to their new thinking about teaching influenced by the knowledge they were receiving.

Another influence of the pedagogical knowledge was on the motivation of third year student teachers. It was mentioned in chapter one (see section 1.1.1) that the ENS student teachers are privileged in that once they graduate, their teaching placement is guaranteed, and they start teaching right away. This is unlike the university students who need to participate in a national contest to be accepted for teaching. At the beginning of the focus group interviews, third year participants mentioned that part of their motivation to join the ENS was linked to the fact that they will secure a job after graduation. As Bourcha put it:

> **Bourcha:** Another reason is that ENS is all about ‘les postes guaranties’ [guaranteed jobs] like when you finish, you start working right away. (First interview).

After exposure to the pedagogical knowledge, participants started placing less importance on the idea of a guaranteed job, and more importance on appreciating teaching as their profession. For instance, Bourcha reported that she was no longer concerned about the idea of securing a job. Modules such as didactics and psychology caused her to love teaching, she said:

> **Bourcha:** It isn’t only about the contract (guaranteed job) anymore, even the modules are so interesting to like teaching even more. It makes you feel the teaching. It motivated me more than the contract. Specifically, modules like didactics, psychology, and pedagogy. (First interview).

Loving teaching for its own interest turned out to be Bourcha’s biggest motivator. It seems that these modules convinced her that teaching is a profession that she would like to undertake. This data indicates that there might be a connection between pedagogical content knowledge and the motivation that drives student teachers. Knowledge challenged their old conceptions about teaching which in turn had enhanced their motivation to discover more about teaching.

Data indicated that pedagogical content knowledge also influenced the way third year participants positioned themselves. Participants reported that their learning shifted from learning about language to learning about teaching. They mentioned that they enjoyed their first and second year less for they were exposed to linguistics, civilisation and grammar tutorials, an aspect that was mentioned by first year student teachers (see chapter 5). Zaynap indicated the difference between the third and previous years of learning in the ENS explaining that it was not until third year that she started viewing herself as an ENS learner.

> **Zaynab:** I can tell that in the third year, I am an ENS student. I feel the difference somehow because in first year we only dealt mostly and mainly with the grammar of English, I mean the language. So, this year that we started dealing with the field of teaching and so on, I feel like until now, I am starting the ENS journey… This happens once you start dealing with knowledge that makes you feel that you are learning to become a teacher. (First interview).

There is a sense of positionality in the quotation above (Holland et, 1998). By saying that she was an ENS student, she was referring to positioning herself as a student of teaching given the fact that in the Algerian context introducing yourself as an ENS student, denotes your role as a teacher. Sentences like “I am starting the ENS journey” indicates her engagement with teaching that might be the result of exposure to pedagogical knowledge “started dealing with the field of teaching”.

Miral felt that she was being prepared for the profession of teaching:

> **Miral:** We deal with psychology which is an interesting module for me. I think it’s a good year. These modules, mainly psychology, is going to help me in dealing with students and boosting my confidence into how to deal with them before I even go to classroom. (Second interview).

Miral clearly indicated her zeal to put the knowledge she was receiving into practice when dealing with her pupils in the future. It seems that knowledge from the psychology module supplied her with what was needed to embark on her role as a teacher. She talked about her role through imagining herself as a teacher who is already dealing with pupils which could suggest that the knowledge provided her with the possibility to see her desirable teaching self in the future (Kiely and Askham, 2012).

The experience of joining third year was a complex undertaking, where the motivation of third year student teachers underwent transformations. Unlike first year, third year participants seemed initially uncertain about their ability to teach after seeing the demanding nature of the teaching profession. Once exposed to pedagogical content knowledge of teaching, participants seemed to re-construct and develop new thinking about their ability to teach. Knowledge helped them position themselves through seeing themselves as teachers within the ENS and beyond. In the ENS they were engaged in acquiring the knowledge of teaching which positioned them as learners of teaching. This role extended 'beyond the immediate world of experience' through imagining themselves as teachers who are already teaching their students (Clarke, 2008: 98). Either way, student teachers were developing a sense of belonging to the profession of teaching. The next sub-theme reports data on the influence of pedagogical content knowledge on third year student teachers' understandings about the role of the teacher and English language teaching.

6.2.2 The influence of the pedagogical content knowledge on third year student teachers' understandings.

The development of third year participants' understandings about the teacher and English language teaching was a complex process of accepting, rejecting, and developing understandings based on different experiences that occurred within their society and the ENS context. Third year participants' understandings were based on viewing the teacher as a facilitator and that English language teaching should be founded on communicative language teaching (CLT). Their understandings were different from those of first year participants who considered the teacher as the central element of the classroom who needs to be linguistically competent to prepare culturally competent pupils.

Zaynab explained that in her first two years in the ENS, she thought of a teacher as someone who must be strict and controls the classroom: "two years ago, a good English teacher for me has to be the main authority in the classroom", who treat their pupils as "empty vessels". She explained that her society always encouraged the view of a teacher who is dominant in the classroom:

> **Zaynab** what else I could know about teaching. I was young, not capable of bringing new ideas or define things on my own. I was buried with some cliché beliefs set by society. We were always told by people surrounding us that a teacher who is strict is always successful. (Reflective narrative).

The use of 'not capable' and 'buried' conveys a sense of restriction that society put on Zaynab's expectations of even attempting to be a different kind of a teacher. The quotation suggests a sense of realisation that this belief should be questioned. Lidia also believed that "a good teacher was someone whose students are scared of" and "who his/her students will never forget to do homework". For both Zaynab and Lidia, these conceptions altered as they learned the pedagogical knowledge of teaching. Zaynab stated that:

> **Zaynab**: As I started studying Didactics and Pedagogical Trends, I felt like I was awakened from a deep slumber. I came to realise that a good English teacher involves more than the cliché innocent definition I mentioned above. For instance, when I got to know the vast choice of teaching approaches, I realized that a good English teacher has to choose a method depending on what fits him/her, his/her educational philosophy and of course the different learning styles of their students. (Reflective narrative).

Using the phrase "What fits him/her" shows that Zaynab had developed her thinking to a more sophisticated view of teaching and was demonstrating some space for student teachers to decide what type of a teacher they want to be in the classroom. It seems that the pedagogical knowledge (through modules of didactics, etc.) empowered her to react against the societal norms through self-authoring and making sense of her role as a facilitator type of a teacher (Chaffee and Gupta, 2018). The aspect of self-authoring was also prevalent in the understandings that Lidia had developed about the role of the teacher.

> **Lidia:** Tell me and I forgot Teach me and I remember. Involve me and I learn.” That was said by Benjamin Franklin, and the first time I read this I dismissed it as a cliché expression, a cliché quote. For a long time, I had not understood this, but as I started my third year, I started to see this quote differently... The moment I started studying didactics, psychology and pedagogical trends, I came to realise that a good teacher is one who can explain concepts in a variety of ways for different learners and learning styles. A good teacher is a good learner who learns how his students learn and creates an environment that meets their needs. (Reflective narrative).

It seems like these modules advocated a learner centred approach where the focus is being put on the learner. Lidia was giving more care and consideration to pupils. She seemed aware that a teacher needs to adopt many roles. This aspect contradicts the finding of Debreli (2016) that reported that during the theory learning part of the programme student teachers’ understanding of the role of the teacher remained limited due to the lack of their procedural knowledge (pedagogical knowledge). This difference might indicate that in the ENS and in the third year, student teachers were facilitated to articulate a more sophisticated description of the multiple roles that a teacher could adopt.

Bourcha also indicated a change in her self-perception about the role of the teacher. She explained that in her first year she had an overall idea about the responsibilities of the teacher of English “I had no idea how they can be good enough”. In her third year, she developed a narrow sense of those responsibilities.

> **Bourcha**... didactics module and our teacher added and changed my thinking around the role of the teacher. Now, a good teacher for me is a teacher who is familiar with " learning preferences " and knows that every single student has a specific way to learn. That's why he must vary his teaching techniques to improve learners' learning process. (Reflective narrative).

The quote suggests that Bourcha’s thinking had strengthened in a way that she became more able to fully articulate what the role of the teacher should be about. Further, this quotation is consistent with other third year participants’ interview responses. It was reported that they frequently talked about how their interactions with their ENS tutors was reminding them of the responsibilities of the teacher. It might be suggested that the ENS tutors influenced student teachers' thinking in a way that enabled them to associate the role of the teacher with a wider understanding of the responsibilities of teaching.

Data has also indicated a change in third year student teachers' understandings about English language teaching. Zaynab's understandings had developed as a reaction to her previous experiences as a pupil in school. She reported that her experience of learning English as a pupil focused on the formal properties of language which made her "hate grammar". This could suggest that her understandings of the role of the teacher and English language teaching were influenced by her self-perception as a pupil. This experience encouraged her to build her own philosophy of English teaching. This philosophy was inspired by Lola May and entailed three main aspects every teacher had to know which are "know your stuff; know whom you are stuffing; and then stuff them elegantly" (*see Teaching Mathematics in the Elementary School, Lola May 1974*). This indicated that Zaynab had firm understandings of what she will need to do as a teacher. This was evident in the objectives that she set and the actions she planned to take to achieve those objectives. She said:

> **Zaynab:** A teacher must know his/her subject to meet the goal of gaining fluency and proper use of English. This can be achieved through teaching grammar, pronunciation in its context. For example, when teaching 'listing intonations', it would be better if the students are asked to bring their own examples (from their personal life) and apply the rule to them. He needs to know his students through gaining psycho-pedagogy background to understand and support students' growth in different domains. Finally, he/she needs to focus more on what learners want to learn rather than what is to be taught through involving them in choosing their learning material.

Zaynab was indicating the importance of learners' agency and autonomy. Her quotation demonstrated that she had started thinking about her teaching goals in concrete ways, unlike first year students. This might suggest that the knowledge she was exposed to had already shaped her teaching practices in a way where she started imagining teaching scenarios and using pedagogical reasoning. The way she articulated her epistemological beliefs about teaching was based on specific terminology that shows how familiar she was with different notions in relation to teaching ‘listening intonation, ‘psychopedagogy’ which made her articulation of teaching goals easier and more precise.

Miral also believed that English needed to be taught in its real context. She said:

> **Miral**...teaching English does not only include teaching students a subject to succeed in their academic journey, we have this in our schools [in Algerian schools], but exposes them to the external context and keep them up to date with the real world…I believe that a teacher can only teach English effectively; to be practised outside the school context; by introducing it to the learners authentically, that is, integrating authentic materials and having the learners engaged in real situations with the help of ICT [Information Communicative Teaching]. (Reflective narrative).

The quotation suggests that Miral was arguing against the method of ‘teaching to the test’ which is followed by the majority of Algerian English language teachers. She was instead advocating communicative language teaching (CLT). This aspect was also reported by Bourcha who positioned CLT as her preferred approach to teaching: “a teacher should hold the belief of communicative learning”. When reflecting, Miral was using notions such as ‘authentic materials’, ‘real situations’ and ‘ICTs’ which suggests that her understandings were supported by the pedagogical knowledge of teaching. Moreover, Miral’s extract demonstrated how confident she was about teaching in that she made a logical connection between her philosophy of teaching, goals and actions taken to achieve those goals. She linked her goals of English language teaching to preparing pupils to use English in different situations using authentic materials such as ICT. However, she expressed concerns about some obstacles that might prevent her from achieving her teaching goals. These obstacles seemed to develop from her experiences of learning English as pupil in school “we learnt in a boring environment”. She added:

> **Miral** ...inaccessibility to the materials especially the data show, the frustrating demotivation that the new Innovative teachers receive from the old -experienced ones, the "drill and kill" curriculum, to name but a few. (Reflective narrative).

Concerns regarding the lack of materials and interest of students were more widespread in the data of first- and third-year student teachers. This might suggest that the years of learning in schools for participants accumulated enough observation to understand the reality of Algerian classrooms that they are more likely to face.

Overall, data from third year participants suggested the evolving and dynamic nature of their identity. This was particularly evident in the ways they kept rejecting and changing their understandings as they progressed in the ENS. It seems that what became important to the role of the teacher and English language teaching for them, connects with their perceptions of the teacher as a facilitator who teaches English through communicative language teaching. Moreover, data from third year participants indicated that the actions that student teachers aspire to take to achieve their goals, is an aspect that is limited in their first year (see chapter five) and developed only when they are exposed to pedagogical content knowledge. It was, however, difficult to know the extent to which these new understandings about English language teaching were embedded or were mainly reflecting the pedagogical content knowledge they were receiving in the ENS for they had not experienced face to face teaching at this stage (Borg et al,2014).

6.2.3 The role of didactics tutor in changing third year student teachers' understandings

In addition to pedagogical content knowledge, the didactics tutor, in particular, was reported to play a significant role in changing third year participants' understandings about teaching. Lidia explained that their didactics tutor took their inquiries into consideration and took an interest in them through answering their questions.

> **Lidia**…he [didactics teacher] is approachable, he takes our questions into consideration and answers them without being judgmental. This makes us confident

> in a way. When we see that he is responsive we tend to be more integrated, we develop interest in the content. (Second interview).

It appeared that the didactics tutor provided them with a conversational and non-judgmental space to talk that made them become more interested in the lesson content. This might suggest that the more the teacher showed interest in his students' concerns and questions, the more interested the students became in the content. The strategy of allowing students to ask questions to be answered by the teacher, could also make students more open about the beliefs and views they bring with them in relation to teaching and therefore allow these views to be discussed and reconsidered (an aspect that occurred with these student teachers). The latter is crucial to not only making student teachers' current state of cognitive development explicit (understandings) but also to develop their knowledge of the scientific concepts of the teaching field (pedagogical content knowledge) (Johnson and Golombek, 2011). This was evident in the way they reflected upon their understandings. However, the strategy of answering participants' questions might also minimise chances of interaction among student teachers where they miss chances of sharing and engaging with each other, an aspect that was apparent in their data (this is further reported in this chapter).

The participants also talked about the way he used to teach in the classroom. They described him as a controller in the classroom. Zaynab described her didactics tutor as 'the sage on the stage' because he was always the one to take control within the classroom. Interestingly, third year participants appreciated the role of their didactics tutor as a controller. They said:

> **Zaynab:** I love this method because I feel like I need to be filled with information, scenarios, more then I should talk. This will help me more in the training, help me become ready. (Second interview).
>
> **Bourcha**: In fact, we are third year students, we don't have experiences, the teacher does. So, giving us his stories and examples is good for us than saying things we didn't experience. (Second interview).

This is an interesting case as the teacher gave them options to asking questions, but also took strong control of the classroom. Intersubjectivity in teacher education that stresses the importance of interaction between the teacher educator and student teachers all together is crucial (Chick, 2014; Soslau, 2015). Teaching and learning are complex processes and students might find themselves adopting an authoritarian model in their teaching given their observation of this element of what they perceived to be an effective tutor (Safari and Rashidi, 2015). Moreover, the data above indicated that this teacher educator played the role of an expert in the field of teaching who was keen to share his teaching experiences. Sharing experiences might make his students trust him as a source of knowledge that they will need in the future. For third year students, the lack of teaching experience made them rely more on their teacher to update them through real life examples. It also raises questions about how he dealt with their questions and whether this was indeed a discussion or whether he explained why they were wrong given the authority of his experience. It is difficult to fully unpack this element as the students clearly liked this tutor.

However, we gain some insights as Lidia talked about how she used to think of teaching as a tiring job after observing her mother struggling as a teacher. In her third year, the didactics tutor changed her views about teaching from a tiring job to a rewarding job.

> **Lidia:** I told him [didactics teacher] that teaching is tiring and demanding because I saw my mom suffering her whole life with teaching. What he tried to say is that if you know how to handle it well, and if you love this job and really get to do your best to understand the teaching job, you will feel that it is not really tiring and even if it is tiring it doesn't go in vain. When you do your best and make yourself tired you are actually transferring knowledge, building generations, you won't regret the efforts. (First interview).

It seemed that the tutor's enthusiasm about teaching helped Lidia not only verbalise her personal experiences with teaching, but also modify her views about teaching but he was clearly playing the role of expert rather than a more subtle drawing out a discussion.

Another participant explained how this teacher helped her in changing her understandings of talkative pupils. The didactics tutor made her realise that it was the role of the teacher to pay special attention to this type of pupils:

> **Zaynab**…I always thought that annoying students are the main issue of any classroom and there is no way that can help in dealing with them… I remember, I could realise that the annoying students are the great achievers so they might need special care, need to be listened to. (Second interview).

Again, the interaction between Zaynab and the tutor was one of drawing on his expertise where he provided her with different possibilities to deal with talkative students. The reason why she trusted him might be linked to viewing him as an experienced expert in his field. It might also be linked to his role in creating an environment where she could ask for help.

A further student teacher reported that she always thought that the way she was taught before joining the ENS was the right one. She explained that her didactics tutor made her recognise one aspect of teaching she was not familiar with. She realised that students are different, so a teacher must take these differences into consideration.

> **Bourcha:** I used to think that my previous teachers were doing it perfectly. This teacher is doing his best to makes us a good future teacher so that we don't teach exactly like we were taught. For example, he is teaching us about learning preferences to let us know that each student has a specific way when learning. Something that our teachers didn't do with us. Learning this help us in changing the belief we brought with us and the beliefs we want to teach with in the future. (First interview).

It seems that this tutor was expanding the knowledge of student teachers through exposing them to concepts related to the field of teaching. Obviously, Bourcha was not familiar with the concept of learning preferences, a point mentioned in her reflective narrative (see section 6.2.1). However, her interaction with her tutor enabled her to start thinking of the need to include this in her teaching. So, what this tutor appeared to do was offer a space for the students to ask questions and gain his expert advice. It is usually reported that the understandings of student teachers are difficult to change (Pajares,1992; Wideen et al, 1998). This was not the case with these students who embraced the idea that they needed to change/modify their understandings and views.

When student teachers were asked about how their didactic tutor modified their beliefs, they mentioned that he used different approaches. He seemed to put the participants in different teaching scenarios where they imagined how they would react. He then included his personal experiences and stories to make them aware of different scenarios. For instance, Lidia mentioned that the didactics tutor stimulated their thinking through asking them reflective questions to explore how the student teachers would react in some teaching situations. She said:

> **Lidia**: I think the way this teacher helped us in constructing the knowledge, is through for example asking us how we would react in a situation. For instance, when we have a talkative student in the classroom and then he tries to build on that. (Second interview).

Here, the didactics tutor was following a dialogic interaction in which both students and tutor were involved in discussion (chick, 2014). In other words, the tutor was not necessarily putting his ideas first and forcing them on students. Instead, he asked their opinion about how they would react in specific situations. Allowing these student teachers to take part in this dialogic space could be the reason why they became eager to articulate their beliefs and concerns even in front of a tutor who was an authoritative figure (Farr, 2010). In the process of interaction, the didactics tutor seemed to follow the method of 'bridging' where he asked them about their opinion and then he started building on that (Diaz Maggiorli, 2012). This approach upgrades and modifies thinking about teaching in a dialogic way (Diaz Maggiorli, 2012). Lidia added that the didactics tutor used to explain some teaching concepts through relating them to reality. She said:

> **Lidia:** Sometimes he gives us a notion and then tries to reflect it on reality. He gives us both versions of teaching theory and reality. Just to keep us aware of how things go on in reality. (Second interview).

Bourcha believed that the strategies followed by the tutor were helpful because they prepared them for the challenges of the classroom (Diaz Maggiorli, 2012):

> **Bourcha:** When he does that, it is really helpful to make us ready for reality shock and classroom dilemmas. (Second interview).

Phrases like reality shock and classroom dilemma suggest that Bourcha was exposed to different facets of teaching because she seemed aware of what she might face in the future. (e.g., Hall, 2011; Kim and Cho, 2014)

Participants also talked about how the didactics tutor used stories and his own teaching experiences to shape their thinking about teaching. Participants appreciated this because it made the setting of learning interesting for them.

> **Miral:** Sometimes he does it [modify their understandings about teaching] through storytelling. He brings some stories related to teaching scenarios in the classroom. Other times, he shares with us his own experiences, even jokes, which makes the atmosphere of learning joyful and catchy. (Second interview).

The inclusion of stories and jokes might be the reason why participants trusted this teacher. In addition, students at this level might be dealing with theoretical concepts about teaching which might lead to a dull learning experience (Sjolie, 2014). Thus, the creation of a joyful atmosphere might attract their attention and make them appreciate the learning experience. The quotation might also indicate that since participants trusted their teacher, they might take him as a model. Specifically, hearing his stories might help them think that since teaching difficulties happened to a knowledgeable and experienced figure like himself, it would be fine to happen to them.

Taken together, although the didactics tutor (methodology course tutor) followed a one-way transmission model for much of the time, he seemed able to give space for interaction to occur to allow student teachers to voice their perspectives about teaching to him. He moved them beyond their previous understandings about teaching through stories, scenarios, and personal experiences. These data suggest that even with a largely top-down model of teacher education where a tutor is the authority, it is possible to create a safe environment for exploration and interaction. This approach had singled this tutor out for particular attention from the students in this study. Nonetheless, with this model of teaching, the data suggested that interaction becomes a problematic activity for it minimises chances of interaction among student teachers in the classroom.

6.3 Theme two: The struggle of developing a professional identity in the ENS

This study considers the ENS as a context within which relations become crucial aspect in the development of student teachers' identity. Data from third year participants indicated instances of relationships within the ENS. Nonetheless, the relationships they build with their fellow student teachers seemed to be based on competition. Further, their relationships with the ENS administrative staff were based on a daily struggle for recognition in that participants were not viewed as English language teachers. The elite title also seemed to be misleading due to the restrictions imposed on student teachers such as their inability to join masters and PhD degrees. This theme reports focus group interview data from third year participants in relation to the issues mentioned and their impact on their development. In using the ENS administrative staff, the author is referring to the staff of the ENS who are not involved in teaching, but running the bureaucratic work in the ENS.

6.3.1 The growth of competitiveness in third year

What was reported by first year participants as fear of becoming competitive over time in the ENS, was confirmed by third year student teachers. Third year participants demonstrated that the relationship they built with their fellow student teachers was competitive. Unlike first year students, they worked competitively rather than collaboratively. Lidia reported that the ENS students are different from the university students because in the ENS students compete with each other. The fact that the ENS students described themselves as different from the university students, might suggest that the ENS has its specific culture that forced them to compete.

> **Lidia** ...We do not share. I feel somehow, they are childish. When we present, you feel like you are presenting in front of passive, neutral because we need their interaction, the more you make them interact the more you score... (Second interview).

The point here was that when student teachers make presentations, the extent to which their presentation can be judged as successful was based on the reaction of other student teachers. If other student teachers were involved and interactive (e.g., through asking questions), the presenters would get a better mark. In the case of Lidia, her fellow student teachers never interacted with her to limit her opportunity to obtain a good mark. What needs to be highlighted from Lidia's quote is that the lack of interaction among students might be linked to the empty vessel and teacher controller models they were accustomed to with their ENS tutors (e.g., didactics tutor, see section 6.2.3). Therefore, students did not see themselves obliged to interact. Another possibility might be linked to the grading system adopted by the ENS tutors. The activity lidia's talked about is an example of how their work in the ENS was graded. This might cause them to think that in their third year, they are nearing the completion of their teacher education programme and approaching their school placement. The latter might force them to compete to become the elite version of an effective teacher that is distinguished from the others.

Bourcha also reported her fear of standing and presenting in front of her fellow student teachers. She explained that they provide her with an insecure environment within which she feels afraid to be judged.

> **Bourcha:** I feel like they are selfish. We don't share things about study, we don't share anything at all. When we have presentations; I personally stand up, I don't feel comfortable. I feel afraid of being judged or whatsoever. So, I decided not to do that again. (Second interview).

It seems that the competitive nature of learning in the ENS made student teachers become individualistic and stand against the idea of sharing. This stand challenges the main idea of teaching as a job where the teacher shares knowledge with his students. If student teachers were developing individualistic views towards teaching where they did not have to share, then this might block their development as emerging collaborative practitioners in the profession of teaching. Moreover, in an unsafe and judgemental environment, there is a greater risk of developing intellectual and professional isolation (Dismore and Wenger, 2006). This was evident in the last part of Bourcha’s response as her chances of learning were minimised through deciding not to take part in the activity of presentation. In such circumstances, the ENS teachers need to support students learning. With third year students, the idea of competitiveness and individuality were rituals that students needed to adhere to. This raises an important concern about elitism education as such a culture might hinder the development of some student teachers like Bourcha for instance.

Zaynab mentioned that in the ENS, some students were named nerds and were viewed by the ENS teachers as effective future teachers.

> **Zaynab:** we have the student who sit in the front of the classroom. Like we don’t even dare to sit in their places. Like it is their place. And sometimes you know the teacher even like they treat us like those who sits in the front like they are the good ones. it is like clichés “they will be good teachers. (Second interview).

This statement is illustrative of an authoritarian power in the ENS, where the tutors held the position of a capable member who can categorise their students as effective and non-effective future teachers. The use of “we” and “they” might suggest a sense of alienation among participants. This could indicate that third year student teachers function in cliques, one group against another.

When the participants were asked about the learning environment in their third year, they mentioned that their learning took place in auditorium as they were 50 student teachers.

> **Achne:** Our learning take place in an amphitheatre (auditorium) we all attend lectures delivered by our teachers there... the teachers usually take control of everything. We are most of the time receptive I mean. (Second interview).

It is difficult for students to build a community of learners in large groups and in a culture of competition. This point has been already emphasised by a body of research (e.g., Mather and Hanley, 1999; Kosnik and Beck, 2001; Dinsmore and Wenger, 2006). Moreover, the transmission model of teaching followed by the ENS tutors indicated a model of teaching where the tutor is the 'sage on the stage'. This might also discourage students from working together, an aspect that was common among these participants.

In nutshell, third year student teachers' data did not indicate any instances of building a community of ENS learners due to their competitive environment. This could raise concerns about the culture of the ENS. It was evident that in learning spaces where grading, social categorisation, large cohort sampling along with transmission models, the chances of developing student teachers with what Chick (2014) called 'esprit de corps' become limited, if not absent.

6.3.2 Constraining opportunities of professional growth

Similar to first year participants, third year participants talked about the elite title that is associated with joining the ENS because "learning in the ENS gives" them "the feeling of elite" (lidia). The latter relates to the Algerian societal view that the ENS is reserved for high achievers in baccalaureate exam (national exam pupils undertake to join higher education) and to the fact that the ENS graduates' jobs are guaranteed. Nonetheless, there was a contradictory aspect in the nature of this title, for it was reported to be misleading. Third year participants reported that the ENS limited their opportunities for development. To elucidate, their chances to join post graduate studies like Master and doctoral studies were limited in comparison to university students. During the interview, one of the student teachers mentioned that all the ENS students went on strike to claim equal rights to undertake post graduate studies. The strike was fruitful in that the ENS candidates were granted the chance to apply for postgraduate studies such as Master and PhD. However, the opportunities to apply for post graduate studies were low in comparison to university students.

> **Zaynab:** We were not able to carry on our further studies. We went through a strike for that it was officially agreed that we can still do it, but it is so hard to do it. Because university students have more opportunities than us when it comes to this aspect. (First interview).

> **Miral:** Concerning further studies, it is said that we have only 20% of ENS students to be accepted in Master or PhD. Although we have Master and PhDs in our programme, but chances are too low. (First interview).

These extracts indicate a sense of injustice in that while the ENS students were privileged with the guaranteed job, they were deprived from pursuing their postgraduate studies. In the first place, this policy of guaranteed job attracted student teachers to join the ENS. On the other hand, it was a restricting factor that reduced their autonomy and freedom to pursue their studies. This data correlates to Yuan and Zhang's (2017) findings.

When student teachers decided to join the ENS they were not provided with an induction programme that explained how learning in the ENS occurs. Moreover, student teachers were informed by random people that joining the ENS meant a secured job. The extract below from Miral highlights these points:

> **Miral...**you know when we chose the ENS, we didn't have any information about what ENS is like. We made high hopes. We didn't have website to see what modules it has, what we can or cannot do. We only had the name of ENS as the only thing that attracted us. We didn't know how limited we will be once joining it. When we used to ask people about it, they only say yes you can guarantee a job, just go for it. (First interview).

As indicated by Miral, when student teachers joined the ENS, they had high expectations and hoped to have a different learning experience. Their expectations were met with what

Bourcha called “the limiting reality of the ENS”. As result, she developed second thoughts “I hated the fact that I am an ENS student”. Similar to Zaynab who felt disappointed since this limitation could restrict her professional development as a teacher in the future. She said:

> **Zaynab**: This actually is demotivating for my development as a teacher. A teacher is supposed to keep on learning his whole life but unfortunately the ENS does the opposite. (First interview).

It is interesting how their concerns are about their professional development in the field of teaching. Unlike first year participants who seemed to care more about the possibility of not finding a job once they graduate. This could indicate that third year participants had developed their interest in teaching to the extent where they felt committed to developing themselves through joining the post graduate studies.

However, with time, participants started to live with this limitation. They realised that overthinking this issue would affect their attitudes towards teaching in the future. Therefore, they decided to overcome this issue and focus on their learning to become teachers.

> **Bourcha** …at the beginning I was disappointed but at some point, we have like to accept it and move on. I like teaching and I chose this so we shouldn’t keep this negative energy and these negative feelings demotivate us from teaching in the future. We have to see the bright side of it. (First interview).

This suggest that students adapted to the status quo after a succession of efforts to change the situation without any fruitful results (e.g., strike). This data also relates back to the influence of such political decisions on the hoped-for-self and feared possible teachers’ self (Richardson and Watt, 2010). While these student teachers hoped to pursue their postgraduate studies to become the best version of teachers they aspired to become, they also feared some behavioural outcomes (e.g., demotivation) that might influence their teaching if they decide to stand against the policy imposed by the ENS. In such circumstances where the hoped-for self is challenged, teachers are more likely to experience self-schema dissonance and distress (Richardson and Watt, 2010). These findings throw considerable light on the extent to which “hoped for self” could be sensitive to context within which student teachers develop to become teachers.

Overall, the experience of learning as a third-year student teacher in the ENS was full of contradictions. While it provided them with the elite title and knowledge necessary that made them attached to teaching, it restricted their development as future teachers. This ‘power through’ policy limited the agency of participants to become the teacher they aspired to be (Millwater and Ehrish, 2008).

6.3.3 Struggle of identification with the ENS administrative staff

Another experience with the ENS that seemed to contradict the elite title given to third year student teachers was the treatment of the ENS administrative staff. Third year participants shared the perception that the ENS administrative staff viewed them as immature students. Zaynab declared that this view caused her to see herself as too young for the profession of teaching.

> **Zaynab:** We always struggle with the administration [staff] when we want to get some documents because they consider us as English students and ‘des gamin’ [Kids]. Viewing us this way makes us feel like we are too [emphasis] young for this job. Maybe they see us as young immature for that [for teaching]. (Second interview).

Besides identifying them as immature, the ENS administrative staff seemed to identify them as ‘English students.’ It was earlier reported that these participants started identifying themselves as English language teachers in their third year due to the pedagogical knowledge they were receiving which was inconsistent with the view of administrative staff. The latter triggered some self-doubt which caused Zaynab to think that she is still young for teaching.

Miral also complained about the treatment she and her fellow student teachers received from the ENS administrative staff such as lack of respect and recognition as future teachers. This treatment made her doubtful about whether she had a place in the teaching profession.

> **Miral:** In ENS, they [ENS admirative staff] don’t see us as future teachers, we are not respected there. This makes me wonder whether I belong here, whether I belong to teaching or not. (Second interview).

It seems that Miral lost sense of who she is, in that she became uncertain of where she could possibly fit. Third year was already critical period in their development because they engaged in a process of figuring out what teaching is and what type of teacher they aspired to become (see theme one, 6.2). The administrative staff, however, seemed to hamper this process because it did not provide them with a welcoming environment which could develop their sense of alignment and belonging to teaching.

Bourcha also explained that she and her fellow student teachers were expected to be recognised as teachers. Instead, they found themselves confused since they did not know how to categorise themselves. She explained:

> **Bourcha:** We were expecting a different treatment, like we consider ourselves as future teachers so why not treating us as teachers…You know, it is so hard to understand clearly who you really are when having two sides. One considering you as a teacher and the other not considering you at all. You find yourself in the middle of nowhere, like where I am really, you feel like its two different realities that you have to deal with at the end of the day. (Second interview).

It seems that these students struggle to have a clear position of themselves in the ENS. This could lead to an identity crisis raising questions about their sense of self in the ENS (Pennington, 2016). Further, in similar circumstances of recognition, student teachers might join the training with developed conceptions about the school administrative staff as an unfriendly body in the schools, an issue that was prominent in fifth year student teachers’ data (this will be reported in the coming chapter).

6.4 Chapter general conclusion

Data from third year participants suggested that the third year was a decisive period in student teachers' professional identity construction. The experience of learning as a third-year student teacher influenced the participants' motivation, positionality, and the construction of their understandings. Data indicated that the participants joined their third year with limited understandings about teaching. This conceptualisation was challenged once they were reminded by their ENS tutors of the realities of teaching. These realities initially demotivated third year student teachers in that they became uncertain about their ability to teach. However, when they were exposed to pedagogical content knowledge they regained motivation, a sense of ability and belonging to the profession of teaching. Unlike first year, third year participants' understandings were founded on viewing the teacher as a facilitator whose English teaching needs to be based on communicative language teaching. It was evident that participants thought, criticized, and reflected upon their teaching philosophy using scientific concepts from the field of teaching, unlike first year participants. In addition to the influence of pedagogical content knowledge, the didactics tutor also influenced the understandings participants had developed in their third year. Although data covered instances of one-way transmission models where this tutor was in charge of the classroom, he seemed also to provide the participants with a room to voice their current understandings and explore the stories behind these understandings. The didactics tutor was then able to support students in constructing new models of what it is to be a teacher. Experience of learning in the ENS and interactions with fellow student teachers and the ENS administrative staff seemed to limit the development of third year participants. It was evident that by third year, competition was an integrated element in the learning process. Participants competed with each other and formed cliques. These findings pointed to the role of large cohort size, grading systems and a transmission model as contributing factors to the inability of student teachers to build communities among themselves. The elite title seemed to be challenged by the limitation imposed on them which constrained their professional development as teachers and by the problematic relationship with the ENS administrative staff which contributed to their sense of misalignment with the profession. Despite these limitations, participants kept showing their commitment to the profession of teaching.

Chapter 7: Final stages to becoming a teacher: fifth year student teachers

7.1 Introduction

This chapter reports focus group and reflective narrative data on fifth year student teachers' experience of training and its influence on their development, understandings about their role as teachers and English language teaching, and their sense of belonging to teaching. The practicum period was distributed across two phases: observation and full-time training. Each phase constituted a valuable and challenging site for identity development. Observation phase had a conflicting influence on the development of student teachers' identity. While it affected their motivation due to the 'theory practice divide' that they experienced, it assisted them in developing their understandings about the role of the teacher. They considered flexibility as a key aspect in their role as English language teachers in order for them to be able to respond to different teaching situations. They also indicated the communicative language teaching as an effective approach to engage their pupils in the learning process. The full-time training was a phase where participants experienced conflicting positions resulting in a complex identification with the profession of teaching. On one hand, the school administrative staff (school staff excluding teachers) identified participants as trainees which resulted in a sense of temporariness among participants. On the other hand, the good rapport that was established with school-teachers in the teachers' meeting room played a crucial role in assisting participants to gain their sense of belonging to teaching. The findings also indicated that the mentoring experience was both restricting and advantageous to fifth year participants' development. While it was often used to make judgements rather than give constructive feedback, it, on the other hand, assisted student teachers in gaining some practical knowledge of the different teaching scenarios. This chapter also reports on the sociocultural tools and strategies used by the training school to support participants' development such as using observation grids and peer assessments.

7.2 Theme one: The influence of the observation phase on student teachers' motivation and understandings.

When student teachers are sent to schools for the practical phase, they undergo three phases of training. These phases involve observation, where student teachers sit at the back of the classroom to observe their teacher mentor. Then follows 'the semi-emergence phase' during which they conduct small activities such as the warm-up at the beginning of the session. In the last phase, full time training, they are 100% involved in the teaching (Plan a lesson and teach it). During this study with fifth year participants, there was an exception to this pattern due to the pandemic period. Therefore, they undertook the observation and the full-time training phases only.

Participants reported conflicting views with regards to their observation phase experience. Data suggested that this experience was demotivating and formative at the same time. It was demotivating because it was their first connection with the real world of teaching. This connection was filled with confrontation, realisation, and contradiction. Achne mentioned that they "started observing things that were extremely different from what" they "studied during the four years". Participants experienced theory-practice divide when the idealistic views around teaching that they had developed in the ENS were not reflected in the practice they observed in schools (Gravett, 2012). Illou illustrated this with the following comment:

> **Illou**...the observation phase was not that successful because we were hit by the truth then. What we have been thought in ENS school turned out to be the opposite of what actually the teaching field is really. (First interview).

This suggests that the way Illou's mentor was teaching during the observation phase contradicted the understandings and ideas about teaching that she had in mind during her exposure to the pedagogical knowledge of teaching back in the ENS. This point was further elaborated by Belab who joined the training with imagined ideas of how teaching would look like in school. She argued that the views she had developed seemed to be unrealistic which caused her to question the knowledge she had received "is this what we were studying in the ENS?... it was nothing similar to what I have seen in the ENS."

When participants were asked to describe this reality, Zwara explained that in the ENS she was exposed to the use of information communication technology (ICT) which made her eager to see how it is implemented in Algerian schools to foster English language learning. However, she was disappointed because she did not see her mentor using it in her classroom. She explained:

> **Zwara**...In didactic sessions we were all the time learning about how to integrate technology which made us more excited about teaching and the training period to see how it is implemented so that we implement it too. But, when I was in the school with my mentor, I did not see her using it. I felt down. (First interview).

The extract indicates discrepancy between the knowledge introduced in the ENS and how the actual teaching happens in schools. If the ENS programme designers are already aware of the paucity of technology use in the Algerian classrooms, then this raises the question as to why teaching future teachers how to implement technology in the classroom is of value. One might argue that considering honesty and transparency in the development of the programme would minimise the theory-practice divide problem that can affect the motivation of student teachers (Gravett, 2012).

Even though the observation phase impacted the motivation of the participants, they nonetheless gained several learning points from it regarding their perceptions about the role of the teacher and understandings about teaching. It even influenced their perseverance to become a distinct type of an English language teacher. For instance, Zwara's observation of her mentor caused her to refine her understandings about the role of the teacher through imitating some of her mentor's teaching practices and avoiding others. Her mentor assisted her to consider some ideas to improve her role as a teacher such as time management and use of technology. She said:

> **Zwara**... of course, the devil appears in detail. I believe that a teacher should manage well his time, especially when I noticed students spending more than 10 minutes searching for chairs. Also, I confirmed that a little use of technology is always a good

> idea. Our mentor allows her students to use their phones to take pictures of the textbook pages if they forgot to bring it, or search for ambiguous words in their online dictionaries. I felt that when they are allowed to use their cell phones, they don't feel over-controlled; consequently, they avoid using them as a distraction tool. It kind of works like a reverse psychology because we tend to do the things which we are not allowed doing. (First interview).

It seems that by year five, teaching for Zwara was no longer viewed as absolute, it was instead "evolving, adapting and changing" (Sheridan, 2013: 71). Zwara had begun exploring the realities of the classroom which caused her to develop understandings about the role of the teacher as someone who needs to be flexible. Watching her mentor in the classroom, caused Zwara to realise that once in the classroom a teacher should adjust to cope with situations. The use of phones in Algerian classrooms is prohibited and considered a distraction. However, observing her mentor allowing its use, gave her the confidence to see the benefits. Moreover, Zwara's quotation illustrates that the realities of the classroom did not hamper her motivation. On the contrary, it made her underscore the importance of being prepared for different teaching scenarios.

On the other hand, observation caused Zwara to realise that she does not want to become like her mentor. She explained that one of the teachers' roles was to update themselves with the demands of the generation they teach, something that she felt her mentor lacked.

> **Zwara:** My mentors' way of teaching is good; however, I do not intend to deliver my lessons the same way she does. You can feel that there is what is called "a generation gap" between us. For example: when my friend presented an activity, the students were really interested and happy because she used examples from things in which they are both interested like: BTS the famous Korean band or the anime show Attack on Titans. They both clicked since they are from the same generation. (First interview).

Observing her fellow student teachers teaching, allowed her to compare between the ways her mentor and her fellow student teachers taught. The observation along with the comparison might help her develop what Blomeke et al (2016) called situation specific skills.

This was evident in the way she reflected on the need for the teachers to respond immediately to the teaching situations and the needs of their learners. The quote above also suggests that Zwara was pointing to the need to make teaching interesting for pupils. The latter might contribute to developing her thinking around the role of the teacher as interest arouser through engaging students in learning based on their preferences (Chaaban et al, 2019). It might also develop her view about the teacher as someone who needs to update his/her knowledge to develop pupils' enthusiasm for learning. This aspect was also common in Achne's understandings which were developed towards making pupils interested in the English language. She said:

> **Achne**...the role of the teacher is far beyond that (teaching correct English) ... One of the most important things that English teachers should do is to change pupils' way of thinking toward learning the English and make it more interesting so that the teacher doesn't waste time on fixing their behaviour instead of teaching. When the pupil becomes interested, he'll follow the different instructions of the teacher and won't have time to do any negative behaviour in the classroom. (Reflective narrative).

Achne's understandings seemed to consider the role of the teacher as an arouser of interests. According to her, making learning interesting for pupils would guarantee the ability to manage the classroom without difficulties. This could be the result of a rejection of the classroom management practices followed by her class mentor for she mentioned that her mentor followed traditional methods of teaching that made learning dull for pupils: "she uses the very traditional ways, textbook, and the board". This contradicts the findings of research done by Xiong (2016) that reported the development in classroom management abilities among student teachers after observing the mentor's effective classroom management skills.

Belab also explained how she aspired to be different from her mentor. This happened after she realised that her mentor's role in the classroom as an English teacher was different from the way she believed a teacher should be. She commented that her mentor "does not even have lesson plans, and the only material she uses is the textbook", and that "she is always absent". This indicates that the role of the teacher Belab had in mind was not mirrored in her mentor's behaviour. Nonetheless, the dissonance between her expectations and the reality of her mentor did not hamper her motivation or discourage her but helped her to figure out what role she aspired to take in the future. She stated:

> **Belab:** My training, observation, was not really a good experience but this won't prevent me from working hard to be a good teacher. On the contrary it motivated me to be a better one, and to work hard to translate all the theories and the techniques I have acquired during these 5 years into practice to meet my students' needs and achieve my objectives. (Reflective narrative).

This is another example of how the observation influenced Belab's understandings about her role as a teacher in terms of the qualities she will need in the future. These qualities are determination and enthusiasm to keep on learning and achieve her teaching goals. This might suggest that Belab solidified her understandings about the role of the teacher after observing the deficiencies that were present in her mentor's practice (as mentioned earlier). So, in this case perceived bad practice might enhance the student teachers' understandings and views about the need to continuously engage in professional development.

Achne observed her mentor following a deductive approach (teacher centred when presenting new content) which made her realise that this approach makes the learning experience dull for pupils.

> **Achne:** She[mentor] implements the deductive approach in teaching. She simply gives the pupils the rules, then they practice those rules. This contradicts the new approach of teaching implemented in the Algerian schools which became learner-centred not teacher-centred. As a future teacher, I will do my best to teach the English language through fun, to engage technology in teaching and use the inductive approach to make the learner interacts more in the classroom. (Reflective narrative).

After the events in the classroom with her mentor, Achne considered her role as becoming more engaging and flexible through using creative teaching approaches. Moreover, instead of filling the students with knowledge, she had started considering teaching as an interactive practice that “begins and ends with seeing the student” (Ayers, 2001: 25). For her, this way of teaching will help her align with the approach promoted by Algerians schools which is a learner centred approach. This indicated that Achne was up to date with the teaching trends recommended by the Algerian ministry of education. Moreover, Achne demonstrated some action possibilities stating that she used to prepare her grammar lessons with activities such as role plays to enable participants to practice past, present, and future tenses. However, she felt over controlled by her mentor “I felt controlled like I had a camera on me”, which made her obey her mentor’s instructions “I had to do what she told me to do”. This indicated that Achne had to adopt what Debreli (2016) referred to as pseudo change to avoid conflict with her mentor. In circumstances where student teachers feel controlled by power relations, the chances of creating a learning atmosphere that silences student teachers increases (Izadinia, 2015). Consequently, Achne viewed the practicum as a period where she adhered to the practices of her mentor “Eventually, I found myself teaching the way she wanted me to teach.”

Observing her mentor’s experiences with pupils caused Illou to reconstruct her understandings about teaching around the potential of activities in making learners active. It also caused her to understand the demands of the classroom context she was working in:

> **Illou:** I have noticed that they interact with new activities [during the observation] …I tried to alternate between different activities and techniques [when she taught]. For instance, when I was to teach reading, I tested the PDP framework (pre reading, during reading, and post reading) to diversify, and it was effective. (Reflective narrative).

It seems that Illou realised that the inclusion of diversity in her teaching would make it more exciting. The practicum period, therefore, allowed her to test the hypothesis she had developed during the observation phase and turn this into teaching practices that responded to the need of pupils. Thomson et al (2012) called this the narrowing down of pedagogical understanding. Illou also realised that teachers are sometimes obliged to teach in opposition to their beliefs. She said that she was against the use of translation in the classroom. However, she found herself obliged to translate from English to Arabic “I tried to simplify with all I could, still they did not understand so, I gave up and explained some of the words in Arabic”. She explained that time forced her to forsake her teaching philosophy: “I was running out of time, and I had to proceed with the lesson”. This suggests that time constraints can be a factor that forces adaptation. Othman and Kiely (2016) reported the inclination of EFL student teachers towards the use of mother tongue to guarantee the flow of instruction without wasting time.

Zwara indicated that the way she was teaching English to pupils was through responding to the demands of the situation and through the use of a communicative language teaching approach (CLT). In one of her sessions where she taught “the if conditional”, she was engaging her pupils through giving them authentic examples from real life situations. This strategy helped in changing her pupils’ perceptions about “if conditional” as a challenging task. She said:

> **Zwara:** When I was teaching the If Conditional, I stated the rules of each type first[3], then I gave them something that can help them understand the different situations of If Conditional: Humans love to predict future scenes and situations (referring to If Conditional Type 01) and dream about situations in the present or the future which are kind of impossible to happen (referring to type 02) but what they do all the time is regretting what they have done in the past and wish they could change it (Referring to type 03). Students found this really helpful, and they finally stopped believing that If conditional is a complicated lesson. (Reflective narrative).

Instead of using traditional ways of teaching grammar such as drilling and using the mother tongue, Zwara seemed to rely on her CLT knowledge to achieve her goals and perform her perceived actions. This indicates that her understandings about teaching (CLT) aligned with her teaching goals and actions she undertook to achieve these goals. It also suggests that by the fifth year, Zwara had gained some knowledge about teaching approaches such as CLT and confidence to apply what she considered the most effective practices for her pupils. Shulman (1987:19) referred to this as a ‘complete act of pedagogy’. These findings contrast with those of Othman and Kiely (2016) whose trainees seemed to incline towards traditional approaches to teaching despite their exposure to CLT in their teacher education programme.

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[3] The Zero Conditional: if + present simple, ... present simple.
The First Conditional: if + present simple, ... will + infinitive.
The Second Conditional: if + past simple, ... would + infinitive.
The Third Conditional: if + past perfect, ... would + have + past participle.

Overall, it could be said that the observation part of the practicum period was a phase and a context of meaning making. Observation mediated their professional identity in a way that they organised and reconsidered their thoughts about the role of the English language teacher and teaching. This echoed Holland et al.'s (1998) argument about figured worlds as spaces that provide individuals with the cultural tools to figure out their position in it. Observation, thus, as a cultural tool during the practicum assisted fifth year participants in developing a 'professional vision' (Meschede et al, 2017). The latter did not only enable them to observe teaching experiences and suggest solutions but understand the role of the teacher and English language teaching to claim a position and teaching philosophy that were different from the ones of their mentors. Data suggested that the observation phase assisted in extending their understandings about the role of the English language teacher and teaching. The way they perceived their role was a reaction to how they perceived their mentor's role. Observing their mentors' teaching practices had also developed their understandings around being responsive to classroom situations and demands, engaging pupils and meeting their needs. This indicates the malleability and dynamic nature of their identity.

7.3 Theme two: The influence of the training period on fifth year participants' sense of belonging to teaching

This theme reports focus group interview data on participants' daily experiences of recognition by others in the practicum period school. Data revealed that the training school was a context where participants experienced contradictory identifications with teaching by the school administrative staff and schoolteachers. The latter caused participants to live in two conflicting positions one as trainees and the other as teachers. Identification became a relevant issue in student teachers' sense of belonging and alignment with teaching.

7.3.1 The school administrative staff's identification: I am just a trainee

Dealing with the school administrative staff was a not a smooth experience for fifth year participants. For instance, Illou reported that the way the administrative staff dealt with her, and her fellow student teachers was inhospitable, unfriendly, and lacked respect. She said:

> **Illou:** The administration [school support staff] was very hostile. They did not welcome us appropriately. The way they used to talk to us was not appropriate and let alone recognising us as ENS students. So, it was demotivating at first and then we coped. We adjusted to the situation, and we accepted that. (Second interview).

It seems that the treatment of the school administrative staff had a temporary effect on Illou's motivation to work in school. In situations where student teachers feel unwelcomed by the school, they are more likely to see themselves as marginal individuals in schools leading them to develop marginal identity (Nghia and Tai, 2017).

Zwara was demotivated after thinking that her position as a teacher was temporary in school. She said:

> **Zwara**...they [administrative staff] give us the name of des stagiaire[trainee] in these schools. I wish it was different because this just means temporarily for me. Like the administration doesn't even know that we are ENS students. (Second interview).

There is a sense of what Nghia and Tai (2017) called liminal status which is the result of the student teachers being treated as apprentices or Demi- teachers (temporary) once in the schools during the training period. This could be the result of her expectations to be seen as a teacher rather than someone provisional.

Learning to cope with the administration was not something that emerged naturally for student teachers. It was something that they were prepared for while learning in the ENS. Zwara explained that their didactics ENS tutor used to remind them of what was expected to happen with the administrative staff; "he told us that they won't be friendly." Therefore, he advised them to focus on teaching as the main goal rather than focusing on their conflict with the administrative staff: “focus more on the teaching experience rather than the relationship with others”.

Another reason why these participants adapted to the treatment of the staff was linked to their view about the training as a temporary experience. They said:

> **Belab:** We knew it is a place we won’t stay in forever. So, why bothering ourselves and wasting our time with trying to change how they treated us. (Second interview).
>
> **Achne:** Exactly, knowing that the training will take only few weeks and then we will never see the people of the school made us just do the job and then leave. (second interview).

This experience acted as a wakeup call for fifth year participants in that they reported the need to balance their development as future teachers. In other words, they believed that their development as teachers required knowing how to teach and knowing how to build a relationship with the school administrative staff.

> **Illou:** Concerning the administration, we need to do some real adjustment; I need to work on that. I need to work on the professional administrative work not only teaching, because this what will make us full professional teachers in the future. (Second interview).
>
> **Achne:** I agree [with Illou], we need some skills of how to deal with the administration and the administration needs that as well. So that when we start the training, we don’t face problems. (Second interview).

The quotations suggest that participants recognised the value of working closely with the administrative staff as a crucial aspect of their professional identity development. The quotations above provide a formative suggestion to the ENS programme such as the inclusion of support to develop student teachers’ interpersonal skills. Participants seemed to be aware of the lack of these skills which made them consider these skills for their future development.

The ENS tutor had helped prepare the student teachers for issues with administrative staff in schools. However, coping with the situation indicates student teachers' lack of agency which could reduce their sense of belonging to the teaching profession leading them to constant questioning of their career choice (Dewhurst et al, 2020). Even though participants seemed aware of the need to make positive relationships with the school administrative staff, they did not place enough importance on it which could be linked to the temporary aspect of their training in school. The development of the sense of belonging to the profession for fifth year student teachers was a complex and context based. Moving from one context to another in the school resulted in different conflicting identifications with teaching. In the next subtheme, the teachers' meeting room will be reported as another context of identification.

7.3.2 Developing a sense of a teacher identity with schoolteachers

Teachers' meeting room was another context within which participants established relationships with other schoolteachers. However, the establishment of the relationships was a complex undertaking where participants' positioning underwent a change from being an outsider to a member of the teachers' meeting room (Eberle et al, 2014). The use of schoolteachers in this subtheme refers to the teaching staff excluding the administrative staff.

The meeting room was a place where student teachers went during their break time and within which they used to meet the schoolteachers who initially thought student teachers "were pupils and pupils are not allowed in that room" (Illou). The reason why participants were mistaken for pupils was because they looked younger than the age of the teacher, which caused lot of incidents to happen. Illou reported that in the meeting room there was a dispenser where she used to get some food. She stated once a teacher thought she was stealing:

> **Illou:** There was a vending machine in the teacher meeting room and every time I used to go to buy food from there, they used to think we are coming there to steal food. They thought we are pupils. So, we were accused of doing that thing. (Second interview).

Another example came from Zwara, who got yelled at when a teacher saw her fixing her scarf in the mirror of the teachers' meeting room:

> **Zwara**...There was a mirror in the meeting room and every time I finish the teaching, I go to adjust my scarf. So, I had this teacher who screamed at me saying 'what are you doing here'. I guess she thought I am a student. (Second interview).

Luckily, these incidents did not seem to have a strong impact on the participants motivation for they developed a good relationship with teachers later in the practicum period, but it does indicate that judgements were made based on how old the student teachers looked. Interacting with some teachers in the meeting room, helped them establish connections. An example of this was an English teacher with whom participants established a good relationship. Illou reported that:

> **Illou**...we had a chitchat with an English teacher. She was so nice with us. She told us some anecdotes about her experiences. She expressed some feelings about teaching with us. She tried to give us some pieces of advice. She was good with us. This made us relaxed in the room at last. (Second interview).

The quote above indicates that Illou and her fellow student teachers finally felt welcome in the school after all the incidents they underwent with school administrative staff and schoolteachers. It could be said that the meeting room seemed to be an environment within which student teachers' sense of themselves as teachers was actualised mainly after sharing experiences, pieces of advice and perceptions about teaching with other teachers.

Achne mentioned the role of humour in making them feel relaxed in the teachers' meeting room. She explained that a teacher of French used to greet them and change their mood through jokes. She stated:

> **Achne**...she was so nice with us since the beginning. She used to greet us every day. She was just being nice with us. She felt that we were stressed. She used to make us laugh so hard when we experienced stress and that was helpful for all of us. I mean going through stress and then finding someone there to make you laugh is priceless. It also made us feel valuable. (Second interview).

Clearly, a friendly atmosphere during the training period can have a great impact on the wellbeing of student teachers. The sentence 'felt that we were stressed' suggests that teachers' meeting room was a place where these participants felt valued, understood, and respected. Consequently, their morale was lifted.

Overall, engaging with the schoolteachers through interaction was considered as a point of departure of belonging to community (Clarke, 2008). It was evident that schoolteachers invested some time in building relationships with student teachers which in turn helped them to participate and see themselves part of teachers' meeting room community. However, their engagement with schoolteachers represented a complex process that evolves overtime starting as peripheral members to then become full legitimate members (Holland et al, 1998). The friendly environment of the teachers' meeting room supported fifth year participants to become included in the professional and social mix of teachers which might eventually make them belong to teaching, an aspect that was also found by Dewhurst et al (2020).

7.4 Theme three: The experience of mentoring and its influence on developing a teacher professional identity

A variety of perspectives were expressed by fifth year participants with regards to their mentoring experiences as a complex process involving both assistance and restriction. Zwara reported that she was restricted in terms of what vocabulary she needed to teach. Her mentor kept telling her to use simple English with pupils. Zwara was against that because she believed that pupils needed to learn real English.

> **Zwara:** They keep saying to simplify your English. My mentor always told me degrade your English. It wasn't even an appropriate word to say. Students really love when they are taught with real English, they say it is so good. They really loved it because they were just used to very basic simple and full of mistake English. I hate to say that, but it is full of mistakes, mixed with French language. They [mentors] are teaching us to settle for less. You go with ambitions, and they just turn them off. (First interview).

It seems that Zwara was complaining about the situation of English language in Algerian schools, an issue that worried both the first- and third-year student teachers for they reflected that this issue would restrict their teaching goals (see chapter 5 and 6). She also seemed to complain about the treatment of her mentor. The word 'degrade' indicates that the relationship Zwara had with her mentor was based on the mentor imposing power that Zwara had to be responsive to "they just turn them off".

In addition to imposing on her a specific use of English language, Zwara described her Mentor's feedback as a negative experience she underwent during the training. She said:

> **Zwara**…we end our sessions, and we move to the feedback part. Her definition of feedback was all negative. She doesn't even start with positive points...In some days, I felt like I gave the best to my pupils, and they understood the lesson and loved my session. But in the feedback part, the first words that our mentor said were I did not like your work today, I am really disappointed. (First interview).

What Zwara was describing above is judgementoring, where subjective judgement is used leading to devaluating students' efforts (Hobson and Malderez, 2013). This type of mentoring was also reported by Achne who said:

> **Achne:** My mentor did not take my emotions into consideration. She was so harsh on the way she provided me with feedback. I remember at the end of one of my classes.

> She came towards me reading from the list of comments she made. You did this wrong; you did that wrong. She did not even give me a chance to explain and express myself. (First interview).

The quotation above suggests that there was no real interaction going on between Achne and her mentor. Achne was not given room to negotiate her choices and understandings which might leave her development incomplete. What could be said is that her mentor lacked skills such as empathy and active listening that are necessary for a successful mentoring relationship as suggested by Rosas-Maldonado et al (2019).

Another student teacher, Belab, mentioned that she was motivated to teach before joining the practicum period. Once there, her motivation decreased due to the lack of support from her mentor.

> **Belab:** Our mentor provided us with nothing. She did not have lesson plans; she didn’t use any framework in her lessons. I was so excited to teach, but my mentor made it somehow difficult...I am not feeling excited anymore about teaching. I am not sure about whether I will be able to do it in the future. (First interview).

The quotation indicates a change from feeling ready to teach to becoming doubtful about her readiness to teach. These findings align with Izadinia’s (2015) research where she warned against the negative impact a mentor can have on the way student teachers understand themselves during the training. The latter is crucial to their professional identity, and if student teachers start doubting themselves it can impact their performances leading to attrition. Therefore, it is crucial to have a mentor who enhances a sense of confidence among student teachers, which is something that Belab lacked during her training period.

Although the mentoring experience was described as restricting by participants, it also seemed to assist fifth year student teachers on gaining hands-on advice in relation to different teaching scenarios. Participants reported that after they finished the teaching, they used to have a meeting with their mentors where they were provided with feedback on how their teaching was. Although some of the feedback was negative (as stated by Zwara above), the interaction with their mentors helped them in developing more practical thinking about teaching. Achne for instance, who reported earlier that her mentor did not allow her to express herself through communicating her teaching practices, also talked about how her mentor assisted her in taking into consideration how to deal with both the students and the school administration staff.

> **Achne**...When talking to her, she was trying to teach is how to treat students and how to deal with the administration problems and how to deal with teachers and so on. (Second interview).

What this quotation suggests is that Achne's mentor was balancing the professional knowledge student teachers would need. This professional knowledge was not limited only to issues related to classroom teaching but also included issues related to building relationships with school administrative staff. It was already reported (see section 7.3.1) that fifth year student teachers struggled with building healthy relationships with the school administrative staff. This might suggest that their mentor was aware of the dilemmas that these student teachers would face. Although Achne appreciated the practical strategies she was receiving from her mentor, she wished her mentor would have imparted techniques of lesson plan and lesson structure "she didn't give us any samples or provided us with tips about teaching like how to structure the lesson". This could suggest that she lacked guidance on how to practice some knowledge of teaching such as planning lessons.

Similarly, Zwara who reported earlier the extent to which her mentor restricted her use of English when teaching, also mentioned that her mentor helped her to consider the need to give equal opportunities of learning for pupils in the classroom. Zwara talked about her experience with one of her pupils who was an active pupil in the classroom which made her neglect the other pupils and work with him only. She said:

> **Zwara:** He was so smart and genius to the point where he makes you deal only with him and he makes you forget about the other students…he [the active student] kept asking questions, in this case she told me you could have told the other pupils to

> answer him instead of you answering him to make them all involved. (Second interview).

What this quotation suggests is that the mentor was making Zwara aware of the need to work with pupils equally through giving her pieces of advice. Providing pieces of advice and recommendations of classroom management, might help student teachers develop their strategic thinking in terms of finding immediate solutions to the problems of the classroom. However, it might also hinder student teachers from sharing their perspectives in relation to their teaching (Chick, 2014) where student teachers become receivers of these pieces of advice without discussing them with their mentors. This aspect was obvious in the above data in that mentor gave Zwara a solution straight away without asking her about what could make her overlook the other pupils or what she could do differently.

In another scenario, Zwara experienced a noisy classroom, where she had to ask some pupils to leave the classroom. The mentor advised her that 'she could ask them to have some fresh air and then come back to the lesson'. Offered as a suggestion, this did allow Zwara to consider whether this would be a technique that could be used and facilitated her to grow as a practitioner.

Another participant talked about the anecdotes her mentor used to share with her. Those anecdotes were about the experiences the mentor had when an inspector used to visit her classes. In the Algerian context, when novice teachers start teaching in schools, they expect visits from the inspector to assess their teaching. Illou's mentor used to share her experiences of inspection to familiarise her with some circumstances that might occur when an inspector visits her. Illou had no idea that if the inspector visits her classroom one day, she will be able to justify herself if teaching goes wrong. What her mentor did was explaining to her the importance of sharing contextual information with the inspector "the moment the inspector got in, she told him that this classroom is a bit weak". The inspectors might be considered as a high authority that the student teachers might be hesitant to justify their practices in from of them. This mentor seemed to be preparing Illou for such situations.

Illou also explained how another anecdote from her mentor made her realise that improvisation is a good technique for a teacher to survive during inspections. Her mentor experienced an unexpected visit from an inspector during which she had not planned her lesson. However, she was still able to impress the inspector.

> **Illou**…another story made me feel at ease… she did not prepare any lesson plan. However, she managed to present the lesson in a very good way and the inspector liked it because she improvised and used ICT (information communication technology) to help her in her lesson. She tried to make me realise that no matter what, you still can teach as long as you have the necessary tools that can assist you in such moments. (Second interview).

The quotations from Illou suggest that the mentor used her own experiences to put her in different situations that she might encounter in the future. This could possibly make her prepared for these situations that she might have not known before. However, it may have been more helpful for learning if these student teachers were asked first about how they would react in such situations. This could form a basis for an engaging discussion between illou and her mentor.

Overall, while mentoring restricted the development of participants due to judgementoring, lack of support and supportive feedback, it also seemed to make them aware of some teaching scenarios that are crucial to their future practices as teachers. The exposure to different teaching scenarios used to be carried in a form of pieces of advice. It was evident that these student teachers appreciated the pieces of advice for it provided them with possible solutions and suggestions that might help them in the future. However, this approach followed by the mentor failed to consider learning as a social process that depends on equal participation of the mentor and the student teacher (Kumaravadivelu, 2006). It also failed at viewing identity as a dialogic construct involving working together with the student teachers to understand the beliefs and conception about teaching that they bring with them to the practicum period (Chick, 2014).

7.5 Theme four: Assisting a professional identity development in the training school

Once in the training school, fifth year participants were provided with some cultural tools to assist their development. They said that during the observation phase, the ENS provided them with an observation grid to guide them on what to reflect upon. This could be a formative initiative for it did not view student teachers' learning as straightforward process, but a complex one that depends on symbolic tools that internalise student teachers' knowledge from social plane (mentor) to individual plan (student teacher) (Johnson and Arshavskaya, 2011). Nonetheless, these participants mentioned that they did not use the observation grid for they considered it useless.

> **Illou:** the observation grid was mainly covering things like how the teachers started the lesson, or how they made their pupils interested in the lesson. But I personally did not use it. I found it useless. (Second interview).

> **Achne:** I felt like I can do better off without it. I could observe different aspects of teaching not necessary what was in the grid. (Second interview).

What could be understood from the quotations above is that these student teachers favoured unstructured observation so that they can have a holistic picture of teaching. However, in similar scenarios, student teachers need to rely on guided observation to gain a detailed understanding about specific issues of teaching an aspect that was highlighted by Young and Bender-Slack (2011). When participants were asked about whether they used to discuss what they had observed with their mentor, they reported that:

> **Zwara:** Once we observe, and we finish we just leave. I feel like what we observe is something personal we don't share it with our mentor. (Second interview).

What could be understood from the above quotation is that these student teachers were not given room to discuss their thinking in relation to what they observed (the teaching of their mentors). The fact that these participants were not engaged in an 'educative mentoring' through interaction and dialogic participation with their mentor might explain why they found the observation grid useless (Treventhan, 2017). Further, participants did not feel obliged to use the observation grid because their mentor did not incite its use.

Another strategy followed by the training school was engaging student teachers in observing and peer assessing each other. To elucidate, participants used to go in groups to observe how their fellow student teachers performed in the classroom to later reflect upon their performance: “we used to write some comments...then we exchange that feedback in the feedback session”. This suggests that mentors were trying to promote a collaboration among student teachers. Peer- assessment in this sense could help student teachers learn from each other and feel like they belong to a learning community of student teachers (Sluijsmans and Prins, 2006). However, participants mentioned that their fellow student teachers used to feel offended by the feedback they were receiving from each other which caused them to be less straightforward in the feedback they used to share with fellow student teachers. Zwara said:

> **Zwara**: I was not comfortable because they took it personal. So, I mainly wrote positive feedback. I avoided writing something that was not in their favour. (Second interview).

It seems that the feedback session lacked an honest communication between Zwara and her fellow student teachers. Instead of giving each other constructive feedback, Zwara focused on pleasing her fellow student teachers to feel comfortable. The reason why the student teachers did not appreciate the feedback might be linked to their experiences in the ENS. These student teachers were not developed to work collaboratively, give, and receive feedback from each other, an aspect that was found in third year participants’ data. This was evident in Zwara’s recollection of her teaching experiences, where she reported that whenever she presented a lesson, the other student teacher stole her ideas. This caused Zwara to consider what her fellow student teacher did as unethical. She explained:

> **Zwara**…I remember the last time I shared the lesson with her (fellow student teacher) it was awful because it ended up with her stealing my idea. I teach first, the mentor writes all the feedback about me so when the other classmate was her turn to teach after me. When she heard the feedback of my mentor, she took the good part of my

> lesson plan and added it to hers. It was a sneaky way. With another the lesson of stress patterns, I worked so hard to find alternative for the students to make it easier and divide the syllable because it was so hard for them. I told them [pupils] to use their hands under their chin and whenever their chin touches their hand it is one syllable. So, she noticed that and added it to her lesson without acknowledging the fact that it was my idea. It was unethical. (Second interview).

These scenarios demonstrate that the competitive mindset that was prevalent in third year participants' data (see chapter 6, section 6.3.1) was also common among fifth year participants. Instead of working together as a team alongside their mentors to avoid professional isolation (Dinsmore and Wenger, 2006), participants seemed to be unethical stealing each other's ideas. Further, the competitive mindset might be the reason why they were unable to take feedback or criticism and influenced their honest communication. This could possibly affect their communication and collaboration skills that will serve their teaching in the future.

Similarly, Illou explained that giving honest feedback to her fellow student teachers caused tension among them. To avoid conflict and fix her relationship with them, she started faking her comments. She said:

> **Illou:** when I used to honestly tell them what they should have done instead, they used to feel degraded. Although my attention was to give them pieces of advice and wait the same in return. But it did not work that way… They ended up not talking to me outside the classroom. Then I realised I should fake it. (Second interview).

Similar to Zwara, there is also a sense of hypocrisy in Illou's comment. This might suggest that if the problem of competitiveness and egoism among student teachers was addressed from the beginning (during theory learning), student teachers would have the chance to become more open to feedback and collaboration among themselves in the training. It was obvious that their mentor expected them to do something they were not accustomed to doing in the ENS. Instead, participants such as Zwara and Illou had to adapt their own ways when giving feedback to avoid tensions with their fellow student teachers.

Achne stated that the reason why she and her fellow student teachers failed to have a successful peer-assessment experience was due to the lack of instruction on how to peer assess each other during their teacher education programme (once in the ENS): “we were not trained with the specific skills into how to objectively assess each other”. Achne’s comment resonates with the findings of Hanrahan and Isaacs (2001) which concluded that the reason why students in the university context found it difficult to assess each other was due to the lack of training on peer assessment. This data highlights an important aspect of preparing student teachers with the skills necessary to become able to assess each other with transparency.

Overall, the data revealed that the observation grid and peer assessment could be learning tools that help student teachers to reflect on others’ practice, learn from each other, belong to a learning community, acquire communication and collaboration skills, and develop critical thinking (Sluijsmans and Prins, 2006). However, it seemed that participants were neither trained in how to use the observation grid nor given a space to discuss what they had observed. Further, they did not benefit from the experience of peer-assessment because it was not based on an honest and objective communication. These findings contradict the findings of Al-Barakat and Al-Hassan’s (2009) whose participants enjoyed the peer-assessment experience for it developed their self-confidence, oral competence, and personal traits such as objectivity and good communication skills.

7.6 Conclusion

This chapter reported data from fifth year participants in relation to different aspects of their understandings’ development, challenges encountered and the ways their learning was assisted in the training school. To fully understand the development of the professional identity in the context of the ENS and in relation to these aspects, it becomes necessary to track it from first, third until fifth year. Data revealed that each context of learning in the ENS (first, third, and fifth year) was a world of meaning making where participants refined and developed understandings in relation to how they perceive the role of the teacher and English language teaching. Moreover, each world provided specific culture of learning with its cultural tools that mediated the identity development of student teachers in relation to their understandings of the role of the teacher and English language teaching.

Participants understandings changed/developed from viewing the teacher as the main figure to considering learners as central elements of the classrooms. Specifically, first year participants believed that a teacher is defined by his/her knowledge and linguistic competence. First year provided student teachers with linguistic knowledge through modules of grammar and tutors who were considered as models to be linguistically imitated. These cultural tools and agents mediated the professional identity development of student teachers in a way that they started organising their thoughts around the role of the teacher as a linguistically competent figure (Bennett et al,2016).

The world of third year was a different context of meaning making in which third year participants reconsidered the role of the teacher as a facilitator. Participants mentioned that before third year they considered the teacher as autocratic figure which developed due to some societal convictions that a teacher who is dominant in the classroom is more respected and successful. This indicated that part of the understandings that constitute the professional identity of student teachers are socially constructed influenced by the environment within which student teachers grow (Hall, 2002). Third year was considered as a context within which their identity was improvised through rejecting the societal discourses that limited the role of the teacher they aspired to become (Holland et al,1998). Third year provided participants with a ‘conceptual artifact’ of Pedagogical knowledge that triggered their ‘higher mental functions’ (e.g., thinking, judgement, etc) to shape their understandings about the role of the teacher as a facilitator (Vygotsky, 1978; Vagan, 2011).

The training period for fifth year participants was a context within which they continued to construct their own sense of identity. Observation phase provided them with opportunities to scrutinise, compare their perceptions about the role of teacher with the role of the teacher their mentors undertook. Despite the tension between their conceptions and the practices of their mentor, they improvised their own ways through developing ‘provisional vision’ and ‘situation specific skills’ to claim a different role of an English language teacher (Meschede et al, 2017, Blomeke et al, 2016, Rush and Fecho, 2008). These participants perceived their role as a teacher who needs to be flexible and takes into considerations pupils' needs.

Student teachers' understanding about English language teaching also witnessed a drastic change among the three-year groups. First year participants' understandings about English language teaching were based on producing culturally competent students who are aware of others' culture. Being exposed to different civilisation modules in the ENS shaped their identity to a foreign language teacher. However, the focus on culture and linguistic competence as integral elements of their identity could indicate native speakerism influence that considers native teachers as ideals (Harsanti and Manara, 2021). Arguably, while first year as a figured world of meaning making provided participants with the knowledge necessary to position themselves as linguistically and culturally competent teachers, these conceptual artifacts of knowledge limited their agency in terms of going beyond the notions of linguistic competence and culture when narrating their teacher's role and teaching philosophy.

Third year participants adopted communicative language teaching (CLT) as an approach to teach English. The context of third year provided participants with the language (jargon) unique to language teaching which facilitated the expression of their understandings with confidence and concrete classroom examples. This was particularly evident in the way they articulated their goals along with the actions to achieve those goals although they were not teachers yet. It could be said that these student teachers were marking and positioning their identity of English language teacher through relying on the articulation of knowledge that makes the world of English language teaching they considered themselves belonging to (Vagan, 2011).

Similar to third year participants, fifth year student teachers' understandings were based on communicative language teaching and student-centred approach. Data suggested that the training part of the practicum mediated their identity development through allowing them to observe their mentors' teaching and contrast it while recalling their pedagogical knowledge learnt once in the ENS. This could explain why some participants 'narrowed down' their pedagogical understandings through developing hypothesis during observation and testing them while teaching to achieve their goals (e.g., Illou) (Turner and Nietfeld, 2012). Similarly, Zwara engaged in a 'complete act of pedagogy' through responding to the needs of the classroom (Shulman, 1987). Some participants (e.g., Achne) were positioned with little power to put forwards their understandings about teaching due to the powerful position of their mentor. Yet, these participants kept improvising through adopting 'pseudo change' to adhere to their mentors' philosophy of teaching, which indicated the improvising and fluid nature of their professional identity (Deberli, 2016; Bennett et al, 2017).

The participation of the participants (first, third and fifth year) in different contexts resulted in the lack of legitimacy that could consider them as potential members in teaching profession and valuable English language teachers (Wenger et al, 1998). First year student teachers struggled for identification by their society that favours science over English language learning. Third year participants were also viewed by ENS administrative staff as merely English language learners which contradicted the view they established about themselves which was that of English language teacher. Fifth participants reported that the school administrative staff gave them a liminal status of trainees. From third year onward, it was not about how society viewed them as much as it became about how the professional context (ENS and training school administrative staff) viewed them. This could suggest that by third year onwards, the more participants acquired pedagogical content knowledge and gained teaching experience the more they positioned themselves as teachers worthy of teacher-like treatment.

Another common aspect among the three-year groups was that that their learning and development was scaffolded through different cultural artifacts provided by the ENS and the training school. Cohort structure of small groups learning enhanced the learning of first year participants where they worked as a one unit to achieve their goal of becoming linguistically competent. Unlike third year participants where their participation in cohort structure of large groups learning created competition and exclusion. The latter was due to cohort size (large cohorts), grading system and the one-way transmission model used by ENS teachers which contributed to the professional isolation of participants (Dinsmore and Wenger, 2006). Fifth year participants were assisted using different strategies such as peer-assessment-mentoring, observation grid, mentors' pieces of advice. While these tools could be effective to encourage collaborative learning among fifth year student teachers, however, the data indicated that these participants were not prepared in the ENS to engage with peer-mentoring. It was evident that fifth year participants joined the training with the mentality of competition, an aspect that was common among third year student teachers. This data suggested that the reason behind the development of a competitive mindset among ENS student teachers (third and fifth year) was due to cohort size (large cohorts), grading system and the one-way transmission model adopted by the ENS. Preparing student teachers under this model of learning during the theory part of the programme evolved sense of competition rather than cooperation that accompanied them to the training. This data is further discussed in the coming chapter (chapter 8).

Chapter 8: Discussion of the data

8.1 Introduction

This chapter sets out to provide a discussion of the findings and is oriented around the research questions guiding the study. Thus, the first section of the chapter attempts to address the first research question that explored the construction and change of the student teachers' understandings with regard to the role of the English language teacher and English language teaching. The second section discusses the second research question which guided the study to explore the lived experiences of the ENS student teachers in and outside of the ENS and the influences of these on the development of student teacher professional identity. The last section of this chapter addresses the third research question that investigated the ways in which the ENS and the training school teaching and learning culture influenced the learning and professional identity development. Each section reflects upon the main findings through capturing its significance in relation to the current literature in the field of teacher education and professional development.

8.2 Section One: discussion of first research question

The following section discusses the ongoing process of change in student teachers' understandings as they navigate across different worlds of learning (e.g., society, ENS, training) to better answer the first research question guiding the data analysis and discussion of this research:

> RQ1). What are the conceptions ENS student teachers hold regarding English language teaching during their theoretical and field experience within the ENS teacher education programme?

As mentioned in earlier chapters (e.g., methodology and data analysis), this study views the participants' understandings in terms of four main components adapted from the dynamic system model (Kaplan and Garner, 2019) which guided the participants' reflection on their understandings about the role of the teacher and teaching. These components are self-perception (their understandings about the role of the English language teacher), ontological and epistemological beliefs (their understandings about English language teaching), goals and perceived action possibilities (goals of teaching English language and action they aspire to take to achieve those goals).

Participants' understandings about the role of the English language teacher and teaching were shifting from first, third until fifth year, which this study considers as figured worlds of meaning making and identity development (Holland et al, 1998). It is worth noting that the four components will be referred to as understandings about the role of the teacher and English language teaching throughout the discussion of the first research question.

8.2.1 The development of relational, temporal, and continuous professional identity.

Cuesta et al (2019:63) claimed that "foreign language teachers construct their identities shaped by the language experiences they live as permanent language learners". It was evident in this study that the first year within the ENS was a figured world of English language learning which provided student teachers with the linguistic and cultural resources through modules like grammar, linguistics, and civilization (the British reign, Orthodox civilisation and Islamic civilisation) that mediated their identity. Kiely and Askham (2012) observed that tutors, as significant others, influence the imagination and aspiration of student teachers. For example, first year participants' ENS tutors played a crucial role in the development of their determination as first-year student teachers to reach a high level of proficiency after observing how linguistically competent their ENS tutors were. From a figured world perspective, the contexts which individuals are situated within provide tools (e.g., physical and psychological) that allow them to organise their thoughts, emotions, and understandings about themselves as actors in that context (Bennett et al, 2016).By developing their linguistic knowledge and interacting with their ENS tutors, student teachers began to make sense of the world of English language teaching, mediate, and re-mediate their position in this world with the goal of becoming competent English Language teachers.

Holland et al (1998) argued that one of the facets of identity in figured worlds constitutes of entitlement and disqualification, in other words, positioning offered by others. First year participants were positioned within their society as learners of foreign language whose importance was lessened in comparison to students of science. Ochs (1993: 288) claimed that identity incorporates “a range of social personae, including social statuses, roles, positions, relationships…one may attempt to claim or assign in the course of social life”. Holland et al (1998) argued that individuals can find their own voice/voices for potential beginnings and different identities as they engage within a figured world. So not only does society play a role in identity, but student teachers also too have agency to mould and create who they wish to be within the world of being a teacher. By joining the ENS, first year participants reacted against the societal discourses and developed “authorial stance” to claim a different positioning which was that of a linguistically competent English language teacher (Bennett et al, 2016: 12). Further, participants reported that English language learning (e.g., linguistics, phonetics) was as complex as learning science, and that the linguistic aspect of language in itself is scientific thus rejecting some of the societal boundaries placed around them. The linguistic knowledge gave them voice to engage in new discourses. Golombek and Jordan (2005: 513) asserted that the value of teacher education “lies in its ability to offer alternative discourses… to enable preservice teachers to imagine alternative identities”. In the case of first year participants, they did not mention any explicit attempts from their ENS tutors to push them to imagine new possible identities, however, their participation and interaction with their tutors and the linguistic knowledge granted them the ability to imagine themselves becoming as linguistically competent as them.

The data from first year student teachers indicated that their professional identity development as future teachers of a foreign language (English) is a complex and multifaceted construct. It is a constituent of social roles that the teachers need to perform which are that of teacher, permanent language learner and foreign language teacher (Archanjo et al, 2019). Clarke (2008: 511) argued that “the way in which people imagine the world to be and imagine the ways that others exist in the world is central to the construction of identity”. The way first year student teachers imagined English language teaching was based on the aspiration to produce a generation of learners that are aware of other cultures. According to Bennett et al (2016: 10) “individuals may become aware of position, which they may choose to contest”.

The Civilisation module was a context where participants gained a sense of their position as a teacher of a foreign language that became unconsciously internalised, evident in the ways they described their role and teaching. Through teaching about culture as a philosophy and through teaching pupils to become tolerant of difference, these participants were creating an alternative narrative to empower their role as teachers of a foreign language. Culture as a crucial element in English language teaching, led to a greater need for flexibility and continual learning. It also developed student teachers' multicultural identity indicating the need for plasticity in foreign language teachers' identity which differentiates them from native speaker teachers of English (Nigar and Kostogri, 2019; Calafato, 2019) and from teachers of other subjects (Borg, 2006).

Harsanti and Manara (2021) concluded that non-native English language teachers are highly influenced by the native speakerism ideology. This ideology considers the native speaker of English as the ideal model (Holliday, 2006). Specifically, Harsanti and Manara (2021) found that the non-native teachers' focus on teaching the English linguistic properties and the English culture is an indicator of the influence of native speakerism. This view was common among first year participants. Moreover, these student teachers undertook to develop their language proficiency to a native-speaker standard to gain the respect of their students and to become what they saw as an effective teacher. Holland et al (1998: 192-193) argued that "self-agency depends upon one's capacity to produce the means that organise one's activity...one must be able to produce the means of signification personally as well". It could be said that first year participants were dependent on the cultural resources of the ENS (e.g., linguistic and civilisation knowledge) to make meaning for and of themselves. Nonetheless, their agency was restricted in that their identity development did not improvise beyond the linguistic and cultural aspect of teaching English.

It has been argued that student teachers join teacher education programmes with well-established beliefs' systems and understandings about teaching, something that can be difficult to change (Pajares, 1992). However, in this research, shifts could be observed in third year student teachers' perceptions of how they viewed the role of the teacher and English language teaching. Third year participants joined the ENS with established notions about the teacher whose role was to control the classroom. Hall (2002: 31) stated that identity "reflects the social, historical and political context of an individual’s lived experiences”. Similarly, Gao and Zhou (2021) pointed out that teachers’ beliefs and understandings are socially situated in that they emerge and originate from their environment, which in turn influences their practice. This was reflected in the data of third year participants in that societal discourses caused them to develop ideas about the role of the teacher as someone who needed to have a serious face and who controlled the classroom (Cabaroglu and Roberts, 2000). For example, Zaynap stated that society and family caused her to develop limited understandings about the role of the teacher as someone who needed to be strict to frighten the students to gain more respect. The third year was a different world of learning and meaning making because it connected them with teaching through pedagogical content knowledge. Holland et al (1998: 04) indicated that identities have “an improvised nature because individuals are constantly understanding themselves in the flow of activities they take place in”. The activity of learning pedagogical content knowledge provided the student teachers with tools of evaluation and comparison enhanced by the knowledge of teaching they were receiving. Consequently, third year participants engaged in producing new identities and self-understandings about the teacher differently from the way society positioned the role of the teacher. Moreover, the pedagogical content knowledge acted as a filter through which participants sifted the societal discourses and perspectives developed as result of these societal discourses. Previous literature on teachers’ assumptions discovered that these were influenced by guiding images from past events that established ‘intuitive screens’ through which newly received pieces of information were filtered (Goodman, 1988; Pajares, 1992). However, Kagan (1992: 154) concluded that “candidates tend to use the information provided in coursework to conform rather than to confront and correct their pre-existing beliefs”. In other words, the earlier perceptions remained unchallenged. In the current study, instead of using their already established understandings as a means to filter the knowledge they were receiving, third year student teachers were utilising the knowledge they were receiving as a filter to reject their already established understandings and beliefs about the role of the teacher. This provides an interesting contrast to Kagan’s views and demonstrates a level of agency as they figure their way into the world of teaching.

Identity development is also part of a historical aspect of individuals that inform their present and future selves (Holland et al, 1998; Urietta, 2007; Bragg, 2013). Third year participants’ understandings about the English language teaching were founded on communicative language teaching principles, which was viewed as an approach to be adopted in order to teach differently from the way they were taught in schools. As we have seen with third year participants, the kind of language they were using to refer to their understandings about teaching was based on jargon borrowed from the field of teaching. This can be seen as "professional meaningful acts and markers of identity in the figured world" of teaching (Vagan, 2011: 55). In other words, to position themselves as being English language teachers in the world of teaching, they relied on being able to articulate the knowledge and skills needed in the figured world of teaching. The development of communicative teaching as a philosophy among third year student teachers might be explained in that these participants benefited from the pedagogical content knowledge in a way that bolstered their confidence to discuss not only their understandings, but also their future goals. This contradicted the findings from some research (e.g., Kunt and Ozdemir, 2010; Borg et al, 2014) which reported limited change in the conceptions of trainees after their exposure to pedagogical content knowledge of teaching. It is equally possible that a temporary change took place in third year student teachers' understandings. Šipošová (2021) claimed that earlier beliefs and understandings are difficult to change while newly developed ones are vulnerable to change. From this perspective the earlier understandings formed a system of core beliefs which could then be defined as stable beliefs and were less likely to change (Pajaras, 1992). There may also be questions about the extent to which the changes observed were stable and fixed while these participants lacked a practical application of knowledge. Özmen (2012) warned that in the context of second language teacher education, the methodology courses (pedagogical content knowledge) fail to change student teachers' conceptions for they remain theoretical and abstract. It might also be possible that motivations increased during their exposure to new knowledge that made them more enthusiastic to teach differently from their previous teachers and adopt a different teacher role from the one imposed by society. This enthusiasm, however, might clash with the teaching reality once in the practicum period. For third year participants, moving across different worlds of meaning making (e.g., societal discourse, exposure to pedagogical content knowledge) caused their understandings to take on a dialectic nature of contradiction and dynamism (Holland et al, 1998; Barahona, 2014).

In figured worlds individuals make meaning of themselves through the “authoritative discourse” which can “be less persuasive than others in the sense that we are unconvinced by them” (Bennett et al, 2016: 11). Fifth year participants joined the training where they had to observe their mentors who were constructing discourses and images about what role of a teacher they need to undertake. The observation allowed participants to be unconvinced or even disillusioned by the discourses and images produced by their mentors. They instead constructed their own sense of identity through comparing and contrasting what they envisioned as the effective way to be an English language teacher with the practices of their mentors. Although it was challenging for student teachers to make meaning of themselves, for they had to listen to two conflicting voices (the role of their mentor, and the role they aspire to achieved), they kept improvising through adopting and developing ‘professional vision’ and ‘situation specific skills’ to claim a different identity of an English language teacher, hence, a different stance from that of their mentor (Meschede et al, 2017; Bennett et al, 2016). Professional vision is the ability of the teachers to observe and explain classroom situations that either foster or restrict students’ learning (Meschede et al, 2017). It is commonly reported that pre-service teachers are often unable to (1) observe classroom complexities that hinder students learning and (2) apply what they have learned in teacher education programme to solve those complexities (e.g., Seidel and Stürmer, 2014). Fifth year participants however, indicated that the observation phase of the practicum period provided them with opportunities to notice and interpret the complex conduct and practices of their mentors and fellow student teachers. The participation in the world of training allowed them to mediate between their pedagogical knowledge, understandings, and the teaching practices of their mentor to be able to author themselves as teachers who respond to students’ needs and classroom situations.

Meschede et al (2017: 161) argued that “teachers may only pay attention to those classroom events that correspond with their existing beliefs about teaching, subject matter and students' learning”. However, for fifth year participants, professional vision was used to notice, contradict, and identify what was remarkable about particular situations to then use their knowledge about the context and teaching to reason through those situations (Van Es and Sherin, 2008). Further, they were suggesting solutions to different unexpected observed situations with confidence. This confidence was based on well-grounded teaching skills and knowledge developed during their five years in the ENS, an aspect that has been highlighted in mathematics teacher education (e.g., Sintima and Marbán, 2020). Moreover, the pedagogical content knowledge may have allowed fifth year student teachers to position themselves as subject matter-specialists, although this is often associated with teachers who are already in the field and gaining teaching experience (e.g., Gudmundsdottir, 1991). Early identification as a subject matter-specialist might be related to the status of being an ENS graduate. Data from participants indicated that the ENS student teachers view themselves as distinct due to the pedagogical content knowledge. Their interaction with the pedagogical content knowledge and their mentor, along with the established view of superiority mentioned above, potentially contributed to their solid professional vision development.

Seidel and Stürmer (2014) stated that the professional vision is a sign of an integrated knowledge that combines theory and practice. Earlier, it was proposed that the change in third year participants' understandings might be temporary. However, data from fifth year participants indicated that by the school-based training period, new understandings became more embedded and stronger. It has been demonstrated in a different body of research (e.g., Pennington and Richards, 1997; Mak, 2004; Othman and Kiely, 2016) that although student teachers were exposed to communicative language teaching (CLT) principles in their teacher education course, once in the practicum part of the training they relinquished these approaches and relied on traditional ways of teaching. Contrary to this, in this research the majority of fifth year student teachers applied their CLT understandings in their teaching practice despite the restrictions imposed on them such as the lack of ICT materials and the limitation put on their use of English in the classroom by mentors. This aligns with Bennett et al's (2017: 14) argument that in figured worlds individuals' agency becomes crucial "in choosing how to make meaning of the world whilst recognising the social structures and fields of power within which such choices are made". While some of the fifth-year participants dared to make different choices and teach in ways that differed from their mentors, others improvised through adopting pseudo change to avoid conflicting practices and views with their mentors (Deberli, 2016). An example of this is Achne who had to teach the same way as her mentor to avoid tensions. These two cases demonstrated the 'durable' and 'fluid' aspects of identity "which continues through (professional) life" (Bennett, 2017: 14).

Overall, Gunersel et al (2016) argued the change in student teachers' understandings in relation to the four components of the dynamic system model, is an indicator of a successful professional development. The present study confirms that the understandings that student teachers had about the role of the teacher and English language teaching were changing from the moment they joined the ENS until the practicum period. The change and development of understandings indicated that the teacher self or the teacher professional identity undergoes a process of cyclical negotiation influenced by different discourses about what it means to be a teacher (Olsen, 2008). According to Clandinin (2007) identity is the result of interconnectedness of experiences, knowledge, and the spaces that individuals take part in. For the participants of this study, experiences of learning and acquiring knowledge of teaching caused their conceptions to be created and recreated in a way that indicated their professional identity was influenced by the context. From a sociocultural perspective, this means that the changing conceptions about teaching caused their professional identity to be relational, temporal and continuous (Clandinin, 2007). It was relational because their understandings were influenced by their learning experiences in schools: relationships with the ENS tutors and mentors, pedagogical content knowledge, observation, and training experience. The temporal and continuous dimensions of their identity could be explained in relation to the extent to which their understandings were not context free. These first, third- and fifth-year stages could be understood as figured worlds of meaning making and meaning negotiation within which participants exercised some agency to construct their identity as a response to the constraining voices such as societal discourse and mentoring restrictions. Moreover, these findings are in line with Sheridan (2013) who reported a change in the pedagogical understandings of pre-service students over the course of their degree. Building strong understandings in year 1 and 3 becomes important as it allows student teachers to connect theoretical knowledge to classroom practices once in the practicum. This was evident in fifth year participants' data, where the practicum, for most of them, was a period where they practiced some of their developed understandings. The practicum period provided an opportunity for fifth year student teachers to engage in what Shulman (1987:19) called "a complete act of pedagogy", in that the practicum was a period where they reasoned through their pedagogy. Thus, their beliefs and understandings were developed and confirmed through a constant linkage to their theoretical understandings of teaching. Changes and development in each year provided an insight into the plasticity of pre-service teachers' understandings (Sheridan, 2016). Further, these findings identified years 1, 3 and 5 as significant points of development where student teachers relinquished, developed, adopted, and revised their understandings around teaching and teacher qualities.

8.3 Section Two: Discussion of second research question

This section of the chapter discusses findings that answer the second research question guiding this study:

> RQ2) What are the lived experiences of ENS student teachers in and outside the ENS that influence the development of their professional identity?

In this study, part of understanding the professional identity development of ENS student teachers required an exploration of the factors and experiences that could facilitate or hinder their development. It was evident in the data that personal, historical, social, contextual, and cognitive factors were crucial elements that contributed to an ongoing and dynamic process of making sense of themselves as teachers and a (re) interpretation of how they identified with teaching (Flores and Day, 2005).

8.3.1 Professional identity as a negotiated construct

It has been suggested that for adolescents and in the course of career development, family environment plays a crucial role in career decisions. In such cases, parents must be well equipped and knowledgeable in order to provide their offspring a formative experience of career exploration (Latashia, 2012). In the case of first year student teachers, their family members facilitated them with more confidence to choose teaching as a career and provided guidance. While a considerable body of research (e.g., Latashia, 2012) viewed parental involvement in the career choice of children as a catalyst factor in developing their self-efficacy and confidence to learn more, it is nevertheless important to consider whether this involvement could lead to pressure towards pleasing their parents rather than a genuine and independent desire to teach. As Muslim students, participants had a need to satisfy parents and family members through living up to their expectations (e.g., Charaz, Nala). These sociocultural influences imposed on them what Buzzelli and Johnston (2002) called assigned identity. It was evident in the data that many participants grew up in a context where teaching was the only profession that appeared to be on offer to them as women. Therefore, whether explicitly or implicitly, the family context developed particular expectations of them. These data also resonated with the literature that reported a cultural acceptance that women are well suited to teaching (Ullah, 2016). Indeed, accepting this idea, constrained Charaz from achieving her dream and joining the École National d'Administration to become chief executive officer of an organization or business. A possible explanation for "the feminization of school" by Algerian society could be linked to the Islamic principles that incite less interaction with male members in a work context, an aspect found by Ullah (2016) in a Pakistani context.

The status granted to a teacher along with Muslim discourses that promoted the urge to serve societies (Suryani, 2020), shaped not only student teachers' motivation but also their perception of teaching as a 'calling' through which they could attain Allah's satisfaction. In Algeria 98% of its population are Muslim and likely to exercise indirect pressure on what sort of beliefs guided students' life including their career choice. Teaching was, thus, a noble job dedicated to serving the community (Suryani, 2020). Moreover, if faith is embedded in their motivation to teach, this is likely to help student teachers develop their resilience, coping with work-load stress and promoting greater commitment (Suryani, 2020; Philips, 2021). Religion could therefore be viewed as another influential component in the professional identity of teachers.

The analysis showed that first year student teachers' professional identity was a negotiated construct, influenced not only by external factors that imposed on them a certain identity but also internal ones (Revees, 2018). While societal discourses, stereotypes, and cultural guidelines (e.g., religion) imposed a certain identity (gender and teaching, serving societies, etc), participants claimed an English teacher identity in particular. Dornnei (2016) explained that learners have the ability to hear and see their future selves. First year student teachers were thus focussed on the activities that made them see themselves as competent English teachers. In some cases, this identity was enhanced from experiences gained through acting (Nala) or teaching online (Charaz). Teaching, however, requires the pedagogical knowledge and skills. Therefore, these activities may have given Nala and Charaz a false sense of confidence when thinking about their future selves as teachers (Salgado and Berntsen, 2020). Moreover, the ideas student teachers developed about themselves as teachers would inevitably be limited as they were inexperienced (Laboskey, 1993). So, there were potentials for their 'ideals' around teaching to be undermined when faced with the reality of teaching.

By year three some of the confidence and motivation of student teachers had gone for they developed more realistic understandings about teaching. There was a shift in student teachers' understanding of teaching from craft to profession (Sinclair, 2008). This happened after the interaction with their ENS tutors who helped them to realise that teaching required cognitive and intellectual ability. Further, the ENS tutors kept mentioning the realities of the classroom which demonstrated discrepancies between what they envisioned and what they were likely to experience. Third year students mentioned that they had joined the ENS with notions such as job security in mind. The notion of a guaranteed job had been very attractive in their decision-making. This extrinsic motivation might explain why third year student teachers experienced an initial decrease in teaching self-efficacy once they were exposed to pedagogical knowledge. Bilim (2014) reported that pre-service teachers' teaching self-efficacy was positively connected with intrinsic motives, while it was negatively connected to extrinsic motives for joining teaching. Seker et al (2015) argued that extrinsically motivated teachers are less likely to make great efforts in achieving their goals. Being exposed to the realities of teaching by their tutors seemed to remind third year students about how demanding teaching was and also how much knowledge they needed to reach their objective. Moyer and Husman (2006) argued that pre-service students perceived the knowledge they receive as useful only when they have already established teaching goals where they believe that this knowledge will assist them in reaching those goals. For third year student teachers, making a connection between knowledge and goals was a challenge for they were not provided with opportunities to apply this knowledge to achieve their goals. Nevertheless, this decrease in motivation indicated a sign of shifts in their thinking. It was at this stage that student teachers developed new ideas about the profession of teaching, thinking about their ability to teach, while also gaining a more realistic view about teaching.

The motivation of third year participants seemed to be complex, going beyond securing a job as a driving force. Dörnyei and Uchida (2011), demonstrated that teacher motivation can be derived from social contextual influences as well as prominent intrinsic motivation. Third year student teachers mentioned how before joining the ENS, society played a major role in reminding them of the guaranteed job chances the ENS offers. This could explain that part of their motivation (guaranteed job) was influenced by their society. Nonetheless, after months of exposure to pedagogical content knowledge (the time when these participants were interviewed), they were developing an intrinsic motivation to teach. This indicated that these participants displayed some prominent intrinsic motivation that kept them persisting despite the realities of teaching they were exposed to, otherwise they would have left the ENS from the first encountered hurdle. These findings contradicted those of Yuan and Zhang's (2017) who reported a decline in motivation of pre-service teachers after the exposure to the pedagogical content knowledge of communicative language teaching. Sinclair (2008) observed that the short duration of the teacher education courses could not have a significant impact in changing student teachers' beliefs and motivation unlike the current study where participants were positively influenced. Moreover, the ENS system was a five-year entry into teaching and thus the pedagogical input was of a longer duration than in other countries (e.g., School Direct in the UK). This could indicate a need for a more sustained pedagogical input on teacher education programmes elsewhere. Lave and Wenger (1991) claimed that from a sociocultural perspective, learning was a situated process that occurred between the person and the social context they belong to through cultural mediations. Therefore, different teacher education programmes can have different influences on the professional development of student teachers. However, the common point among teacher education programmes could be the dialogic nature of student teachers' cognitive development (Chick, 2015). In both contexts (Yuan and Zhang and the current research) participants participated in dialogic interaction between them, tutors and knowledge that mediated their understanding about teaching.

Wenger (1998: 47-48) argued that "identity is a way of talking about how learning changes who we are and how we create personal histories of becoming". For third year student teachers, the pedagogical content knowledge enhanced their sense of belonging to the profession of teaching. Connections occurred with the assistance of the content pedagogical knowledge that made these student teachers position themselves as learners of teaching in the ENS and English language teachers beyond it (Clarke, 2008). In other words, participants engaged in what Kiely and Askham (2012) called ‘furnished imagination’. The participation of pre-service teachers in the teacher education programmes, interaction with knowledge, and interaction with their ENS tutors gave them the teaching toolkit necessary that enabled them to imagine a transformed and desirable teaching self in the future.

Fifth year student teachers’ motivation for teaching also underwent various shifts. The first stage of their fifth year involved observing their mentors teaching in front of them (the modelling stage). It was evident from the data that participants witnessed a decline in their motivation to teach. Student teachers reported that their first connection with teaching was not a successful experience because what they were observing as teaching practice contradicted all that they had been exposed to and learned in the ENS. In other words, these student teachers experienced a vision and reality divide (Yan and He, 2010). Yan and He (2010) also reported the difficulty participants had in adapting to the training environment due to a discrepancy between the methods of teaching they were exposed to and those that were used by their mentors during the training. Fifth year students became confused and doubtful about the usefulness of the knowledge they had received. Each participant (e.g., Zwara) expressed their disappointment declaring that they had been really excited about the training to see how the methods they had learned in the ENS were implemented in schools. A possible implication of this discrepancy between the theory and practice might be that student teachers were not fully prepared for the reality of the classroom. The expectations that teacher education programmes should produce well prepared teachers for different realities seemed to be an unrealistic goal (Gravett et al, 2011; Gravett, 2012). Kim and Cho (2014) argued that “the philosophical foundation of a teacher education program can influence preservice teachers’ expectation of reality shock”. This suggested that the more pre-service student teachers were exposed to the realities of the classroom, the more they become comfortable with it. A lack of the pedagogical content knowledge that reflects the realities of what occurs in the classrooms may contribute to widening the gap between theory and practice. However, it could also be argued that the ENS were attempting to create different teachers for a changing world. However, such preparation needs to ‘balance the tensions between preferred and negotiated realities among preservice teachers’ (Kim and Cho, 2014: 22) to help student teachers gain occupational resilience in the classroom. Another explanation might be linked to the gender of the participants. In their study, Kim and Cho

(2012) reported that male pre-service teachers were more likely to expect a greater degree of classroom reality than their female counterparts. It is important to remind the reader that the participants of this study were all females including fifth year participants. Therefore, it is not possible to ascertain whether gender could be another predictor in experiencing reality shock.

8.3.2 Figuring out and authoring a professional identity in different figured worlds

Stubbing et al (2018: 40) argued that individuals "figure out who they are as they interact with the 'world'(s) they are part of and with others who both exist within and outside of these worlds." Interactions between third year participants and the ENS administrative staff (excluding teachers) seemed to challenge the way third year participants viewed themselves (e.g., English language teachers). The ENS administrative staff did not recognise them as teachers. This finding confirmed the problematic connection that individual and collective identities can have (Pelini, 2017). The lack of recognition resulted in what Pennington (2016: 07) called identity stress or crisis that makes individuals feel "unsure about her/his identity and questions who she/he is". After being identified as English students, participants started questioning their ambitions to teach. Bjorklund et al (2021:08) argued that "If preservice teachers feel like they fit and are valued by their teacher education program, they may, in turn, feel more like the teachers they want to become", an opportunity that was missed for third year participants.

The struggle with the administrative staff was also a common theme among fifth year student teachers, some reporting hostility (see chapter 7). Fifth year participants joined the training school with an already imagined identity as English language teachers, what Nghia and Tai (2017) described as desired identity. However, once in the training school, participants reported that they were recognised as 'des stagiaires', meaning apprentices. Gao and Benson (2012: 128) argued that the transition from teacher education to the training can be a period where student teachers are "constrained by the 'liminal' or 'marginal' positions where they are no longer regarded as students but not yet accepted as regular teachers in the teaching practice". This was reflected in fifth year student teachers' data where they inhabited what

Turner (1987) called a ‘betwixt and between’ state in their identity development. Nghia and Tai (2017) reported the development of marginal identities for pre-service teachers after they were treated as apprentices by the training school.

Sometimes individuals “self-author their identities, but with the cultural tools provided for them by history, in local contexts of activity constrained by rules such as the need to speak in appropriate genres, and in response to others” (Williams, 2011: 03). This was particularly evident in fifth year participants’ data where they reported that they were already reminded by their ENS teachers that the school staff would not be friendly. These pieces of advice meant that they joined the school with some expectations about how they would be treated. This influenced the way student teachers reacted in circumstances where they needed to voice their concerns. Fifth year students’ ability to ignore the lack of recognition from the school administrative staff could be linked to consideration that the training was based on short length placement. Moreover, the ENS and the training schools were worlds of power relations within which student teachers’ negotiation of self was constrained. Tsui (2007: 661) argued that "some meanings have more currency than others because of the different relations of power between those who produced them". In a different body of research, it has been reported that the unwelcoming attitudes of the training schools to student teachers were the result of student teachers’ temporariness, lack of teaching experience, and the view that these student teachers were an extra burden to schools (e.g., Yan and He, 2010). Dewhurst et al (2020) found that a positive welcoming school culture enhanced student teachers’ sense of agency and confidence. Therefore, there was a need to facilitate student teachers in their own process of meaning making through allowing them to participate and become full members of the school community. Wenger (1998) argued that ownership of meaning can only increase when people are given equal participation in the negotiation process. Therefore, instead of preparing student teachers with the expected realities and treatment they would receive in the training, as the ENS tutors did in this study, it would be more effective if this was balanced with assisting them in developing their agency to claim ownership through negotiating help from mentors. Moore (2016) emphasised that the training is a critical phase in which student teachers develop a great deal of their professional identity. Missing the opportunity to develop agency could lead student teachers to develop marginal identities and a sense of powerlessness which they will take with them into their future roles as qualified teachers.

Contrary to the school administrative staff, the context of the teachers' meeting room granted fifth year participants a sense of recognition and belonging where they started positioning themselves as English teachers. However, this positionality did not come easily. Fifth year participants reported that they felt that they looked too young for the profession, which caused the schoolteachers to mistake them for pupils. In addition, whenever fifth year student teachers joined the teachers' meeting room, they initially received unwelcoming reactions by the other teachers (see chapter 7). This finding indicated that ageism and appearances could be a crucial element during the training period where the students are striving to develop their identity as a teacher. It also suggests that student teachers construct their identities not only through participating in specific contexts such as the training, but also through the way they look. While in other fields such as physical education, some research has been done to explore the influence of ageism and appearance on students' perceptions about their teachers (e.g., Pennington,2021), little research, if any, has been done to explore the influence of looking young on the EFL student teachers' positionality and identification with teaching during the practicum period.

The data indicated that fifth year student teachers' problems of recognition from the schoolteachers was solved the moment interaction occurred between them. Interaction, hence, could be viewed as a starting point to belonging to a teacher community (Clarke, 2008). Participants reported that they established a good relationship with teachers and started participating in their professional communities which caused them "to understand their place within them" Morrison (2013: 102). Once they felt appreciated, welcomed, and empathised with by other teachers, they were freed to develop their understandings of themselves as teachers. They also received advice from other teachers in the meeting room. These experiences acted as an affirmation, and they began to feel part of the community. Developing a sense of belonging can be seen as a complicated process that develops over time and requires stages from moving away from peripheral membership to becoming a full legitimate member in the community (Holland et al, 1998). The findings of the current study suggested that the meeting room could be a crucial context within which a sense of alignment with the wider community of teachers was enhanced (Dwehust et al, 2020). It could also become what Cooley (1902) called the ‘looking glass’ space in that being welcomed and recognised by other teachers gave student teachers a sense of affirmation and self-positioning.

Identity development thus appears as a collective and individual phenomenon, in that both participation and non-participation in the school communities shape student teachers’ professional identity. Wenger (2010: 184) claimed that “we are constituted by what we are as well as by what we are not”. Participation in teachers’ meeting room enhanced their sense of who they were as English language teachers. Also, negative experience with the school support staff caused them to become aware of the need to develop interpersonal and social skills during their teacher education programme to become more ready when interacting with school staff. Considering that “learning is a social becoming”, then the learning of student teachers should include not only skills and knowledge but also learning how to become a certain person in a specific community (Wenger, 2010: 181). The findings of this study support this claim and view the need for teacher education programme to prepare student teachers for the practicum period as teachers who need to engage in their own process of identification in the training schools.

8.3.3 Restricting a professional identity development

Van Lankveld et al (2016) argued that teachers’ existing identity was more likely to be reinforced when teachers had a clear vision about their future career trajectory. First and third year student teachers expressed doubt and a high level of uncertainty in relation to their career trajectory. There was a specific ENS reality that imposed contractual obligations on student teachers’ that they had to sign first to be allowed to join the ENS. This indicated that ENS student teachers had no choice, but to agree with the contract otherwise they would not be able to achieve their aspiration of becoming teachers (joining the ENS). Millwater and Ehrish (2008) reported that power can be exercised through different strategies including power through (coercion) and power with (cooperation). Data from first year participants indicated that ENS was an authority that used power through strategies to oblige students through a contract that limited their future decisions such as leaving the teaching profession. This 'power through' aspect of ENS had a strong impact on student teachers in that they felt betrayed by the system since it forced them into a contract which they had to stick to. Their motivation to teach was lessened as some of them started thinking about learning in the ENS for the sake of having a diploma. Further, they had a limited understanding about the contractual obligation. They became familiar with the restrictions imposed on them only when they joined the ENS but were simply attracted by the idea of guaranteed job. Curry et al (2008: 261-62) argued that teacher education programmes are "not simply a technical endeavour involving the acquisition of classroom management skills or pedagogical content knowledge, it is also a political endeavour entailing the negotiation of complex organizations with multiple actors". Therefore, enhancing student teachers' understanding about the institutional regulations governing the ENS should be among the aims of teacher education programmes to inform student teachers of the restrictions and obligations imposed on them. Curry et al (2008) proposed the idea of providing student teachers with an induction programme to familiarise them with the professional culture of schools they will be teaching in. This idea could be implemented within the ENS to assist student teachers in knowing more about the ENS. In fact, this could help them become able to "read" structural reality and to ''write'' themselves into it through either accepting it and joining the ENS or rejecting it to change this reality (Klechtermans and Ballet, 2002: 756). Overall, these data indicated that part of the professional development of student teachers must be "political learning" (Klechtermans and Ballet, 2002: 755). Although, the micropolitics literature has focused on teachers already in the job (e.g., Klechterman and Ballet, 2002; Curry et al, 2008), more research needs to be directed towards student teachers while in teacher education programmes to better understand what restrictions these programmes impose on them and how these restrictions influence their motivation and views towards teaching.

Third year student teachers also reported some despair in relation to the reality of the ENS. They spoke of how the elite title was misleading because they were deprived of pursuing their post graduate studies (Master and Doctorate). They explained that the ENS student teachers' chances to join the post graduate studies were low in comparison to the university students who fill the majority of the post graduate seats. This political decision of the ENS restricted the hoped-for self and developed their feared possible self (Richardson and Watt, 2010), in that while they hoped to engage in professional development, they feared the outcomes of going against the structure of the ENS. The results of the study, however, indicated an interesting difference between the way first and third year student teachers viewed the restrictions imposed on them. While first year participants were worried more about the fact that they may not find jobs and that they need to pay taxes in case they leave the job, third year participants' concerns were more about their professional development as teachers. This could be linked to the attachment third year participants had developed towards teaching after exposure to pedagogical content knowledge.

Millwater and Ehrich (2008) described successful mentoring as 'the pedagogy of colleagues' as they claim that mentors should consider preservice teachers as 'student colleague'. This is something that did not happen between fifth year participants and their mentors instead, their relationship was based on hierarchy. Participants like Zaynap were told to keep their language simple. By simple, it was meant for them to mix English with Arabic and French. Elmes and Smith (2006) suggested that sometimes mentors can feel threatened by the confidence and knowledge of their mentees and therefore can lead them to act in a way that is unfriendly and unhelpful. It was obvious from the data that fifth-year student teachers felt confident about themselves and about their ability to implement communicative language teaching in the training period. They were also aware of the fact that they did not want to teach in the same way their mentor did because they held different beliefs about teaching (see chapter 7). This confident stance could become a worrying obstacle for the mentor. Another reason could be linked to the 'lack of reciprocal respect and recognition' (Millwater and Ehrich, 2008: 07). In other words, the mentor was not ready to accept the ideas of the student teachers and allow them to be actualised in their teaching. This was evident since student teachers' ways of teaching, speaking, and behaving in the classroom were less valued by their mentor. Moreover, judgementoring was likely to take place when mentors lack a clear idea of what mentoring in teacher education is for and what it can help bring about (Elmes and Smith, 2006). Djoudir (2019: 239) indicated that in the Algerian context, experienced teachers are assigned by school principals to mentor student teachers, however, they "are not trained in mentoring skills." In other contexts, mentors need to have dedicated training and professional development through undertaking a National Professional Qualification in Leading Teacher Development (NPQLTD). This is a required condition of accreditation to guarantee novice teachers, mentors and school leaders' development of knowledge and expertise (Department for Education-Gov.UK, 2021). Therefore, the Algerian context might need to consider the need for implementing a formative mentors’ training programme that would allow them to develop their mentoring knowledge and skills.

8.4 Conclusion

This section concluded that the construct of student teachers’ professional identity is influenced by the experiences they encounter in the course of their day-to-day life and learning experiences. These experiences were important in influencing and providing opportunities for student teachers to identify with teaching and negotiate their sense of professional identity. It is worth reminding the reader that the data included factors and experiences that influenced the development of their professional identity prior to their entry to the ENS, during their course of learning in the ENS and during the practicum period. The data indicated that the process of identification with teaching and motivation to teach could be influenced at an early stage by family, prior learning experiences, social discourses and religious beliefs that start to shape individuals’ imagined teaching identities. The transition to the ENS and training schools constituted factors that were predominately linked to the process of negotiating a positionality amidst the contradictory positions provided by the society, ENS, and training schools. This indicated that the professional identity of student teachers is in constant struggle between individual (how they view themselves) and collective identities (how the profession is viewed) (Pelini, 2017). Further, the mentors represented a restricting factor to the professional identity development of student teachers. Despite that, ENS student teachers continued to make sense of themselves as future English teachers. The findings in this section have important implications for developing more research into the role of developing communities of practice among pre-service student teachers (and mentors) to enhance the opportunities for professional development among them. With more research, stakeholders will be better informed about the need to design teacher education programmes that support and foster pre-service teachers’ communities of practices. Further, these findings raise intriguing questions regarding the nature and the extent by which mentoring provided by schools is assisting student teachers in their transition to their teacher role. It also raises the need to provide mentors with the training necessary to enhance both mentors' expertise and student teachers' knowledge and professional development.

8.5 Section three: discussion of third research question

The discussion of this chapter answers the following research question:

> RQ3) In what ways might the culture of teaching and learning in the ENS and training school influence the professional identity development of student teachers?

It has already been argued in the literature chapter (see chapter 3) that this study considers identity development from a sociocultural perspective that views the development of individuals as being: 1) influenced by social, historical and cultural interaction; 2) mediated through symbols and artifacts, and 3) occurring in the zone of proximal development (Johnson and Golombek, 2011). These aspects are considered as sources of identity development. Thus, this section looks more closely at sources like the cohort structure and the zone of proximal development to explore how student teachers' identities are both scaffolded and challenged within the ENS and the training schools.

8.5.1 Cohort structure

Alvin Tom (1997: 149) argued that "rather than being treated as individuals to be managed bureaucratically, prospective teachers should be grouped into a cohort that moves through a professional program as a unit". Cohort based models are defined as a teacher education mechanism that groups student teachers together from the beginning until the end of the programme (Goodlad, 1990; Knor, 2012). The data from participants (first and third year) in this study suggests that the ENS followed a cohort-based model to prepare student teachers.
It is worth reminding the reader that the cohort-based model aligns with the principles of sociocultural theory that views the "professional learning and development" as "best conceived and conditioned as an aspect of evolving participation in a social practice" (van Huizen et al, 2005). The evolving participation in the social practice of learning to become

teachers can enhance socialisation and cohesiveness among pre-service teachers (Mather and Hanley, 1999; Kosnik and Beck, 2001; Dinsmore and Wenger, 2006). This aspect was evident in the data of first year student teachers. These participants reported that their learning used to take place in tutorials (small classrooms) where they worked as a group to achieve their goals (see chapter 5 section 5.4.1). These data suggest that the common goals among first year student teachers provided them with what Wenger (1991: 29) called legitimate peripheral participation which "concerns the process by which newcomers become part of a community of practice". As newcomers to the ENS, tutorials were considered as a space of meaning making and community building where the transformation of identity from school students to English language students of ENS took place (Wenger, 1998). The cohort culture not only allowed first year student teachers to begin their cognitive transition from school students to ENS student teachers, but also allowed them to begin the process of socialisation which provided them with the academic and social support to foster more chances of English language learning (Dinsmore and Wenger, 2006). Another important point to emerge from the first-year student teacher data is the extent to which the participation in tutorials as a form of cohort structure provided first year student teachers with a space to develop a collective identity. This collective identity allowed these participants to sympathise, share common interests, and assist each other to reach their goals of becoming linguistically competent. This suggests that what could make a cohort structure a successful mechanism in teacher education is the combination of bringing together newcomers and developing common goals.

Dismore and Wenger (2006) have argued that one of the conditions to make a cohort culture successful among student teachers is the geographical isolation of the teacher education programme. First year student teachers joined the ENS from different cities that are distanced from where the ENS is located. They mentioned that by joining the ENS, it was their first experience of leaving their families. It might be that these participants felt the urge to create another family which caused them to bond the group together as a unit. Another possible explanation could be linked to the small number of first year student teachers. Mather and Hanley (1999) argued that chances of socialisation and effective learning experiences are better enhanced in a cohort culture that is based on small class size. First year student teachers explained that their learning took place in small classes due to their limited number

(20 student teachers). This fostered more chances of creating what Chick (2014) called ‘esprit de corps’, allowing first year student teachers to become more aware of the fact that part of their learning depends on their interactions with others. Further, as newcomers to the ENS, their ultimate goal was becoming linguistically competent. First-year student teachers were not grade oriented which made them work cooperatively and not competitively. However, some participants including Souha, doubted the permanent nature of this cooperation. She clearly foresaw the competitive nature of ENS student teachers that could prevail in their coming years of learning in the ENS (see chapter 5).

Clarke et al (2005:160) mentioned that the cohort structure within a specific programme that “emerges each year cannot be replicated from one year to the next”. Although in their study, Clarke et al (2005) reported what they called a ‘tendril-like connection’ among the primary teacher education cohort over the period of four years, the current study’s findings did not indicate the same connection among third year ENS student teachers. Knorr (2012: 21) argued that “for some teacher education programs other facets of the cohort experience can create exclusion, rancour, and ill will between members of the cohort”. This was evident in the data of third year student teachers in that the cohort structure employed by the ENS did not seem to foster any chances of community building among these participants. Instead, their learning appeared to be based on competition and the formation of cliques consisting of closed smaller groups and not allowing others to join them. It has been reported elsewhere that in large groups it becomes difficult to bridge both student and teachers together as a unit group (Mather and Hanley, 1999; Clarke et al, 2001). Unlike first year (twenty student teachers), the number of third year student teachers enrolled in the ENS was fifty (50). Further, Barnett and Muse (1993) linked the competition in cohort to the use of grading. Third year student teachers reported that their learning in the ENS was based on a system of grading. An example of this was the graded activity of presentations, where they were required to present in front of their fellow student teachers and ENS tutors and the interactions with their fellow students determined their mark. Consequently, student teachers used to remain passive during the presentation with the purpose of preventing their fellow student teachers from getting good grades (see chapter 6, section 6.3.1). This competitive nature seemed to foster what Dinsmore and Wenger (2006) called the intellectual and professional isolation of teachers. The latter developed when these participants adopted individualistic behaviours, in that they did not participate in activities of sharing knowledge among each other.

Tatjfel and Truner (1979) claimed that social categorisation granted to individuals manifests itself in social identification in that individuals come to see themselves belonging to a certain social group they need to adhere and become loyal to. Third year participants seemed to share the perception that their ENS tutors contributed to a social categorisation in that student teachers who sat at the front were considered as attentive and good future English teachers as opposed to those sitting at the back. As a consequence, this categorisation created a mentality of inner (those who sit at the front) and outer (those who sit at the back) groups (Whitaker, 2020), leading to a sense of separation and discriminatory behaviours between the two groups. This data could also suggest that the ENS cohorts "were attributable to too much bonding and not enough bridging" (Mandzuk et al., 2005:180). In other words, instead of connecting these students despite the differences, the ENS tutors contributed to the development of dominant personalities that impacted the process of building a community minded culture among third year participants.

Fifth year participants seemed to have a similar mindset as that of third year participants around working individually. Dismore and Wenger (2006: 58) declared that what influences the culture of a cohort working together in a teacher education programme are the "beliefs participants hold about the community or are encouraged to adopt". Fifth year participants seemed to join the training with an already developed individualistic mindset. The latter prevented them from building communities that are important to developing their professional knowledge during their final stage of development in the teacher education programme. Wenger (1998) emphasised that the process of identity formation occurs through participation in communities through different modes of belonging including engagement and alignment. Engagement can be a source of identity development where participants engage in a mutual process of meaning making, while alignment might involve the coordination of our practices and actions in a way that serves to 'contribute to broader enterprises' (Wenger, 1998: 174). The nature of learning during the practicum period was not based on mutual sharing, engagement, and trust; it was rather based on a competitive culture. An example of this was Zwara's incident with a fellow student teacher who used to steal her teaching ideas and present them as hers. This incident caused her to develop what Brojrklund et al (2021) called ‘relational trust’ issues, in that she was not able to trust other student teachers. Considering the fact that ‘belonging is relational’ (Bjorklund et al, 2021: 09), it is little wonder that these participants were unable to build a community to belong to since a foundation of trust was lacking. Dismore and Wenger (2006) associated the success of communities of learning in a cohort model with the non-traditional age students because they tend to place a greater value on the need to socialise to avoid isolation. This category of students are generally 25 years or older, married and seeking other degrees unlike the characteristics shared with fifth year student teachers within this study who are single, and aged around 21 and 22. This could indicate that fifth year student teachers were not mature enough to value and be ready to engage in the process of learning with and from each other.

Data from the first- and third-year student teachers suggested that cohort structure could both foster and hinder socialisation among student teachers. In this regard, Knorr (2012: 21) suggested that “teacher educators should be aware of both the positive and negative dynamics in a pre-service teacher education cohort”. Thus, these findings contributed to raising awareness about the need for the ENS and teacher education programmes to “understand group socialisation processes so that a supportive relationship can exist between instructor and students” (Knorr, 2012: 21). Although part of the participants’ data indicated aspects of assistance from their didactics tutor (this is further discussed in this chapter), this assistance was mainly based on changing understandings and not encouraging student teachers to work together to develop understandings. This raises important questions about the role of tutors in assisting student teachers in developing successful cohorts that enhance the building of the communities of the ENS learners. It is therefore suggested that the first step towards making cohort culture a successful mechanism in the ENS and in other teacher education programmes might involve engaging both the ENS students and tutors together in the process of learning and socialisation within cohorts.

8.5.2 Student teachers' zone of proximal development

In the field of teacher education, the prior understandings that student teachers bring with them could be limiting as "they were gleaned from a surface level understanding of what language learning and teaching was all about" (Johnson and Golombek, 2011: 02). Therefore, it is the role of teacher education to make student teachers "move beyond their everyday experiences towards more theoretically and pedagogically sound instructional practices" (Johnson and Golombek, 2011: 02). In order to achieve this, van Huizen et al (2005) argued that teacher education should be an exploratory space within which apprentices' personal ideas and beliefs about teaching "are critically evaluated, appropriated, and personalized". This aligns with a sociocultural view of teacher education that suggests providing a dialogic space for teachers to share their perspectives and beliefs about teaching as a way to foster professional development. Third year student teachers seemed to be provided with this dialogic space to share and talk about their beliefs and understandings with their didactics tutor. It is worth reminding the reader that third year participants indicated that they joined their third year with understandings about learning and teaching grounded in their 'instructional histories' (Johnson and Golombek, 2011: 02). Golombek (1998: 461) stressed that knowledge introduced to student teachers must be discussed in light of their "experimental knowledge" (understandings developed earlier to joining teacher education) to better guide student teachers towards new knowledge. This is something that the third-year student teachers' tutor did. The didactics module tutor guided and assessed the ideas and understandings they brought with them to the didactics module while introducing new knowledge to them. This suggested that the didactics module was a judgment free space which allowed them "to take ownership of their own experiences and feelings vis a vis a more authoritative figure" (Farr, 2010: 10). Moreover, the self-exploratory atmosphere that was provided to third year student teachers in the didactics module contributed to their zone of proximal development (ZPD). In the field of teacher education, ZPD is viewed as the potential level student teachers can reach with the strategically mediated guidance from teacher educators or mentors (Warford, 2011). Through allowing student teachers to articulate their views, the didactics tutor was guiding third year student teachers towards new thinking about teaching that was based on the pedagogical knowledge or what is sometimes referred to as scientific concepts in the field of teacher education (Johnson and Golombek, 2011; Waugh and Onditi, 2016). This new thinking was evident in the way third year participants were reflecting upon their philosophies of teaching, in that they demonstrated their awareness and confidence of using different teaching approaches such as communicative language teaching. However, the articulation and exchange of understandings was didactics tutor- student teacher based. In other words, participants were not encouraged to work collaboratively in exploring each other's understandings. Waugh and Onditi (2016: 29) contended that the maturity of the concepts or the pedagogical content knowledge is best assessed through providing student teachers with the opportunities to put this knowledge into practice while in teacher education programmes. This step toward the zone of proximal development should focus on dialogic learning among student teachers using activities such as micro-teaching (Fani and Ghaemi, 2011; Waugh and Onditi, 2016). The data of third year participants did not provide any evidence of this crucial step towards the zone of proximal development. Waugh and Onditi (2016) conducted a study to explore the applicability of the zone of teacher proximal development (ZPTD) in the Tanzanian teacher education context. The results demonstrated the inability to successfully apply collaborative activities such as micro-teaching to enhance the development of student teachers by working in their ZPTD, due to the transmission-based mode of instruction and reliance on lecture-based teaching. This also accords with the data of the current study which showed that a cohort model in teacher education that is based on transmission-based lectures and adopts a teacher centred approach, curtailed the collaboration among third year student teachers. The latter was reported by third year participants, who stated that their didactics tutor based his instruction on the transmission model that caused him to become the dominant figure in the classroom (see chapter 6, section 6.2.3). While this tutor took notice of participants' current level of their understandings, which is a crucial step towards their ZPD, and influenced the change in their understandings, he did not provide space for collaboration among student teachers to apply "the pedagogical concepts they have learned" (Farid and Ghaemi, 2016: 1552). These results (from Waugh's and the current study) provide further support for the hypothesis that a successful development of ZPD relies on teacher education that considers reducing its reliance on cohort model (which is based on transmission and teacher centred based lectures) and increasing its reliance on learner-centred strategies such as collaboration, reflection, and micro-teaching.

The challenge of working on the ENS student teachers' zone of proximal development seemed to be a common problem in both the ENS (with third year participants) and the training school (with fifth year participants). Fifth year student teachers' data demonstrated instances of interaction with their mentors that took place in the feedback session each time they finished teaching. This interaction took the form of giving pieces of advice to develop student teachers' professional knowledge that encompassed aspects of dealing with students, school staff and school inspection. Participants appreciated this strategy. However, Chick (2014) warned against a mentoring style that is based on telling and providing pieces of advice since it tells student teachers more about how things should be done and gives less opportunities for student teachers to share their own understandings about teaching. In cases where student teachers are given fewer opportunities to explore their current level of understanding, the development of their zone of proximal development becomes problematic. In this light Shabani (2012: 117) emphasised that "only when the social aspects of teacher learning are taken on board to account for professional development, can one claim about the applicability of ZPD in teacher education". By the social aspect Shabani (2012) was pointing to the interactive nature that needs to take place between the teacher and student teachers – something that appeared to be missing between fifth year student teachers and their mentors. For example, it could be said that that interaction was the scaffolding tool that differentiated the ENS didactics tutor from the school mentor. While third year student teachers were given opportunities to engage in what Shabani (2012) called personal theorizing based on their beliefs and experiences with language learning, fifth year student teachers were only offered pieces of advice. Perhaps not surprisingly, third year student teachers considered their didactics tutor as a model for good teaching and learning, while fifth year student teachers considered their mentors as a model of the kind of teacher they would avoid becoming. This finding brings to light a central issue of social interaction as a basis for assessing student teachers' ZPD to provide tailored scaffolding that can build on their current stage of development during the training (e.g., Singh and Richards, 2006; Chick, 2014; Shabani, 2012; Azadi et al, 2018). Moreover, these findings from third- and fifth-year participants align with Shabani et al's (2010: 237) claim that although ZPD can provide teacher education a structure "for designing instruction and analysing learning, it poses a real challenge when put into practice". The current study's aim was not to assess the implementation of the ZPD in the ENS or the training school, rather this topic emerged from the data and subsequent readings; however, the data contribute to further understandings around why the zone of proximal development can be a challenging idea to implement within teacher education.

8.5.3 The available cultural artifacts within the ENS and the training school

According to Vygotsky (1962: 150) "direct teaching of concepts is impossible and fruitless… A teacher who tries to do this usually accomplishes nothing but empty verbalism, a parrotlike repetition of words by the child". The development of student teachers' pedagogical knowledge (scientific concepts) exceeds the direct teaching of these concepts; rather, student teachers appropriate the meaning of these concepts by means of cultural artifacts (Golombek and Johnson, 2004; Fani and Ghaemi, 2011). In the field of teacher education, cultural artifacts represent the mediational tools that assist in moving student teachers towards their zone of proximal development. Data from third year participants resonated with this literature in that it indicated the use of artifacts by their didactics tutor to change their conceptions about teaching. Diaz Maggiorli (2012) suggested that a teacher educator can scaffold student teachers through exposing them to the different teaching scenarios. This scaffolding technique seemed to be used by the didactics teacher (see chapter 6 section, 6.2.3) in that their tutor used to give them a chance to imagine certain teaching situations such as dealing with talkative students. This indicated that the teacher was giving space to student teachers to articulate and share their opinion with him first, instead of forcing his thinking upon them, and then building upon that. Diaz Maggiorli (2012: 43) described this technique as "bridging" which is crucial in building the foundation of student teachers' knowledge and preparing them for different situations of teaching which could eventually bridge the gap between theory and practice. Another technique implemented by this teacher was inclusion of his own teaching experiences and the use of jokes. It was evident in the data that this technique made the atmosphere of learning comfortable which might explain why these student teachers felt at ease while opening up about their views to their didactics tutor despite the competitive relationship among them. Golombek and Johnson (2004: 307) noted that cultural artifacts can provide student teachers with mediational space where they draw on various resources "to reconceptualize and reinternalize new understandings of themselves as teachers and their teaching activities". This was reflected in third year student teachers' data in that they demonstrated a significant change in their beliefs towards teaching through indicating the extent to which the didactics module and their mentor changed their conceptions (see chapter 6, section 6.2.3). These factors may explain the relatively strong link between the teacher educator and the cultural artifacts in developing student teachers' professional identity through contributing to their cognitive development.

The use of cultural artifacts was also evident in the data of fifth year student teachers. Among the artifacts used in their training was observation. Participants reported that part of their training consisted of observing their mentors and fellow student teachers teaching in the classroom. They also mentioned that the ENS provided them with an 'observation grid' as a guide to help them observe specific points such as, but not limited to, how the mentors used to do the warmup at the beginning of each lesson and how they kept their students focused on the lesson. However, participants mentioned that they did not use the observation grid for it was too descriptive. Outlining the observation as descriptive by the participants could have different explanations. It might be that these participants were not given room to discuss what they had reflected on using the observation grid. Participants reported that they did not engage in dialogic interactions with their mentor after they finished observing others teaching (this will be further discussed in the following section). This could cause them to think of the observation grid as a useless tool. Caughlan and Jiang (2014) argued that observation protocols are not considered to be very reliable tool for testing the teachers' knowledge and skills. Thus, as a way to improve its usefulness an extensive training should be offered to those who need it (Caughlan and Jigan, 2014). Fifth year student teachers did not mention any training done in the ENS to help them develop their skills of using observation grid which could also explain why participants avoided using it. Instead, they relied on unstructured observation in that they just sat and observed without any restriction of what they need to observe. It has been reported in the literature that unstructured observation can offer student teachers multiple lenses to interpret classroom practices (Anderson et al, 2005; Young and Bender-Slack, 2011). However, student teachers might miss the chance to capture classroom teaching details. In this regard, Young and Bender-Slack (2011) suggested the use of a single lens observation (structured observation) as an effective observational tool to keep them focused on a specific aspect of teaching or learning.

It is worth reminding the reader that the main focus of observation during the training is to develop reflective practitioners who are able to observe and discuss the teaching practices of others (Windsor et al, 2022). The latter can only happen in a mentoring space that is based on structured mentoring conversation, giving space to student teachers to discuss their professional knowledge following observation of other teachers (Timperly, 2001). This is a point that was missing in the data of fifth year participants. While they used to observe others (their mentors, and fellow student teachers), they were not given room to discuss what they observed with their mentor. With this mentoring style that is based on giving more pieces of advice (as discussed in the earlier section) and allowing fewer opportunities for student teachers to discuss what they observed, it could be suggested that this mentor was not following what Trevethan (2017: 220) called “educative mentoring”. Educative mentoring in this sense refers to the mentoring style that is based on reciprocal, dialogic and trusting relationships among pre-service teachers and their mentors (Trevethan, 2017). Windsor et al (2022) reported a strong relationship between educative mentoring and a sense of belonging to a community of teachers. The authors explained that the professional conversations that occurs between mentors and preservice teachers allows them “to traverse the community of practice that they belong to at the university and the community of practice that they are being inducted into within the school setting”, an aspect that was not apparent in fifth year student teachers’ data. This again could indicate that the mentoring style might be a factor that can block the development of communities of practice among mentors and student teachers once in the training.

Another cultural artifact that was used by the training school to support the development of fifth year student teachers was peer-mentoring. The participants reported that they were encouraged by their mentor to collaboratively comment on anything of interest (both positive and negative) they have seen in the teaching of others. While different bodies of research have consistently shown the collaborative and supportive benefits that peer-placement or mentoring can have on pre-service teachers’ learning (Baker & Milner, 2006; Bullough et al., 2003; Nguyen, 2013), the finding of the current study is contrary to these previous studies.

The peer mentoring advocated by their mentors was reported to be an unsuccessful collaborative experience since participants lacked transparency and honesty when commenting on each other's teaching. Gardiner and Robinson (2011) reported that collaboration among pre-service teachers requires a prior preparation of these students' qualities of trust, parity, commitment, and norms of communication such as knowing how to agree and disagree. Considering the fact that these student teachers joined the training with a competitive mindset, this indicated that these student teachers had not developed an "awareness of how to be a social learner" (Glazer and Hannafin, 2006: 190). Therefore, the peer-mentoring process required these student teachers to work collaboratively and in ways they most likely had not worked with in the ENS. Another possible explanation that could emerge from the data is the absence of communication between the ENS and the training schools. Considering the competitive nature of the ENS student teachers, it was the role of the ENS to make the training school aware of the need to take measures necessary that impose the necessity of collaboration among student teachers. As City et al (2009: 149) stated, "part of having a professional practice is holding each other accountable". Accountability among student teachers during the training period could be achieved through the development of procedures to facilitate the "formative and summative assessment of the quality of peer relationships" (Gardiner and Robinson, 2011: 10). This way participants could become more eager to work collaboratively under the strict measures imposed on them by the school. This finding raises an important concern about the extent to which the design of teacher education courses and training need to encompass not only pedagogical content knowledge but also other skills important to their professional identity development. This concern has long been debated in the field of teacher education (e.g, Sluijsmans, 2002; Gardiner and Robinson, 2011).

8.6 Conclusion

It was concluded in this section that the culture of learning in the ENS and the training school provided student teachers with different tools that influenced the learning and development of student teachers. These tools constituted of modes of learning including cohort model, interaction, peer-feedback, and observation that were both successful and challenging mediational cultural artifacts used by the ENS and the training school. One of the more significant findings to emerge from this study is that what reduced the usefulness of these sociocultural artefacts in the ENS, and the training schools is the lack of interaction. It was evident that interaction between the ENS student teachers, ENS tutors and mentors was the missing part of the puzzle that impacted the zone of proximal development and the building of communities of practice among student teachers. It can be said that this finding suggested that professional identity is only influenced and developed in an interaction oriented context. An implication of this is the need for teacher education programmes to consider elements of training such as interaction and further exploration of the contexts within which student teachers are trained for more careful implementation of cultural artifacts that are crucial to the cognitive development of student teachers (Johnson and Golombek, 2011). To conclude this study, the next chapter summarises the key points that emerged from the discussion chapter (e.g., role of pedagogical content knowledge, mentoring, Zone of proximal development) and their implications for the field of teacher education. It also provides suggestions for the field of teacher education, ENS and student teachers.

Chapter 9: Conclusion

9.1 Introduction

Chapter eight has discussed the findings and their significance in relation to how student teachers develop their professional identity in the context of the ENS. These findings answered the three research questions that guided the conduct of the current study: (1) What are the conceptions ENS student teachers hold regarding English language teaching during their theoretical and field experience within the ENS teacher education programme? (2) What are the lived experiences of student teachers in and outside the ENS that influence the development of their professional identity? (3) In what ways might the culture of teaching and learning in the ENS influence the professional identity development of student teachers? To conclude the thesis, this chapter elucidates the ways in which the findings of this study make a contribution to knowledge. It discusses how the implications of the research contribute to enhancing the field of teacher education and professional identity development among student teachers. It then looks at the issues that limited the current study and how these limitations can become avenues for future research. This is followed by suggestions for the field of teacher education, student teachers intending to join teacher education, and for training schools and mentors.

9.2 The implication of the study

The findings of this study have significant implications for the understanding of how each stage of learning in teacher education programmes influences the learning and development of student teachers. This study has argued that each stage of learning has contributed to student teachers' knowledge, positionality, motivation, self-efficacy, and sense of belonging in teaching which are crucial components in the formation of their identity. Specifically, the knowledge introduced during the learning journey influences student teachers' sense of themselves. The phase during which student teachers are exposed to the pedagogical knowledge of teaching demonstrated a turning point in their understandings, views, sense of belonging and motivation. Hence, the role of tutors in initiating reflective practices that assist student teachers in discussing their current understandings and enabling knowledge to be supplemented and shifted is vital. It is, therefore, important to use the pedagogical content knowledge as a filter through which student teachers' understandings are assessed. This assessment can occur through discussing their current knowledge and then facilitating dialogic interaction to take place where student teachers critically compare between the newly introduced knowledge and their former understandings. In this thesis, I have argued that dialogic interaction should not be perceived as occurring between tutors and student teachers only but must include collaborative learning among student teachers as well. Thus, teacher education can employ principles of teacher-learner community (CLL) to bring tutors and student teachers to work together as one single community before joining the practicum period (Jimenez-Silver and Olsen, 2012).

An overview of current trends in the field of student teachers' identity development suggested that little research has been undertaken to explore how each stage of teacher education programmes influences the construction of student teachers' beliefs and understandings (e.g., Sheridan, 2013). This study has added to this literature by using the dynamic system model's components (self-perception, ontological epistemological understandings, goals and actions) to prompt and provoke participants' thinking about teaching, in order to better understand how this thinking developed at specific points of the programme (Gunersal et al, 2016; Kaplan and Garner 2017; 2018; 2019). Utilising this model to inform the reflective narratives generated an exploration of identity development through a holistic framework (e.g., understandings, concrete teaching plans, actions to achieve plans). Further exploration of pre-service teachers' identity development through the use of these components can provide the means by which student teachers are facilitated to reflect on and demonstrate their understandings about teaching.

In addition to the use of these components, it can be argued that the use of sociocultural theory, communities of practice, and figured worlds assisted me in looking at the data from a wider perspective. They influenced my thinking to explore if and how the social context of the ENS influence student teachers' identity. For instance, figured worlds theory caused me to think of identity development as a process of navigation and struggle for recognition which are inevitable stumbling stones in the process of forming an identity. Hence, these factors should not always be looked at as restricting influences for they can (sometimes) turn into motive power to agency and identity authoring. Moreover, identity development must not be confined to one specific social context. Instead, it is about the participation of student teachers in different contexts, relationships they built, and cultural artifacts they find that either directly or indirectly influence the meaning they give to themselves. Hence, to gain a comprehensive picture of identity development it becomes necessary to look at the different social contexts participants live (lived) in, and how they are (were) constructed which can act as indications for forming self-understandings.

This study supports the view that student teachers benefit from long-term teacher education programmes as it enhances the development of student teachers' critical and pedagogical (language) awareness, an aspect that the ENS is based upon (Wright, 2002; Díaz-Maggioli, 2012; Chick, 2014). However, in order to observe and validate the change and development in student teachers' beliefs and understandings, teacher education programmes, including the ENS, should encourage the application of the pedagogical knowledge as it is taught to reinforce its value. Programmes like the ENS which runs for five years, delay the practicum period for candidates until the fifth year by which time student teachers may forget the applicability of the diverse approaches they learned about. This study suggests that student teachers could be sent into schools to put their knowledge into practice earlier for short periods or be encouraged to participate in a microteaching where they teach in front of their fellow student teachers and tutors who can guide and assess the application of their knowledge.

Nonetheless, sending student teachers to training schools while exposed to pedagogical content knowledge should be considered with careful planning. As Stated by Brown et al (2014:13) "the challenge would entail supporting trainees in becoming more independent research-active teachers through building a productive critical relationship between university sessions and their developing practice in school". This can be done through making teacher education programmes (theory part) not only a context of the pedagogical content knowledge input, but also a 'research-led' in that they engage in sharing and discussing the latest literature and findings with regards to the field of English language teaching. The latter provides “student teachers the necessary tools to extend practice and thinking whilst giving them the confidence to be able to make these decisions in context” (Brown et al, 2014:12). Moreover, engaging student teachers in the training does not entail moving completely to schools as it might create tensions in the professional identity of teacher educators. The latter can cause teacher educators to experience career instability as some of them might lose their job, an aspect that has been reported to be experienced by teacher educators in the UK (see Brown et al 2014).

The findings of this research provided insights into the role of the observation phase of the practicum on developing and entrenching the understandings of student teachers and their professional vision. However, I have highlighted the importance of preparing student teachers with the skills needed to engage in formative observation experiences once in the practicum period. Teacher education programmes can provide seminar-based courses to expose student teachers to the principles and strategies of observing students and teachers in classroom situations and in examining teaching practices. Micro-teaching can also be employed where student teachers observe each other’s performance with the help of observation grids designed to guide them throughout this activity.

Further, mentors should also be trained to develop their mentoring skills. First, the mentors’ role should be considered as that of a facilitator in the transition from the teacher education programme to the practicum experience. This means that the mentor should be a mediator between the student teachers and the training schools through introducing them as colleagues to the school administrative staff and teachers. Second, mentors should encourage student teachers to reflect upon their teaching practices through giving them constructive rather than biased and judgmental feedback. For instance, mentors can establish trust by providing feedback that starts by stating the positive practices of student teachers. Moreover, they can encourage the student teachers to reflect on their own practices and engage with dialogue around this. Third, Algerian mentors might consider relinquishing thinking that considers student teachers as temporary apprentices with whom relationships should be based on the mentor as dominant. Instead, mentors need to view student teachers as student colleagues where they both engage in ‘the pedagogy of colleague’ (Milwater and Ehrich, 2008).

My findings indicated that Algerian societal discourses act to constrain the identity development of student teachers in different ways. The view of teaching as a woman's job underestimates the complex nature of teaching that goes beyond extending the role of carer. Thinking about teaching as a caring role could promote the view of teaching as a job that underestimates the knowledge and skills necessary to teach. It may also contribute to lowering the self-efficacy of those choosing teaching as their profession. This study suggested that womanhood is a difficult task in Algerian societies, in that women are not only deprived of pursuing their desired career trajectories but have also to perform different roles (e.g., carer, mother, teacher) imposed by society. Moreover, societal discourses underestimate the complexity of teaching languages. This means that superiority is given to field of science. This raises questions about the role of schools in raising awareness about every field in contributing to the knowledge and prosperity of individuals and society.

This study has argued that pre-service teachers' identity development exceeds notions of knowledge and skills. Religion is also an integral component of their professional identity that influences their motivation. Hence, teacher education can extend discussion around pre-service teachers' identity through focusing on the core elements and 'sense of calling' aspect for these teachers. This entails exploring the profile of teachers (e.g., religious orientation) to understand the complex underlying layers of the professional identity and their influence on its formation. Portfolios might be a useful means by which student teachers record every stage of their development during their teacher education programme to assess the changes in their personal profiles throughout their course of learning to become teachers.

In this study, I have argued that exposure to structural reality of the ENS is a crucial aspect to consider when student teachers choose the ENS. This entails that in programmes like the ENS, instead of attracting student teachers with the advantages of joining the programme (e.g., guaranteed job), thought must be given to familiarising student teachers with the structural politics governing teacher education programmes to avoid demotivation and support retention. Induction programmes can be helpful in exposing student teachers to the structural realities and limitations of the ENS before they join it. Teacher education programmes need to consider that part of professional development of teachers is ‘political learning’ (Klechtermans and Ballet, 2002: 755).

This study argued that the different aspects of the sociocultural theory are helpful in consideration of the field of teacher education. From a sociocultural perspective learning is social, thus cohort structure is important when engaging with the professional identity development of teachers. This thesis has indicated that the social aspect of learning in cohort structure needs to be enhanced, which would be supported by limiting numbers of cohort participants particularly after the first year. Small cohort grouping within teacher education helps foster socialisation and the building of communities among student teachers who then support each other in their development. Furthermore, the zone of proximal development (ZPD) as a hallmark of social cultural theory should not be confined to the assistance of the tutors but expand to include collaborative spaces among student teachers where they can benefit from each other (see Shabani, 2010). The view of ZPD as collaborative activity among student teachers can be achieved through engaging them in micro-teaching or collaborative activities such as observation and constructive reflection.

The social nature of learning discussed above helped illustrate within this data that teacher education programmes are unable to scaffold the ZPD of its student teachers when (1) a transmission model is adopted based on teacher centred approaches to teaching and learning and (2) when teaching and learning take place in large classroom cohorts. In large groups the chances of interaction, collaboration and micro teaching among student teachers are minimised, a finding that has also been confirmed by Waugh’s (2016) study in Tanzanian teacher education programme. Instead, teacher education should encourage learner-centred approaches to teaching such as reflective practices, collaborative activities, microteaching, and observation that take place in tutorial classes (small sized-classrooms).

One of the major findings of this study illustrates the importance of taking the notion of native-speakerism into consideration when planning teacher education programmes for non-native pre-service teachers. The context of foreign language teacher education can reduce its focus on preparing student teachers as native-like teachers mainly in the initial years of the programme. This means that instead of engaging student teachers in learning explicitly the properties of language (e.g., grammar, phonetics, etc.), student teachers can participate in communicative language teaching activities such as role plays and problem-solving tasks. This way student teachers learn implicitly the properties of the language without feeling committed to be the linguistically competent type of a teacher.

Finally, this study's main objective was not to explore the influence of French colonialism on student teachers' identities within the ENS. However, this study reported an imposed linguistic ideology that considers French as a superior language in Algeria. This is something that could be investigated through further research and from post-colonial lens to better explore the influence of the coloniser language (French) on the ways the Algerian future English language teachers view themselves and the way they can be viewed by their society. Such an analysis might assist policy makers in understanding the likelihood of moving into global language (English) to be able to suggest possible policies for the linguistic transferability in Algeria.

9.3 The study's main contributions

The current study contributed to providing a framework for understanding the professional identity of student teachers by exploring the stages of development and how each phase of learning in teacher education (knowledge, relationships, learning experiences) either enhances or stagnates the way student teachers conceive themselves as teachers and teaching. As mentioned in the literature chapter (see chapter two section 2.2), the concept of professional identity remains contested. The findings of the study including student teachers' understandings, day to day challenges, and the ways their development can be assisted contributed to a better understanding of student teachers' professional identity and how it interacts with their teacher education experiences which can stimulate further discussions around this topic. In addition to attempting to provide an understanding about what it means to develop a student teacher professional identity, this study took into consideration the role of teacher education as a crucial context in supporting the development of a professional identity. Thereby, this study added to the limited body of research trying to explore identity development from a sociocultural perspective. Specifically, it provided significant and constructive insights into how specific cultures of teacher education can develop/ stagnate student teachers' professional identity development and learning in general (e.g., cohort structure, peer mentoring, system of grading, etc in the context within which this study was performed). Moreover, the concept of 'native speaker fallacy' emerged as a significant aspect in the development of teachers' professional identity (Philipson, 1992). The study added to the field of foreign language teachers' professional identity through providing insights into what might challenge the professional identity of these teachers. This study has also provided interesting insights into the other facet of the elitist nature within teacher education programmes including the ENS. The ENS is fraught with competition and individualism that can hinder the sense of community and collaboration among student teachers. With the sociocultural lenses used, this study brings awareness on the necessity of bringing student teachers in one cohort that is limited to a certain number of students, encourage dialogic interaction and learning among all the actors of the teacher education programme including student teachers and mentors.

9.4 Limitations of this study

This study has four main limitations. The first limitation concerns the length of the study. The researcher is aware of the need to gain further insights into the issues arising across the whole programme of study in the ENS. This study focused on groups of student teachers across three stages of learning which took account of the start of the teacher journey (first year), exposure to pedagogical content knowledge (third year) and teaching for the first time (fifth year). Considering the complex shifts in student teachers' professional identity development observed here, exploring the intermediate stages between these points may throw up further detail and nuances of understanding in relation to students' identity development. Nevertheless, taking key points of the programme allowed me to track shifts on a wider scale that are relevant to the research questions posed.

Second, it is important to note that the study was limited to female ENS student teachers (only female students volunteered) and limited in the number of participants included.

Therefore, it was not possible to gain an insight into how professional identity developed in male students, nor it was it possible to examine the extent to which these findings were applicable across the whole cohort of ENS students. Future studies could focus on the experiences of males and a wider survey to examine the extent to which these findings are more generally applicable would be useful. However, the in-depth material obtained gave a deep insight into the experiences of the women included in this research.

This study was constrained by the event of a world pandemic which made the inclusion of physical observation impossible as a methodological tool. Nevertheless, I overcame this obstacle through holding regular focus groups and interviews with the students and through their self-reporting of events in their written reflections. Whilst observation may have enriched the study, the data garnered was nonetheless detailed and provided plenty of material for deep consideration.

My research did not include the ENS tutors and school mentors which would give a perspective on the intentions behind the use of certain cultural artefacts reported in this study, such as peer mentoring. The latter could help gain deeper insights into the particularities of the ENS programme from the perspective of those involved in the running of the programme and also give insights into mentors' behaviours as they understood it. Although I chose to focus purely on the student perspective as this is under-represented in the literature, this is an area that would be fruitful for further study.

Despite these limitations, this thesis represents an under-researched investigation into how student teachers' thinking, understandings and professional identity is developed over five years of teacher education in the ENS in Algeria. It also highlights the fact that more research is needed to examine and implement this type of study to further knowledge in this area.

9.5 Suggestions for teacher education programme:

1. Teacher education programmes running for five years, should include some practicum work from the third year when participants are exposed to the pedagogical content knowledge.
2. Teacher education programmes need to foster collaborative learning and communities of practice among student teachers mainly when they are exposed to the apedagogical content knowledge.
3. It is helpful in teacher education programmes to keep track of student teachers' development through exploring the changes in their understandings in each stage of their learning.
4. Teacher education can facilitate reflection of student teachers by using the components of the dynamic system model (ontological and epistemological beliefs, goals and actions).

Engaging student teachers in teaching at the time when they are developing the pedagogical content knowledge assists both student teachers and teacher education programmes. It helps student teachers turn knowledge into actions through using newly learnt concepts, justify their teaching approaches choices, and inform their future practices based on the challenges they face. It helps teacher education in assessing the cognitive development of student teachers to be able to critically reflect upon this knowledge to ensure effective learning and teaching practices. Moreover, teacher education may need to avoid systems of grading that fosters competition (e.g., exams) and focus on collaborative learning. For instance, student teachers can engage in group working where they design lesson plans for specific populations of pupils. Tracking the development of student teachers' understandings contributes to improving the knowledge and activities in each stage of learning. For instance, if by the fourth-year student teachers' beliefs and understandings were still inclined towards the teacher centred approaches, video content that compares teacher centred with learner centred approaches can be used. However, this must be accompanied with reflective learning and dialogic interaction in that student teachers critically analyse, compare, and share their thinking about the teaching practices displayed in the videos. Student teachers might find it challenging to describe their identity. However, guiding their reflection with components (e.g., dynamic system model) that help them reflect about what is important to the role of English language teacher and English language teaching may facilitate this process.

9.6 Suggestions for student teachers planning to engage in a teacher education programme:

1. The need to familiarise themselves with the structural systems that govern the teacher education they plan to join (e.g., contractual obligations).
2. Student teachers in a context where English is not their second language can create platforms where they raise awareness about the importance of foreign language learning and teaching and how English is a key language to international communication, science, and technology.
3. Student teachers aiming to join teacher education programmes including the ENS, need to work on developing their social skills (e.g., communicate and work with others) whilst in basic education to be ready for higher education learning.

Potential student teachers can initiate exploratory induction through visiting the programmes to learn and hear from student teachers who are already enrolled. They can also create online forums where they invite enrolled student teachers. This assists potential student teachers in understanding the structural reality of the programme and decide whether to join it or not. In this way disappointment, demotivation, and feeling of betrayal by the system can be reduced since they already established pre-understandings about the programme. Further, voicing the importance of English assists student teachers in gaining respect and status that boost their confidence as English language teachers. Basic education (secondary schools) can play a significant role in preparing students for higher education as social learners. This entails engaging them in team-work activities, role plays, and research-based learning, etc.

9.7 Suggestions for training school and school mentors:

1. Schools need to consider welcoming attitudes when receiving student teachers for the training.
2. School mentors can play different roles: mediators between teacher education programmes and schools, and between schools and student teachers.
3. Schools need to engage mentors in training that develop their mentoring skills.

Schools can induct administrative staff and schoolteachers on the communication skills and the need to provide appropriate atmosphere that treat student teachers as student colleagues. This contributes to facilitating rather than hindering the process of constructing an emerging identity. Mentors can work closely with teacher education programme to explore the profile (e.g., understandings, beliefs, teaching orientations, etc.) of student teachers that they will be mentoring. This contributes to the role of the mentor as a facilitator who build upon the student teachers’ understandings through validating, suggesting, and encouraging thinking through pedagogy. Finally, teacher education like the ENS appoint experienced schoolteachers who are not trained with mentoring skills. The assumptions that experienced teachers are the right people for the job (mentoring) can be misleading. Instead, schools can collaborate with teacher education programmes through allocating teacher educators that can train mentors on the principles of mentoring.

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List of Appendices

Appendix A

ENS English student teacher’s Participant Information Sheet

From theory to practice: the professional identity development of student teachers of
English within the context of the AlgerianÉcole Normale Supérieure.

1. Invitation to research

I would like to invite you to take part in a research study entitled ‘From Theory to Practice: the professional identity development of student teachers of English within the context of the Algerian École Normale Supérieure. My name is Zouar Houda and I am fully funded PhD student by the Algerian government at Manchester Metropolitan University. My research project seeks to explore how English student teachers within the context of ENS develop their professional identity as future English teachers.

2. Why have I been invited?

You have been invited to take part in the study because this research depends specifically on ENS English students from three academic levels which are First, third and fifth year. I am looking to recruit five to seven English ENS student teachers from each cohort. Your participation from these academic levels will help the research at exploring how student teachers develop In ENS context from their first year until their training period.

3. Do I have to take part?

It is up to you to decide. After you read this sheet "participant consent form" which gives you a description of the purpose of the study, you will then be asked to sign a consent form to show that you agreed to take part in this study. You are free to withdraw at any time, without giving a reason.

4. What will I be asked to do?

As a participant in the current research that might last for a period of three months, you will be invited to write reflective narrative. The reflective narrative is guided by prompt that will assist you while reflecting. The purpose of the reflective narrative is for you to describe how you perceive yourself as an English teacher and how you conceptualise English teaching in general. You will also be involved in a focus group interview that will last for approximately an hour and a half. The focus group interview will be conducted once in the ENS school with a group of student teachers from your cohort. During the focus group interview, you will be sharing and discussing your experience of learning how to teach in the context of ENS and the challenges that accompany that. During the interview you can use any language (English or Arabic) that makes you feel comfortable. The interview will be recorded using an audio taping device to aid the analysis of the data after the interview. You will also be observed in some modules including didactics and when doing your internship. The purpose behind observation is to explore the extent to which teacher educators and mentors assist you in developing your professional identity. After the observation is over, you will also be invited to reflect upon and discuss the points observed by the researcher. Your participation will be anonymous, and the recording will be destroyed once the research is over.

5. Are there any risks if I participate?

Every effort has been made to minimise the chances of your distress or discomfort. The researcher will make sure to keep your names anonymised in the collected data (written narratives and focus group). If you become concerned, the reflective narrative as well as the focus group will be stopped promptly.

6. Are there any advantages if I participate?

There will be no direct benefit in taking part in this study. However, the information you provide will contribute to the body of research regarding professional identity development of prospective English teachers in Algeria. It will give an insight in to the experiences ENS student teachers pass through while learning to become teachers. As such, you will help at informing stakeholders about how you are being developed to become English teachers.

7. What will happen with the data I provide?

When you agree to participate in this research, we will collect from you personally-identifiable information.

The Manchester Metropolitan University ('the University') is the Data Controller in respect of this research and any personal data that you provide as a research participant.

The University is registered with the Information Commissioner's Office (ICO), and manages personal data in accordance with the General Data Protection Regulation (GDPR) and the University's Data Protection Policy.

We collect personal data as part of this research (such as name, telephone numbers or age). As a public authority acting in the public interest we rely upon the 'public task' lawful basis. When we collect special category data (such as medical information or ethnicity) we rely upon the research and archiving purposes in the public interest lawful basis.

Your rights to access, change or move your information are limited, as we need to manage your information in specific ways in order for the research to be reliable and accurate. If you withdraw from the study, we will keep the information about you that we have already obtained.

We will not share your personal data collected in this form with any third parties.

We will not share your personal data with [state any recipients, meaning external partners] in order to fulfil the purposes set out above.

If your data is shared this will be under the terms of a Research Collaboration Agreement which defines use, and agrees confidentiality and information security provisions. It is the University's policy to only publish anonymised data unless you have given your explicit written consent to be identified in the research.

8.The University never sells personal data to third parties.

We will only retain your personal data for as long as is necessary to achieve the research purpose.This research data will be stored securely in research data storage (RDS) provided by Manchester

Metropolitan University and can only be shared with my supervisors when necessary. Your participation will remain confidential. The researcher will keep your names anonymised. Once the research project is over, I will make sure to safely shred any written material and safely destroy the audio recordings.

For further information about use of your personal data and your data protection rights please see the University's Data Protection Pages.

9.What will happen to the results of the research study?

All the reflective narratives and interviews will be transcribed and analysed to find themes within the data. The result of the research will be further published into articles. It should be noted that you will not be personally identified in any report/publication. Once the results of the research are written up, a copy of the study will be delivered to all participants.

10.Who has reviewed this research project?

This study has been reviewed by my supervisors who act as guides during my research project. It has also been reviewed and approved by ethics and governance panel, Faculty of Education, Education and Social Research Institute of Manchester Metropolitan University.

Who do I contact if I have concerns about this study or I wish to complain?

If the participants have any inquiry in relation to the project, he/she can contact:

Zouar Houda (the main researcher)
Second year PhD student
Manchester Metropolitan University MMU
Faculty of education
Education and social research institute ESRI
Brooks Building
53 Bonsall St, Hulme,
Manchester M15 6GX
E-mail Address: Houda.Zouar@mmu.stu.ac.uk
Contact Number: Uk +447407131622/ Algeria 0772639317

Dr Linda Hammersley-Fletcher (Director of studies)
Faculty of Education
Education and Social Research Institute ESRI
Brooks Building
53 Bonsall St, Hulme,
Manchester M15 6GX
E-mail Address: l.hammersley-fletcher@mmu.ac.uk
Contact Number: +441612475242

Appendix B

Student teachers’ consent form

Form to be on Manchester Metropolitan University headed paper)

EthOS ID:23918

First year ENS Student Teacher Participant Identification Number:

FIRST YEAR ENS STUDENT TEACHERS CONSENT FORM

Title of Project: From theory to practice: the professional identity development of student teachers of English within the context of the Algerian École Normale Supérieure.

Name of Researcher: Zouar Houda

Please initial box

1. I confirm that I have read the information sheet dated................... (version...........) for the
   above study. I have had the opportunity to consider the information, ask questions and have
   had these answered satisfactorily. ☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time
   without giving any reason, without my legal rights being affected. ☐

3. I agree to take part in the above study. ☐

   3.1. I agree to write reflective narrative. ☐

   3.2. I agree to participate in focus group interview. ☐

   3.3. I agree to be audio recorded while participating in the focus group. ☐

   3.4. I agree to be observed by the researcher in the classroom. ☐

   3.5. After the observation is over, I agree to reflect upon the points observed by the researcher. ☐

____________________	____________________	____________________
Name of Participant	Date	Signature

____________________	____________________	____________________
Name of Person taking consent	Date	Signature

Appendix C

Gate keeper letter

Date 07/01/2020

Request for permission to conduct a research in ENS Oran, Algeria

Dear Mr. [redacted],

My name is Zouar Houda and I am fully funded PhD student by the Algerian government at Manchester Metropolitan University. My research project seeks to explore how English student teachers within the context of ENS develop their professional identity as future English teachers. My research study is entitled ‘From Theory to Practice: the professional identity development of student teachers of English within the context of the Algerian École Normale Supérieure.

Since you are the head of department of English within the ENS, your position matters in this research. You are considered as a gate keeper who grants permission to access the participants of this research who are first, third and fifth-year student teachers of English. These participants will be invited to participate in focus group interview and narrative writing. They will be handed a consent form within which the general aim of the research will be explained before their participation. It will be explained to them that their participation is voluntary, and it will be kept anonymous during and after the study is over.

Since we are in a pandemic period, I will be dealing with the participants online to minimise the chances of any distress for the participants or the context of ENS in general. Therefore, the collection of the data from the participants will be via Manchester metropolitan University Microsoft Teams.

As mentioned above, the participants` data will be confidential and anonymous. Besides, no one but myself (the researcher) and my academic supervisor, if needed, will have access to the data. The data generated from this research might be used in future conferences and publications as well.

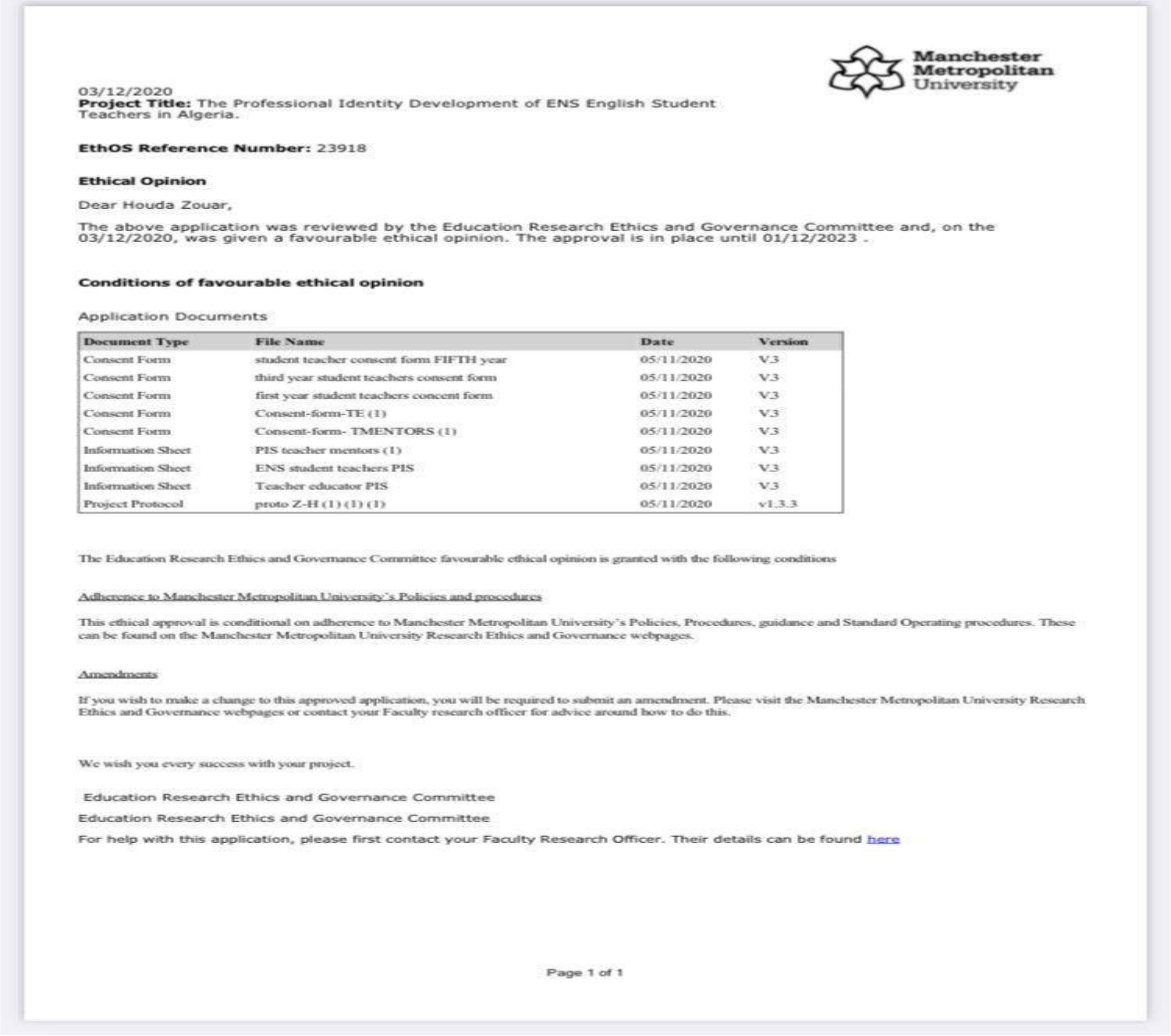
If you require any further information, please do not hesitate to contact me.

Thank you for your time and consideration in this matter.

Yours sincerely,
Zouar Houda

Appendix D

Ethical approval



Manchester
Metropolitan
University

03/12/2020
Project Title: The Professional Identity Development of ENS English Student Teachers in Algeria.

EthOS Reference Number: 23918

Ethical Opinion

Dear Houda Zouar,

The above application was reviewed by the Education Research Ethics and Governance Committee and, on the 03/12/2020, was given a favourable ethical opinion. The approval is in place until 01/12/2023 .

Conditions of favourable ethical opinion

Application Documents

Document Type	File Name	Date	Version
Consent Form	student teacher consent form FIFTH year	05/11/2020	V.3
Consent Form	third year student teachers consent form	05/11/2020	V.3
Consent Form	first year student teachers concent form	05/11/2020	V.3
Consent Form	Consent-form-TE (1)	05/11/2020	V.3
Consent Form	Consent-form- TMENTORS (1)	05/11/2020	V.3
Information Sheet	PIS teacher mentors (1)	05/11/2020	V.3
Information Sheet	ENS student teachers PIS	05/11/2020	V.3
Information Sheet	Teacher educator PIS	05/11/2020	V.3
Project Protocol	proto Z-H (1) (1) (1)	05/11/2020	v1.3.3

The Education Research Ethics and Governance Committee favourable ethical opinion is granted with the following conditions

Adherence to Manchester Metropolitan University's Policies and procedures

This ethical approval is conditional on adherence to Manchester Metropolitan University's Policies, Procedures, guidance and Standard Operating procedures. These can be found on the Manchester Metropolitan University Research Ethics and Governance webpages.

Amendments

If you wish to make a change to this approved application, you will be required to submit an amendment. Please visit the Manchester Metropolitan University Research Ethics and Governance webpages or contact your Faculty research officer for advice around how to do this.

We wish you every success with your project.

Education Research Ethics and Governance Committee

Education Research Ethics and Governance Committee

For help with this application, please first contact your Faculty Research Officer. Their details can be found here

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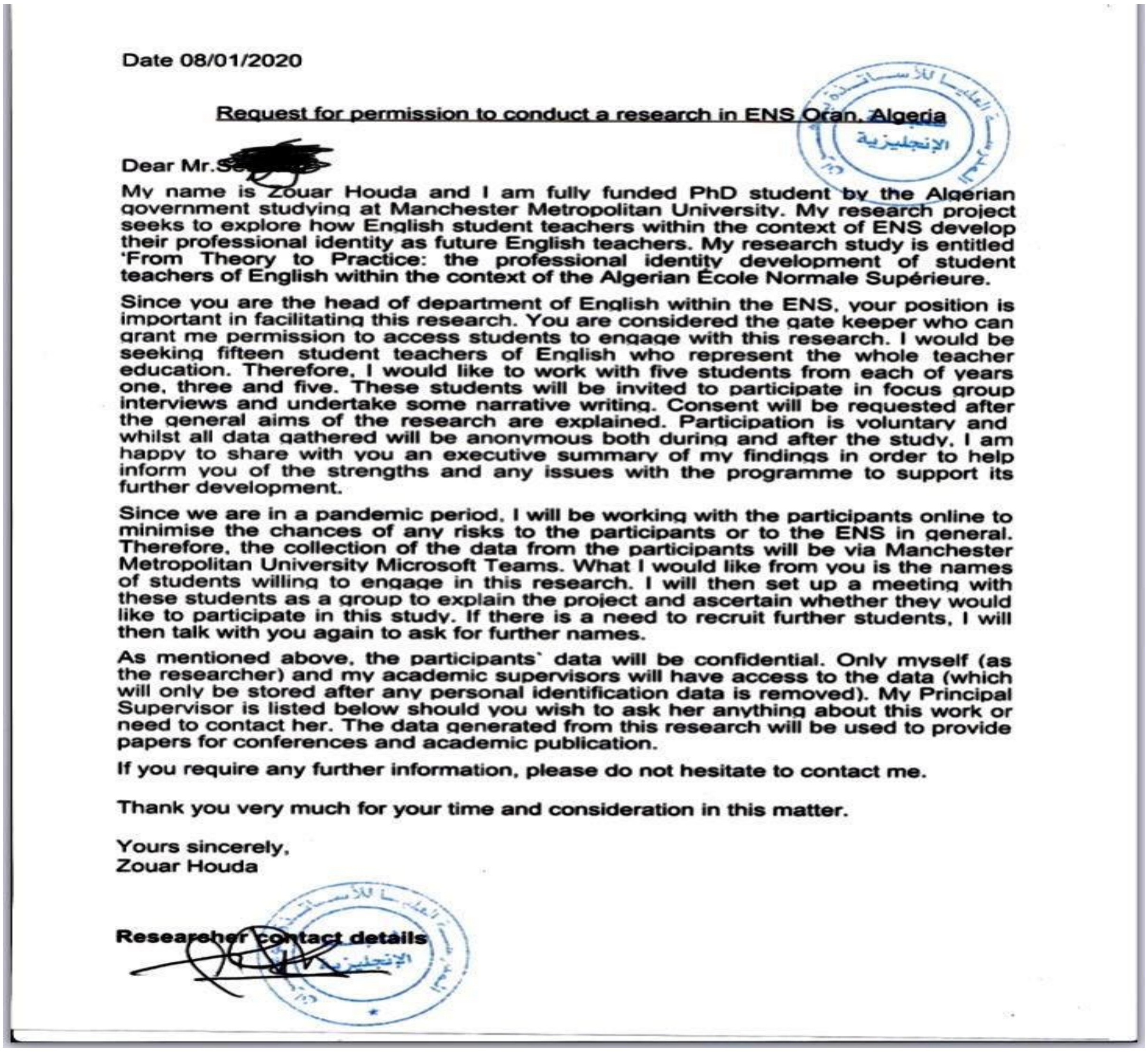
Appendix E

Letter signed by the gate keeper



Date 08/01/2020

Request for permission to conduct a research in ENS Oran, Algeria

Dear Mr. [redacted]

My name is Zouar Houda and I am fully funded PhD student by the Algerian government studying at Manchester Metropolitan University. My research project seeks to explore how English student teachers within the context of ENS develop their professional identity as future English teachers. My research study is entitled 'From Theory to Practice: the professional identity development of student teachers of English within the context of the Algerian École Normale Supérieure.

Since you are the head of department of English within the ENS, your position is important in facilitating this research. You are considered the gate keeper who can grant me permission to access students to engage with this research. I would be seeking fifteen student teachers of English who represent the whole teacher education. Therefore, I would like to work with five students from each of years one, three and five. These students will be invited to participate in focus group interviews and undertake some narrative writing. Consent will be requested after the general aims of the research are explained. Participation is voluntary and whilst all data gathered will be anonymous both during and after the study, I am happy to share with you an executive summary of my findings in order to help inform you of the strengths and any issues with the programme to support its further development.

Since we are in a pandemic period, I will be working with the participants online to minimise the chances of any risks to the participants or to the ENS in general. Therefore, the collection of the data from the participants will be via Manchester Metropolitan University Microsoft Teams. What I would like from you is the names of students willing to engage in this research. I will then set up a meeting with these students as a group to explain the project and ascertain whether they would like to participate in this study. If there is a need to recruit further students, I will then talk with you again to ask for further names.

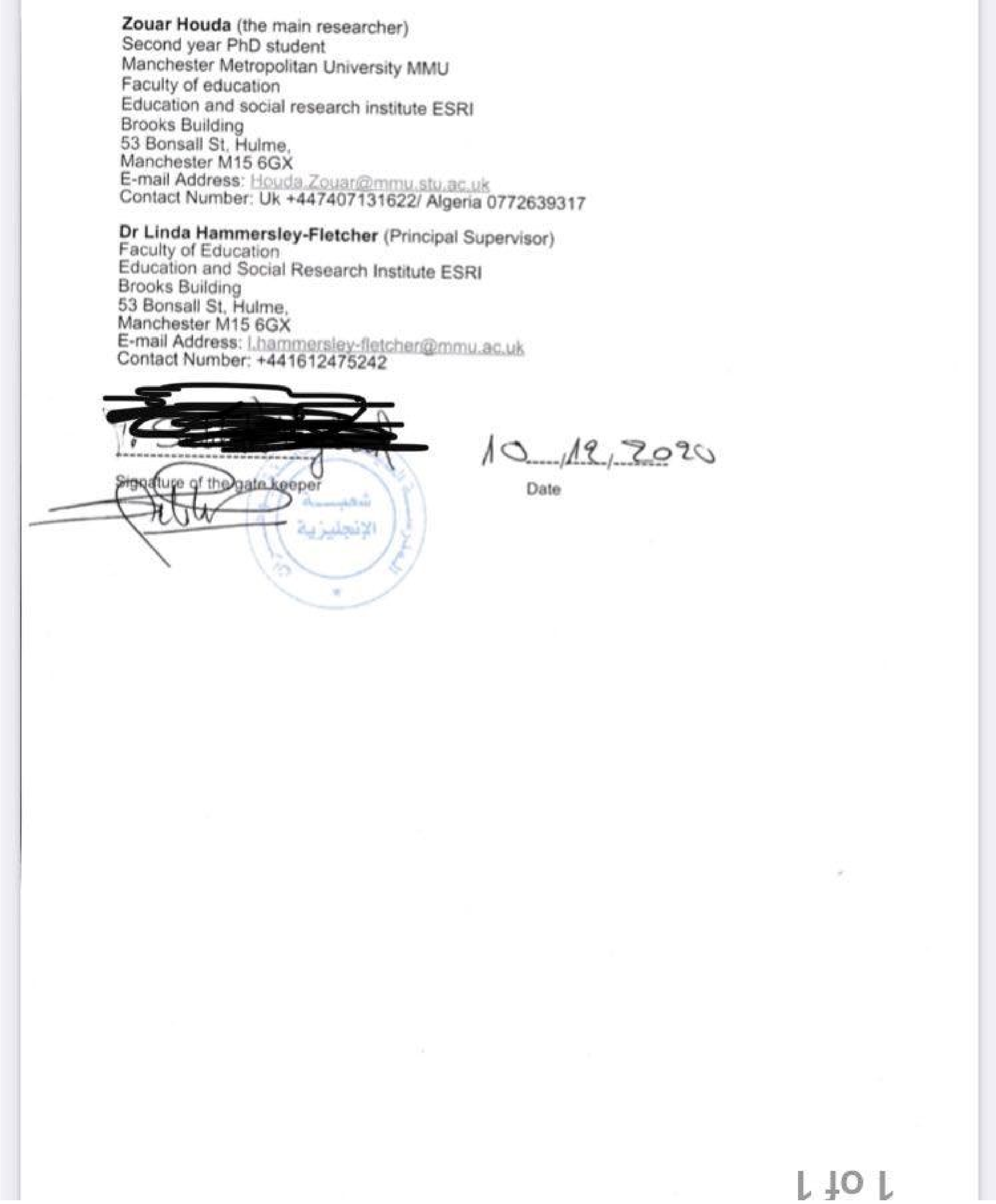
As mentioned above, the participants' data will be confidential. Only myself (as the researcher) and my academic supervisors will have access to the data (which will only be stored after any personal identification data is removed). My Principal Supervisor is listed below should you wish to ask her anything about this work or need to contact her. The data generated from this research will be used to provide papers for conferences and academic publication.

If you require any further information, please do not hesitate to contact me.

Thank you very much for your time and consideration in this matter.

Yours sincerely,
Zouar Houda

Researcher contact details



Zouar Houda (the main researcher)
Second year PhD student
Manchester Metropolitan University MMU
Faculty of education
Education and social research institute ESRI
Brooks Building
53 Bonsall St, Hulme,
Manchester M15 6GX
E-mail Address: Houda.Zouar@mmu.stu.ac.uk
Contact Number: Uk +447407131622/ Algeria 0772639317

Dr Linda Hammersley-Fletcher (Principal Supervisor)
Faculty of Education
Education and Social Research Institute ESRI
Brooks Building
53 Bonsall St, Hulme,
Manchester M15 6GX
E-mail Address: l.hammersley-fletcher@mmu.ac.uk
Contact Number: +441612475242

[redacted]
Signature of the gate keeper

10 /12 /2020
Date

شعبة
الإنجليزية

Appendix F

First year participants' reflective narrative

Part one:

In part one of the reflection, you are kindly invited to write some reflections on the way you see the role of the English language teacher and how your thinking around this role has changed or developed since joining the ENS programme. Please write as much as you feel necessary to explain your underlying thinking. You can also use examples from the experiences you have had while learning in the ENS. You can also talk about your experiences of learning before joining the ENS and how it shaped your thinking about the role of the English language teacher.

1) Reflecting on the role of the teacher:

- What do you think being an English language teacher involves? For example, what are the characteristics that make a good English teacher?
- How would you describe your role as a future English language teacher? For example, what will be your main responsibilities, the skills and attributes that you will need?
- To what extent has your thinking around the role of the teacher developed throughout the ENS programme? Please would you explain your answer in some detail.

❖ **Any other aspects**: It would be really helpful if you could add more details that you think may help me have a deeper understanding around how you view the role of English language teacher or your role as a future English teacher. Please, add anything that you think can enable me to know more about how you have developed your ideas and thoughts around the role of English language teacher.

- If you have any questions about this reflective narrative do not hesitate to contact me as I will be more than happy to help.

Appendix G

First year reflective narrative part two

Part two:

Thank you so much for the reflection you provided in part one. In part one, you reflected upon how you see the role of the English language teacher as well as your role as a future teacher of English. In the second part of reflection, you are invited to reflect on what you think of English language teaching and the goals that should be associated with it. I would also like you to reflect on who influenced your thinking about English language teaching and the goals associated with it. Please write as much as you feel necessary to explain your underlying thinking. You can also use examples from the experiences you have had while learning before joining the ENS and after joining the ENS.

Reflecting on your understanding about teaching English and goals of teaching English:

- What does English language teaching mean to you? And what do you think should be/ are the objectives of teaching English?
- Based on what you have reflected on about teaching and the goals of teaching English (above), how do you think a teacher can achieve the objectives you have mentioned?
- What obstacles might prevent an English teacher from achieving these objectives (mainly in the Algerian context)?
- Can you remember any lesson that was challenging for your English language secondary teacher? what happened?
- How has your thinking around English teaching and the goals associated with it developed throughout the programme? Please would you mind explaining this in detail.

❖ **Any other aspects**: It would be really helpful if you could add more details that you think may help me have a deeper understanding around how you view the role of English language teacher or your role as a future English teacher. Please, add anything that you think can enable me to know more about how you have developed your ideas and thoughts around the role of English language teacher.

- If you have any questions about this reflective narrative do not hesitate to contact me as I will be more than happy to help.

Appendix H

Third year reflective narrative part one

Part one:

In part one of the reflection, you are kindly invited to write some reflections on the way you see the role of the English teacher and how your thinking around this role has changed or developed since starting the theory part of the programme. By the theory part of the programme, I mean after your exposure to modules such as didactics and pedagogy. Please write as much as you feel necessary to explain your underlying thinking. You can also use examples from the experiences you have had while learning in the ENS and in these modules.

2) **Reflecting on the role of the teacher:**

- What do you think being an English teacher involves? In other words, what are the characteristics that make a good English teacher?
- How would you describe your role as a future English language teacher? For example what will be your main responsibilities and the skills and attributes that you will need?
- To what extent has your thinking around the role of the teacher developed throughout the programme? Please would you explain your answer in some detail.

- **Any other aspects**: It would be really helpful if you could add more details that you think may help me have a deeper understanding around how you view the role of English language teacher or your role as a future English teacher. Please, add anything that you think can enable me to know more about how you have developed your ideas and thoughts around the role of English language teacher.
- If you have any questions about this reflective narrative do not hesitate to contact me as I will be more than happy to help.

Appendix I

Third year participants' reflective narrative part two

Part two:

Thank you so much for the reflection you provided in part one. In part one, you reflected upon how you see the role of the English teacher as well as your role as a future teacher of English. In the second part of reflection, you are invited to reflect on what you think of English language teaching and the goals that should be associated with it. I would also like you to reflect on how the theory part of the programme has changed or developed your thinking around the goals of English language teaching. By the theory part of the programme, I mean after your exposure to modules such as didactics and pedagogy.Please write as much as you feel necessary to explain your underlying thinking. You can also use examples from the experiences you have had while learning in the ENS.

Reflecting on your understanding about teaching English and goals of teaching English:

- What does English language teaching mean to you? And what do you think should be/ are the objectives of teaching English?
- Based on what you have reflected on about teaching and the goals of teaching English, how do you think a teacher can achieve the objectives you have mentioned?
- What obstacles might prevent an English teacher from achieving these objectives (mainly in the Algerian context)?
- How has your thinking around English teaching and the goals associated with it developed throughout the programme? Please would you mind explaining this in detail.

- **Any other aspects**: It would be really helpful if you could add more details that you think may help me have a deeper understanding around how you view the role of English language teacher or your role as a future English teacher. Please, add anything that you think can enable me to know more about how you have developed your ideas and thoughts around the role of English language teacher.

- If you have any questions about this reflective narrative do not hesitate to contact me as I will be more than happy to help.

Appendix J

Fifth year participants' reflective narrative part one

In this reflective narrative, you are kindly invited to reflect on your experience during the observation part of the training and how this experience has shaped your understandings around the role of the English language teacher. It would be helpful if you could recall some teaching experiences that you observed during this phase that could influence your view about English language teacher.

3) Reflecting on the role of the teacher:

- Describe how is the observation phase of the training going so far?
- In what ways has your knowledge of English language teaching developed since joining the observation phase?
- Has your thinking around the role of the English teacher changes since joining the observation phase?
- In the future will you teach your pupils the same way your mentor was teaching in the observation phase?

- **Any other aspects**: It would be really helpful if you could add more details that you think may help me have a deeper understanding around how you view the role of English language teacher or your role as a future English teacher. Please, add anything that you think can enable me to know more about how you have developed your ideas and thoughts around the role of English language teacher during the observation phase of your training period.
- If you have any questions about this reflective narrative do not hesitate to contact me as I will be more than happy to help.

Appendix K

Fifth year participants' reflective narrative part two

Part two

Thank you so much for the reflection you provided in part one. In this phase of the reflective narrative, you are invited to reflect on your experience with teaching for the first time. You are also invited to reflect on the extent to which this experience of teaching influenced the way you see English language teaching, the goals associated with it and the way you always wanted to teach. While reflecting upon these points, try to include some of real-life examples from your teaching experiences because it will be so helpful to better understand your thinking.

Reflecting on your understanding about teaching English and goals of teaching English:

- Describe how is the teaching phase going so far?
- Have your goals of English language teaching changed since you joined teaching?
- Have you tried to achieve these goals with your pupils? What did you do?
- Have you experienced any obstacle when teaching? How did you deal with it?
- In the future, what do you think you will need to do differently when teaching?
- To what extent did the training period influence the way you see English language teaching and the way you always wanted to teach?

- **Any other aspects**: It would be really helpful if you could add more details that you think may help me have a deeper understanding around your experience of teaching during the practicum period. Please, add anything that you think can enable me to know more about how this period has contributed (or not) to your development as future English language teacher.

- If you have any questions about this reflective narrative do not hesitate to contact me as I will be more than happy to help.

Appendix L

Interview questions with first year (1^{st} round)

First round interview questions with first year participants?

How do you view the role of the teacher in general?

Some of you mentioned their parents, sisters and their secondary school teachers in their reflective narrative, do you wish to become like them in the future?

On the reflective narrative you kept mentioning that the role of the English teacher as someone who's role is important in the society and in changing the prosperity of the country, what made you say that?

Some of you mentioned that English is not seen as French in Algeria, what made you say that?

Do you think the status of English language and French language are the same in Algeria?

And do you think that the Algerian society shares the same view with you?

Does this mean that there is a difference between a teacher of English or any other foreign language?

The researcher asked so as you were describing yourselves, you are learning English language at the same time learning how to become a teacher, do you think this adds challenges to you?

Why have you chosen to be an English teacher and not a teacher of any other language?

In reflective narrative the majority of you focused on the teacher as someone who needs to be competent in English language to teach it. Can you please elaborate on this point more?

Now I am going to move to ENS as an institution specifically. You have joined the ENS so can you tell me why specifically the ENS?

How does joining the ENS make you feel?

How does it make you feel being selected as elites within the ENS?

To what extent you consider yourselves different from the university students?

Is this because of the elite title?

What are your experiences of learning in the ENS like so far?

Do you have any experiences that you appreciate least?

Do you feel like these modules will help you in your teaching in the future?

The researcher asked, so in these modules do you feel like you are viewed as future English teachers or merely language students making transition from lycee to ENS?

Nala mentioned that there Is a possibility where you might not have a job. Do you think this kind of rumours affect the way you see teaching?

Based on what you are saying, at certain point in your learning in the ENS you will have to sign a contract when you sign it exactly? Can you explain more?

How does this contract that you are supposed to sign make you feel about the ENS?

How does it make you feel about yourself as an ENS student teachers?

Do you think that these restrictions will affect the way you learn to teach and the way you teach in the future? In what ways it does?

Charaz you mentioned that teaching will give like three satisfactions societal, personal and God satisfaction? What did you mean by that?

Do you all agree with her? Why?

Appendix M

Interview questions with first year 2nd round

In the last interview, you have mentioned teaching and woman in the Algerian society. Can you please elaborate on this point?

Since this is your first year of learning in the ENS, can you tell me about the knowledge you are receiving by your ENS teachers?

Do you think that this knowledge that you are talking about will help you in the future as English teachers? in what ways it will?

Can you tell me how this knowledge is given to you?

What ways of teaching used by your teachers do you appreciate the most?

Do you study in small or large classes in these modules?

How is the atmosphere of learning in these small classes like?

Can you tell me about your relationship with your teacher of the ENS?

Do you see it as different from the one you used to have with your teachers of lycee?

Do you think this opportunity of interrupting with your teachers help you to learn more?

How is your relationship with other ENS students from your cohort?

You said that this kind of relationship helped you know more, in what ways it did?

Do you often engage in some activities together? or you work separately?

What are these activities?

Do you think that this kind of activity (having a facebook group) is adding something to your knowledge?

Nala, you mentioned that this might change through years. Can you please explain more?

What made you think that it might change through years?

To what extent you are encouraged by your ENS teachers to work collaboratively together?

Can you tell me some activities that you were asked to be engaged in by your teachers?

To what extent you feel like you are helped to be the teachers you want to become in the future by the ENS?

Appendix N

Interview questions with third year (1st round)

Can you tell me how you see English language teaching?

Who influenced your views about English language teaching?

Can you list to me the reasons why you have chosen the ENS to undertake your training?

How the feeling of having a guaranteed job makes you motivated to become a teacher?

Do you think the knowledge of teaching contributed to this change of motivation?

What does it make you feel being an ENS student teacher?

How do you see yourself viewed in the ENS?

Can you describe your learning experience in the ENS as a third-year student?

Can you tell me about your relationship with other ENS student teachers?

Now I want to ask you about an important point that one of you mentioned. You said you can’t join master and doctoral studies, how is that?

How do you feel about this?

Do you think the ENS is different from the university?

Did you do anything to claim your rights?

Did the ENS meet your expectation?

If you were able to change some aspects of the theory part of the programme. What would it be?

Appendix O

Interview questions with third year (2nd round)

How would you describe the atmosphere of learning in ENS in general?

What ways do you appreciate the most?

How would you describe your relationship with your teacher of ENS?

How does this teacher teach you then?

Do you feel like there is a certain interaction going on between you and this teacher in the td?

How would you describe your participation in this module of didactics?

Would you please elaborate, what do you mean by the teacher modified your knowledge about teaching? can you give me examples?

And do you appreciate the teacher being the controller?

How often do you share your opinion and perceptions with this teacher?

How would you describe his role in developing your knowledge?

So, what I understand it turns what is abstracts about teaching into practice? How he does that?

How would you describe your Relationship with other students teachers in the ENS?

How is this type of relationship (competition) affect your learning in the ENS?

Does this mean you have a certain of labelling that categorises different groups of ST in the ENS.

Do you think teacher have a role in this separation?

Did you try to solve this problem?

Can you tell me about the sort of activities you undertake in the ENS?

Do you think that lack of activities is due to the competition that you developed among yourselves?

Can you tell me about your relationship with the ENS administrative school staff?

How does this relationship influence your development as teachers?

Did you expect this treatment from them?

You mentioned that the ENS put some limitation on your learning trajectory? Can you explain to me what are these limitations?

What does it make you feel that university students have more chances for master and doctoral studies?

Have you done anything that could change this reality of post graduate studies?

To what extent will this reality affect the way you teach in the future?

Appendix P

Fifth year interview questions (1^{st} round)

Tell me about how was your training experience as a whole?

Why was it a good/bad experience for you?

Why do you think you didn’t learn anything unlike your others?

The researcher, during the period of training you were making a certain transition from a student to a teacher. How would you describe this experience of transition?

You said that now you are no longer excited about teaching, do you think that this phase determined the way you see teaching for a long term?

since joining the training, did you witness an increase or a decrease in motivation to teach?

When you were sent to schools, did you encounter university students doing the training like you?

How did it make you feel being a graduate of the ENS in the schools you were sent to?

Can you tell me about your relationship with the ENS administrative staff?

How was your first experience of teaching in the classroom?

Tell me about your relationship with the other teachers at the school?

Where did you use to meet them (other schoolteachers)?

tell me about the meeting room how was its atmosphere like?

Did you use to have any conversation with other schoolteachers?

How was the meeting room like if you were to describe it?

Can you tell me about your relationship with other student teachers in the school?

Did you have any work pressure during the practicum period?

Did the whole practicum period meet your expectations?

If you were asked to device a training for teachers what things, you would change

Appendix Q

Fifth year participants interview question (2nd round)

Tell me about your experience with your mentor? Could you talk about the mentoring experience as a whole?

How would you describe your relationship with your teacher trainer?

What is your definition of a good relationship?

On the scale of ten, how, much would you give to your teacher mentor role in helping you developing your knowledge around teaching?

How could you survive in the classroom without the help of that mentor?

Did you wish she could help you more?

Did you feel like you know more than her when it comes to knowledge of teaching?

Do you think having generation gap, was the reason why most of your teacher mentors were not of great help during the training period?

To what extent did your mentor help you to put your teaching ideas into practice?

Some of you mentioned that they observed some effective teaching techniques from their mentor, what made you think so? Will you adopt these techniques in the future?

Let turn to your interaction with your teacher mentor, can you tell me how often did you use to interact with them?

Illou, you mentioned that during the observation you did not have that much interaction, why do you think you did not have it?

And what about the training phase?

Do you remember the pieces of advice, anecdotes that she (mentor) told you?

You mentioned that you have a session of feedback, when did it use to take place?

Can you tell me how it took place?

During your training did you seek for help from your teacher mentor?

And when you couldn’t get the lesson plan from her did you ask for help from others?

Last time you said that you had lot of workloads during the training, did you receive any help?

And what about the teacher mentors did they notice that you are going through pressure?

Where do you think you had more support was it during the training with your mentor or within the ENS with your teacher educator?

Why do you think so?

Can you tell me what sort of methods your mentor used to help you?

What kind of tools you used to use to teach in the classroom?

Did you find them helpful?

Was it the case with you girls?

I understand that the lesson plan was a personal invention you made it not the school?

To what extent did you feel like you were helped by the mentor to become the teacher you want to become?

You talked about the observation phase as a crucial part of your training, can you tell me how the observation used to happen?

Why do you think the observation grid was not helpful?

Did you feel like you received the expected support?

If you were to suggest specific support for student teachers during the training period?

Appendix R

Some reflective narrative data collected from the participants

Zaynap

It is said « nobody forgets a great teacher ». My definition of *a great teacher* has totally changed over the course of my first three years of studying. 2 years ago, this was my definition of what makes a good English teacher:

- He has to be strict.
- Has the ability to control the classroom.
- You barely hear someone talking or making noise during his lectures.
- His students will be terrified if they forget to do their homework.

Because what else I could know about teaching, I was young, not capable of bringing new ideas or define things on my own, i was burried with some cliché beliefs set by society. But, as i started studying Didactics and Pedagogical trends, i felt like i was awakened from a deep slumber. I came to realize that a good english teacher involves more than the cliché innocent definition I mentioned above. For instance, when i got to know the vast choice of teaching approaches, I realized that a good english teacher has to choose a method depending on what fits him/her, his/her educational philosophy and of course the different learning styles of their students. So, if I try to re-define again my 2 years ago def of "a good English teacher",* but now using some jargon related to pedagogy* , i would say: " a good English teacher has to be the main authority in the classroom, he has to go for the teacher-centred approach and treat his students as "empty vessels".

Lidia

"Tell me and I forget. Teach me and I remember. Involve me and I learn." That was said by Benjamin Franklin, and first time I read this I dismissed it as a cliché expression, a cliché quote. For a long time, i had not understood this, but as I started studying in ENS I started to see this quote differently. Years ago, as an eager student, I would have told you that a good teacher was someone who students are scared of him, who his students will never forget to do homework. Needless to say, as an ENS student my definition of a good teacher has changed over the last couple of years....The moment I started to study Didactics, Psychology and Pedagogical trends I came to realize that a good teacher is one who is able to explain concepts in a variety of ways for variety of different learners and learning style, a good teacher is a good learner who learn how his students learn and create an environment that meets their needs.

Our didactics teacher told us that as teachers we will be given a piece of paper called curriculum and it has a list of topics that we are supposed to cover, in a certain amount of time , and we don’t have to do anything other than follow those topics , and what is expected from us and what is up to us is the way of teaching those topics , and what we should do is to use the way that involves students the most , and come up with ways to engage them all , and I still remember him saying : if you have 20 students in your class means you have 20 different personalities , 20 different learning styles , and you have to come up with a method so you will be able to reach all those 20 students in your class , and by involving students you will create an environment where students want to learn rather than have to learn . And here it is where I came to understand the real meaning of Benjamin’s quote.

All in all, the theoretical part of our course in ENS has changes my perspectives towards English teaching, it made me to think different, honestly, I was scared about the idea of a teacher, but somehow these theories we have been studying made me excited and willing to work hard to meet all the needs of my students, and to work tirelessly to create a challenging, nurturing and amusing environment for them. Imagine students thinking of you when they remember that great teacher they had in high school! Amazing, isn’t it?

Zwara

Since joining the observation phase, I started to realize that things are really different than they are in the battle field. Translating the educational theories into practice is demanding. Sometimes things don’t work the same way as we plan, we always need a backup plan.

In general, it was a good experience, but of course the devil appears in detail. My opinion about the qualities of a good English teacher hasn’t changed in this phase, i still believe that a teacher should manage well his time, especially when I noticed students spending more than 10 minutes searching for chairs. Also, i confirmed that a little use of technology is always a good idea. For instance, our teacher trainer allows her students to use their phones to take pictures of the textbook pages if they forgot to bring it, or search for ambiguous words in their online dictionaries. I felt that when they are allowed to use their cell phones, they don’t feel over-controlled; consequently, they avoid using them as a distraction tool. It kind of works like a reverse psychology, because we tend to do the things which we are not allowed doing.

My mentor way of teaching is good; however, I do not intend to deliver my lessons the same way she does. You can feel that there is what is called “a generation gap” between us. For example: when my friend presented an activity, the students were really interested and happy because she used examples from things in which they are both interested like: BTS the famous Korean band or the anime show Attack on Titans. They both clicked since they are from the same generation. Nevertheless, our teacher trainer’s smart ways of dealing with annoying students without hurting them, or the efforts she does to ensure taking her students to the end of the lessons successful, is what I crave the most to develop in me

Belab

During this phase, I started to realize that things are really different than what we were studying, most of the teaching methods and techniques I have learned are totally not being used by my trainer, and the thing that I did not really like is my trainer using both French and Arabic occasionally. yet my thinking around the role of the English teacher did not change, yes, my training was not really a good experience but this won’t prevent me from working hard to be a good teacher, On the contrary it motivated me to be a better one, and to work hard to translate all the theories and the techniques I have acquired during these 5 years into practice to meet my students’ needs and achieve my objectives and aims.

Achne

before the observation phase i thought that the role of the English language teacher is limited to teaching pupils a correct english . But the role of the teacher is far beyond that. Beacause in order to teach pupils anything you have to control their behaviour and their discipline first, and that is a really hard job to do. Thus one of the most important things that English teachers should do is to change pupils' way of thinking toward learning the English language, and make it more interesting so that the teacher don’t waste time on fixing their behaviour instead of teaching . When the pupil becomes interested in a particular subject he'll follow the different instructions of the teacher in the classroom, and he won't have time to do any negative behaviour in the classroom.

4/in the future i'll try my best to not teach my pupils in the same way my mentor is teaching now. She is doing a great job when it comes to dealing with pupils and interacting with them. However, the problem is that she uses the very traditional way in teaching. She only uses the textbook, and the board. she implements the deductive approach in teaching, in which she simply gives the pupils the rules, then they practise those rules , and this contradicts the new approach of teaching implemented in the Algerian schools which became learner-centred not teacher-centred. As a future teacher i will do my best to teach the English language through fun, to engage technology in teaching, and to use the inductive approach in order to make the learner interacts more in the classroom.

Appendix S

Interview with 1st year participants

First interview example

How do you view the role of the teacher in general?

Nala: it is a great and important role. Specially nowayds, societies are getting divided, so we need role models for next generation and that's why I think it is really important.
Charaz: I think the teacher is the core of a society. Societies cannot grow up without teachers. They like teaching generations, make the country prosperous somehow. So, he is really an important part of the society.

Souha: I think teaching at first is a nobel job. It is about transmitting information, ideas just to grow or to make well educated generation so it is not that easy thing. And I totally agree for being a teacher that we are helping to grow a good generation, a well-educated generation so I agree with them.
Tayah: me too I agree with you. So, teaching in general is a great job it is a nobel job. And I think it is not easy to be a teacher a teacher needs to be qualified, patient, it is not easy to be a teacher.

Chanaz: teaching is a blessing. We have a three satisfaction here; you have God satisfaction. We have self-satisfaction; I feel really comfortable, and I feel proud when I teach someone and add something to her or his personality so; and third we have a society satisfaction.

Based on your reflective narrative most of you described teaching as hard and Nobel profession, would you please tell me where did you develop this thinking around teaching, who or what influenced you to think of it this way?
Chanaz: overall my dad is a teacher. He is more than a teacher of a secondary. He prefers to teach children, so he inspired me. I really was influenced by my dad. I see him great model of

teaching. It is not a complain because he is my dad. But he is really great he teaches from his heart. And even his students love him I wish I can be like him.

Nala: I think our picture of the role of teaching has developed during years because due to our environment. Like ever since I got to ENS like half of the student has at least one number of the family as a teacher. And even me I have two siblings. I see how they work hard how they manage their time. This made me think of teaching as a hard job, but I did not stop me from loving it. I think this idea was challenging for me, so I chose to accept the challenge and join ENS to do what my sisters do.

Is it just Charaz and Nala who got inspired by their family members? Who else got inspired by someone?

Nala: I actually got also inspired by acting in theatre as well. I used to act in theatre and work together with some friends...It needs courage and confidence to do it. It was like more than 50 people there. You need to be daring to do this, something I used to have. So, I feel like I have the courage enough to teach. Since I have stood in front of people, I can stand in the classroom and teach the language I love.

And do you think teaching is like acting in the theatre?

Nala: I think they are pretty much the same. With theatre is a way harder because people are usually more than in the classroom. I mean in Algeria you might have lot of students but it is like it's going to be easier but concerning delivering the information it is going to be a bit hard as first experience but once I get used to it I think it's going to be easier.

Any other experiences that you think they inspired you to like teaching?

Yatah: when I was in secondary school since the first year until third year I had lot of projects in English, Arabic, in geography in history and they always, especially when I present something about, a project in English language. I presented lessons in English; I prepared grammar lessons. Generally, with the teacher they don’t follow or pay attention. But when I present the lesson, they used to feel comfortable, and focused. After I finish the presentation of the lesson, those students who generally sit at the back, not interested in the lesson, they come to me and tell me that I did great, and I am better than the teacher.

Charaz: well personally I tried to be a teacher. a virtual teaching.

He researcher asked: Can you tell me about this experience charaz?

Charaz: I have joined a group of people of English from around the world. We have Algerians, Philippines ect. And we have the admin in messenger group. The admin she is an English student and she noticed that I am good.
Can you tell me what did you teach and how did this make you feel about yourself charaz?

Charaz:I felt really proud. I had to teach the members lessons, communication skills and that went well, they appreciated my teaching. … I felt great. They made my day. I was not happy because I taught them, but because I saw how happy they. This gave me confidence about myself as a future teacher and about my choice to teach English.

Since you are all woman here, do you think that teaching as a profession will be challenging for you?

Souha: it actually won’t.My sister pushed me to be a teacher for a reason.

Can you elaborate on this point please? Why did they push you?

Souha: When I want to be a mother or a wife I can. There are lot of things we need to look for. It is not helpful to work all the time and not having time for my kids, and for my marital life. I have a responsibility first. Responsibility for being a mum, for being a wife and then I am a teacher. So, I have to make balance. As a teacher I can make that balance.

Do you agree with Souha that teaching will make you achieve balance in your life as woman?

Charaz: for me I always dreamt of becoming a ceo of a big company and I wanted to join ecole administration national to become an important person. Then I realised that Being a director of something won’t benefit me like teaching. From the Algerian perspective, I mean as a woman, you [addressing the researcher] know the Algerian society, we have to accept this idea that the best occupation for woman is teaching.

Nala: I don't think its suitable for her just because she is a woman. I think that teaching is suitable for a woman because she can transmit information better than a guy. Because she has a sympathy she has like a tender; not super strict like guys so that she can deliver the message.

Charaz: from the professional side as Nala has said woman have the capacity the capacity to transfer information to students better than a male teacher. We can show how strong and great we are in this domain. This domain exposes the capacity of the woman to educate to exercise her femineity. Like this is what makes me a woman.

Nala: From my own experience, I always hated guys [males] who teach. I always prefer women to teach me I swear, because they do it better.

Charaz did you say exercises her femineity? What did you mean by that?

Charaz: I mean those characteristics that nala mentioned like she is nice, tender ect.

Yatah I want to be both a successful woman and teacher at the same time. I want to be effective in the society because I should be an effective woman that gives extra things to the society. We are going not only to teach them but also to educate them before we teach them. I mean it is not only about giving them information that is in the programme. Also, to be an ideal teacher you should work with the programme imposed on you and also give them some things extra that keep them motivated, effective in the society.

I would like to go back to an interesting point Charaz mentioned which was about teaching as a profession that gives you three satisfactions. Can you please explain to me more what you meant Charaz?

Charaz: teaching is something nobel and as a teacher the first thing you gain is of course God's satisfaction. As a Muslim as it is said "a teacher is almost like a prophet". This explains itself.

Teaching has a deep connection with the religion that drives and directs us in the way we do any job, which is in this case Islam.

On the reflective narrative you kept mentioning that the role of the English teacher as someone who’s role is important in the society and in changing the prosperity of the country, what made you say that?

Souha: For me the reason why I think of this way is that teaching gives prosperity. Imagine a generation that is not taught, is not educated. We can’t have a proper life in the society if we are not educated. This is what a teacher does for society.

Does this mean it does not give you the same satisfaction as the one of charaz, I mean the three satisfactions Satisfaction?

Souha: it does actually, Like I am satisfying God because I am doing something noble, which leads to self-satisfaction for me. I achieve society’s satisfaction because I am educating generations and contributing to my society and that’s really satisfying as well.

Yatah: I agree with Souha. Teaching itself is a profession that can change minds. And teaching English is like teaching people an international language so here you’re contributing to their prosperity and that of their country.

Some of you mentioned that English is not seen as French in Algeria, what made you say that?

Charaz: you know Algeria is all based upon French language, so it is really unusual to use English in this context.

Yatah: well, it is not like it used to be we can see people learning English but French remains French in Algeria and science is thought with it.

Do you think the status of English language and French language are the same in Algeria?

Nala: I am sure they are not the same. French is always the spoken language and as Yatah said it is the one that science is thought with.

Do others agree with Yatah and Nala?

Souha: I do agree. Mainly in Algeria we just cannot forget that most of the population speaks French.it is a fact.

Does this mean that there is a difference between a teacher of English or any other foreign language?

Nala: I think when it comes to English it is another thing in our society. In our society it is more about science. If you come from science, it means you are good. For english language, They don't take us seriously they think we are just, like I can see it every time, even my family, they are all from scientific stream and they don't take us seriously I swear. Like whoare you, you are just English students. And that really bother me. I think every stream every specialty need to be accepted and you know. Have you seen civilization (addressing her fellow student teachers)? We work so hard, and people need to appreciate us more. We are studying something really hard and in a different language.

Souha: Sometimes it feels really weird to say I am an English student to people. They make us feel that what we are doing is not something to be proud of compared to those studying science. It is disappointing because we don't feel admired. I don't know how they see it maybe as nonsense or effortless.

Why do you think society think of you this way?

Nala: Students think that it's the safest speciality (English language) to choose, supposing it's quite easy and quick to learn and that's based on my real experience in ENS that the majority of its students were from scientific streams and passed their bac exam with very excellent marks running away from mathematics and science. To me, this is wrong, as I consider being an English or any other foreign language teacher requires plenty of attributes that basically are the four skills: good at writing, reading, speaking, and listening

Now I am going to move to ENS as an institution specifically. You have joined the ENS so can you tell me why specifically the ENS?

Souha: well first of all is to guarantee a work. Because In Algeria it`s getting worst with unemployment. So at least I am gonna guarantee my work. Mainly as a woman in our society.

Yatah There is a clear difference between ENS and classical system [university system]. ENS they have the strategy of how to teach. I mean they are specialised in teaching. But if you go to university students, when they opt for teaching, they won't give something extra to students. I have my friend who graduated from the university. She taught for four months. So, when she started teaching, she wasn't ready at all. She didn't know how to deal with a student or how to manage the lesson. However, my friends who graduated from the ENS When they started teaching, they knew exactly what to do.

So do you think that with this knowledge you are privileged?

Yatah: yes it does. It means will be more ready to teach than others.

Nala: well I am seeking for a diploma. Even in ENS I know I might not have a job.so I only need a diploma in this case.

How does joining the ENS make you feel?

Yatah: we feel like elite. I think we all do because joining the ENS is only for those who had good grade in bac exam. Before we get accepted to join the ENS we need to be interviewed to be accepted, it is not something easy.

Charaz: for instance, this cohort has only 24 students which means not any one can be accepted not like the university.

How does it make you feel being selected as elites within the ENS?

Yatah: it is a great honour for me if someone asks what do you study and I tell him I study in l`ENS. So, deeply I am really happy to be in the ENS and lucky as well. Besides I feel proud when our teachers of the ENS always tell us that we are the cream of the crop. So, they give us importance you know. But it is not easy.

Nala mentioned a possibility of not having a job. Can you elaborate?

Nala: as I said there is always struggle to find a job even if you are ENS student you might not find a teaching post, nothing is guaranteed. Some of the rumours say that even the graduate of the ENS will have to pass through a national context for job just like university students. we as ENS graduates we cannot have any other job expect teaching. Not like the graduate of the LMD they can opt for any other thing like translation for instance. But it is not the case for us. Did you know that we sign a contract that we don't have to change the job. So, we need to stay in teaching for 11 years or we pay taxes.

Are you all familiar with this point girls?

Yatah: excuse me nala, but I didn't hear about the information of 11 years, and we have to pay the taxes. All I know that once you sign the contract you have to work as a teacher like you cannot change to another thing. I have no clue about this. I just want to add something. There is a clear difference between ENS and classical system (university system).

Charaz: Me too, I mean all we know is that you sign a contract to have a guaranteed job and that is it.

How does this news make you feel?

Nala: it is disappointing. We are not happy with it.

Yatah:It is another reality of the ENS. We are supposed to be the elite. You discover the opposite. So, automatically you feel like they are playing around. They fool you.

Charaz: I feel bad like you work hard for five years. like we are doing our best, staying away from family. Working hard so it's really bad to hear these rumours. They are reality…It makes you just work [learn in the ENS] for a diploma, just to get a diploma.

Think back over the past, what your experience of studying at the ENS have been like?

Nala: its enjoyable. We have acquired a lot of information. in phonetics we are actually learning scientifically. The scientific knowledge of language production is not something common for everyone. Not anyone can know this.

Charaz; during this two months' time, I find it a great experience. you get to know new people, great teachers, receiving pieces of information huge.

Yatah: for me the experience till now it is super cool. Also concerning modules, you feel like every module is giving you something extra. Talking for instance about civilisation, though it is hard for me, but when he is explaining he gives us huge amount of information. He enables us to be critical to have a critical mind, to doubt things, and how to discuss things. Talking about for instance oal expression, sometimes it gives us games, presentation, she gives us time to express ourselves. Talking about the reading techniques sessions also they give us some steps how to deal with reading once teaching in the classroom. Like every module gives us something of how to deal with things in practical way. Like benefit us with things that help us in our practical life. Specially teaching.

Charaz: you have no idea how many stuffs we are receiving these two months. Specially professor of civilisation. Look at these new words it is a long list (she showed us her handbook showing us the new words she acquired since joining the ENS).

Souha: I can say that they are working more on language level of teaching, I guess. I think they know that being an English teacher involves a strong foundation of language that is how I see it. At the beginning I didn't like the idea but then I realised that this is how it is. I cannot start teaching English right away without knowing more about it culturally, linguistically, phonetically.

The researcher asked, so in these modules do you feel like you are viewed as future English teachers or merely language students making transition from lycee to ENS?

Nala: so far, we cannot decide like it's our first year in ens. We don't really study how to teach right now. So, I can feel like they are not teaching future teachers. we are just students for now, students of English language. But in the future years I think they will treat us as future teachers.

Charaz: as I said they are treating us as students not future teachers yet.

Yatah: I cannot decide if they are treating us as students or future teachers because it's only a short period just three months. We cannot know. But for now they are making us ready linguistically. They are giving us some linguistic luggage maybe then they gonna treat us as future teachers.

Charaz: you can say it is just the beginning.

Appendix T

Some extract from third year 1st interview

Can you tell me how you see English language teaching?

Student teacher1: I basically see teaching as a huge responsibility, and I guess all of us do. It is a huge responsibility, and it demands a lot of efforts and a lot of work. So, I see it as a job which takes the whole of you; you have to do your best to fulfil this job. And ofcourse you can as an innovative teacher, as an innovative person you can include entertainment and things like that. But basically, it is a responsibility, and it is something which is hard to do. Everytime I hear the word teaching the first thing that pops into my mind is responsibility, huge responsibility. I have to convery the message, I have to do my best to get it there.

Miral don't know, like teaching is a very tough job and I don't know. I don't know why I have chosen teaching at the first place. Like I know it is tough, it is demanding but I don't know why I went through it.

Zaynap It comes to my mind too. I always wonder whether iam gonna be able to perform. Researcher asked why you think this way. Replied: yes I always wonder whether I do have the competence.Oh my god this is weird, I am complaining about my future job already.

Who influenced your views about English language teaching?

Lidia: I think we do have this perspective and this thinking about teaching. We share the same view We share the same view "it is hard" because our ENS teachers always try to tell us you should be responsible, you should be aware of that, you should do efforts. you should do efforts. They always push us to do effort this is why we are afraid of the task of teaching, because they make us realise how hard it is and how much work it demands.

Zaynap: I believe that teachers (ens teachers) are the ones who make us believe that teaching is tough. So, we are always, we are always excited to teach, we have some ways to teach in mind, some creative method of teaching but we are afraid to crush with the reality. We don't know what will happen. By reality I mean we are excited, we have some ways in mind of how to teach, but the reality of the classroom will be different from what is theoretical (what we have in mind), because we gonna practice what we have studied in five years.

Miral: I guess by mentioning reality, you said they are making us excited by doing this and that, but reality is something else but actually what they are doing is that they know that reality is harsh that's why they are trying to make us aware of it.

Can you list to me the reasons why you have chosen the ENS to undertake your training?

Student teacher 1: I think we all share the same answer, because we got the highest average. We got our bac with the highest average and in the choices list the best option was ENS. So, we did opt for it because it was the best option. My parents also had a saying in that, they told me it's the best option you have to go for it. It is a matter of culture, ENS routes to job are guaranteed you sign the contract before joining so that once you graduate you start teaching immediately.so, most of it was because of guaranteed job.

Bourcha: ENS is all about "les postes guarantie) like when you finish you start working right away, and in Algeria as we know it is hard to start working once you finish your studies. It takes time to find a job (you have to wait). So, in ENS once you finish your studies you start teaching and it makes you feel safe.

How the feeling of having a guaranteed job makes you motivated to become a teacher?

Lidia: Since this year we started getting involved in the teaching through some modules like didactics and psychology and other modules that include teaching. We actually started shaping and moulding our thinking about teaching. We started having and extending the knowledge, we have about teaching. So, now I can say that I changed my mind [in relation to teaching as a hard job] because I started knowing what is involved in this field, what is it about.

Do you think the knowledge of teaching contributed to this change of motivation?

Lidia: I think so yes. Third year is different, and we are becoming different honestly.

Bourcha: I agree. It isn’t only about the contract (guaranteed job) anymore, even the modules are so interesting to like teaching even more. It makes you feel the teaching. It motivated me more than the contract. Specifically, modules like didactics, psychology, and pedagogy.

Zaynap:I agree with them, with theory I get to know more about teaching. Before, I had no clue about teaching, but know the knowledge we are exposed to from teachers made us motivated although we know that teaching is harsh but deep down we became excited with the theory. I don’t wanna miss it for alternative.

student teacher4: I totally agree with the girls. The module of didactics for instance motivated me so much.This module exposed me to the creative side of the teacher , his relationship with students,the creative activities and game a teacher can use. This made me excited for teaching more than le post guarantier. But at the same time iam still afraid of being a teacher.

Zaynap: I can tell that in the third year, I am an ENS student. I feel the difference somehow because in first year we only dealt mostly and mainly with the grammar of English, I mean the language. So, this year that we started dealing with the field of teaching and so on, I feel like until now, I am starting the ENS journe. It started this year.This happens once you start dealing with knowledge that makes you feel that you are learning to become a teacher.

Miral: We deal with psychology which is an interesting module for me. I think it's a good year. These modules, mainly psychology, is going to help me in dealing with students and boosting my confidence into how to deal with them before I even go to classroom.

What does it make you feel being an ENS student teacher?

Bourcha: it makes me feel more responsible because we have like 5 years, and we will be real teachers in real classroom setting. The fact that I belong to ENS, makes me feel I am predetermined to be a teacher, so I need to work even harder.

Lidia: honestly, I feel like I am la crème de la crème. It gives me that feeling I can't hide it. Because once you say I am an ENS student you feel that pride and the same time we feel more responsible than the other students at university because others can opt for any job not exclusively teaching.not like us.

Student teacher 2 (hadjer): you know it is the image that people give us. When it comes to me its ok iam only a student cause iam always questioning my abilities will I be an efficient teacher. but when I say to people that I am ens student they are like wooow you are ENS student, you are lucky. The view of people gets us motivated actually and proud.

Student teacher 3 (benchaa): actually, I don't see it positively at all. Like now I feel like the other students (university) have more opportunities than us when talking about matser and PhD so on. So, I feel like we have less rights.

Student teacher 4 (wafa): I do agree. Due to this aspect, if someone as me I want to opt for ENS, I will say don't opt for it; because it is so limited, you can't do anything else except being a teacher. and because you are being prepared to become a teacher only (not a researcher not anything else).

Girls hold on to this point I will get back to it in a moment.

How do you see yourself viewed in the ENS?

student teacher1: we are seen as students, however, most of the time they call us you are future teachers of English, they constantly repeat this. This labelling makes us feel motivated to some extent and proud. Which is not the case with administration, they see us an English students. Sometimes when I see my teachers addressing us this way, I get somehow inspired. There is one teacher who has this influence which makes me feel the urge that I want to have that influence on some people too. So, he gives me that. I get lets` call it motivated to do something like that. However, with the administration, after all the struggle we go through every day it makes me resent my life, the decision I made because we suffer from that.

Bourcha**:** I think all the administration in Algeria sucks. In ENS they don't see us as future teachers, we are not respected there.

Zaynap: We always struggle with the administration [stuff] when we want to get some documents because they consider us as English students and 'des gamin' [Kids]. Viewing us this way makes us feel like we are too [emphasis] young for this job. Maybe they see us as young immature for that [for teaching].

Miral: In ENS, they [ENS admirative staff] don't see us as future teachers, we are not respected there. This makes me wonder whether I belong here, whether I belong to teaching or not.

Bourcha: We were expecting a different treatment, like we consider ourselves as future teachers so why not treating us as teachers.So confusing.You know, it is so hard to understand clearly who you really are when having two sides. One considering you as a teacher and the other not considering you at all. You find yourself in the middle of nowhere, like where I am really, you feel like its two different realities that you have to deal with at the end of the day.

Can you describe your learning experience in the ENS as a third-year student?

Student teacher 1: well, the first year wasn't that good because we were somehow, you know when you start the college the first year is always hard to adapt and adjust first year is uncounted for me. And we were mainly dealing with language it as boring.

Student teacher 2:at the beginning the experience was so harsh for me. But I guess that anybody can find it difficult but the third year I really liked some modules, and I am starting to like the teaching. Now I am enjoying my experience.
Student teacher 2: my experience so far is pleasurable because there some modules I enjoy for instance, civilisation, literature, I don't care about grammar.

Student teacher 4 (wafa): the first years were easy form than the third year, yet I didn't enjoy the modules because they were concerned with the language only.

Can you tell me about your relationship with other ENS student teachers?

Lidia: you mean how it is.
Yes
Lidia: ENS is a bit weird environment. we don't build relationships because we don't share or study with each other. Everyone thinks of himself. Everyone want to be the best. We do not share. I feel somehow, they are childish. When we present, you feel like you are presenting in front of passive, neutral because we need their interaction, the more you make them interact the more you score.

Lidia, can you explain to me more about scoring bit?

Lidia: yes, when we have presentations the teacher grade us based the level of interaction of other students. I mean the more they participate the good grade you take.

Zaynap: yeah, it is like their participation means how great you did. So to make you fail they don't participate.

We will get to this point in the second interview. Now I want to ask you about an important point that one of you mentioned. You said you can't join master and doctoral studies, how is that?

Miral: Concerning further studies, it is said that we have only 20% of ENS student to be accepted in master or PhD. Although we have master and PhD in our programme, but chances are too low.You know when we chose the ENS, we didn't have any information about what ENS is like. We made high hopes. We didn't have website to see what modules it has, what we can or cannot do. We only had the name of ENS as the only thing that attracted us. We didn't know how limited we will be once joining it. When we used to ask people about it, they only say yes you can guarantee a job, just go for it.

How do you feel about this?

Bourcha: this is the reality of the ENS. students get really excited to join it but they don't know this reality.

What about you Zaynap?

Zaynap: This actually is demotivating for my development as a teacher. A teacher is supposed to keep on learning his whole life but unfortunately the ENS does the opposite.

What about you Bourcha?

Bourcha for me at the beginning I was disappointed but at some point, we have like to accept it and move on. I like teaching and I chose this so we shouldn't keep this negative energy and these negative feelings demotivate us from teaching in the future. We have to see the bright side of it.

Lidia: me too, I accepted it. I didn't want to give it much importance because it would influence my learning more that any other thing.

Do you think the ENS is different from the university?

Bourcha: not having the right to do master of phd makes it less better honestly.

Lidia: we are elite if it is about the ENS, but university is better it offers more chances of postgraduate studies. We don’t have that.

Did you do anything to claim your rights?

Zaynap We were not able to carry on our further studies. We went through a strike for that it was officially agreed that we can still do it, but it is so hard to do it. Because university students have more opportunities than us when it comes to this aspect.

Miral: the strike we can say that it did not do that much because our chances remain really limited. And that it really limiting to us as teachers.

Did the ENS meet your expectation?

Zaynap: umm not really and the best example is the fact that we can carry our studies.

What about others?

Miral: we really appreciate the knowledge we are receiving. I believe this is really good aspect about the ENS. but not being able to join master at least is demotivating and limiting as we said.

Lidia: there some worthy teachers who actually (just this year) with whom we started didactics, and he is a good teacher comparing to other two years but this year so far, we are doing great with him. This reality of the ENS I won’t let it affect my experience of teaching. As I said teaching is a hard job and I have to be responsible enough to do it.

If you were able to change some aspects of the theory part of the programme. What would it be?

Lidia:I would also start with teaching, I guess from the first year or second year. we took lot of time with gramme. I think we should start dealing with teaching earlier.

Bourcha: for me maybe reducing some session like written expression, grammar in first and second year, like dedicate more time to literature civilisation, psychology and didactics, specially didactis.

Miral:like the girls said, I would add modules about teaching from the first year not until the third year.

Zaynap: I think five years is not an enough period to form a teacher like why not expanding the period to six years. Like three years for learning the language and the other three years for theory and practice at the same time. Maybe that would help more.

Appendix U

Fifth year participants 1st interview

Tell me about how was your training experience as a whole?

Zwara: well, overall it was a good experience. It was not as I expected it to be and ummmm….

Resreacher: why was it a good experience for you?

Zwara: I don't know we didn't face problems, like lot of problems.Umm

Resreacher: that fine zwara, can anyone elaborate on this point, how was it for each one of you?

Achne: the observation phase was terrible because we started observing things that were extremely different from what we studied during the four years. But the practical training phase was really good we learned so many things, we had good teacher trainer who really helped us and thought us lot of things related to teaching, like we gained huge amount of knowledge from that teacher about teaching and so on.so the observation phase wasn't that good but the practical training was really good and beneficial for us.

Belab: for me it was the worst one I didn't learn anything. It was just worst. Mainly the observation when I got that I was kind of realising teaching for the first time, and I started questioning is this what we were studying in the ENS, Because it was nothing similar.

Why do you think you didn't learn anything unlike your friends?

Balab : Our mentor provided us with nothing. She did not have lesson plans; she didn't use any framework in her lessons. I was so excited to teach, but my mentor made it somehow difficult...I am not feeling excited anymore about teaching. I am not sure about whether I will be able to do it in the future.

llou: ummm, in general the experience was good. I appreciate everything I have been through after all we are learning. Specifically, the observation phase as my friend mentioned wasnot that successful because we were hit by the truth then, I mean what we have been thought in ENS school turned out to be the opposite of what actually the teaching field is really. And concerning the practical training or the full-time phase I believe it was very fruitful. For me it was very fruitful, the students were nice I liked them. our teacher trainer was not that easy on usi mean she gave us hard times sometimes. But all in all, the things she did was for good intentions, she wanted to make the best of us, to take the best of us to make us learn the whole thing.so yeah, that was all for my experience in the whole training.

The researcher, during the period of training you were making a certain transition from a student to a teacher. How would you describe this experience of transition?

Illou: umm the transition. For me the transition it was really hard at first, at first, I emphasise at first.because I couldn't adjust I could cope easily. I was so struggling with the fact that I am still a student, I am still, I was stressed I was anxious. I was not aware of what was going to happen. I have an idea that teaching is hard so I have a lot to do, but then day by day after experiencing the observation and then going to the second phase and then to the full time training, I started to feel more at ease. I started to see myself doing that thing. I believe the transition went gradually and yes this is all for me, it was progressively, I underwent it progressively.

Belab:I don't think there was a transition for me.
Researcher: why do you think so?
Belab:umm, like I was so excited to teach, but my trainer made it somehow difficult. So, I am not feeling excited anymore about teaching. like I am not sure.
Researcher: is it about the teacher trainer, who made you have a negative experience during your transition?
Belab: even the students,both of them.

You said that now you are no longer excited about teaching, do you think that this phase determined the way you see teaching for a long term?

Belab: I don't know, like I said I was really excited about being a teacher but I my training I didn't like it at all. I don't know how I am gonna manage that.

Did you ask for help during that period?
Belab: no I didn't and I didn't think about that at all.

Achne:I guess the transition was easier than I thought. During the passing four years I always thought I don't like teaching and I was pursuing it for money. I actually hated the fact that I am going to be a teacher in the future. But during the training, specially, the practicum training, actually I liked the idea of teaching of me being a teacher, I liked the role of the teacher. like me standing there and teaching the pupils something, I liked that. I know that I didn't do that good during the training and I know that it is not final, but now I have something to push me to improve myself, my teaching. now I have like a motivation to be a better teacher. while years ago, I used to say I will never teach, because I hated doing that. Now I am excited to be a teacher, because I liked that, I liked the teaching idea. So, it was good.

since joining the training, did you witness an increase or a decrease in motivation to teach?

Illou: I believe I witnessed both. At first in the observation phase I was really dumbed, I felt like I didn't belong there maybe because I didn't expect it as it actually was. But then when I started my first teaching experience, when I experienced teaching for the first time, when I delivered a lesson, I did feel some intrinsic motivation coming out of me. I felt it, I felt that urge of wanting to give more information, of wanting to get it out. Yeah, so it was like that when I first started teaching and then it got even better because of the pupils. I adored the pupils and they were, some of them were actually my motivation to carry on and probably they even motivated me for next years so yes I can say that I witnessed both (increase and decrease on motivation) and in the second one (training) I got more motivated is because of the pupils. They were my driven force.

Belab:I guess both like illou said. The only good part about mu training is I had a kid of good relationship with my pupils. It was quite good. It is like I am afraid I am gonna experience the same problem in my future as a teacher with my own classroom with my own students.
Do you mean that this increased certain fear in you about the future?
Belab: yeah, like what the future is holding for me. will it be the same?

Achne: in the observational phase it decreased obviously, but later as I said in the practicum period it really increased and I liked the idea of teaching.

Zwara: what I can say is, I believe that my motivation increased because I created such a beautiful bound with my students like it was so beautiful having students telling you I see you as a successful teacher, this is real thing. That relationship, the relationship I created with my students was the most important thing which increased my motivation towards teaching. but I sometimes had some problems with my teacher trainer like when we end our sessions, and we move to the feedback part. Her definition of feedback was all negative. She doesn't even start with positive points...In some days, I felt like I gave the best to my pupils, and they understood the lesson and loved my session. But in the feedback part, the first words that our mentor said were I did not like your work today, I am really disappointed. I don't see her feedback like a real feedback like a reasonable feedback. But for me it was a really interesting experience. It increased my motivation. The good thing is that I didn't let her decrease my motivation because I really liked teaching.

What about you girls have experienced hard times with your mentor?

Achne: My mentor did not take my emotions into consideration. She was so harsh on the way she provided me with feedback. I remember at the end of one of my classes. She came towards me reading from the list of comments she made. You did this wrong; you did that wrong. She did not even give me a chance to explain and express myself.

When you were sent to schools, did you encounter university students doing the training like you?

All responsed: it was mainly ENS students.

Illou: we didn’t notice any other students.

Zwara: only ENS students from different specialities. Like Physics, mathematics, I guess.

How did it make you feel being a graduate of the ENS in the schools you were sent to?

Illou: I didn’t experience any feeling, because we were treated.. (Zwara interepted)

Zwara: they [administrative staff] give us the name of des stagiaire[trainee] in these schools. I wish it was different because this just means temporarily for me. Like the administration doesn’t even know that we are ENS students. They actually thought we were students.

You said that the administration did not notice that you were even students sent from the ENS. how was your relationship with them in the ENS?

Illou: The administration [school support staff] was very hostile. They did not welcome us appropriately. The way they used to talk to us was not appropriate and let alone recognising us as ENS students. So, it was demotivating at first and then we coped. We adjusted to the situation, and we accepted that.

Is it the case with all of you with the administration?

All said yes.

Did you try to do something about it?

Zwara: actually, our didactics teacher asked us not to interfere in these things. He said just go and do the training

Illou: yes, he said focus more on the teaching experience rather than the relationship with others. try to be neutral.

Zwara: like he expected that it won’t be that good experience with administration staff.

Belab We knew it is a place we won’t stay in forever. So, why bothering ourselves and wasting our time with trying to change how they treated us.

Achne Exactly, knowing that the training will take only few weeks and then we will never see the people of the school made us just do the job and then leave.

Did this experience with the administration make you have certain fears concerning the future?

Illou Concerning the administration, we need to do some real adjustment; I need to work on that. I need to work on the professional administrative work not only teaching, because this what will make us full professional teachers in the future.

Achne I agree [with Illou], we need some skills of how to deal with the administration and the administration needs that as well. So that when we start the training, we don't face problems.

How was your first experience of teaching in the classroom?

Illou: I am going first to tell you aboutwhat I felt before, before going to the classroom because it's a huge difference. I was really really stressed, I was anxious. The night before some short comings happened and I could not get myself organised well, but I was really anxious about that session. However, when I started teaching, I taught with my friends, I mean one by one. The way the students interacted with us I adored it and I was so happy that my first experience was like that because if it wasn't I would have different impressions than that I have now. The pupils were very how to say it. they participated. They tried their best because we tried teaching first the literary stream. And this stream as the teacher told us and as we have observed them before they are not that good in English, so we were expecting them to be passive. However, when we taught them we were really surprised and I really liked them. they were so responsive so receptive, they participated. They did their best. And I thought that what we were giving to them payed off.it was amazing and I really thank God it was like that. As I remember now, I am grateful that it happened that way. And the pupils I can conformingly say that they played a major role in shaping how I feel, making me feel this way and motivating me. I adored the relationship with them it was really nice. And the other experiences were even better.

Belab:I have delt with only one class and my first class experience was awful the teacher left me alone with them and they were jumping from the window and moving in the classroom and I didn't know how to control them I didn't know how to make them engage with the lesson so I was confused because I was alone and I didn't know what to do. It was difficult. But by time they started loving me and we had a good relationship.

How did the first bad experience with your pupils make you feel?

Belab: it just made me feel afraid of having the same type of students in the future. I don't know how to deal with them, how to make them engage with the lesson. And when I thought them, I got positive feedback from them. they said you are a good teacher they started loving me and so on. but my teacher trainer didn't give me any feedback, so I don't know how I was. she always said yeah yeah you did good that's all.so I didn't really know what to do or what should I do to improve myself.at the end of the session, the only thing she says you did great. She never talks about what I did wrong or right.

Achne: pupils were the best thing happened during this practical training. they were great like having pupils waving at you, saying good morning miss, goodbye, we miss you. It's really good I don't know how to describe it but it was a great feeling.it was the first time I experience something like that. And what we have noticed about that school that we passed the training in pupils were very respectful even the bad ones they were really respectful. Like when you tell someone to move his place or be quiet, they listen to you. We liked that and that was the thing that motivated us to go further.

Zwara:there is this advice that we always hear which says don't raise you expectations to high because you will be buried by these expectations. For the first time in my life, I raised expectations too high, and they didn't disappoint me. My first session my first experience of teaching was really good like I still remember every detail of it. during the observation phase, I felt that there is something special about the classroom that I was going to teach. It was my first experience, and I was kind of afraid of having some problems with some naughty students like there was a boy I still remember him, he kept commenting in the class so I was little afraid he would cause me some problems but actually now he is one of my favourites, he is so dear to me.at the end like we are still in touch. They ask me to do revision for them for their baccalaureate exam. I am happy about the fact that they loved me, they trusted me.

Tell me about your relationship with the other teachers at the school?

Zwara: for me there was a kind of relationship with philosophy teacher, like he gave us some advice concerning teaching. I had another relationship with English teachers also. It was not that deep. It was just superficial one.

Where did you use to meet them?

All responded: most of the time in the meeting room.
So, you had the right to go to the meeting room like other teacher, tell me about the meeting room how was its atmosphere like?

Zwara: you know the fact that we look young gave us somehow gave us somehow, I don't know, we used to look like students. some teachers start staring to you this way. Wondering who are you, wht are you doing here?

Illou: There was a vending machine in the teacher meeting room and every time I used to go to buy food from there, they used to think we are coming there to steal food. They thought we are pupils. So, we were accused of doing that thing.

chne: they taught we were pupils and pupils are not allowed in that room and the machine was in the teachers` room it was meant for them.

Illou: yeah, everythime they stared at us like what are you doing.if you see the look in their eyes it wasnot a normal look, like they are accusing you of something. And we were just trainees that's all.

Zwara: I had a similar experience as illou but it was not with the vending machine it was with the mirror. There was a mirror in the meeting room and every time I finish the teaching, I go to adjust my scarf. So, I had this teacher who screamed at me saying 'what are you doing here'. I guess she thought I am a student.

Did you use to have any conversation with them?

Illou: at first it was not the case but later we had a chitchat with an English teacher she was so nice with us. She told us some anecdote about her experiences. She expressed some feelings about teaching with us. She tried to tell us to give us some piece of advice. she was good with us. This made us relaxed in the room at last.

Achene: And there was that French teacher. she was so nice with us since the beginning. She used to greet us every day. She was just being nice with us. She felt that we were stressed. She used to make us laugh so hard when we experienced stress and that was helpful for all of us. I mean going through stress and then finding someone there to make you laugh is priceless. It also made us feel valuable.

How was the meeting room like if you were to describe it?

Achne: there was a big round table and some other tables.

Illou: it was a nice place I was impressed because in my hometown we don't have a teacher room that is that big. I was really impressed. They had refectory where they can get soe coffee and tea which is not available in other high schools, I guess. There was also a library. It was a good one.

Seeing this nice meeting room, how did it make you feel?

Illou: I personally it made me feel proud because I was in lycee (name). I even texted my brother telling him I am in lycee lotfi in teachers'room. Lycee (name) is famous for its reputation. It is the lycee of les elites and so on. so, I felt really good.

Can you tell me about your relationship with other student teachers in the school?

Illou: there was no relationship that we could build (laughing)

Belab: yes, it was not a good one because we never work with each other. If you work with them, they would steal your lesson plan.

Did you experience this?

Belab: not me but Zwara did she warned us (laughing).

Researcher: can you share with us your experience Zwara?

Zwara: I was with my classmate, and I remember the last time I shared the lesson with her it was awful because it ended up with her stealing my idea. I teach first, the mentor writes all the feedback about me so when the other classmate was her turn to teach after me. When she heard the feedback of my mentor, she took the good part of my lesson plan and added it to hers. It was a sneaky way. With another the lesson of stress patterns, I worked so hard to find alternative for the students to make it easier and divide the syllable because it was so hard for them. I told them [pupils] to use their hands under their chin and whenever their chin touches their hand it is one syllable. So, she noticed that and added it to her lesson without acknowledging the fact that it was my idea. It was unethical.

How did this make you think in terms of future plans?

Zwara: you know I have no problem with helping a friend, it was about the way she took advantage of me, and the feedback of my teacher trainer was, I didn't like it to be honest. So this did not affect the way I see myself sharing with my colleagues in the future this will not change the fact that I, love to share ideas, give help when I can. Why I am insisting on this example is that if I did the same for her, she wouldn't accept that.

Did the whole practicum period meet your expectations?

Achne: talking about the practical training specifically, we expected that we are going to be allowed to use ICT, to use data projector and so on. but the teacher trainer told us that we are not allowed to do that. So, in the observational phase we were judging teacher for not using it but we found ourselves in the practicum training doing the same thing they did not using it as well simply because there was a lack of pedagogical material in that school and so on. that’s why our teacher in the beginning told us we don’t know the reality. So, it was kind of a mess.

llou in your reflective narrative you mentioned that you couldn’t find ICT in the classroom, did you manage to implement it yourself?

Illou: we were not allowed to use the ict we couldn’t use the ict, the data shoe. But I tried to not be slave to the textbook I tried to look for other activities for other text. I tried to implement other strategies other techniques. In most cases I tried not to make it traditional. And I believe I succeeded it was feasible I mean we can do it in the future without data show.

Achne you mentioned once that the period of teaching was chance for to test and predict how you wanna teach in the future, can you tell me whether you have been given the freedom to practice teaching you wanted to practice it?

Achne: I felt really restrained, felt controlled like I had a camera on me because I had a teacher trainer watching me so I had to stick in the lesson content and I had to do what she told me.this isn’t what I want for my students. I believe once I will start teaching my own pupils in my own classroom, I will do my best to expose them to English not only to lesson content. Ill do my best to make them at least at least understand English because with some classes it was disastrous, they couldn’t even understand simple words I struggled with them. and I believe this shouldn’t be the case with my classes I will not let this happen. So, when I will start teaching, I will focus more on English within its real content not only the lesson so yeah I was really restrained I felt it. mainly in vocabulary introduction, when trying to give them new vocabulary or try to introduce more words to them I received feedback from my college she accused me of showing off my English.i don’t even know why. I mean I am there to teach them English. It is not about me showing off my English I need to show them, introduce them to new vocab I need to give them all that I have it is not matter of showing off my English and I hated that. Eventually, I found myself teaching the way she wanted me to teach

Zwara:I just wanna coment on what illou said like the idea of showing off English. I guess the students liked the way e speak English. They really loved it because they were just used to very basic simple and full of mistake English I hate to say that but it is full of mistakes, mixed with French language do you even imaine that sentences is pronounced as sentenciiiiz involveeeed, akskeeedthats why I didn't accept my teacher trainer`s feedback while commenting on my teaching she kept repeating the word involved "you have to keep the students involved I am not judging her ut at least she could have improved on that

Zwara:I just wanna coment on what Achne said like the idea of showing off English. I guess the students liked the way we speak English. They really loved it because they were just used to very basic simple and full of mistake English, I hate to say that but it is full of mistakes, mixed with French language.

Balb: for me I tried to be not like a traditional type of teachers. who uses traditional ways like my trainer. I remember I tired once to do something different she told me not to do it just do it in a traditional way. I remember I tried not to use the textbook she told me once use the textbook. So, I tried not to use the book I tried hard not to use Arabic or French with them (pupils) only English but my student they kept asking me to teach them in Arabic and eventually I had to do that.

Then what would you suggest if you were to change things about the training?

Belab: I would change that we would have a chance to teach in different schools many schools not just once with different pupils and different trainers. I would love to have many trainers not only one.

Achene: I want to add why not having some lectures by secondary school teachers. I believe the teacher trainer has so many things to tell us about teaching, things that ENS teachers did not tell us about. So why not having some knowledge from teachers who were there in the ground not only the ENS teachers.

Zwara: I would also make sure to provide ICT for student teachers whose programme was all the time about it.

Appendix V

Reflective narrative before piloting

Piloting reflective narrative questions:

Introduction

Thank you very much for agreeing to be part of this study. As mentioned in the participants information sheet, this research aims to explore as much as possible about your experience in the ENS to become an English teacher. For that reason, I would like you to record some reflections of your experience under the headings presented below. Please write as much as you feel necessary to explain your underlying your thinking. You can also use examples from the experiences you have had while learning in the ENS.

What do you think being a teacher means to you?

What are your epistemological and ontological beliefs (philosophical thinking) about English language teaching?

What are the goals that you associate with English language teaching?

What sort of perceived actions you would take to achieve the goals of teaching you stated above?

To what extent have this thinking about teaching changed since you have joined the ENS/training?

Would you mind explaining these answers in detail, giving as much examples as you can , if possible, for it assists the researcher to collect rich data.

If you have any questions about this reflective narrative do not hesitate to contact me as I will be more than happy to help.

Appendix W

Change in interview questions.

Questions before the pilot study	Questions after the pilot study
To what extent does the knowledge provided by the ENS teachers prepare you in understanding your role as English teachers?	Think back over the past, what your experience of studying at the ENS have been like?
Do you think the ENS institution is better than the university?	Can you tell me why you have joined the ENS?
Do you consider yourself as elite?	How does joining the ENS make you feel?