

## ABSTRACT

Title of Dissertation: A CASE STUDY OF PRESERVICE WORLD  
LANGUAGE TEACHERS' IDENTITY  
DEVELOPMENT AND THE ROLE AND  
IMPACT OF MENTOR TEACHERS

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This case study examines the identity development of two preservice world language teachers during student teaching, and the role that mentor teachers play in their identity formation. Using situated learning theory and symbolic interactionism as complementary theoretical lenses, this study adds to the limited work on world language teacher identity development and the ways in which mentor teachers impact this development. Data sources include interviews with preservice and mentor teachers, classroom observations, and observations of coaching sessions between preservice world language teachers and their mentors.

Findings from this study indicate that the preservice teachers were afforded opportunities to develop and take on a world language teacher perspective during

student teaching and their assuming of this perspective supported their negotiation and formation of their identities as teaching professionals. Moreover, consistent with the literature on the identity development of preservice teachers, this study also illustrates that the negotiation of their identity-shaping experiences enabled them to gain confidence and become respected authority figures in the classroom. Lastly, expanding our understanding of previous scholarship on language teacher identity, the current study revealed that mentor teachers provided the preservice teachers with opportunities to form their identities in four key ways: by giving the preservice teachers autonomy, offering them support, transferring authority to them, and sharing ownership of the class. This study builds upon previous findings and provides a unique perspective and contribution to the literature expanding our understanding of mentoring and identity construction directly to the world language field, while identifying the critical impact that mentor teachers have on the identity development of preservice teachers.

This study provides implications for preservice world language teacher education and offers guidelines for improving the selection and training of mentor teachers, as well as for enhancing preservice teachers' professional identity and increasing teacher retention. Teacher educators have the opportunity to support the continued language skill development of preservice teachers and build the confidence they need to be language teachers. Ultimately, this dynamic relationship will encourage preservice teachers to acquire their own unique identity positions in ways that have the potential to improve the state of language teaching.

A CASE STUDY OF PRESERVICE WORLD LANGUAGE TEACHERS'  
IDENTITY DEVELOPMENT AND THE ROLE AND IMPACT OF MENTOR  
TEACHERS

By

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## **CHAPTER 1: INTRODUCTION**

### **1.1. Introduction to Problem**

The first few years of new teachers' careers can be particularly challenging as they learn to transition from being a student to a teacher. Many individuals choose to leave the profession during this stage (Breaux & Wong, 2003) in part because they feel unprepared for their work in the classroom (e.g., Darling-Hammond, Chung, & Frelow, 2002). The Consortium for Policy Research in Education found that forty-four percent of new teachers leave within the first five years (Ingersoll, Merrill, Stuckey, & Collins, 2018). Proper mentorship and networking can help them survive and begin to thrive as skilled teachers (Achinstein & Athanases, 2006). Research has found that mentors can have a positive impact on the early teaching experiences of beginning teachers and can help them with their transition into teaching (Asención Delaney, 2012).

Research shows that how teachers view themselves as professionals impacts how well they do as teachers, how long they stay in the profession, and how they feel about themselves as teachers in the classroom (Hong, 2010; Ingersoll, 2003; Mahan, 2010). Obtaining a deeper understanding of preservice teachers' professional identity formation through the transition from student to teacher will help provide a roadmap for successful educator development.

There is growing interest in researching teacher identity development (Akkerman & Meijer, 2011; Beijaard & Meijer, 2017; Norton, 2010; Steadman, Kayi-Aydar, & Vogel, 2018; Yazan, 2018a), which stems from scholarship demonstrating that teacher identity is central to teachers' growth, enactment of practice, professional effectiveness, job satisfaction, and motivation (Day, 2002; Kanno & Stuart, 2011; Rodgers & Scott, 2008). Thus, further study of identity development is important because it is a key component in the process of learning to teach (Friesen & Besley, 2013; Izadinia, 2013) and identity has an impact on teacher retention

(Freedman & Appleman, 2008) and quality of instruction (Ingersoll, 2003). However, few studies directly examine world language teacher identity. The lack of focus on the identity development of world language teachers in K-12 contexts represents a significant gap. While there are similarities in the roles of all teachers, world language teachers face distinct challenges as they develop their identities. Even compared to those teachers in English as a second language (ESL) and bilingual contexts, world language teachers face unique challenges in grappling with their identity positions that reflect their own target language context.

World language teachers face different identity challenges than second language teachers like those specializing in teaching ESL which makes the study of these issues necessary. Longcope (2009) highlights the contrast between teaching a world language and teaching a second language and the unique language learning contexts in which this teaching occurs, which helps to illuminate why it is necessary to specifically study world language teacher identity development. Given the distinctive context of teaching a world language and the different group of students that world language teachers instruct compared to ESL teachers makes their approach to teaching unique. First, world language students do not always have the exposure to the target language like an ESL student may have living in a country where English is the dominant language and where they may be exposed to key phrases and cultural features of daily life. Rather, world language students are only exposed to the target language in the classroom setting a few times a week and the teacher will need to try to provide the students with ample and authentic opportunities to use the target language. Second, while ESL students share a target language, world language students share a native language. This means that the group of students that an ESL teacher versus a world language teacher instructs could be very different and the teacher needs to prepare to instruct each group of students accordingly. Finally, ESL

students may have a very different reason for learning English and more motivation for learning it than a student studying a world language. ESL students have a communicative need for learning English quickly so they can go about their daily lives versus a world language student who is learning a language for academic purposes and may not see an obvious practical benefit to studying the language. The emphasis of teaching is different and a world language teacher needs to compensate for this potential lack of interest and motivation along with the students' limited exposure to the target language and culture. Given these reasons, there are important differences that world language teachers need to account for when teaching that could impact how they learn to teach and develop their identities.

The present study contributes to understandings of teacher identity development in language teacher education and the role that mentoring can have in preparing teachers for the challenges that they will face in the field. This study specifically examines the identities world language teachers fashion in their daily professional lives as they negotiate “conflicting cultural representations of and desires for what a teacher is and does” (Britzman, 1994, p. 55). Preparing preservice world language teachers entails considering the possible impact of their emerging identities in the way they transition from being students to teachers. As Kanno and Stuart (2011) have illustrated through their exploration of second language teacher identity development, teacher identity can influence how preservice language teachers learn to teach and how they plan and execute their teaching practice in the classroom as they come to identify themselves as professional language teachers. Teacher identity holds a vital role in the ways in which teachers develop their professional knowledge and competence as well as their teaching practices in the classroom (Reeves, 2018). Therefore, it is important to understand the identity development of teachers and the possible role that mentor teachers have on this development.

## **1.2. Purpose and Significance**

World language education has produced limited success for many students in schools across the United States (Reagan & Osborn, 2002). According to the Center for Applied Second Language Study (CASLS), most American students obtain a relatively low level of proficiency after four years of language study (CASLS, 2010). Additionally, the National Standards set forth by the American Council on the Teaching of Foreign Languages have had a limited impact on the teaching force (ACTFL, 2011; Glisan, 2012). The failure of language education in American schools can be attributed to the fact that the curriculum does not provide enough hours of instruction for students to reach even minimal proficiency. Moreover, there is an expectation of failure to learn a language in today's culture (Reagan & Osborn, 2002). Despite these challenges, teachers need to be made aware of innovations that could enhance student language learning as learning a language is needed for both cultural and world knowledge as well as cognitive growth (Reagan & Osborn, 2002).

It is urgent that world language education reverse these troubling trends to ensure that students are properly educated. Critically understanding the making of a new teacher has the potential to uncover impactful educational innovations. Specifically, analyzing how preservice world language teachers construct their identities could help support language educators in solving the grave problems in the profession.

Teacher identity development is an essential part of the teacher education process (Friesen & Besley, 2013; Yazan & Peercy, 2016), an important concept in the field of language teacher education (Barcelos, 2017; Martel & Wang, 2014), and “a crucial component in determining how language teaching is played out” (Varghese, Morgan, Johnston, & Johnson, 2005, p. 22). Preparing world language teachers entails considering the role that their emerging

teacher identities have in the way they learn to teach their students and how teacher identity influences the ways in which teachers practice their teaching. Their preparation to teach in the classroom is comprised of more than gaining pedagogical knowledge and learning to teach but also constructing their identities. Learning to teach is identity learning and an identity making process (Beijaard, 2019). To better understand language teaching, teacher educators need to better understand the teachers that they are preparing and have a clearer sense of who they are (Varghese et al., 2005). They go through a process of transitioning from identifying as a student to identifying as a teacher in part through their student teaching experience and the unique contexts and settings that they are in that comprise their experience. This study examines the experiences of world language teacher candidates for the purpose of adding to the understanding of their teacher identity development.

Teacher identity plays a key role in the development of teachers and the decisions they make about their teaching practices (Beijaard et al., 2004). The formation of a teacher identity for a preservice teacher is a key component in becoming a teacher (Alsup, 2005; Friesen & Besley, 2013). Many factors contribute to the identity construction of preservice teachers, however this study focuses on the impact that mentor teachers have in helping to socialize preservice teachers into the teaching profession and foster their participation in a community of practice (Glenn, 2006; Lave & Wenger, 1991). The relationship between mentor teachers and preservice teachers and the quality of mentoring are important components in teacher change and professional growth, yet there is limited research on the role that mentor teachers play in the development of preservice teachers' professional identities (Izadinia, 2013, 2015). Therefore, it is essential to investigate and better understand the impact of mentor teachers and their relationships with their mentees on the identity construction of preservice teachers. By

examining the impact of mentor teachers on identity development, this study addresses a gap in the literature and highlights the key role of mentor teachers in the identity formation process.

While teacher identity construction is not a new field, it needs further exploration in terms of how world language teachers specifically facilitate their teacher identity formation. It is important to better understand the complexities of world language teachers' identity development. Specifically, this study seeks to better understand the identity positions that differentiate world language teachers from other teachers, such as using 90% of the target language in the classroom and understanding the position of being a native or non-native speaking teacher. "Language teachers have a unique relationship to their subject because it is both the medium and the content of instruction." (Nunan, 2017, p. 165). As the role of world language teachers is unique, it is essential to gain a deeper understanding of their identity development so that teacher educators are better prepared to help preservice teachers develop into effective teachers.

The purpose of this study is to better understand the identity construction process of preservice world language teachers and how mentoring contributes to this process. The goal of this study is to contribute to the existing literature on language teacher identity development and to inform those involved in preparing preservice world language teachers about the aspects of the teaching experience that are conducive to the identity construction process. Teacher educators and mentor teachers may be able to utilize the findings of this study to aid preservice teachers with their transition into teaching as they negotiate their identities. Preservice teachers can also use the findings of this study to better understand their own growth as teachers and the transformation of their identities. The study's ultimate goal is to contribute to the understanding of preservice world language teacher identity formation during their clinical experience of

student teaching. The knowledge gained from the study aims to provide a foundation for future research that could provide empirical support for changes in university efforts to support the development of preservice teacher candidates.

### **1.3. Research Questions**

This study responds to the call by scholars in the field of language teacher education who have identified teacher identity as a domain that has been understudied (e.g., Cross, 2010; Varghese et al., 2005) yet is vitally important to the preparation and development of teaching professionals (Johnston, Pawan, & Mahan-Taylor, 2005; Yazan & Peercy, 2016). While impactful studies in second language teacher education have focused on teacher identity in a variety of different contexts (such as in teacher candidates' constructions of theory and practice in their teacher preparation courses as explored in Peercy, 2012) and on factors impacting teacher identity (such as learning in practice as investigated in Kanno & Stuart, 2011), these studies focus on English as a Second Language (ESL), English as a Foreign Language (EFL), and French as a Second Language (FSL) teachers. Despite the growing interest in identity development, only three out of forty-two studies included in this review focus on preservice world language teachers in K-12 settings (Antonek, McCormick, & Donato, 1997; Luebbbers, 2010; Vélez-Rendón, 2010). Given the differences in the work of world language teachers due to the distinctive context of teaching a world language and the different group of students that world language teachers instruct who may have a potential lack of interest and motivation for learning the language and who may have limited exposure to the target language and culture, it stands to reason that their identity development and the ways in which their identity development impacts their practice are distinct from those of ESL, EFL, and FSL teachers. This study, therefore, adds to the limited knowledge we have about world language preservice teacher



identity development by examining the professional identity development of preservice world language teachers during their clinical experience of student teaching in their final semester.

It is critical to focus on the period of student teaching since this is a time when preservice teachers are beginning to practice teaching in the school environment. The experience of being in the school and teaching is important for helping preservice teachers understand how to navigate the school context and engage themselves in the teaching setting (Gebhard, 2009). The student teaching, or teaching practicum, experience is important for preservice teachers' identity formation as it provides a site and space for preservice teachers to not only practice language teaching, but also to identify and enact various emotions as they engage in the teaching practice and interact with students and colleagues in their professional communities (Yazan & Peercy, 2018). Student teaching provides preservice teachers with the opportunity to better understand the school culture in which they participate and to practice teaching under the guidance of their mentor teachers. The teaching context is an important component in the process of teacher learning and identity development as it influences and shapes the way preservice teachers negotiate and enact their identities as they transition from being a student to a teacher (Flores, 2001; Flores & Day, 2006).

The clinical experience of student teaching is considered to be one of the most influential periods in the development of a preservice teacher (Glenn, 2006). Mentor teachers are arguably some of the most impactful players during this experience and play a key role in the professional development of preservice teachers (Glenn, 2006). Given the important relationship between preservice teachers and their mentor teachers, considerable interest has recently emerged in the examination of this relationship and how a positive relationship between these parties can lead to an overall successful student teaching experience (Graves, 2010). Although research on

mentoring has shed some light on aspects of the mentoring relationship and the important role that mentor teachers play in preservice teacher education (Beck & Kosnik, 2000; Boswell, Wilson, Stark, & Onwuegbuzie, 2015; Garza, Duchaine, & Reynosa, 2014; Grima-Farrell, 2015), these studies do not focus on teacher identity, so more research is needed to understand the impact of mentor teachers on the identity development of preservice teachers. Studies on mentoring have documented the hierarchical relationship between preservice teachers and their mentor teachers and the influence that mentor teachers exert on preservice teachers (Beck & Kosnik, 2000). Researchers have also shown the impact of effective mentoring on preservice teachers (Garza, et al., 2014). Other studies have highlighted the positive relationship between the two parties and the positive experience that mentor teachers can create for preservice teachers (Boswell, et al., 2015; Grima-Farrell, 2015). Researchers have studied the relationship between preservice teachers and their mentor teachers during their clinical experiences, however these studies have not specifically explored the influence of this relationship on the development of preservice world language teachers' identities.

Implications for this study shed light on how preservice teachers grow and come to identify themselves as teachers in a world language classroom. If those involved in teacher education preparation programs improve their understanding of how preservice world language teachers form their identities, they will be better equipped to create situations that allow preservice teachers to reflect on and analyze their identity development, thus fostering their growth and development as teachers. Teacher educators can further use this information to enhance their understanding and the limited knowledge we have about the role mentor teachers play in the identity development of world language teachers and can work to provide future

teacher candidates opportunities to work with mentors who could best enhance their professional identity development.

The purpose of this study is to examine the identity transformation of preservice world language teachers as they transition from students to early career teachers and the role that mentor teachers play in this transition. To explore this identity development, this study focuses on the following research questions:

- How do clinical experiences shape two preservice world language teachers' professional identities?
- How do these two preservice world language teachers negotiate their identity-shaping experiences?
- How do mentor teachers mediate the two preservice world language teachers' identity formation as novice professionals?

#### **1.4. Definitions**

This section defines the key terms of this study, clarifies the different meanings of the key terms, and clarifies which definitions are used in this particular context.

**Mentoring.** In this study, I draw on Arnold's (2006) definition of mentoring as "a form of personal and professional partnership which usually involves a more experienced practitioner supporting a less experienced one" (p. 117). For the purposes of this study, mentors include experienced teacher professionals in the field who offer guidance to preservice teachers (Caudle, 2013). Mentor teachers, or cooperating teachers, are K-12 educators who assist preservice teachers by providing their classrooms as a place to practice teaching and also offer feedback, advice, and structure throughout the semester they are together.

**Teacher identity.** “Teacher identity refers to teachers’ dynamic self-conception and imagination of themselves as teachers, which shifts as they participate in varying communities, interact with other individuals, and position themselves (and are positioned by others) in social contexts” (Yazan, 2018b, p. 21). For preservice teachers, teacher identity includes the beliefs that they have about themselves as teachers and how they view themselves in that role, which evolves as they are immersed in clinical settings and as they work with students, teachers, parents, and administrators in the school setting.

Teacher identity is an ongoing, dynamic process in which individuals negotiate external and internal expectations as they work to make sense of themselves and their work as educators (Beijaard, Meijer, & Verloop; 2004). The concept of identity proposed by Gee (2000) informs the understanding of preservice teachers’ professional identity development. According to Gee (2000), identity refers to an ongoing, dynamic process situated in an unending continuum. Identity construction and development can be seen as a lifelong process (Reeves, 2017) that is dynamic, relational, and even conflictual (Jackson, 2017; Duff, 2017; White, 2017). Identities are “socially, culturally, and politically constructed” (Borg, 2017, p. 127), which leads to many factors influencing one’s identity construction. Gee (2000) argued that all people have multiple identities connected to both the kind of person they are and also to how society perceives them. Beijaard et al. (2004) proposed four features critical for teachers’ professional identity: “1) professional identity is an ongoing process of interpretation and re-interpretation, 2) professional identity implies both person and context, 3) a teachers’ professional identity consists of sub-identities that more or less harmonize, and 4) agency is an important element of professional identity meaning that teachers have to be active in the process of professional identity” (p. 122). Varghese et al. (2005) expand on this final notion and argue that identity is “transformational and

transformative” (p. 23), since agency is an important element in identity development (Varghese, 2017). Identity is constantly changing and a person has the capability to exercise agency in the formation of his or her identity (Norton, 2017). “When learners are able to exercise agency, they can construct the identities that they wish to construct” (Kayi-Aydar, 2015, p. 141). Teacher identity construction involves exercising agency.

Identity involves learning to become a kind of person (Kanno & Stuart, 2011) which involves an inner commitment on the part of the preservice teacher. “Becoming a teacher means that an individual must adopt an identity as such...becoming a teacher is nothing short of identity transformation” (Kanno & Stuart, 2011, p. 239), and a key component of completing this identity transformation is participating in the teaching process. “The actual experience of teaching is what enables student teachers to make a transition from aspiring to become a language teacher to actually being one” (Kanno & Stuart, 2011, p. 239). The identity development of preservice teachers is mediated and intertwined with teacher learning (Percy, 2012). Teacher learning and identity formation is a continuing, nonlinear process which is socially situated and mediated by their observations, lesson preparation, experiences teaching and co-teaching, reflecting on their teaching, and building rapport with their students (Sharkey, 2004) as preservice teachers interact with their novel experiences in their new contexts. For preservice teachers, becoming a teacher means working to transition from identifying as a student to identifying as a teacher, both from their own viewpoints but also how others view them.

Language teachers participate in communities of practice in their school communities and the activities in which they engage allow them to construct particular identities (Lave & Wenger, 1991; Tsui, 2011). These identities are situated in larger historical, political, social, and cultural discourses that teachers draw on to negotiate a sense of belonging and the extent to which they

see themselves and are seen by others as experts within their communities of practice (Lave & Wenger, 1991). Identity construction is an experiential, social process and operates at the level of interaction between people (Norton & Early, 2011; Richards, 2017; Tsui, 2007). Preservice teachers have multiple identities which they constantly negotiate through their interactions with others in different contexts. The identity formation of preservice teachers is a dynamic and constantly evolving process involving their self-conceptions and how they imagine themselves as teachers, but is also shaped through their participation in their contexts and in their interactions with others as they learn to become teachers.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1. Introduction**

This literature review examines the identity development of preservice world language teachers and the role that mentoring by cooperating teachers has in this transformation. For the purposes of this review, the term world languages which is being used refers to foreign or modern languages which are taught in U.S. schools. In addition, while many sources exist on mentoring, this review will synthesize the work that focuses specifically on preparing world language teachers and their identity development.

This review contains a variety of modalities of research to ensure robust perspectives and approaches were considered and studied. Empirical studies and conceptual work from books, book chapters, peer reviewed journal articles, research reports, and conference papers based on their relevance to the topic were all examined to get a holistic and broad understanding of current state of research regarding identity development. Using the target language is so important and distinct to the discipline of world language teaching, and there is a unique nature and approach to language teaching therefore, to appropriately narrow the focus of the literature review, sources that focused on mentoring in other content areas and contexts outside of language teaching were excluded from this study. While the focus of this analysis is on world language teachers, studies related to English as a Second Language (ESL), English as a Foreign Language (EFL), and French as a Second Language (FSL) were included because all such work explores the ways in which teachers of language learners construct their identities in a related field. This examination aims to synthesize the body of literature on preservice teacher identity construction in language teaching and how mentoring influences preservice teacher identity formation while also

identifying gaps so that the study can make a unique contribution to the field and add to the existing body of knowledge.

This literature review includes sources since the 1975 publication of Dan Lortie's *Schoolteacher: A Sociological Study*. Lortie's (1975) study serves as the starting point for this review because his work is still relevant and important today in understanding the culture of teaching, particularly as it relates to teacher practice and the identity development of new teachers. From Lortie's (1975) perspective, preservice teachers enter teaching programs with certain preconceptions about teaching and learning and come with their own images of the types of teachers they aspire to become. These preconceptions about teaching have been shaped through their "apprenticeship of observation" throughout their educational autobiographies (Lortie, 1975), and thus play a key role in their identity development.

I identified sources by using Google Scholar and searching within the following EBSCO and university library databases: Academic Search Premier, Education Research Complete, ERIC, and WorldCat. I searched for sources using a combination of the following key terms which were generated from initial scans of the literature: "world languages," "foreign languages," "teacher education," "preservice teachers," "mentor(s)," "mentee(s)," "mentoring," "identity development / formation / transition / transformation," "supervision," and "mentor teacher(s)." I evaluated articles based on their abstracts and looked for both conceptual and empirical pieces that were relevant to my search terms. As I read these sources, I consulted their reference lists to identify additional sources. Through this process I identified the sources for this review which include both conceptual and empirical pieces in the form of books, book chapters, peer reviewed journal articles, research reports, and conference papers. The resulting empirical studies were largely qualitative and based on observations, interviews, and preservice



teachers' own perceptions as revealed in surveys. I continued the search process until I saw the same works cited repeatedly and my search yielded no new citations.

After reviewing the sources, I highlighted key terms and coded them. I scanned, read, and re-read my notes and through open coding I assigned a shorthand designation to specific terms which served as my initial codes. For example, some of those codes were “shifting roles,” “identity and practice intertwined,” “traditional versus non-traditional pedagogies,” “preparation programs versus student teaching experiences,” “mentors’ support,” “native versus non-native speaker status,” “language proficiency and expertise,” and “professional and linguistic mentoring.” My second round of analysis involved axial coding in which I made clusters of codes and placed this coded data into categories. The three categories I identified across the literature were: (1) preservice teachers’ gaining authority in the world language classroom, (2) preservice teachers’ negotiation of their pedagogical identities, or the development of who they are as teachers (explained in greater detail below), by balancing what they learn in their programs with what they experience in the field, and (3) the role of mentor teachers in mediating the development of preservice teachers. The following sub-sections will explain these three themes as evidenced by the literature in addition to how mentoring plays a role in identity formation among preservice world language teachers. Table 2.1 arrays the studies according to the three themes that emerged and that are discussed in greater detail below.

**Table 2.1: Themes from the Literature**

Theme	Empirical studies	Conceptual pieces
Gaining authority in the world language classroom: Shifting from a student to a teacher identity	<ul style="list-style-type: none"> <li>• Kanno &amp; Stuart (2011)</li> <li>• Vetter, Meacham, &amp; Schieble (2013)</li> <li>• <b>Watzke (2007)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Asención Delaney (2012)</b></li> <li>• Crandall (2000)</li> <li>• Feiman-Nemser &amp; Parker (1993)</li> <li>• Lieberman &amp; Mace</li> </ul>

		(2008) • Lortie (1975) • Walkington (2005)
Gaining authority in the world language classroom: Native or non-native speaker identity	• Árvá & Medgyes (2000) • Bayliss & Vignola (2007) • Carr (1999) • Lavender (2002) • Matsuda & Matsuda (2001) • Pavlenko (2003) • Reves & Medgyes (1994) • Vélez-Rendón (2010) • Wolff & De Costa (2017)	• Barnes (2002) • Berry (1990) • Davies (2003) • Gass, Mackey, & Pica (1998) • Lange (1990) • Martel & Wang (2014) • Medgyes (1992) • Medgyes (1994) • Moussu & Llorca (2008) • Murdoch (1994) • Norton (2000) • Nunan (2017) • Pasternak & Bailey (2004) • Widdowson (1994)
Pedagogical identity	• Antonek, McCormick, & Donato (1997) • Fichtner & Chapman (2011) • Luebbers (2010) • Sexton (2008) • <b>Watzke (2007)</b>	• Pennington (2015)
The impact of mentors on preservice teachers	• Beck & Kosnik (2000) • Boswell, Wilson, Stark, & Onwuegbuzie (2015) • Brogden & Page (2008) • Carver & Katz (2004) • Crasborn, Hennissen, Brouwer, Korthagen, & Bergen (2011) • Garza, Duchaine, & Reynosa (2014) • Grima-Farrell (2015) • Izadinia (2015)	• Arnold (2006) • <b>Asención Delaney (2012)</b> • Glenn (2006) • Mann (2005)

Table 2.1. Themes which emerged from the literature. Sources in bold represent multiple themes.

## **2.2. Gaining authority in the world language classroom**

As preservice teachers prepare for their role as language teachers, two subcategories emerged in the literature related to how they gain authority in the world language classroom. The first subcategory examines the literature describing how the preservice teachers' shift from identifying as students to identifying as teachers. The second subcategory examines the research outlining the role that being a native or non-native speaker plays in world language teacher identity development.

**2.2.1. Shifting from a student to a teacher identity.** Preservice teachers shift from identifying as a student to a teacher throughout the course of their apprenticeship (e.g., Kanno & Stuart, 2011). They continue to learn what it is like to be a teacher and strive to feel like a teacher and earn the respect that comes with that role. After spending most of their lives as students, undergraduate preservice teachers face the challenge of shifting roles and identifying as a teacher.

There is a conflict between how preservice teachers have been taught and how they are being prepared to teach. Preparing new teachers for their careers is particularly difficult since teachers tend to fall back on their own experiences as students, a concept that Lortie (1975) refers to as the "apprenticeship of observation." According to Lortie, teachers are likely to teach in ways that they themselves were taught since they have been observing teachers their entire school lives and have preconceived ideas of how teachers are supposed to act. Regardless of what they were taught during their teacher preparation courses, novice teachers tend to adopt the frames of reference and practices that they already know from their former teachers (Lortie, 1975). Because of the influence that prior learning experiences have on shaping novice teachers'

views of the teaching which impact their practices, teacher education programs have had to recognize these preconceptions (Crandall, 2000).

The professional development of preservice teachers should support the ongoing transformation of their pedagogical content knowledge to ensure that their initial teaching practices do not become long-lasting traits (Watzke, 2007). Watzke (2007) conducted a longitudinal study of the teaching experiences of nine French, German, and Spanish early career, or early in-service teachers. Through the use of reflective journal entries, classroom observations, and focus group interviews, Watzke (2007) found that while the instructional practices of beginning language teachers may be traditional as they strive to gain control over their students and the instructional content, approaches to instruction such as communicative language teaching learned in teacher preparation programs can become an important part of early career teachers' instructional practices when provided with the proper support. This support can afford preservice teachers with assistance in shedding their student identities to adopt their new professional identities. Mentor teachers can play an important role in developing the long-term professional identities of future teachers by acknowledging their individuality rather than simply supervising them (Walkington, 2005). Mentoring relationships should continually encourage teacher identity formation by facilitating activities that empower preservice teachers to explicitly build upon and challenge their experiences and beliefs (Walkington, 2005). For example, mentor teachers can encourage collaboration and inquiry and engage in co-planning and co-teaching to help new teachers develop into becoming learning teachers, who continue to improve their teaching through reflection, experimentation, reading, and collaboration (Feiman-Nemser & Parker, 1993). Additionally, mentors can help mentees to build positive relationships with others in the school community and become a part of a professional network (Asención Delaney, 2012)

since this will become an important step for new teachers as they transition into their new professional settings.

Further, Kanno and Stuart (2011) found that constructing teacher identities is integral to novice teachers' learning-to-teach process, and becoming a teacher entails identity transformation. Identity and practice are intertwined; one cannot change without affecting the other. The novice teacher's identity develops as he or she takes part in the practices of the teaching community and learns the ways of being and doing (Kanno & Stuart, 2011). Kanno and Stuart (2011) found that novice teachers make the transition from being primarily students to being primarily teachers during teacher training and advise that teacher preparation programs need to be particularly supportive in helping novices come to identify themselves as professional language teachers.

Kanno and Stuart's (2011) qualitative case study examined two graduate students enrolled in an MATESOL (Master of Arts in Teaching English to Speakers of Other Languages) program. The researchers followed the ESOL (English for speakers of other languages) preservice teachers during their practicum over the course of one academic year, and collected data through interviews, journals, and classroom observations. They studied the cases and utilized member checks to determine the extent to which the preservice teachers' narrated identities matched or mismatched the enacted identities that emerged from the different data sources. Data from interviews and journals allowed the authors to follow the thought processes of the two preservice teacher participants and where they felt they were in terms of their identities. By observing the teacher candidates in the classroom while teaching, the authors were able to see how these identities translated into classroom practices and to observe whether the PK-12 students treated their new teachers more like fellow students or as their teachers.

After scrutinizing the data by performing within-case and cross-case analyses and grouping individual themes into classroom practices that shaped each of the participant's identities and changes in identities that influenced practice, Kanno and Stuart (2011) found that the preservice teachers did not automatically transition from holding the identity of a graduate student to that of a teacher even if they demonstrated considerable commitment to become a teacher. Continuous teaching practice played a significant role in helping the preservice teachers' professional identities to emerge and similarly their emerging identities led to changes in their teaching practices. Teaching practice and identity construction both impacted each other during the teacher development process. Kanno and Stuart (2011) consequently argued that teacher identity construction plays a key role in the process of teacher learning and should therefore be incorporated into teacher education programs.

In exploring how preservice teachers shift from identifying as a student to that of a teacher, Vetter et al. (2013) explored how positions of power impact teacher identity development. Their qualitative study examined how one preservice teacher's ability to take on his preferred teacher identity depended on how he negotiated positions of power with students. Using grounded theory and discourse analysis, the study examined how positions of power affect teacher identities as preservice teachers strive to embody the identity of teacher.

Identity formation is central to the development of a language teacher (Kanno & Stuart, 2011) and people learn through forming and changing their identities, over time, and in different communities and contexts. As Lieberman and Mace (2008) have noted, "People learn from and with others in particular ways. They learn through practice (learning as doing), through meaning (learning as intentional), through community (learning as participating and being with others), and through identity (learning as changing who we are)" (p. 227). This notion that learning

occurs through doing, participating, and changing over time is a theme that arises regularly in the literature on teacher identity. Scholars have noted that preservice teachers need to develop their own identities and teaching styles and learning-in-practice helps to shape their identities as the actual experience of teaching is what enables them to make the transition from aspiring to become a language teacher to actually being one (e.g., Asención Delaney, 2012; Kanno & Stuart, 2011). Furthermore, identity development and a novice teacher's changing classroom practice are related (Kanno & Stuart, 2011). As preservice teachers enter the field and become in-service teachers, their continued learning-in-practice is key for their identity development over time as they engage in learning so they can participate in the practices of the community and learn to become a particular kind of person, a teacher (Kanno & Stuart, 2011).

**2.2.2. The native or non-native speaker identity.** Language teachers' identities are complicated by their own or others' perceptions of their native or non-native speaker status (Martel & Wang, 2014). "The issue of language teacher identity is particularly salient for the teacher who is not a native of the second or foreign language being taught" (Nunan, 2017, p. 165). Many world language teachers teach a language that they learned as a second language. However, much of the literature points to the persisting ideology about the value of the native speaker in language learning (e.g., Gass, Mackey, & Pica, 1998) and teaching (Moussu & Llurda, 2008), despite the fact that the use and meaning of the term "native speaker" is highly debated. The term is often associated with expertise in a language and consequently legitimizes native speakers as language teaching professionals (Medgyes, 1994; Reves & Medgyes, 1994) and helps them to feel confident in their language abilities as they pertain to teaching. According to a survey of 216 ESL teachers, the higher the teacher's proficiency level in English, the less self-conscious and insecure the teacher feels in the classroom (Reves & Medgyes, 1994).

However, examining the experience of both native and non-native speakers can provide insights into the construction of a world language teacher's identity since both groups strive to be seen as experts in their fields.

Much of the literature related to world language teacher identity development seeks to break down the native and non-native speaker divide by downplaying the distinction between the two groups or emphasizing the advantages of both sides (Árva & Medgyes, 2000; Medgyes, 1992, 1994). Árva and Medgyes (2000) examined the teaching behavior of native and non-native speakers in English Language Teaching (ELT). While earlier studies relied upon data obtained mainly from questionnaires, this study supplemented this data with video-recorded lessons to compare the teachers' stated behavior with their actual behavior. The study found that the linguistic differences between the two groups also impacted their differing teaching strategies. While different, both native and non-native speakers have an equal chance of becoming successful teachers, although the routes used by the two groups may not be the same and they may have strengths and weaknesses in different areas (Medgyes, 1992).

In other studies that explore the question of the impact of native speaker status on teacher identity development, many scholars have focused on the valued qualities of a world language teacher based on linguistic, psycholinguistic, and sociolinguistic characteristics and believe that these are attainable by both sets of speakers. Davies (2003) argues that the "skills and knowledge possessed by the native speaker are...attainable by non-native speakers" (p. 8) and are an ideal standard for all world language teachers and are not exclusive to those who are native. Both native and non-native speakers offer different perspectives and advantages to language teaching that can help strengthen the field as a whole (Matsuda & Matsuda, 2001). Matsuda and Matsuda (2001) documented their experiences of reflective journal sharing among



native and non-native English-speaking teachers. Their study of four graduate teaching assistants including both authors teaching first-year composition for ESL students can serve as a model for how native and non-native teachers can engage in collaboration and learn from each other. Their use of electronic journals helped to create a supportive and collaborative network as they wrote and responded to each other and also analyzed the journals and responses collectively as a larger team.

Being an expert in a language is often equated with being an effective language teacher. Native speakers are often regarded as being the only speakers with access to “the proper language for learning” (Widdowson, 1994, p. 387) despite the commonly agreed upon notion that being a native speaker does not mean that someone will be a “good” teacher (e.g., Pasternak & Bailey, 2004). However, developing one’s language skills and being able to communicate like a native speaker in authentic situations is important for language development and consequently represents an important goal for language teachers. Carr’s (1999) study of fourteen elementary French as a Second Language (FSL) teachers in Canada sought to discover the challenges faced by generalist teachers who taught core French to help the teachers improve their practice. The study was conducted concurrently with a second language methodology course offered by the University of British Columbia designed specifically to address the needs of generalist teachers. Through the use of questionnaires, class discussions, and journals, the study revealed that the teachers suffered from a lack of specialized training and non-native speakers tended to emphasize the use of mediums such as poetry and songs as being “authentic forms of language use” (p. 173). They did this in an effort to demonstrate their expertise and confidence in teaching the language since they were considered to be non-native speaking teachers.

Ultimately, being seen as experts in the language they teach is very important to preservice world language teachers (Murdoch, 1994), particularly for non-native speakers because language proficiency is a crucial element of their teacher training and development (e.g., Barnes, 2002; Berry, 1990; Lange, 1990; Lavender, 2002). “Identifying oneself, or being identified by others, as a less than competent user of the language they are teaching can pose professional challenges that are somewhat different from those faced by, say, a teacher of Mathematics, who is teaching the subject in a language other than her first” (Nunan, 2017, pp. 165-166). In Bayliss and Vignola’s (2007) study of the language proficiency levels of Anglophone French as a second language (FSL) teacher candidates in Canada, the non-native participants reported that they had adequate language skills with only certain features in need of improvement. The participants displayed confidence in their language abilities since they passed the French language admission test, which contributed to their identity construction as a qualified language teacher. However, in every focus group interview, all the preservice teachers expressed a need for some level of second language (L2) support and understood the importance of maintaining their L2 skills throughout their teaching careers. Although the participants were “willing to accept criticism of their language skills” from associate teachers, they were “not entirely comfortable with it” (p. 387). They seemed to interpret any criticism of their expertise in the language as a challenge to their identity as teachers and the authority they were trying to establish as language experts. Ultimately, non-native speakers are positioned subordinately to native speakers as teachers since language expertise and the confidence that comes with it is often associated with teaching expertise. While confidence does not necessarily reflect language competence, it does impact the language teachers’ self-perceived level of language proficiency and their identities.

Wolff and De Costa (2017) investigated the role of emotions in teacher identity and in particular studied the emotional demands on nonnative English-speaking preservice teachers. Their study focused on one nonnative speaking participant in particular who was confronted with various emotional challenges during her teacher training in a U.S. MATESOL program. They investigated how the participant's emotional development and identity became part of the teacher learning processes. Wolff and De Costa (2017) collected data from semi-structured interviews, teaching observations, prompted journal entries, and verbal and written reports. Through a narrative lens, they focused on the reflexive relationship between the participant's emotions and subsequent identity development. The researchers found that emotional tensions are a part of teachers' identity construction and that these emotion-related challenges are particularly important for non-native speakers to negotiate.

Vélez-Rendón (2010) views identity development and socialization processes as inextricably linked, and sees learning-to-teach as a time during which teacher candidates process and potentially internalize role expectations and role identity positions that are suggested to and at times imposed upon them by the significant others with whom they interact (e.g., their cooperating teacher, the students they teach, their university supervisor). Vélez-Rendón's (2010) study brings the construct of native speaker to the discussion of identity construction processes in the traditional foreign language context and uses sociocultural theory to examine how biographical factors interact with contextual factors to shape the identity development of teacher candidates. Vélez-Rendón (2010) used open-ended interviews with the participant and cooperating teacher, participant-observation, field notes, and videotaped lessons to conduct her case study. She used multiple sources of data collection to allow for triangulation of the sources and analyzed the data sets following the procedures set forth by Strauss and Corbin (1990) which

involved reading through the data sets, assigning labels, refining themes, and grouping the themes into patterns to develop the core categories. In the study, Marcos, a 30 year-old native Spanish-speaking teacher candidate, relied on being a native speaker as legitimacy for being a Spanish teacher, resulting in a “taken-for-granted view of...subject matter knowledge” (p. 635). In other words, he believed that he could be an effective Spanish teacher simply by virtue of being a native speaker. His practice, however, painted a different picture, for he made frequent errors while explaining grammatical concepts to students. Unfortunately, this unfounded legitimacy appeared to block important opportunities for the participant to grow as a teacher. According to Vélez-Rendón (2010), Marcos’ “case was of special interest because it forcefully exemplified how multiple social identities shape the perceptions people have of themselves and affect their growth as teachers” (p. 639).

Finally, in another study that explores the impact of native speaker status on teacher identity formation, Pavlenko (2003) argues that offering alternative conceptions of language use and teaching provides non-native speaking teachers with a place to move beyond the challenges of not being a native speaker. Pavlenko’s (2003) study of non-native speaking MATESOL students demonstrates the impact of being categorized as non-native in terms of developing their teacher identity. By conducting a discursive analysis of the linguistic autobiographies of the forty-four participants, the study found that labels such as non-native speaker served as a gatekeeper restricting the language learner’s membership into a particular imagined community of practice (Norton, 2000). Pavlenko’s (2003) study found that preservice teachers’ imagined community plays a key role in how they view themselves, their relationship with the second language, and their own professional legitimacy. By being labeled as non-native, speakers did not feel like they belonged in the native speaking community. However, many of the new and

even experienced teachers became able to identify themselves as members of the community of teachers when the distinction of native and non-native speakers was eliminated. Instead, new conceptions of bilingualism and multicompetence allowed the speakers to take on different labels and identities than those of a non-native speaker. By being able to position themselves in the redefined imagined community of multilingual speakers, participants were able to perceive themselves as competent future language teachers. While the idea of the native speaker still persists in world language teacher education, new insights are developing about how language teacher identities are being constructed.

### **2.3. Pedagogical identity**

Another theme in the literature is the dissonance between what preservice teachers learn throughout their preparation programs and what they experience in their student teaching, which can present a conflict for them and impact their identity development. Often after student teaching, preservice world language teachers lose the non-traditional views of language teaching stressed in their teacher preparation coursework and end up using traditional pedagogies, largely mirroring their cooperating teachers (Luebbbers, 2010). Preservice teachers develop a “mental image or model of what ‘being a teacher’ means” (Pennington, 2015, p. 17) which guides their practices as they seek to enact their identity in classroom settings. The identity a teacher develops impacts his or her self-image as to the kind of teacher he or she aspires to be and affects the teacher’s practice in the classroom (Pennington, 2015).

Luebbbers’ (2010) study serves as an example of the ways in which educational innovations emphasized by teacher preparation programs are in opposition to school-based preservice teacher learning experiences. Through the use of language biographies, questionnaires, self-reported confidence measures, stimulated recalls, interviews, blogs, and

classroom observations, the study chronicles the identity construction of seven undergraduate foreign language preservice teachers. The participants initially expressed the desire to use as much of the target language as possible while teaching. However, over the course of their student teaching experiences, they generally came to the conclusion that this was not a viable position in their teaching contexts. According to Luebbbers' (2010) examination of the data through a sociocultural theoretical lens, the participants struggled to and ultimately did not succeed in becoming communicative language and standards-based teachers, as recommended by their teacher education program because they were often paired with mentor teachers who used traditional teaching methods. Several participants "begrudgingly saw their roles during ST [student teaching] evolving into that of entertainers—trying to make FL [foreign language] learning fun while keeping students on task" (p. 154). Consequently, many of the participants concluded their student teaching experience thinking that the methods promoted by their preparation program "may be theoretically ideal for FL teaching and learning," but that these methods were "not practical in the current state of FL education in the U.S." (p. 146). The conflict between non-traditional and traditional pedagogies was also reflected in the fact that the university supervisor embodied the views of the teacher preparation program while the mentor teacher embraced more traditional views of language teaching in a clinical setting. The student teaching experiences where the participants taught using traditional foreign language teaching methods, in lieu of what they were taught in their programs, shaped their identities as future language teachers.

Some researchers argued that preservice teachers develop their identities as teachers throughout the course of their preparation programs (e.g., Antonek et al., 1997). One such study, by Antonek et al. (1997), used a case study approach to examine two preservice teachers'

portfolios as a “window into the emergent identity of beginning teachers” (p. 16). By looking for meaningful themes in the written texts of the portfolios, the study demonstrated how participants’ developing identities also impacted their changing classroom practices as one preservice teacher “learned how to respond to students by changing his teaching to build success” (p. 21). While portfolios can serve as an effective data source, the findings may have been enhanced had the researcher utilized other data collection tools such as observational data to actually see the changes the preservice teachers were making in the classroom. Mentors can further impact preservice teachers’ identity development and help to cultivate the teachers’ foreign language pedagogical knowledge. Approaches to instruction and various teaching methods develop as content knowledge does through teaching in the classroom and reflecting on these experiences (Watzke, 2007).

Other researchers highlighted the importance of teacher preparation programs in supporting the continued development of students’ cultural knowledge and skills in teaching culture (e.g., Fichtner & Chapman, 2011). Fichtner and Chapman’s (2011) study, which explored the identities of twelve German and Spanish graduate teaching assistants, is significant in that it examines foreign language teachers’ cultural identities. It is commonly accepted that language and culture are linked, and that language teachers must possess intercultural competence to do their jobs effectively. Through the means of a semi-scripted interview, Fichtner and Chapman’s (2011) study revealed that the participants claimed their national identities as primary and relegated the identity associated with the language they were teaching as secondary. They also found that participants felt insecure about being considered experts in the foreign culture of the language they were teaching and experienced difficulties in adapting the foreign culture to American cultural norms. While this study presents significant findings, it

utilized only semi-scripted interviews as a data source and may have been enriched by using other sources of data collection such as observations or videotaped lessons to see how the teachers' stated identities and behavior matched their actual identities and behavior in the classroom.

To better understand the identity development of preservice teachers, Sexton (2008) sought to understand the relationship between a teacher's role and identity as well as agency. She conducted a qualitative study of the shared understanding and representations of teachers and teaching that preservice teachers have. The study design integrated the tenets of critical ethnography in order for the researcher to better understand the biographies of her participants and develop coherence in their ongoing life narratives. Sexton (2008) chose to study four participants from a cohort of fifteen elementary preservice teachers over the course of one academic year. She conducted group observations of them in cohort sessions to determine their shared understandings of teaching and the subjective nature of these understandings as each individual's identity mediated the shared aspect of these understandings. In addition, Sexton (2008) observed the participants while they were student teaching and informally at department-wide events. She also conducted interviews with each preservice teacher as well as with the mentor teachers and university supervisors of the teacher candidates.

Sexton (2008) found that when role and identity aligned for preservice teachers, their personal goals and program expectations also aligned but that this created limited opportunities for professional growth. Misalignment on the other hand, created discord, and students drew on personal experiences or other resources to address the divide between personal goals and program expectations. These findings demonstrate two important points about preservice teacher role identity development. First, student teaching is a time during which preservice teachers



foster the early stages of their identities as teachers by processing what is expected of them in that role. Their role identities represent meanings that have been internalized, while role expectations represent external visions suggested by others either in their teacher preparation programs or their teaching placements. These expectations may or may not ever become internalized. Second, the study's findings highlight preservice teachers' agency in forming their own identities. Ultimately, both personal goals and program expectations impact the role identities that preservice teachers fashion for themselves. Participants in the study sought to enact their identities in their teaching even if their identities were not supported by their teacher preparation program. Thus, they exerted personal choice in defining how to fulfill the role of teacher and how they saw themselves.

#### **2.4. The impact of mentors on preservice teachers**

Mentors have opportunities to impact the development of preservice teachers' pedagogical identities through personalizing feedback and encouraging them to engage in reflection. A key element in the success of mentoring is mentors' ability to adapt to their mentees' situations and address their learning needs (Crasborn et al., 2011). Crasborn et al. (2011) examined the mentoring dialogues of twenty mentor teachers in primary education in the Netherlands to develop a framework for mentoring and to promote reflection. They collected data regarding five aspects of mentoring from twenty transcripts in which 112 topics were discussed and 440 utterances emerged. They conducted a cluster analysis on the correlations among the five aspects of mentoring to develop a two-dimensional model of mentor teacher roles. Mentor teachers need to reflect on their supervisory approach to develop an awareness of how their mentoring behavior affects each individual preservice teacher and to make intentional decisions about their supervisory behavior in relation to the student, the context, and the

purposes of the mentoring process (Crasborn et al., 2011). Mentors should construct an interactional space where the development of preservice teachers is possible despite the differences in the roles of the mentor and mentee and the subordinate position of the mentee (Mann, 2005). Mentors can help to promote reflection among their mentees by asking engaging questions and by encouraging them to become reflective practitioners who engage in critical study of their own teaching (Asención Delaney, 2012) which, in turn, can help preservice teachers reflect on their changing identities as they become teachers. Mentors can also help to build a culture of professional support by developing trusting relationships with their mentees. By collaborating, mentors and mentees are able to disclose their ideas with each other without fear of judgment (Asención Delaney, 2012).

Mentors need to help preservice teachers plan their lessons, give feedback about their classroom observations, provide them with scaffolding and instructional support, inform them about standards and their implementation in the unique contexts of their schools, and help them to understand the policies and school culture of which they are about to become a part (Asención Delaney, 2012). Mentors take on management roles or perform management tasks such as planning, coordinating, arranging meetings, producing and keeping documents, assessing, passing on organizational values, disciplining staff, supervising, and detecting problems and offering solutions (Arnold, 2006). Mentors need to be able to work collaboratively and be willing to spend quality time with their mentees (Arnold, 2006) for the relationship to be successful.

Furthermore, since mentors have a professional obligation to support the identity development of new teachers, they need to be able to address the difficulties that new teachers face (Carver & Katz, 2004). Mentors need to take on an approach to mentoring that blends

assistance with holding mentees accountable particularly when they are at the boundary of acceptable practice (Carver & Katz, 2004). Mentors also need to model instruction for their mentees, counsel them about difficult professional situations, advocate for them when necessary, and be willing to provide them with constructive criticism (Asención Delaney, 2012). This mentoring could potentially help with the identity development of preservice teachers as they seek to reconcile the differences between what they learn in their preparation programs and what they experience as they do their student teaching.

Mentor teachers play an important role in the professional development of preservice teachers during their student teaching semester (Glenn, 2006). One study, by Beck and Kosnik (2000), shed light on the hierarchical relationship between preservice teachers and their mentors. They studied a group of Canadian elementary mentor teachers who oversaw the supervision of preservice teachers. Using data from interviews, surveys, observations, and focus groups, the researchers followed the participants during their student teaching semester. Beck and Kosnik (2000) found that despite the intentions of the mentor teachers to provide freedom and support to their mentees, in reality they were inflexible and required the preservice teachers to closely follow the predetermined curriculum which resulted in the preservice teachers feeling a considerable amount of anxiety and limited on their creativity. The findings from the study suggested the need for joint inquiry and the opportunity for preservice and mentor teachers to co-construct knowledge and engage in joint collaboration throughout the student teaching experience.

In another study highlighting the important role that mentor teachers play in preservice teacher education, Boswell, et al. (2015) focused on the positive experience that mentors can create for preservice teachers when the two parties have a positive relationship. The authors

used a phenomenological approach to better understand the needs of thirty counseling students in a mentoring relationship. In their study, the researchers identified twenty-eight codes that emerged from the mentees' lived experiences which were grouped together to shed light on the communication styles and needs of the mentees and their mentors which contributed to a positive mentoring relationship and thus an overall positive mentoring experience.

Similarly, Grima-Farrell (2015) studied the positive impact that mentor teachers can have on preservice teachers. Using a three-year qualitative study design, where ten new participants were studied each year, the researchers collected data through surveys, interviews, and journal entries to examine the features of a positive mentoring relationship between special education teachers. The authors' findings revealed that the mentor teachers were able to reduce the anxiety felt by the preservice teachers while enhancing their knowledge and confidence.

Researchers have also demonstrated how effective mentoring can impact preservice teachers. Garza, et al. (2014) examined the perceptions of five mathematics and two science preservice teachers during their year-long experiences learning and teaching with their mentor teachers in a secondary setting. The researchers shed light on how the mentees' experiences contributed to their professional growth and development. Using questionnaires, surveys, and focus groups, this qualitative study provided insight into the influence that mentor teachers had as well as the characteristics of effective mentoring that contributed to the growth of the preservice teachers. The support that the mentor teachers offered the preservice teachers was seen as a highly valued characteristic of effective mentoring.

Izadinia (2015) also highlighted the support that mentor teachers offer preservice teachers in her study examining the mentoring relationship of eight music and drama participants. The researcher used interviews and metaphors that the participants came up with to describe their

mentoring relationships as data sources. The study's findings suggested that the components of a good mentoring relationship are encouragement and support, and having a relationship where open communication can occur and feedback can be given easily.

Finally, in a study that examined both the role of native speaker status on teacher identity development and the role that mentoring plays in this development, Brogden and Page's (2008) case study helps to reinforce the importance of mentoring that preservice and novice teachers need to help with the feelings of isolation felt by new teachers. The study conducted by the authors acting as teacher-researcher and university-based teacher educator, uses reflections and observations to narrate the auto/biographical account of a novice teacher in a French immersion classroom in Canada. The study examines the complex relationships between language, language teaching, and the emerging identity of the teacher. In addition to feeling isolated as a novice teacher, non-native speakers are often seen as being "language learners as well as...language teachers" (Brogden & Page, 2008, p. 126), and they often try to reconcile this tension. The researchers highlighted the importance of professional and linguistic mentoring to help make for a more successful induction experience for new teachers which could benefit both students and teachers alike.

While the idea of the native speaker still persists in world language teacher education, new insights are developing about how language teacher identities are being constructed and the role that mentoring plays in this development. While the studies reviewed here discussed the relationship between mentor teachers and preservice teachers, the role that mentors play in mediating preservice world language teachers' negotiation of their identity development was not addressed in sufficient detail (although its potential positive impact was highlighted), and is an area where further research is needed. This study makes an important contribution to our

understanding of the critical impact that mentor teachers have on PST identity development, expanding our understanding of how mentor teachers help preservice teachers with their professional growth, and also demonstrating how they help mediate the development of their teacher identities.

## **2.5. Summary of Review**

This literature review examined the identity development of preservice world language teachers and the role that mentoring plays in this transition. Three themes emerged after reviewing the literature: how preservice teachers gain authority in the world language classroom, how students negotiate their pedagogical identities by balancing what they learned in their programs with what they experience in the field, and the role that mentor teachers play in mediating the development of preservice teachers. These three interacting identity issues are challenges that preservice teachers grapple with as they are developing their teacher identities.

Several of the studies reviewed contributed findings that are useful to the current study and the methods used can be a starting point. The studies reviewed were mainly qualitative in nature and utilized one or multiple data collection sources such as observations, interviews, and surveys. One such study, Kanno and Stuart's (2011) qualitative case study, demonstrates the importance of following a group of preservice teachers and collecting data through the use of interviews, journals, and observations. The interviews and journals helped to reveal the thought processes of the candidates while the observations helped the researchers to see how the transforming identities played out in terms of classroom practice. Similarly, Vélez-Rendón's (2010) methods for data collection in her case study such as the use of open-ended interviews, participant-observation, field notes, and videotaped lessons could be useful to adopt in the current study. Using multiple data sources to allow for triangulation can help to paint a richer

picture of the data and observations in particular can help to enrich the findings and provide a more detailed analysis of the preservice teacher's identity development process (Izadinia, 2013).

While several studies used Wenger's theoretical approach to studying identity, the qualitative study by Sexton (2008) offered a unique perspective in that it adopted symbolic interactionism as its primary theoretical lens. This enabled the researcher to examine the relationship between a teacher's role and identity while looking at the identity development of preservice teachers. Sexton (2008) used interviews and observations to study the nature and conduct respectively of her participants. The interviews allowed Sexton (2008) to explore the teachers' identities and question their concepts of role taking, however the current study seeks to further develop this idea by using journals to reveal more about role identity and the participants' looking-glass selves as part of using symbolic interactionism.

Another study conducted by Luebbbers (2010) followed the identity construction of undergraduate preservice world language teachers, much like the current study. The findings of Luebbbers' (2010) study showed how while the participants initially wanted to use the target language as much as possible while teaching, they found that they were not able to do this during their student teaching experience. This study further examines this finding while also examining the role of mentor teachers in mediating identity development and more deeply considers how such a finding could impact the identity construction of world language teachers in particular.

This study also expands on findings from studies related to native and non-native speaking teachers. Bayliss and Vignola's (2007) study revealed how non-native speaking teachers interpreted criticism in their language abilities as a challenge to their ability to teach while native speaking teachers had more confidence since their language proficiency was often associated with teaching expertise. Vélez-Rendón's (2010) study showed how a native-speaking

preservice teacher's identity was impacted when the participant failed to capitalize on opportunities to grow as a teacher because he believed he could be an effective language teacher simply by being a native speaker.

Furthermore, despite a growing body of research on language teacher identity, where previous studies have examined language teacher identity development with ESL and FSL (French as a Second Language) teachers, the study of world language teachers in K-12 contexts has been underexplored. Only three empirical studies to date focus specifically on preservice world language teachers in K-12 schools (Antonek et al., 1997; Luebbers, 2010; Vélez-Rendón, 2010), and they examined portfolios created during the preparation program (Antonek et al., 1997), the use of the target language during student teaching (Luebbers, 2010), and the impact of being a native-speaker on the identity development of one native-speaking participant (Vélez-Rendón, 2010). WL teacher identity represents a particularly unique matter of research because they work in a distinctive context of teaching a world language and instruct students who lack interest and motivation for learning the language and who may have limited exposure to the target language and culture. Language and identity are intricately and intimately interconnected, so teacher education research needs to pay distinct attention to the identity development of world language teachers who are one of the main actors in how students learn another language. In other words, preservice world language teachers' identity development stands out as a distinct research area because of the particularities of their subject matter, namely, world languages that they teach and use as medium of instruction, and the particularities of their students' distinctive characteristics. Preservice world language teachers construct and reconstruct their identities as they teach the target language and this construction transpires as students learn about a new language and culture. Qualitative case studies of these preservice world language teachers offer



the possibility of illuminating promising information about their identity development, given the distinctive work and context of teaching a world language, and the gaps in what we know about how preservice world language teachers form their teacher identities and how mentor teachers mediate their identity development.

Another major weakness of this body of literature was the lack of focus on the role that mentor teachers play in shaping preservice world language teachers' identity development. There is a need for empirical research focused on mentoring preservice world language teachers. While studies such as Brogden and Page (2008) touched on the importance of professional and linguistic mentoring, more research needs to be done to examine the role that mentors play in mediating the identity development of preservice world language teachers. More specifically, what role does mentoring play in fostering the native or non-native speaker identity development of teacher candidates, for non-native speakers who may experience feelings of inadequacy (Bayliss & Vignola, 2007) and native speakers who may have an inflated sense of self-worth (Vélez-Rendón, 2010)? As students make the transition from being preservice teachers to early career teachers, the transformation of their identities is important in helping them become effective teachers. How can mentoring help with this transformation?

Therefore, the teacher identity literature needs more research on preservice world language teachers' identity formation during their clinical experiences which represents the period of transition for preservice teachers from being students to teachers. More specifically, the literature requires more examination into the ways in which clinical experiences shape preservice world language teachers' identities and how they negotiate these experiences. Building upon the extant research concerning identity development, the present study sheds light on the influence of clinical experiences and mentor teachers upon the way preservice world

language teachers in particular picture themselves as teachers as they traverse their student teaching semester.

More research needs to be done to better understand the identity construction of preservice world language teachers, in particular, as well as to better understand how mentoring impacts the identity development of teachers. Kanno and Stuart (2011) argue that the identity development of second language teachers should be at the heart of the research on language teacher education because of its importance. Given the reciprocal relationship between identities and classroom practices (Kanno & Stuart, 2011), documenting the ways in which preservice teachers construct their identities may help in supporting the implementation of educational improvements in the training of world language teachers.

## **2.6. Theoretical Framework**

This study responds to Varghese et al.'s (2005) call for using multiple theoretical frameworks to better understand teacher identity. This study adopts a sociocultural perspective with situated learning theory and also employs symbolic interactionism as a lens through which preservice teacher identity development is examined.

Learning to transition from student to second language teacher can be very challenging for preservice teachers. This section examines the two theoretical frameworks that guide the conceptualization of this study while seeking to develop a deeper understanding of teacher identity development and the role that mentoring can have in preparing teachers for the challenges that they will face in the field. The two theoretical frameworks of situated learning theory and symbolic interactionism will be used to shed light on the social and interactive nature of identity, as detailed below. Together the two theoretical frameworks will serve as the lens to

help make sense of the identity construction of preservice world language teachers and how they negotiate their identity development as they prepare to transition into teaching.

Figure 2.6 below is a visual representation of the relationship between a sociocultural perspective with situated learning and symbolic interactionism theories. The figure shows how identity construction is informed by the preservice and mentor teacher relationship.

**Figure 2.6: Conceptual Framework**

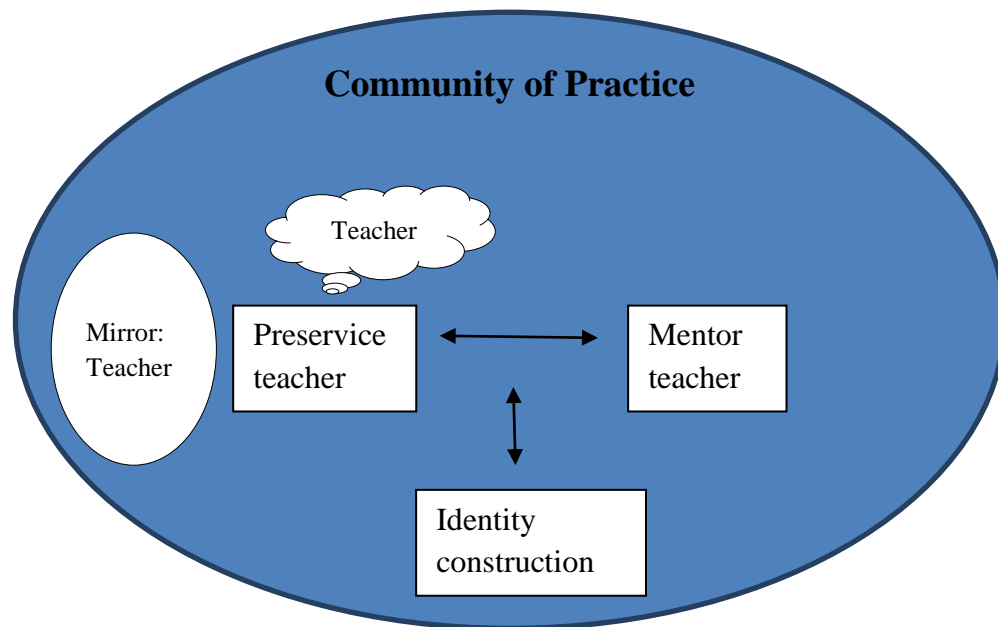


Figure 2.6 shows the social component and interactive nature of identity construction which occurs in context as part of participating in a community of practice, illustrated by the blue background. The two-way arrows suggest that the dynamics of the interactions between preservice teachers and their mentor teachers can impact the identity construction of both parties as they learn from each other. Preservice teachers also learn to view themselves as they think they are seen by others (as illustrated by the mirror) and imagine themselves in the role of being a teacher (as illustrated by the thought bubble). The space in which identity construction and learning to teach occurs as well as the interactions between people impact the identity development of preservice teachers. I will further explain the theories that represent the

orienting foundation for the design, implementation, and interpretation of this study in the sections that follow.

**2.6.1. Situated learning theory.** Situated learning is a theory of how individuals acquire professional skills. Situated learning theory has its roots in Vygotsky who believed students were more likely to learn by actively participating in their learning. In their theory on situated learning, Lave and Wenger (1991) argue that learning as it normally occurs is a function of the activity and context in which it occurs. Social interaction is a key component of situated learning, since learners become involved in a community of practice which embodies certain beliefs and behaviors to be acquired. Lave and Wenger (1991) analyzed situated learning in five different settings. They studied non-drinking alcoholics in Alcoholics Anonymous, meat cutters, Vai and Gola tailors, U.S. Navy quartermasters, and Yucatec midwives. They found that in all situations, the novice participants gradually acquired the knowledge and skills from the experts in the context of their everyday activities. The three main characteristics of situated learning are described below: community of practice, legitimate peripheral participation, and authenticity.

**2.6.1.1. Community of practice.** Situated learning is the idea that learning involves participating in a community of practice. Social interaction and collaboration help to facilitate the acquisition of knowledge and how to behave in a particular setting by connecting prior understanding to new contexts. Learning is not merely the transmission of knowledge but instead is an active process where it is socially constructed in an authentic environment. Knowledge evolves naturally through the participation and interaction of individuals in new situations. Thus, learning transpires as a result of the activities, context, and culture of the setting in which it occurs. Members are brought together by joining in common activities and by what they have learned through their mutual engagement in these activities (Wenger, 1998). A

community of practice has an identity defined by a shared domain of interest where members build relationships that help to enable them to learn from each other. Members of a community of practice develop a shared practice through which they can share resources and ways of addressing problems. Members develop relationships over time and communities of practice are created around some particular area of knowledge and activity that gives its members a sense of joint enterprise and identity. Communities of practice generate a shared repertoire of ideas and resources that carry the knowledge and ways of doing of the community.

**2.6.1.2. *Legitimate peripheral participation.*** Newcomers join a community of practice via a process of legitimate peripheral participation, where they learn at the periphery by immersing themselves in the community and absorbing its modes of action and meaning as part of the process in becoming a member. As they become more knowledgeable about the community, they become more involved in its sociocultural practices. They move from legitimate peripheral participation as a newcomer and outsider to full participation in a community of practice as they become more active and engaged in the culture. Legitimate peripheral participation provides a way to speak about the relationships between newcomers and old-timers, and about the activities and identities and communities of knowledge and practice. Learning is seen as a process of social participation more than an individual acquiring knowledge since it occurs in situations of co-participation and in social engagements which provide the culture, activity, and context for learning to occur. Learning involves people being active participants in a community of practice and constructing identities in relation to these communities as they learn to speak, act, and improvise in ways that make sense in the community.

**2.6.1.3. Authenticity.** Lave and Wenger's (1991) concept of situated learning involves people being full participants in a community and in generating meaning. The purpose is to learn to understand the ways and beings of the community in context. Situated learning involves creating meaning from the real activities of daily living while participating in a community of practice where knowledge is presented in authentic contexts. Situated learning suggests that learning takes place through relationships with people within a cultural milieu. A newcomer connects his or her prior knowledge with authentic, informal, and unintended new contextual learning. A newcomer's role begins to evolve into that of a participant and expert as they become more active and immersed in the social community.

**2.6.1.4. Application to the study of identity.** Previous scholarship on language teacher identity highlights that Lave and Wenger's (1991) theorization of situated learning as part of their broader model of communities of practice has been quite effective in illuminating how teachers construct their professional identities. Using situated learning as their theoretical framework, Kanno and Stuart (2011) studied the way preservice second language teachers learn to teach and come to identify themselves as teachers. They examined the identity development process of teacher candidates by drawing on two dimensions of situated learning theory, learning-in-practice and identities-in-practice (Lave & Wenger, 1991). Instead of considering these two concepts as mutually exclusive, Kanno and Stuart (2011) showed the relationship between learning to teach and how a teacher's self-identity is constructed based on their practice. They studied how preservice teachers learned to become teachers and how classroom practices contributed to the formation of these teachers' identities. They also examined how preservice teachers' emerging identities manifested themselves and shaped their subsequent teaching practice.

Kanno and Stuart's (2011) theoretical framing of their study shaped how the study was designed, allowing the authors to examine the relationship between learning in practice and how a new teacher's identity is formed based on their classroom experiences and how this learning in practice in turn impacts their teaching. The interviews and journals collected from the two ESOL preservice teachers during their practicum over the course of one academic year, allowed the authors to see the thought processes of the participants. Furthermore, the observations in the focal teachers' classrooms enabled them to see how their emerging identities translated into classroom practices and to observe whether the students in the classroom treated their new teachers more like fellow students or as their teachers.

Kanno and Stuart (2011) advanced the discussion on the theorization of second language teacher identity. Their study described the way graduate students move from identifying as a student to that of a teacher and showed how teaching practice and identity construction mutually impact each other and interact with teacher learning. Kanno and Stuart (2011) argued that identity involves learning to become a kind of person, a teacher in this case. This transformation involves an inner commitment on the part of the preservice teacher if he or she would like to learn to become a teacher.

Kanno and Stuart's (2011) study made a theoretical contribution to the field of study of language teacher identity and their theoretical framing helps to inform this study. Their qualitative inquiry investigated teacher identity and understood the importance of participating in a social context and the idea of being involved in Lave and Wenger's (1991) notion of a community of practice. Kanno and Stuart (2011) drew on the idea of situated learning theory for their study and used their inquiry to refine and provide more detail regarding teacher identity development. They presented a rich and thick description using the orientation of situated

learning theory to show the way preservice teachers go from making the transition from a student to a teacher identity. In particular, this study showed the importance of the relationship between practice and identity and added to the theoretical understanding of the interaction between these two components and how they contribute to teacher learning.

Lave and Wenger's (1991) situated learning theory offers a compelling theoretical basis for the purpose of the current study. Kanno and Stuart's (2011) research demonstrates how situated learning can be useful when explaining teacher identity development. When applied to the current study, situated learning theory provided a useful lens for analyzing the identity transformation of preservice world language teachers. An identity results from and contributes to a set of broader relationships reproduced and developed within social communities (Grossman, Smagorinsky, & Valencia, 1999). Studying preservice teachers' participation in the rituals of their communities of practice revealed intriguing insights into their identity development. Furthermore, as the preservice teachers learned and became increasingly involved in their communities moving from legitimate peripheral participation to full participation, examining the role that the mentor teachers had in their identity transformation was a key aspect to study. Situated learning highlights the interactive nature of learning and novices learning from experts in context. The framework provided a lens to observe, analyze, and synthesize preservice teachers learning from their mentors in authentic contexts.

**2.6.2. Symbolic interactionism.** Symbolic interactionism has long-standing roots emanating from sociology and reflects a theory that studies human nature and conduct. It has been linked to 18<sup>th</sup> century philosophers like Thomas Hobbes and Adam Smith, and to more recent thinkers including Charles Horton Cooley, George Herbert Mead, Herbert Bloomer, and Sheldon Stryker. Symbolic interactionism contends that humans act upon their world based on



three underlying premises: the meanings that the things have for the individual; the meanings that arise within the contexts of human interactions; and the meanings that arise through a process of interpretation (Blumer, 1969). McCall (2006) further elaborated on the description of symbolic interactionism by adding that all humans share a common nature, behave in socially proper ways, and self-regulate their conduct. Symbolic interactionism has been linked to the process of identity construction in three ways: the concept of the looking-glass self, role taking, and role identity.

**2.6.2.1. The concept of the looking-glass self.** The concept of the looking-glass self is the way of learning to view oneself as one thinks that he or she is seen by others. Brinkerhoff, White, Ortega, and Weitz (2008) outline three steps that guide the formation of the looking-glass self. First, individuals internally visualize how their own appearance is presented to others. Second, individuals imagine how others may judge their appearance. Third, individuals reflect upon, internalize, and/or reject such judgments. A person's identity is not merely a reflection of those around him or her, but rather it rests on his or her interpretations of and reactions to those judgments. This means that people are active participants in the shaping of their identities.

**2.6.2.2. Role taking.** The idea of role taking involves imagining oneself in the role of others or putting oneself in another's place to determine the criteria others will use to judge one's behavior and to view the world as others do. Brinkerhoff et al. (2008) elaborate on the concept of role taking. By taking another person's role and viewing the world from another person's perspective, individuals form ideas of what others expect of them in the roles they occupy. Individuals learn about the expectations held for their role by other people with whom they interact. Role taking involves anticipating the responses of others in interactions and changing one's behavior based on whether or not they receive validation. Individuals use what they have

learned from role taking to maintain, modify, or alter their own behavior. During role taking, role expectations and identity positions are suggested by others which contribute to the person's identity formation.

**2.6.2.3. *Role identity.*** Role identity is the set of meanings or particular characteristics that define who one is when one is an occupant of a particular role. Therefore, one's identity is multifaceted since a person could have multiple roles and components that give his or her life meaning. The very nature of identity is ever-changing (Varghese et al., 2005) and the various role identities that a person may embody could overlap. However, the roles that a person occupies do not necessarily mean that the person identifies internally with those roles. People may have certain role expectations for how a teacher should behave, however the teacher may have internalized role expectations and see him or herself differently in terms of his or her identity.

**2.6.2.4. *Application to the study of identity.*** Sexton's (2008) study of teacher role and teacher identity adopted symbolic interactionism as its principal theoretical lens and is one of the only studies in the teacher education literature to do so. In keeping in line with her theoretical framework of symbolic interactionism, Sexton (2008) observed four participants from a cohort of fifteen elementary preservice teachers over the course of one academic year in cohort sessions, while they were student teaching, and informally at department-wide events. She also conducted interviews with the preservice teachers and their mentor teachers and university supervisors. The researcher's decisions about collecting data through observations and interviews were in line with her theoretical framework and enabled her to study the nature and conduct of her participants. Observations played a key role in studying and theorizing teacher identity construction and was a particularly important method for collecting data since symbolic

interactionism seeks to explain the relationship between one's interpretations and actions.

Sexton (2008) was able to further explore the preservice teachers' adoption of teacher role identities in her interviews and question their concepts of role taking. The study could have been enhanced had the participants kept journals as this may have revealed more about the concept of the looking-glass self and role identity.

Each of the components of symbolic interactionism worked to inform my investigation into the identity development of preservice world language teachers. As preservice teachers shift from viewing themselves as students to teachers, the concept of the looking-glass self was important as they learned to view themselves differently and in a new role. As I conducted this study and interviewed the preservice teachers, I asked them to reflect on their experiences and their teaching and to put themselves in others' shoes, demonstrating the concept of the looking-glass self, as well as that of role-taking by reflecting on what it means to be a world language teacher and viewing their situation from another perspective. Through these interviews I also aimed to elicit the preservice teachers' thoughts on their teacher role expectations and their flourishing role identities as world language teachers and to learn more about the characteristics that they assigned to their new identities that defined them in their new roles. Finally, I encouraged the preservice teachers to reflect on the possible influence that their mentor teachers may have had on their language teaching and how this impacted their identities as teachers. Given its symbolic interactionist lens, this study highlighted the interactions between preservice teachers and their mentor teachers and the influence that these interactions had on the preservice teachers' identity construction and practice.

The theoretical framework of symbolic interactionism with its concepts of the looking-glass self, role taking, and role identity were beneficial and enhanced the conversation about

teacher identity development by highlighting the ways in which preservice teachers constructed their identity positions as they pictured themselves in a new role during their preservice teaching experience. Symbolic interactionism contextualizes identity development within the preservice teacher's socialization as they strive to develop into the role of teacher. Identity construction and the socialization process are linked and the time when preservice teachers learn to teach is when they begin to process the role identity positions that are suggested to them by people such as their mentor teachers. The current study adopted a symbolic interactionist lens to cast socialization as a lifelong process that involves identity development, navigating the potential struggles of identity formation, and refashioning the emerging identities which begin at the preservice teacher stage. In using symbolic interactionism as a theoretical framework, this study focused on the interactions between preservice world language teachers and their mentors and the impact of these interactions on preservice teacher identity development. This study also investigated the spaces in which preservice world language teacher identity construction and learning to teach occurred.

## **2.7. Conclusion**

As students make the transition from being preservice teachers to novice teachers, their role in transforming their identities is important in helping them to become effective teachers. While previous studies have made important contributions to the study of second language teacher identity formation, more research needs to be done regarding world language teachers and to better understand the identity construction of these preservice teachers as well as to better understand how mentoring impacts the identity development of teachers.

This study seeks to impact and advance the field of world language teacher education by highlighting the identity construction of preservice teachers and how mentoring may mediate

their struggle and negotiation of their identity development while making a unique contribution to the field through its choice of theoretical frameworks. This study adopts situated learning theory and symbolic interactionism as the theoretical lenses through which I will analyze my data to gain a better understanding of the identity development of preservice world language teachers. While sociocultural perspectives such as situated learning theory have been employed as theoretical frameworks to study identity development, this study is unique in utilizing both situated learning theory and symbolic interactionism as theoretical lenses which allow for deeper examination and understanding of how preservice teachers construct their identities and the role that mentor teachers play in helping them to negotiate their identities. Both theoretical frameworks are well-suited for the study of preservice teachers' identity formation as they have been utilized in previous scholarship although not together so this study offers a unique perspective not yet taken up by researchers in the field. One framework alone does not capture all the dynamics involved in teachers' identity construction processes. Furthermore, this study employs symbolic interactionism as a framework which although appropriate to the study of teacher identity formation, has not been used to study second language teacher education. This framework will help to highlight the ways in which preservice teachers form their identities while imagining themselves in someone else's position and while emphasizing the importance of interactions in the identity construction process.

Teacher candidates continuously take on different roles which impact their emergence and growth as they come to identify as teachers. Their process of learning to teach and their identity formation occur simultaneously. Their emerging identities as teachers influence the ways they make sense of their teacher learning experiences and reconfigure their teacher identities. Therefore, teacher identity impacts how preservice teachers learn to teach and interact

with others in professional settings. In addition, these interactions also impact their identity which is why it is important to examine the mentor's impact on teacher identity construction. As a result, teacher identity is very important to preservice teacher development and as mentoring can impact this identity development, teacher preparation programs have the opportunity to shape the kinds of teachers their students become.

This study aims to explore the ways in which the student teaching experience contributes to the identity formation of world language teachers. Another purpose of this study is show the ways in which mentor teachers can potentially play a role in the identity construction process. This study's findings could provide ways for teacher education programs to help facilitate the growth of their teacher candidates as professionals during their student teaching experience by considering the important component of how their teacher identity construction enables them to learn how to teach. Furthermore, this study seeks to contribute to the existing literature on language teaching and identity construction by informing teacher educators and mentor teachers about world language teachers' identity construction processes. Teacher educators and mentor teachers can potentially utilize the findings of this study to better facilitate the identity development of preservice teachers by examining the student teaching practicum experiences of their preservice teachers and the role that mentor teachers have in working with them. The findings of this study could shed light on the process of teacher identity formation and be applied to a similar group of world language preservice teachers across the country. The findings could help teacher educators across the country to potentially better understand how their preservice teachers grow and how their teacher identity formation can be enhanced and modify their programs and practicum experiences accordingly.

This study extends previous work in the literature which has explored how teachers construct their identities while adding to the limited knowledge of world language preservice teacher identity development. The specifics of the role of world language teachers warrants a better understanding of how teachers see themselves in this role. Hopefully the findings from this study can be used to inform the design of world language teacher preparation programs and their student teaching practicums.

By shedding light on preservice world language teacher identity development, the findings of this study can potentially lead to important discussions concerning teacher education programs, student teaching practicum experiences, student teaching placements, decisions about choosing the appropriate mentor teachers and the role that mentor teachers can play in the practicum experience, and opportunities for further developing language teaching skills. Hopefully the findings of this study can be used to modify teacher education programs to ensure that best teaching practices which are supported by empirical research can be used in world language teaching. Specifically, the findings of this study can positively engage teacher educators in a discussion about how to support preservice teachers in developing identities as new world language teachers, while encouraging them to acquire identity positions that improve the state of world language teaching.

## **CHAPTER 3: METHODOLOGY**

### **3.1. Introduction**

The following sections present the research methods and procedures that were utilized in this study to examine preservice world language teachers' identity development and the role that mentoring plays in this development. Specifically, the current dissertation project aims to explore the process of learning to teach and the development of teacher identity among preservice world language teachers during their student teaching experience and how mentor teachers contribute to the identity construction process. This study explored the following research questions:

- How do clinical experiences shape two preservice world language teachers' professional identities?
- How do these two preservice world language teachers negotiate their identity-shaping experiences?
- How do mentor teachers mediate the two preservice world language teachers' identity formation as novice professionals?

In this chapter, I describe the research design and setting, provide a description of the participants, outline my procedures for data collection and analysis, discuss my role as the researcher, and explain how the issues of validity and reliability were addressed in this study.

### **3.2. Research Design**

This study aims to improve our understanding of how preservice world language teacher identities impact the creation of the teacher self, placing a special emphasis on how mentor teachers inform this process. This study makes use of qualitative case study methods, exploring the identity development of two preservice world language teachers who were in their final



semester of student teaching with the aim of better understanding how preservice teachers construct their teacher identities during their clinical experience.

Qualitative research has been defined as “a situated activity that locates the observer in the world” (Denzin & Lincoln, 2005, p. 2). The choice of research method should depend on the nature of the phenomenon of interest and what it is that the researcher is seeking to learn (Merriam, 1998). Case study is an appropriate research methodology to investigate the identity construction process of preservice world language teachers during their final semester of student teaching because of its intense focus on a particular case. The most defining characteristic of case study research is its attention given to a well-defined case, or bounded unit (Merriam, 2009). According to Yin (2009), “a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context” (p. 18). Creswell (2013) further elaborates that a case study research design is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) over time, through detailed, in-depth data collection involving multiple sources of information, and reports a case description and case themes (p. 97). These cases provide insight into the development of the teacher identities of preservice world language teachers, while offering a better understanding for the role that mentor teachers play in this development.

This study used purposeful sampling to identify and examine two information-rich cases. For the purposes of this study, the two preservice teachers were undergraduates seeking certification in world languages, one in Spanish and one in Latin. These students were in their final semester of teacher preparation at the time of this study. While there are differences in teaching and learning Latin versus Spanish, both are languages that students learn in schools, and both are grouped together under “foreign” or “world” languages in several research studies

which use participants from both languages and group them under the same category (e.g., Burke, 2006; Martel, 2015; Meijer, Verloop, & Beijaard, 1999; Schulz, 1996).

### **3.3. Research Settings**

I conducted this research study at the schools where the preservice teachers were placed for their student teaching semester. I visited the sites prior to the student teaching semester, in order to get acquainted with the settings and meet the preservice teachers and their mentor teachers who I followed for an entire semester.

The Spanish preservice teacher, Anita, student taught at Rosa Maria High School, a public, metropolitan high school located in the Midwest U.S. The school had an enrollment of 1,071 students. About 51% of the students were male and 49% female. The student population was 79.5% White, 10.7 % African American, and the remainder were Hispanic or two or more races. About 23.3% of the students received free or reduced lunch.

The Latin preservice teacher, Max, student taught at Green High School, a public, metropolitan high school located in the Midwest U.S. The school had an enrollment of 712 students. About 48% of the students were male and 52% female. The student population was 84.7% White, 7.5 % African American, and the remainder were Hispanic or two or more races. About 15.5% of the students received free or reduced lunch.

### **3.4. Research Participants**

I recruited participants by asking the appropriate faculty members in the Department of Modern and Classical Language Studies at a public research university in the Midwestern US with nearly 25,000 undergraduate students at its main campus to connect me with potential candidates, and by encouraging those who had agreed to participate to recruit their fellow classmates. Anita and Max were both White, non-native speakers in their early 20s with no prior

formal teaching experience. They were enrolled in the final year of an undergraduate teacher preparation program in the Department of Modern and Classical Language Studies at the university, where Anita studied to be a Spanish teacher and Max studied to be a Latin teacher. Both were placed in traditional schools not offering immersion programs.

Anita was an enthusiastic 22-year-old undergraduate student who was “extremely excited to begin teaching” (Anita, Interview 1, 01-22-2019). She chose teaching for a few reasons. Her father’s own career as a high school math teacher served as a model for Anita’s decision. She also had several teachers who inspired her to think of teaching as a career. Indeed, Anita could not remember a time in her life when she had not wanted to be a teacher:

Starting at a young age, I would teach my little sister. I often told my parents that I wanted to be a teacher when I grew up. (Anita, Interview 1, 01-22-2019)

When her father became frustrated with state and district school policies, Anita questioned her own path and began to take courses pursuing a degree in Speech Language Pathology and Audiology. However, she fell in love with Spanish when studying abroad in Argentina and had the opportunity to teach ESL there. Her passion for teaching returned. Through her interactions with people and languages, she developed a profound respect for teachers and an interest in the teacher role as she understood it and thus embarked on her journey to become a language teacher. She noted that her time spent at the Universidad de Belgrano in Buenos Aires marked a turning point for her in both renewing her interest in teaching but also in developing her desire to more formally study the Spanish language.

Max was a 22-year-old undergraduate student and self-described “scholar” who, like Anita, had a strong desire to teach and make a difference. He always had a passion for the classics:

The Ancient Mediterranean was always something I was very interested in, between reading adapted myths as bedtime stories and playing video games like *Age of Mythology*. (Max, Interview 1, 01-23-2019)

His continued love of the classics inspired him to study Latin, and later in college he also went on to study Greek. During his sophomore year of college, he began to tutor students and found that he not only enjoyed the work, but that he was facilitating real success in his students. As he became more interested in teaching, he began to get frustrated with his own professors who, in his view, were providing minimal effort with helping their students learn and engage in the material. His passion for the classics, combined with his frustrations with his own teachers, led to his desire to teach and make a difference, and ultimately to want to become a teacher who actually “listens” to his students and teaches and encourages them based on their needs (Max, Interview 1, 01-23-2019).

The university where Anita and Max were enrolled in is a public research university with a diverse student population. The university has nearly 40,000 students enrolled across its eight-campus system with nearly 30,000 of its undergraduate and graduate students at the main suburban campus. Originally established as a teacher training school, the university has always maintained a strong education program. Anita and Max were language majors taking education courses in pursuit of their multi-age teaching license certifications, allowing them to teach PreK-12. They took classes in both the Departments of Modern and Classical Language Studies and Teaching, Learning and Curriculum Studies. Their advisor was an Associate Professor of Foreign Language Pedagogy and French and she helped them with selecting both their language and education classes as well as with placing them in schools for observations and student teaching.

During my initial meeting with both teachers, I explained the study's goals and data collection procedures, and obtained informed consent from each participant. By conducting purposeful sampling and focusing my data collection on a small group of participants, this allowed me to examine Anita and Max's identity development in more detail and to better understand what impacted their transformation as they learned to become world language teachers.

To present a full picture of Max and Anita's identity development during the course of their student teaching, I also recruited the preservice teachers' mentor teachers as participants. In other words, for each preservice teacher, I also solicited the participation of the mentor teacher that each preservice teacher had. Cecilia (pseudonym) was Anita's mentor teacher and had been a teacher for five years. Linda (pseudonym) was Max's mentor teacher and had been a teacher for seven years. Both teachers were non-native speakers and were serving as mentor teachers for the first time. Cecilia was a personable young woman in her early thirties who was known for having an open-door classroom policy. She loved being surrounded by her students and created a classroom environment where students would always feel safe and welcome. She always loved the Spanish language but also had a heart for adolescents so always felt called to teach them. Anita and Cecilia immediately got along with each other and they maintained a peer-like relationship and friendship the entire semester. Linda, by contrast, saw herself as more of a parental figure to Max. A mother herself, she began teaching after her children were in school full-time. As a teacher, she also viewed herself as a "Latin mom" to her students (Linda, Mentor Teacher Interview, 05-02-2019). She was the only Latin teacher in the school, so she taught all of the levels and followed them as they learned the language from levels I through IV. Her love of grammar drew her to studying Latin and she attributed the amelioration of her English

grammar skills to her knowledge of Latin. By involving Cecilia and Linda in the study, I hoped to gain more insight into the role that mentor teachers play in the identity development of WL preservice teachers.

### 3.5. Data Collection

Case study research should draw data from multiple sources which converge in a triangulating fashion to capture the phenomenon being study in its complexity (Yin, 2009). This study gathered data utilizing the following three methods: (1) individual interviews with preservice teachers, (2) individual interviews with mentor teachers, and (3) observations of the preservice teachers. The data collection was done over the course of the spring of 2019 and is described in greater detail in this section. Table 3.5 below summarizes the data sources for this study.

**Table 3.5: Data Sources - Anita**

Type of interaction	Timeframe	Modality	Total time
Semi-structured individual interviews	Beginning of the semester (January 2019)	Audio, video, fieldnotes	3 interviews, 90 minutes of audio/video
	Halfway through the semester (March 2019)		
	End of the semester (May 2019)		
Individual interview with the mentor teacher	End of the semester (May 2019)	Audio, video, fieldnotes	1 interview, 45 minutes of audio/video

Observations- full day of classes delivered by the preservice teachers	January, February, March, and April 2019	Audio, fieldnotes	4 observations, 624 minutes of audio/video
Coaching sessions of preservice teachers with their mentor teachers	January and April 2019	Audio, video, fieldnotes	2 coaching sessions, 60 minutes of audio/video

**Table 3.5: Data Sources - Max**

Type of interaction	Timeframe	Modality	Total time
Semi-structured individual interviews	Beginning of the semester (January 2019)	Audio, video, fieldnotes	3 interviews, 90 minutes of audio/video
	Halfway through the semester (March 2019)		
	End of the semester (May 2019)		
Individual interview with the mentor teacher	End of the semester (May 2019)	Audio, video, fieldnotes	1 interview, 45 minutes of audio/video
Observations- full day of classes delivered by the preservice teachers	January, February, March, and April 2019	Audio, fieldnotes	4 observations, 600 minutes of audio/video
Coaching sessions of preservice teachers with their mentor teachers	January and April 2019	Audio, video, fieldnotes	2 coaching sessions, 60 minutes of audio/video

Through this study, I sought to learn more about preservice world language teachers' journeys in becoming language teachers and the role and impact of mentor teachers on their

identity formation. I utilized multiple approaches to critically analyze this transformation including: tracing their identity development through interviews with the preservice teachers; interviewing their mentor teachers regarding the role of mentor teachers in negotiating identity construction; conducting classroom observations; and conducting observations of coaching sessions of the preservice teachers by their mentor teachers for evidence of how Anita and Max interacted with their mentor teachers and students and began to transition from identifying as students to identifying as teachers. I examined the clinical experiences that shaped the preservice teachers' identities, how they negotiated these experiences, and the role and impact of mentor teachers on preservice teachers' identity formation. I observed and interviewed Anita and Max to learn more about their calling as teachers and their purpose behind teaching a world language. Specifically, I sought to better understand what made the preservice teachers choose teaching as a career, to what extent they were able to find their teacher voice throughout the student teaching process, to what extent they were allowed to take initiative or responsibility concerning their students' learning, and to identify and learn more about the moments when they felt more like a student than a teacher and vice versa. Furthermore, I was interested in identifying the changes in the preservice teachers' images of themselves as teachers. I also aimed to learn about the kinds of pedagogies that the mentor teachers exemplified for the preservice teachers and what challenges they saw the preservice teachers were having. I wanted to examine the mentoring relationship between the mentor teacher and mentee and the ways that the mentor teacher helped to support their mentees' development as teachers and allowed them to claim ownership of their group of students.

**3.5.1. Individual interviews with preservice teachers.** I conducted individual interviews with Anita and Max three times over the course of the semester to gather information



related to the identity development of the preservice teachers and explore how each participant viewed this transformation over the course of the semester. I conducted the interviews at the beginning of the semester, halfway through the semester, and at the end of the semester. The interviews allowed me to explore the identity development of preservice world language teachers as they transitioned into teaching by further examining the perspectives of current preservice language teachers. Semi-structured interviews (see interview questions in Appendix C) allowed for openness during the interview so that the interview could be used “to gather descriptive data in the subjects’ own words so that the researcher can develop insights on how subjects interpret some piece of the world” (Bogdan & Biklen, 2007, p. 103). When conducting the interviews, I employed techniques and guidelines proposed by Bogdan and Biklen (2007) and Kvale (1996). Kvale’s (1996) method of interviewing highlighted the interactive nature of conversation and I tried to do this when interviewing Anita and Max as well. To do this, I structured the interviews around some general questions but tried to keep the questions relatively open-ended so I could get my participants’ perspectives but still remain focused around the topic of teacher identity. I also looked for opportunities to use interview probes (Bogdan & Biklen, 2007) as opportunities for the participants to further expand and clarify their responses. For instance, I asked Anita and Max to take me through their past language experiences so I could gather more information about their language backgrounds. I also asked them to give me examples when relevant, such as times when they were made to feel more like a student than like a teacher. The interviews produced rich data around the issue of preservice teacher identity development that was not revealed during the classroom observations.

To capture the complexities of Anita and Max’s identity-building and learning processes, I asked them questions about their previous language learning experiences, past events, and

thoughts and feelings which contributed to the formation of their teacher identity. The interviews enabled me to learn about Anita and Max's interactions and relationships with their students and mentor teachers, as well as their tasks, roles, and responsibilities at school. The interviews were audiotaped and transcribed for analysis.

**3.5.2. Individual interviews with mentor teachers.** I conducted individual interviews with Cecilia and Linda at the end of Anita and Max's student teaching period, in May 2019. I gathered information not only about Cecilia and Linda's teaching and mentoring philosophies but specifically about how they viewed their role in fostering the identity development of Anita and Max, as well as learning more about the interactions and relationships that emerged between the mentors and PSTs. I also examined how they saw Anita and Max transform over the course of the semester. I employed the same semi-structured interviewing techniques with the mentor teachers that were described in the previous section (see interview questions in Appendix C). The interviews were audiotaped and transcribed for analysis.

**3.5.3. Observations.** I observed one full day of classes taught by Anita and Max once a month throughout the course of the semester. I also observed one coaching session twice during the semester where Anita and Max met with their mentor teachers and co-planned. I took detailed field notes during each classroom and coaching observation, as well as audiotaping and transcribing these observations.

I found it beneficial to go to the natural field setting to see the Max and Anita in action in their environments. In my observations, I was able to gather data about they interacted with others and positioned themselves in relation to them, as well as how they executed teacher roles such as presenting the content, handling questions, and managing the classroom. The observations provided me with data concerning the ways preservice teachers enact their identities

in actual teaching practice and negotiate their relationships with students while engaging in classroom teaching. I also observed how they implemented classroom rules and established classroom routines which were conducive to classroom management, and the ways in which they justified their teacher authority to manage the classroom. The observational data provided me with firsthand data about Anita and Max's experiences regarding their teacher identity development in the context in which they were involved and included information I might not have learned in the interviews. Therefore, the observations helped me to obtain a rich and thick understanding of Max and Anita's context, which played a crucial role in helping me to understand language teacher identity formation. The observations also helped me to observe Anita and Max's interactions with their mentor teachers and helped me to better understand the role that mentors play in the preservice teachers' identity development.

### **3.6. Data Analysis**

This section outlines my procedures for data analysis. I explain my approach to data processing, memoing, coding, and identifying overarching themes. Throughout the data analysis process, I strived to remain open to any changes or unexpected events that occurred and complicated my plans. As I collected data, I was able to gain insight into the identity construction of preservice world language teachers during their student teaching experiences and how they negotiated their identity development in clinical settings with their mentor teachers.

I began the initial processing phase of my data analysis by organizing and securing all the data as I collected it on a password-protected external USB drive. I stored this drive in a secure location as it contained all of the data for this study. I transcribed all audio recordings as I collected my data in this initial phase as well. Throughout the data collection process, I repeatedly re-examined my data sources to recognize emerging themes or patterns.

Throughout my data analysis, I reflected on the process by keeping a researcher journal. I wrote weekly journal entries where I re-read all my data sources and noted any general information or new patterns that I identified. I used the journal to write analytic memos which portrayed my evolving ideas about the data while helping me to stay focused on my research questions. I also reflected on my role as the researcher and the progress and challenges that I faced throughout the data collection and analysis process to track my evolving thinking in my reflective memos (Corbin & Strauss, 2014).

During the initial data analysis phase, I began coding the data and analyzing it for emerging themes and patterns. When analyzing the data that I collected during the open coding phase, I used a grounded theory approach. As soon as I began collecting data, I started immersing myself in the preliminary data, acquainting myself with it, and rereading my field notes. This preliminary review of the data enabled me to have emergent insights and “to pursue specific leads” in the subsequent steps of my data collection (Bogdan & Biklen, 2007, p. 163). My comments and notes drawn from my classroom observations proved instrumental in constructing and customizing individual interview questions and focusing on certain ideas. This helped me to “try out ideas and themes on informants” (Bogdan & Biklen, 2007, p. 165), or in other words, to seek naturally occurring phenomena and to see how the preservice teachers reacted to my interpretations of what I observed in their classrooms and how they responded to my questions. The data from my observations provided a base for me to create and customize my interview questions to better understand how Anita and Max’s student teaching experiences contributed to their emerging identities. The interviews also provided me with insights into their experiences.

As I collected data, I analyzed it and looked for patterns across data sources while seeking to identify any important themes that began to emerge. Using the constant comparative method of data analysis (Corbin & Strauss, 2014), I first worked to conduct open coding and memoing related to my interview data, and then re-examined my emerging codes. I developed inductive codes based on what I observed and heard from my participants. I also developed *in vivo* codes using my participants' own words which captured important or frequently referenced ideas. For example, some of those codes were "language learner," "open to new ideas and change," "caring about students," "engaging students," "connecting with students," "feeling confident," "support and resource," "encouragement," and "source of feedback."

After the initial open coding process, I engaged in axial coding to identify patterns and themes that emerged across all of my data sources. I sought to refine my open codes to identify axial codes that more accurately represented the data and re-coded the data accordingly. My second round of analysis included axial coding in which I made clusters of codes that I placed into categories. My categories were (a) feeling more like a teacher, (b) becoming authority figures versus peers, and (c) support from mentor teachers.

I continued to code and re-code any new data while remaining open to exploring any new concepts or patterns that emerged and compared newly coded data to previously coded data (Corbin & Strauss, 2014). I then returned to my research questions and began to more closely examine the data to explore the participants' identity development and how their teacher identities emerge.

At the conclusion of my data collection, I began to engage in intensive data analysis. I reviewed the data that I collected, re-coded as necessary, and generated the following set of selective codes: transitioning from being a student to a teacher, finding one's teacher voice, and

claiming ownership of students by taking initiative or responsibility concerning their learning. These codes reflected my key findings and became my overarching themes: shifting from language student to language teacher, gaining confidence and becoming authority figures, how the mentor teachers provided opportunities for identity formation by giving the preservice teachers autonomy, offering support, transferring authority, and sharing ownership of the class. More elaboration on these themes is presented in the findings chapter. As a final step, I engaged in member checking with Anita and Max to gain perspectives from them and ensure the validity of my data. Specifically, I shared my field notes and transcribed interview data with Anita and Max toward the end of the data collection process and encouraged them to provide any necessary feedback or additional information and verify the accuracy of the data. I also shared the findings emerging from the data with Anita and Max and asked them to provide their critical interpretations and to check whether or not their experiences were correctly and completely captured in my findings. They agreed with what was written so no changes were made.

### **3.7. Researcher Positionality**

In qualitative research, positionality and reflexivity are vital considerations (Creswell, 2013; Merriam, 2009). According to Merriam (2009), researchers should explain their biases and assumptions regarding the research being conducted to expose ways in which these beliefs shape how their research is conceptualized and interpreted. Since researchers bring assumptions, beliefs and values to their study (Creswell, 2013), they need to explain how they position themselves in their studies. Creswell (2013) argues that reflexivity is manifested in two ways. First, a researcher explains his or her experience with the phenomenon being investigated. Second, the researcher discusses how this experience shapes his or her interpretation of the phenomenon.

Bearing in mind the importance of reflexivity in research, I recognize that this study could be influenced by my worldview, prior experiences, and professional background. My approach to research is informed by the belief that knowledge is socially constructed, and that people make meaning based on the contexts in which they interact. I acknowledge that other preservice teachers' experiences are not necessarily similar to mine and that they may hold different ontological assumptions. In this section, I elaborate on my former status and biases and my efforts to remain vigilant of my own status throughout the research process and increase my own awareness of my role as a researcher.

I attended the university where Max and Anita were enrolled at different times between 2007 and 2013. During this period, I collaborated with faculty members and developed positive relationships with them and with the administration. I also gained experience working with the local school systems while pursuing my teaching license and while teaching in them, so I am familiar with the area and its schools. These professional relationships in both settings facilitated my re-entry into the university community as a researcher and into the schools where the participants for my study were placed.

My primary role as the researcher in this study was that of observer; however, due to my past experiences as a world language teacher, university supervisor, and graduate assistant and teacher educator, I understood my role as a participant observer. I volunteered my time and talents in ways that were useful (e.g., supporting small group work and making copies) as a way to give back to all the school communities involved in this study. My feedback was solicited at times after observing the preservice teachers and I was inevitably involved in the process of co-constructing knowledge with them. Throughout the study, I strived to focus on what the

preservice teachers were experiencing and learning rather than on my own thoughts or evaluation of them as teachers.

In terms of my prior familiarity with the phenomenon being studied, I consider myself as having similar experiences to my research participants. I obtained the same or similar degrees and teaching licenses as my participants. Working under these assumptions, I was aware that I played two simultaneous roles in this study as both a participant and an observer. Within the context of my study, I positioned myself as a teacher educator and a former world language teacher. As both a participant and an observer, however, I understood that I brought my own subjectivity to this research, which both limited and broadened my perspective on the topic being studied.

As a former graduate assistant and teacher educator, I also have previous experience working as a university supervisor. While this position gives me a sense of the complexities and struggles participants experience while learning to teach, it also potentially shaped my interpretation of teachers' interactions and the study's findings. However, my experience has also broadened my understanding of how preservice teachers use strategies or tools to overcome challenges in their classrooms. Additionally, my role as a teacher educator and doctoral student has provided me with the advantage of having easy access to research sites and communication with participants.

I would also like to acknowledge the power imbalance between myself as a teacher educator and the preservice teachers as students, which potentially influenced how Anita and Max responded to my questions. Although I am not currently employed as a teacher educator, Anita and Max still considered me to be an authority figure whom they respected and possibly felt pressured to please. As a result, I ensured them that their involvement was entirely



voluntary, and that withdrawing from the study would not impact their studies or relationships with their professors in any way. Also, I frequently reminded Anita and Max that I occupied the role of researcher and not the role of university supervisor and assured them that there was no specific answer that I wanted to hear. Moreover, I collected data from a variety of sources in an effort to triangulate my interpretations (Merriam, 2009; Yin, 2009).

Finally, as a former world language teacher myself, I am aware that my interpretations can be influenced by my prior teaching experiences. My varied experiences as both a teacher and teacher educator have led me to become an advocate of certain methods of instruction over others and for encouraging my students to use the target language as much as possible as a way of expressing their thoughts rather than simply studying its grammar. However, I strived to understand the different methods of teaching that my participants implemented and focused on learning about their identity development from different perspectives.

Although the biases and assumptions described above posed challenges for this study, I am hoping that both my teaching experience and work as a teacher educator and university supervisor was able to give me insights into what it means to teach world languages. I understand the tension that preservice teachers feel in trying to implement what they have learned in their classes when placed in schools or with mentor teachers who potentially hold different views about language teaching. I am hopeful that my past experiences and insights have led to a richer study that helped me to connect with Anita and Max and better understand how preservice teachers learn to teach and how they enact their identities as teachers.

### **3.8. Qualitative Validity and Trustworthiness**

Lincoln and Guba (1985) outlined several criteria for determining the trustworthiness of qualitative research: credibility, transferability, dependability, and confirmability. The following section proposes how this study will seek to meet these criteria.

Credibility refers to the validity of a study in which the researcher demonstrates that he or she has represented “multiple constructions adequately” (Lincoln & Guba, 1985, p. 296).

Lincoln and Guba (1985) suggest several methods for ensuring the credibility of a study’s claims and improving the validity of qualitative research, including triangulation and member checking.

Merriam (1998) defines triangulation as using “multiple sources of data or multiple methods to confirm the emerging findings” (p. 204). According to Creswell (2013), this “involves corroborating evidence from different sources to shed light on a theme or perspective” (p. 251).

For this study, I triangulated among various sources of data, including interviews with the preservice teachers, interviews with the mentor teachers, and classroom observations. By observing and interviewing both preservice and mentor teachers, the data collected reflected not only multiple types of data but also data from multiple sources which provided me with a rich body of knowledge that further strengthened the trustworthiness of my findings (Yin, 2009).

Furthermore, I conducted member checks with Anita and Max to improve the rigor of my study.

I sent my field notes and interview transcripts to each participant toward the end of the data collection process and encouraged them to provide any necessary feedback or additional information.

The next criterion for trustworthiness is transferability. The term transferability refers to “the ways in which the study’s findings will be useful to others in similar situations, with similar research questions or questions of practice” (Marshall & Rossman, 2016, p. 262). To attain this

quality of transferability, I provided rich and thick descriptions of my participants, the study's context, my data collection methods, and my data analysis and interpretation procedures. These descriptions will enable other researchers to be able to use this study's findings and transfer them into additional research situations with similar characteristics.

Lincoln and Guba (1985) suggest the term dependability in lieu of the traditional understanding of reliability as an additional criterion for trustworthiness. Lincoln and Guba (1985) argue that "since there can be no validity without reliability (and thus no credibility without dependability), the establishment of the former is sufficient to establish the latter" (p. 316). Given the data that is collected, the results should make sense and be consistent with the data collected (Merriam, 1998). Researchers can ensure the dependability and consistency of the results of their studies by explaining their position to the study (described in the previous section on researcher positionality), using triangulation (explained earlier in this section), and making use of an audit trail. The researcher should be able to explain how he or she arrived at the results and present detailed descriptions of how the data will be collected and how decisions will be made. Throughout this chapter, I have included descriptions of how data collection and analysis were carried out and I kept a log of the entire research process which will help readers to better understand the decisions that I made as I collected and analyzed the data.

The final criterion is confirmability. Marshall and Rossman (2016) describe confirmability as "the ways a qualitative researcher can parallel the traditional concept of objectivity" (p. 262). To achieve this quality of confirmability, I sought to better understand my own biases and assumptions (described in the previous section). I strived to minimize them by using the participants' own words and providing detailed reports on their experiences which

helped me to better understand how their experiences contributed to their teacher identity development.

### **3.9. Conclusion**

This study will inform research in the area of world language teacher education by addressing the identity construction of preservice teachers and how mentoring mediates the struggle and negotiation of their identity development. Implications from this study will be of direct interest to world language teachers and teacher educators because they will help them better understand their own context and challenges. Teacher candidates continuously take on different roles which impact their emergence and growth as they come to identify as teachers. Their process of learning to teach and their identity formation occur simultaneously. Their emerging identities as teachers influence the ways they make sense of their teacher learning experiences and the ways in which they reconfigure their teacher identities. Therefore, teacher identity impacts how preservice teachers learn to teach and interact with others in professional settings. As a result, teacher identity is very important to preservice teacher development and as mentoring can impact this identity development, teacher preparation programs have the opportunity to shape the kinds of teachers their students become.

The focus on world languages in this study distinguishes it from other literature on the topic of language teacher identity development. Much of the literature on preservice teacher identity development has focused on ESL contexts. Informed by this body of research, this study aims to build on the findings of this literature by investigating preservice teacher identity development in a world language context. This study seeks to expand on what has already been studied while exploring a new context which could impact teacher preparation programs and the development of preservice world language teachers.

Additionally, this study addresses the need for research conducted regarding the role that mentor teachers play in the identity formation of preservice world language teachers. While some studies have looked at the role of mentor teachers, this study aims to address a gap in the literature which has not been previously addressed by examining the specific role that mentor teachers play in helping to negotiate the identity construction of preservice world language teachers. This study's implications could therefore be of interest to educators and scholars investigating the identity development of preservice world language teachers.

## **CHAPTER 4: FINDINGS**

### **4.1. Introduction**

This study examines how clinical experiences shape preservice world language teachers' identities, how they negotiate these experiences, and the role and impact of mentor teachers on preservice teachers' identity development. This study is guided by the following research questions:

- How do clinical experiences shape two preservice world language teachers' professional identities?
- How do these two preservice world language teachers negotiate their identity-shaping experiences?
- How do mentor teachers mediate the two preservice world language teachers' identity formation as novice professionals?

In this chapter, I report the research findings generated from my analysis of multiple sources of data, specifically, individual in-depth interviews with both the preservice teachers and their mentor teachers as well as observations of both classroom teaching and the mentor and preservice teacher planning sessions. The purpose of this case study was to better understand the identity transformation of preservice world language teachers as they transition into teaching during their clinical experience and the role that mentor teachers play in their identity development. Through discussing these findings, this chapter specifically delineates how clinical experiences and mentor teachers contributed to the teacher identity formation of the two focal participants, Anita and Max. In alignment with the themes that emerged from the data analysis, the findings are grouped into three sections. The first section discusses the findings concerning how Max and Anita shifted from identifying as language students to language

teachers. The second section demonstrates how they gained confidence and became respected authority figures. The third section discusses how the mentor teachers were involved in and conducive to the preservice teachers' identity development and provided opportunities for identity formation by giving the preservice teachers autonomy, offering support, transferring authority, and sharing ownership of the class. Each section will first explore the case of Anita, then the case for Max, followed by a cross-case analysis of the two cases. This chapter will explore each of the study's findings as grounded in the data.

#### **4.2. Shifting from Language Students to Language Teachers**

In this section, I first describe Anita and then Max's clinical experience of student teaching that they completed in their final semester of their teacher preparation program. Then, I discuss the finding of how Anita and Max shifted from identifying as language students to language teachers.

Anita and Max had a semester-long experience of student teaching at their secondary placements. When the participants were recruited for the current research project, they had just completed their fall semester observations in the schools where they would be doing their student teaching and were getting ready for the spring semester of teaching. During their student teaching semester, they were required to be present in the school full time and work under their mentor teacher's supervision, gradually taking on more classes as they gained comfort with teaching.

Anita was working towards becoming a Spanish teacher and taught Spanish I, III, and IV during her semester of student teaching. Classes met every day for 52 minutes. Anita structured her teaching and lessons around helping her students learn to communicate in the target language. She spoke in the target language of Spanish and her approach to teaching followed the

Communicative Language Teaching Method and Total Physical Response (TPR) (Larsen-Freeman, 2011). Her lessons often incorporated communicative activities such as dialogues and exchanges that she would have her students practice with their peers in real life contexts and scenarios. Total Physical Response involves the teacher or another student acting as the director while the students are imitators and respond to commands that require physical movement. Modeling and demonstrating comprehension of the sometimes humorous commands are some of TPR's characteristics. Storytelling and skits are other activities that can be used in this method. The goal is for students to enjoy learning the target language while going beyond a basic level. Anita would frequently use TPR for guided practice and as a way to get students to act out scenes or vocabulary.

As Anita began her clinical experience of student teaching, she sought to become considered as a member of her new community of practice (Wenger, 1998). She began her experience with a strong desire to become a teacher.

My dad used to teach high school math and loved his job. After studying abroad in Argentina, this sentiment was confirmed...I think teaching is an extremely rewarding profession. Teachers have the opportunity to change the lives of students every single day. (Anita, Interview 1, 01-22-2019)

Anita expressed the sentiment of wanting to become a teacher and caring for her students:

I truly have a heart for adolescents, and I am so excited to have an opportunity to be a part of their lives during this time that can feel very uncertain and confusing...I think it's really important that students know that I care about them as people. (Anita, Interview 1, 01-22-2019)



Forming a connection with her students was very important for Anita. She described a significant experience during her student teaching:

Several students asked me to attend a choir concert centered on mental health. It was such a powerful performance and so many of my students were so thankful that I took time to go see it. It was so sweet to be able to talk to them afterwards and hear how they have personally struggled through mental health issues. (Anita, Interview 2, 03-06-2019)

Early in her clinical experience, Anita described moments when she felt more like a student than a teacher. Anita explained:

Every day, when [Cecilia] and I conference, I learn something new. She brings up things that I don't think to think about. For example, we got a new student. The student pretty much just showed up with no notice before hand and just kind of slid in. For this reason, my cooperating teacher helped me figure out where to start with this student. (Anita, Interview 2, 03-06-2019)

Anita was uncertain how to handle unforeseen circumstances but was guided by her mentor teacher. The role of the mentor teacher on identity development is examined later in this chapter.

To transition from identifying as a student to that of a teacher, preservice teachers “code-switch almost immediately from the language of student to the language of teacher” (Dotger & Smith, 2009, p. 162). By halfway through the semester, Anita was already feeling like she had made the shift from identifying as a student to identifying as a teacher:

I'm on my way to becoming a real teacher. There are still moments where you can tell that I'm a new teacher, but overall, I feel as though I'm starting to get the hang of it. I finally feel like more of a teacher than a student. (Anita, Interview 2, 03-06-2019)

She further elaborated about how much her teacher identity had become a part of her life, emphasizing the importance of students to her teacher identity:

However, I feel as though I have begun to think about my teacher identity in more concrete ways. Specifically, I've noticed that much of my identity is in my students as people. It's important to me that students know that I care about them. I've also just noticed that my identity in general has become very intertwined in my teaching. It seems like it's all that I can talk about! I'm not sure what I'm going to do over the summer when I'm done teaching. What will I do? It's so crazy that teaching has become so integrated into my life. (Anita, Interview 2, 03-06-2019)

Being a teacher was not a role that Anita simply identified with at school or work, but at this point she saw it as being a part of who she was at all times. Her clinical experience and participation in her community of practice was helping to shape her identity as a teacher. Her teacher identity was no longer a disconnected thought or desire of what she wanted to become someday; it now was so connected and integrated into her life that it was all she could think and talk about. She had moved from legitimate peripheral participation in the beginning of the semester to full participation by the halfway point. She could now very much imagine herself in the role of being a teacher after practicing teaching in an authentic school setting and community of practice while learning from Cecilia. In alignment with the concept of the looking-glass self, Anita was learning to view herself differently and in a new role. She was beginning to understand role-taking and what it meant to her to be a world language teacher and the characteristics and qualities that she valued, such as the importance of students and forming a connection with them to her teacher identity.

Anita's program and her placement had very differing recommendations on the amount of target language use. Anita's program encouraged 90% target language use as supported by professional organizations like ACTFL (2011). Anita's mentor teacher, Cecilia, used a much more limited amount of Spanish, less than 50% according to Anita's observations of Cecilia from her fall semester. Therefore, Anita entered her clinical experience being expected to use the language 90% of the time but entering an environment where the mentor teacher's habitual practice made the students expect to hear it less than 50% of the time. This expectation echoes the experiences of Bateman's (2008) study, where the preservice teachers found it difficult to use the target language because their mentor teachers used English so frequently. Anita did not take on the designated identity of 90% target language user as suggested by her university, nor did she "want to be the Spanish teacher that mostly talks in English." (Anita, Observation 1, 01-22-2019). She compromised by striving to provide her students with Spanish "75%" of the time in the classroom (Anita, Observation 1, 01-22-2019). While she favored using Spanish the majority of the time, frequently mentioning how her study abroad experiences where she was immersed in the language helped her with her language proficiency, she understood that she was dealing with a culture where students were not accustomed to 90% target language use.

Max was working towards becoming a Latin teacher and taught Latin I, II, III, and sometimes co-taught Latin IV. Classes were 50 minutes three days per week and 90 minutes one day a week. In contrast to Anita's approach to language teaching, Max spoke in English and most of his instruction followed the Grammar-Translation Method. He had a focus on form approach with trying to get his students to learn grammar and vocabulary. For example, the Latin I class did a unit on adjectives. They translated text from Julius Caesar's *De Bello Gallico*

and then examined adjective agreement and word order. The unit themes typically were structured around a grammatical concept such as passive voice or adjectives.

Max had a strong desire to teach, explaining that his frustrations with his own teachers led to his desire to teach and make a difference:

My sophomore year of college I began tutoring students in Latin and found myself not only enjoying the work but facilitating real success in my tutorees [sic]. I really grew frustrated when the professors would come to me to ask how to improve and then not implement my suggestions, no matter how sound, or provide a minimal effort. For example, I said once that a struggling student might need some personal encouragement. The professor's answer to this was to write, in big, red letters on the top of a failed quiz 'Go to tutoring.' Yeah. He never came. The professors would also practice, teach, and assess completely different things. On top of all of this, when I would go to professors with real problems, the responses ranged from shrugs to calling the police on me... This journey has led me to want to be a teacher that *listens* to my students... I think I can really make a difference in the field. (Max, Interview 1, 01-23-2019)

Here Max expressed his desire to become a teacher but also emphasized the importance of listening to his students. He sought to become a member of the school community and his new community of practice because he wanted to be a different kind of teacher than what he had experienced. He imagined himself in the role of becoming a teacher and assigned the characteristic of being a teacher who listens to his students to be a defining quality in his new identity. He sought to see himself in this role as well as for others to see him in this role.

Max further demonstrated his commitment to becoming a teacher who listens to his students by highlighting the importance of forming a connection with them:

Today, I found out a student in my class attempted suicide last week. That really affected me all day emotionally and with my ability to focus. (Max, Interview 2, 03-07-2019)

Max also expressed times when he felt more like a student than a teacher, citing similarities he had with the students which made him identify more with them:

I am so young! These kids have more facial hair than me. They go to more parties than I did in college. We use the same social media sites. (Max, Interview 1, 01-23-2019)

He further elaborated:

I'm so short! Walking to class is like cutting my way through a jungle with a machete! Also, I recently had a real conversation with a student about Pokémon that was like a real conversation that I would have with a friend. On one hand, it was cool because I was making a genuine connection with a student that was not superficial. On the other, it didn't feel like the "correct" relationship to foster. (Max, Interview 2, 03-07-2019)

Max identified qualities that made him feel more like a student but understood his new role and how he needed to shift into "teacher mode" or "professional mode" as he referred to it (Max, Interview 2, 03-07-2019). While he shared characteristics with his students and wanted to connect with them, he also wanted them to respect him and view him in his new role of teacher.

Identifying oneself as a teacher is more than simply developing a teacher identity for world language teachers, it also involves developing one's approach to language teaching. Foreign language teaching has been characterized by a variety of methods over the years including Grammar-Translation and Communicative Language Teaching (Bateman, 2008; Richards & Rodgers, 2001). Many foreign language teachers closely follow the textbooks they use, claiming to adhere to a communicative approach while remaining heavily focused on

grammar (Burke, 2006, 2011; Cammarata, 2009; Martel, 2013). It is common in traditional foreign language classrooms for the textbook to serve as the curriculum (Martel, 2013; Wiggins & McTighe, 2005). This appeared to be the case with Max's placement, as Linda strictly followed the textbook.

I feel a little isolated in my creation of materials. I went from being neutral to the textbook to really, really disliking it. (Max, Interview 2, 03-07-2019)

Max continued:

I don't like how [Linda] gives frivolous assignments that take up significant brainpower needlessly. For example, a vocab quiz on words that they will never use and forget right after they take it. (Max, Interview 2, 03-07-2019)

Although Linda herself used the textbook and gave what Max identified as being "frivolous assignments," she gave her mentee the liberty to deviate. This allowed Max to have the freedom to become the kind of teacher that he wanted to be. His student teaching experience provided him with the opportunity to practice his teaching the way he wanted to do it in an authentic setting. Max exhibited agency in determining the kind of teacher he wanted to become, not necessarily following the textbook and curriculum that was provided to him. Linda allowed him to exhibit this agency and gave him autonomy in the classroom to make his own decisions, as will be explored in greater detail later in this chapter in section entitled 4.4 Mentor Teachers' Mediation.

Contrary to the communicative approach to language teaching that his teacher preparation program advocated, Max believed in using the Grammar-Translation Method as his approach to language teaching, but highlighted the importance of connecting with his students:

While I, contrary to the direction of most language teachers, still think that for Latin at

least, a grammar-focused pedagogy is the best path forward, I plan to use sincerity, empathy, and whimsy to make it fun, engaging, and digestible to students. (Max, Interview 1, 01-23-2019)

Max imagined himself as a certain kind of teacher, different from what he was used to but also different from what his teacher preparation program suggested. Here he again exhibited agency by going against the communicative approach promoted by his teacher preparation program but also going against the typical approach to teaching that he had experienced as a Classics student. Max was influenced by his own traditional upbringing as a Classics student which resonated with Linda's approach to teaching, but was also influenced by the communicative approach to language teaching in his program. Max and Linda maintained clear communication throughout his student teaching which allowed him to articulate his differing ideas with her. Linda allowed her classroom to be his classroom and was always open to allowing him to try out his own ideas and teaching approach with the students.

In this study, the clinical experience of student teaching shaped preservice world language teachers' professional identities by helping them to shift from a student to a teacher identity and even more specifically, to shift from being a language student to a language teacher. Building upon findings from previous research about teacher identity which show the importance of clinical experiences for preservice teachers' identity development through learning-in-practice (Kanno & Stuart, 2011), the findings from this study demonstrated that the clinical experience of student teaching had a significant impact on the teacher identity development of Anita and Max by providing them with the opportunity to practice their teaching in an authentic setting. Factors associated with the strengthening or weakening of their role identities as teachers included the connection that the preservice teachers were able to form with their students. In the case of

world language teachers, the shift from being a student to a teacher also involves shifting from being a language student to a language teacher. This involves being seen as the language expert and provider of the target language input. In addition to becoming the language expert, other factors associated with strengthening or weakening the language teacher identity involve the ability to figure out what their approach is to language teaching and their ability to validate their role identity as a world language teacher during their student teaching experience. Throughout the course of their student teaching experiences, Anita and Max interacted with members of their new communities of practice and did identity work by being engaged in the process of role taking (Blumer, 1969; Brinkerhoff et al., 2008). They negotiated role expectations and their identity positions by putting themselves in others' positions while also demonstrating agency in their identity negotiation by evaluating the messages they received and deciding what to take into their own self-concepts.

Over the course of their placements, both Max and Anita expressed the importance of connecting with their students which aligned with the strengthening of their language teacher identities. In terms of their language teacher identities, Max and Anita's experiences with their students corresponded with the strengthening of their Latin and Spanish teacher identities in that they allowed them to inhabit an identity position that was important to them: connecting with their students. Throughout their clinical experience, Max and Anita frequently spoke about making connections as an important component in their embodiment of their teacher identity role. For instance, Max expressed wanting to be a different kind of teacher than what he had experienced as a classical language student and wanted to show that he actually listened to his students. He wanted to demonstrate empathy towards them and while embodying a professional teacher role, still form a connection with them. He was emotionally impacted when he learned



that one of his students had attempted suicide. Likewise, Anita sought to care for her students and form a connection with them much like the open-door policy and close connection that she witnessed her students had with Cecilia. She was also deeply impacted by the choir concert dealing with mental health issues and learning about the emotional struggles of her students, which demonstrated the connection she had formed with them. Throughout the course of the semester, the observational data also revealed the connections Anita and Max were making with their students, going from being quiet preservice teachers not talking with any students in the beginning of the semester, to laughing and talking with students all the time by the end of the semester. These examples from the data demonstrated that they were able to make the connections they wanted to, and felt like they could be themselves, thereby being able to be the teachers they wanted to be which aligned with their increased sense of self as language teachers.

As was evident through observational and interview data, at first, Anita and Max began teaching in ways that satisfied the expectations of their mentor teachers or programs but that did not necessarily reflect the type of teaching they saw themselves doing as future teachers in their own classrooms. For instance, while expressing a desire to adopt a communicative approach to language teaching and 90% target language use as advocated by their programs and not follow the textbook, in classroom observations the preservice teachers tended to adopt somewhat traditional grammar-based approaches and followed the books. Given the traditional pedagogies that both preservice teachers were exposed to as students, their teaching represented their apprenticeship of observation (Lortie, 1975), reflecting how they were taught as students. Grammar practice has become such a part of foreign language teaching (Burke, 2011) that it has become highly resistant to change despite research in second language acquisition that has shown that a grammar-based approach which is often found in traditional foreign language

textbooks does not necessarily correspond with the way that students learn a language (Lightbown & Spada, 2006).

Both Anita and Max exhibited agency in that they did not take on the designated identities suggested by their program or placements, rather throughout the course of their clinical experience, they actively processed how they wanted to see themselves as language teachers. Anita compromised her target language use to be between what her mentor teacher used and what her teacher preparation program wanted when she chose to speak in Spanish “75%” of the time. Similarly, Max did not adopt strict adherence to the textbook like his mentor teacher, eschewing Linda’s approach to teaching and giving what he considered to be “frivolous assignments,” but he also did not adopt the approach to language teaching that his teacher preparation program preferred.

Anita and Max were able to validate their identities as world language teachers during their student teaching experiences by exhibiting agency and practicing teaching in a way that demonstrated the teachers they imagined themselves to be and wanted to become. They were able to inhabit the roles of teaching that they desired which reinforced a positive sense of self. According to Sfard and Prusak (2005), a gap between actual and designated identities “is likely to generate a sense of unhappiness” (p. 18). Both Anita and Max were able to be the Spanish and Latin teachers that they wanted themselves to be, helping them to shift from identifying as students to teachers. This was thanks in large part to their mentor teachers which will be discussed later in this chapter, in the section entitled 4.4 Mentor Teachers’ Mediation.

#### **4.3. Gaining Confidence and Becoming Respected Authority Figures**

This section discusses the findings that pertain to how Max and Anita negotiated their identity-shaping experiences, which contributed to their identity development as world language

teachers. As is common when PSTs enter the classroom, they both faced the challenge of becoming respected authority figures in their classrooms (Beck & Kosnik, 2002). By gaining confidence and exerting more authority in the classroom, Anita and Max were able to negotiate their identity-shaping clinical experiences. As world language teachers, this means confidence in both language skills and teaching, which ultimately helps to strengthen their newly embodied teacher identities.

As preservice teachers begin the process of student teaching, a key component of their identity development involves feeling like they are the authority figure in the classroom. Anita described the process of trying to prove herself as a language teacher. As she gained more and more control of the classes and transitioned to become the teacher of the class instead of a student, her teacher identity began to emerge. Even still, she expressed some initial hesitation when starting each class:

Once I get into it I'm fine but I'm still expecting my mentor teacher to start at the beginning of class. I feel kind of frazzled at first, maybe the first 10 minutes. (Anita, Interview 2, 03-06-2019)

This was evident the first day that I observed her as well. Anita seemed hesitant to stop students from texting, talking to each other, or putting their heads down during the warm-up activity and when reviewing the homework assignment. She appeared to exert more confidence in correcting these behaviors as the semester progressed, and my observational notes indicated that the students were more attentive in class and Anita confidently walked around the classroom while teaching and would address any behavioral issues when they arose. This was in contrast to my observations earlier in the semester, when Anita would only stand in the front of the classroom and avoided addressing any disciplinary situations (Anita, Observation 1, 01-22-2019; Anita,

Observation 2, 02-19-2019; Anita, Observation 3, 03-26-2019; Anita, Observation 4, 04-30-2019).

Not having authority at the beginning of the placement made Anita feel more like a student. She attributed this feeling to her lack of responsibility in terms of controlling her students' grades. As she described, "I upload the grades but...don't really know them so I just have to say, 'Don't ask me about it, ask [Cecilia].'" (Anita, Interview 2, 03-06-2019).

As the semester progressed however, Anita began feeling more like a teacher and more independent and in control. She realized that when her mentor teacher was absent, she could teach the class alone, and the students looked to her as their teacher.

I think the students see me as their teacher. I think the first time I realized this was when my cooperating teacher was gone. She was called unexpectedly to proctor the ACT to ELLs and I was left with just a substitute. The students asked about her but then acted the same and didn't act out. It made me realize that I actually can teach on my own. I can handle it. The kids respect me and do what I ask. It was a great day for me in which I felt confident in my abilities. (Anita, Interview 3, 05-01-2019)

In addition, she felt she could create her own lessons and ask for feedback on them rather than creating them together with her mentor teacher.

I feel really comfortable now and more independent. Like I used to lesson plan with her but now I just ask her for feedback and bring it to her and show her. (Anita, Interview 2, 03-06-2019)

These examples illustrate Anita's identity development and how she came to identify as a teacher throughout the course of her student teaching experience. The opportunity to practice teaching enabled her to practice how she would want classroom management to look like in her

own future classroom. When she experienced success in controlling her students and classroom, she felt like the students saw her as a teacher which in turn reinforced her own self-image as a teacher and authority figure in the classroom. Anita also felt more like a teacher and that she had more responsibility when she controlled the classroom and was in charge of disciplining the students. She expressed this when she stated, “I took a student’s football away the other day...It was just a paper football but still...” (Anita, Interview 2, 03-06-2019). She further elaborated on an incident in which a student actively went against what she asked him to do.

It was my first moment of real tension. I didn’t want it to become a power struggle, but I also wanted him to know that he couldn’t walk all over me. It made me think about what behavior management would look like in my own classroom. (Anita, Interview 2, 03-06-2019)

Anita felt like she had the authority to tell students what behavior was acceptable and what was not, thereby exerting control of her classroom and helping to strengthen her teacher identity.

This was in contrast to Anita’s lessons earlier in the semester when she did not exhibit complete control over her students’ behavior. When the students were doing an oral practice of different verbs in Spanish I, one of the girls who was wearing a cheerleading sweatshirt got up and switched seats so she could be closer to her friend. Anita seemed to notice but did not say anything. This girl and her friend talked quietly to each other occasionally throughout the rest of the class. Finally, at the end of class, Anita was about to do an exit ticket but then the bell rang, and the students got up and just dismissed themselves. Anita seemed to want to close out the class differently but did not have control over the students getting up and leaving while she was still talking.

While Anita began to feel more like a teacher than a student, she also needed to evaluate her role identity as a language teacher. Anita, a non-native Spanish speaker, began her formal language learning in 8<sup>th</sup> grade when she took Spanish I. She continued to study Spanish all throughout high school and college, including several study abroad trips to Costa Rica, Spain, the Dominican Republic, and Argentina to improve her Spanish speaking skills. She described what it was like to be a non-native speaking teacher:

Being a non-native speaker definitely has advantages and disadvantages. As a non-native speaker, I know what it's like to be a language learner which helps me better relate to my students and what they may experience while learning a foreign language. However, as a non-native speaker, it's very difficult for me to emulate the native accent. Additionally, it's hard to stay up to date on the current slang and colloquial terms that may be used in the everyday life of native speakers. In today's world it is easier than ever to stay connected to native speakers, but it can still be difficult to gain all of this knowledge and then transmit it to students. (Anita, Interview 1, 01-22-2019)

During one of the Spanish I lessons that I observed, I witnessed an incident that could have called into question Anita's language abilities. The students were creating family albums, which included describing their family members using adjectives but also creating sentences describing their likes and dislikes and various activities that they do. One student asked Anita how to say "cupcake." Anita seemed uncertain, referencing how the desserts eaten in Spanish-speaking countries are different than the ones that are eaten in the United States. She offered the word "magdalena," as a possible substitute but then looked to Cecilia to provide the ultimate correct answer. Cecilia, however, deferred back to Anita as the authority figure and agreed with Anita's word choice. Another student used their phone to look up the word in an online dictionary, and

verified Anita's response. Anita applauded this student's resourcefulness and encouraged other students to use their dictionaries as a tool for looking up words that they did not know (Anita, Observation 2, 02-19-2019). While this cupcake incident turned into a seemingly insignificant moment, it helped to solidify Anita's confidence in her language skills and elevate her to being regarded as the language expert in the classroom.

While confident in her language abilities, Anita remained humble and acknowledged that she did not know everything but embraced her status as a language learner. At the end of her student teaching, Anita reflected on her non-native speaking status:

I am constantly wishing I was a native speaker. Even though I have studied in other countries, there is still a lot that I don't know. For example, many cultures have slang that I don't know about or may have small customs that I don't understand. In addition, I will always have an English accent. These things kind of bother me, but it just means that I get to keep learning right along with my students. (Anita, Interview 3, 05-01-2019)

Having confidence in one's language abilities is important for language teachers as they strive to be regarded as language experts. While Anita understands that she is not a native speaker and does not have a native sounding accent, she is confident in her language abilities and in her ability to teach and recognizes her weaknesses and embraces them as she strives to be a lifelong Spanish learner and share the role of language learner with her students. Despite not being a native speaker, Anita's attitude and confidence help her to embody the role of language teacher. Drawing upon the concept of the looking-glass self, initially Anita viewed herself as a language learner along with her students. However, she came to view herself differently and in a new role as both a language learner and language teacher over the course of her student teaching. As she became more involved in the classroom throughout the course of the semester and moved

from legitimate peripheral participation to full participation, eventually taking over as the teacher, the students came to recognize her as the language teacher. Anita came to appreciate her non-native speaking status and role of language learner and viewed it as a positive characteristic of her new role as language teacher.

Similar to Anita, Max sought to gain confidence as a teacher and become the respected authority figure in the classroom. When he did not have power and authority of the classroom at the beginning of his clinical experience, he had “serious behavior issues” (Max, Interview 2, 03-07-2019). Students would not listen to him and respect him and walked around and shouted across the room to each other during his lessons. There was a small group of students who even would skip his class when they knew that he was teaching. However, his mentor teacher allowed him to claim ownership over the students within the first month of teaching. During my classroom observations later in the semester, I saw him change seating and also had students who skipped class fail the quiz they missed. He walked around the classroom confidently and spoke with a more assured teacher voice. I only saw his mentor teacher intervene once and that was when a student was waiting for his back to be turned to misbehave. By halfway through the semester, Max stated that the class “is entirely my class” (Max, Interview 2, 03-07-2019) and he exerted more confidence in his ability to manage the classroom as he became regarded by students as the authority figure.

Having authority and being able to claim ownership over his group of students helped Max negotiate his identity-shaping experiences and embody his teacher identity. Similar to Anita, he struggled with not being in charge of students’ grades or interactions with parents. He explained how his mentor teacher helped him:



She shares with me all of the most important confidential information related to the students that I think demonstrates a belief that it is a shared responsibility, at least since I don't get emails from the administration or parents normally. (Max, Interview 2, 03-07-2019)

The next section will elaborate on the role of the mentor teachers in sharing responsibilities and power in their classrooms which contributed to the teacher identity development of the preservice teachers. By the end of the semester, Max stated:

I see myself becoming less and less cool, allowing me to be more of an authority figure than a peer. (Max, Interview 3, 05-02-2019)

Becoming “less cool,” helped Max to establish himself as the respected teacher authority in the classroom.

One quality that helped Max to feel more like an authority figure in the classroom was his confidence in his language abilities. He identified himself as a “classicist,” and explained his language skills:

I've always been really good at Latin. My goal was to eventually learn Greek, which I did in college. I also just really like grammar, and Latin education is very grammar-focused, since there is not a real need to ever speak it, and the end-goal of learning Latin is to read closely very advanced works of literature. (Max, Interview 1, 01-23-2019)

Max saw himself as a language expert, helping him to embody the role of language teacher. He used his clinical experience to help him improve his classroom management skills and gain control of his students and the classroom. He always saw himself as a “classicist,” and had always hoped to use his knowledge and language skills to help others learn Latin. His self-perceived image of language expert helped him to exert confidence in teaching Latin.

Like Anita, Max encountered challenges being a non-native speaker while teaching Latin IV. In one particular lesson, students in the class were allowed to select their own poems to translate. One student selected a poem by Horace but had difficulty with the translation. The student called Linda over for help. Linda looked over the poem for a moment, then asked Max to come help with the translation. Both remarked on the difficulty of the poem chosen. Linda deferred to Max, who provided his interpretation of the poem (Max, Observation 2, 02-20-2019). Similar to Anita's cupcake incident, Max was able to capitalize on an opportunity to not only gain confidence in his own language skills, but to become viewed as the language expert in the classroom.

Throughout the semester, Max shifted from viewing himself as a student to that of a teacher, learning to view himself differently and in a new role. While always having a love of languages and learning, Max demonstrated the concept of role-taking as he viewed his situation from the perspective of being a teacher and using his language expertise to teach others. As he participated in his new community of practice, he began to learn more about what he envisioned himself to be like as a teacher and came to learn about the characteristics that he assigned to his new identity that defined him in his new role. Student teaching enabled Max to imagine himself in the position of teacher and to practice teaching in a way that would help define the type of teacher he would become. Even though he became "less cool," he gained more authority in the classroom and came to be viewed as the teacher, both by his students and in his own mind.

Anita and Max's confidence in their language abilities despite being non-native speakers demonstrates the comfort they have with being lifelong learners and having an ever-developing language proficiency. Their views are similar to those of the participants in Thompson and Fioramonte's (2012) study, who also had positive self-appraisals of their language abilities and

saw making errors as something that even native speakers do and were still able to maintain confidence despite making mistakes. Anita and Max's positions reflect how prepared they feel to teach their respective languages and their comfort with their language proficiency strengthens their role identities as teachers. They were able to put themselves in their students' shoes and looked back at themselves, considering themselves prepared to teach their languages and comfortable with their students' viewing them as both language experts but also as language learners just like themselves. Anita and Max's perceptions of their language proficiency and growing confidence in their abilities to face the challenge of becoming respected authority figures in their classrooms helps them to negotiate their identity-shaping clinical experiences as they embody their new teacher identities.

#### **4.4. Mentor Teachers' Mediation**

This section of the chapter will explore the role mentor teachers played in the teacher identity development of Anita and Max. Given that mentor teachers are key players and known to have a strong influence on the development of preservice teachers throughout their clinical experiences (e.g., Calderhead, 1996; Farrell, 2009; Roberts, Benedict, & Thomas, 2014), this study explores the impact that mentor teachers have on the identity construction of preservice world language teachers. This section will present the findings related to how the mentor teachers provided opportunities for identity formation by giving the preservice teachers autonomy, offering support, transferring authority, and sharing ownership of the class, all of which helped them to make the identity shift from students to teachers.

Right from the start of the semester, Anita's mentor teacher, Cecilia, began to transfer her authority to allow Anita to take the initiative and responsibility concerning her students' learning and begin shifting her identity from student to teacher. During one lesson that I observed early

in the semester, Anita asked students to work on a vocabulary puzzle which she referred to as a “Rompecabezas,” but they did not seem to understand what they were supposed to be doing. Several students approached Cecilia, Anita’s mentor teacher, but she consistently referred them back to Anita (Anita, Observation 1, 01-22-2019). Cecilia explained to me later that it can be hard “not to jump in” and that she has “trouble letting go,” but she noted that it really made a difference for both Anita and the students by not stepping in (Cecilia, Mentor Teacher Interview, 05-01-2019). The students saw Anita as the teacher and went to her with any questions they had, even if Cecilia was standing nearby, as evident in subsequent observation notes (Anita, Observation 2, 02-19-2019; Anita, Observation 3, 03-26-2019; Anita, Observation 4, 04-30-2019). This in turn helped Anita feel more confident and helped her to improve her teaching and she appreciated the opportunities to learn from her mistakes and fix them. For instance, she noted that Cecilia would help “guide” her rather than “direct” her and would allow her to create her own lessons and teach however she wanted (Anita, Interview 3, 05-01-2019).

A key characteristic that Anita highlighted about the role of her mentor teacher was that Cecilia offered support. She saw Cecilia as someone she could go to with questions and any issues that she encountered. One specific way that Anita felt supported by her mentor teacher was through the way she offered feedback. She noted that Cecilia “always gives good feedback but continues to be very encouraging” (Interview 2, 03-06-2019). Cecilia challenged her to grow and reflect on her teaching, while being specific in her feedback and highlighting the positive aspects of Anita’s teaching. In coaching sessions Cecilia would ask Anita what she thought went well from previous lessons and would follow with comments praising how she structured well-paced interactive lessons and devised creative activities to engage students. She would then

ask her to consider what did not go well or as planned. Rather than telling Anita how to teach, she instead would ask her for her own critiques and consider how she could improve.

The extent to which Cecilia allowed Anita to claim ownership of her group of students helped enable Anita to shift from feeling like a student to identifying herself as the teacher by the midpoint in the semester. She explained:

She gives me almost total ownership of each group of students. I'm in charge of everything and she pretty much just lets me go. I am so thankful that she gives me this opportunity while still being there for support and encouragement when I need it. (Anita, Interview 2, 03-06-2019)

Anita's interpretation of Cecilia's style of support was echoed in a sentiment expressed by Cecilia, who, when conferencing with Anita on multiple occasions, reiterated the importance of letting her "make mistakes" and "try out ideas" as an important part of learning in practice (Anita, Coaching Session 1, 01-22-2019; Anita, Coaching Session 2, 04-30-2019)).

Not only did Cecilia share ownership of the class with Anita, but she shared her power by giving her autonomy. Anita explained:

My mentor teacher set the expectation that her room is my room and she wants me to have the space and tools that I need to try new strategies and ideas. (Anita, Interview 1, 01-22-2019)

She added:

I think I have been able to begin to uncover and develop my teacher voice. I contribute most of this to my cooperating teacher giving me the space and resources that I need to design my own lessons and ideas. She is always there as a resource and guide, but largely gives me the ability to experiment and try new things. (Anita, Interview 2, 03-06-2019)

Cecilia gave Anita the space to practice and try out her ideas while supporting her as she figured out her own teaching approach and teacher identity. Anita needed to practice her own teaching and ideas and develop her own teacher identity. Anita's student teaching experience gave her the opportunity to try out her ideas with a guiding, supportive mentor teacher who allowed her to form and develop in her own way. In making this possible for Anita, Cecilia was contributing to Anita's own professional growth as she learned to teach under the guidance of an expert in an authentic classroom setting. Cecilia provided Anita with the space to try out, experiment, and negotiate her new teacher identity. Anita was able to learn-in-practice (Kanno & Stuart, 2011) throughout her student teaching as she came to self-identify as a WL teacher.

Before embarking on her clinical experience, Anita had a vision about the kind of teacher she wanted to become. Her mentor teacher impacted that vision and the subsequent role identity she adopted as a teacher. Anita described her experience:

[Cecilia] cares so much about her students. She lives very much with an open-door policy. There are always students in her room. At first, this was overwhelming for me. Kids are in our classroom before and after school and during lunch. We have very few kidless moments. Even though I was overwhelmed at first, I have grown to love it. It is such an honor for kids to come to our class and have the space and ability to talk through what's been going on in their lives. Even though it gives me less time at school to grade, I am thankful for the personal connections I've made. I hope to continue this habit when I have my own classroom. (Anita, Interview 2, 03-06-2019)

Forming connections with her students was something that was always very important for Anita and for her teacher identity. Cecilia was similar in this regard and helped Anita realize this aspect of her identity.

Anita described the impact Cecilia had in transforming and influencing her teacher identity:

I think [Cecilia] had a huge role in shaping my teacher identity. I am very lucky to be placed with the teacher that I was because her philosophies lined up with mine so well. She would truly do anything for her kids and believes in a holistic approach to language learning. She believes that every child can learn and desires to get to know each student well so that she can more easily meet his or her academic needs. It was such a blessing to work with her. (Anita, Interview 3, 05-01-2019)

Anita highlighted the positive experience she had with her mentor teacher. They shared similar philosophies and Anita was able to practice her own teaching and develop her own style and approach under the support and guidance of a like-minded mentor teacher. Anita saw in Cecilia many of the qualities that she herself wanted to embody as a teacher and was able to make these characteristics a part of her own teacher identity.

Anita's semester of student teaching provided her with the opportunity to practice teaching in an authentic setting while guided and supported by a like-minded mentor teacher. Anita and Cecilia had positive interactions with each other which impacted Anita's teacher identity construction as she learned from Cecilia. Anita viewed Cecilia as a model of the type of teacher she wanted to become and was able to see how she could use many of her own qualities in her role as a teacher. She saw herself as someone who really cared about her students and was able to see how someone with a similar passion put that into practice in her teaching.

Throughout her student teaching, Anita was able to learn from Cecilia while practicing her teaching in context. As she moved from legitimate peripheral participation to full participation, she began to identify as a teacher by midpoint in the semester in large part due to the support

offered by Cecilia and the opportunities she had to take ownership over the classroom and students. Anita was able to not only imagine herself in the role of being a teacher, but to actually embody that role and see things from another perspective. She was able to discern the characteristics that she wanted to assign to her new identity and how she wanted to be defined in her new role. Next, I turn to examine how Max negotiated his identity-shaping experiences and analyze the role that his mentor teacher, Linda, played in mediating his identity development. Similar to the ways in which Anita and Cecilia negotiated their work, the themes of support and autonomy resurfaced with Max and Linda to demonstrate how his identity construction occurred throughout his clinical experience.

Within the first month of teaching, Max's mentor teacher began to transfer her authority over to him so he could take the initiative and responsibility concerning his students' learning. Max's mentor teacher, Linda, was the only Latin teacher in the school, so she taught every level and "grew up" with her students as they learned the language. She saw the students as her "babies" and found it "hard to just let someone take over" (Linda, Mentor Teacher Interview, 05-02-2019). One way that she helped Max transition into the lead teacher role was by co-teaching with him and slowly giving him more control over the students. She found that starting by allowing Max to "tak[e] attendance and [do] warm up helped [him] to transition into teaching" (Linda, Mentor Teacher Interview, 05-02-2019). Like Cecilia, she worked to help students view Max as the main teacher in the classroom. Throughout the course of my first day of observations, I witnessed students several times asking her for permission to go to the bathroom. Similarly, while working in pairs or small groups, students would call Linda over and ask her questions instead of asking Max for help. Linda always responded by directing the students to



ask Max which helped to position him as the main teacher, thereby transferring her teacher authority over to him (Max, Observation 1, 01-23-2019).

Like Anita, Max had a similar experience feeling supported by his mentor teacher. Max described how he felt supported by the way that Linda gave him feedback, helping him to feel comfortable going to her with questions and ultimately seeing her as a supportive parental figure.

I really like the way she gives feedback. I really appreciate how after a lesson she always begins with asking me how I think I did, what I liked, and what I disliked before giving me advice. (Max, Interview 2, 03-07-2019)

He further explained:

She has been so awesome as someone to run plans and worksheets by to get good and constructive feedback. It is really nice to have a supportive Latin presence in my life...she's kind of a Latin mom. (Max, Interview 1, 01-23-2019).

Linda consistently encouraged Max to reflect on and improve his teaching practices but also was a support and resource to him and someone he could go to for advice.

The extent to which Linda allowed Max to claim ownership of the students helped him to shift from feeling like a student in his own classroom to identifying as a teacher. Max said that the classroom “is entirely my class” (Interview 2, 03-07-2019). Max elaborated on how he was allowed to take the initiative and responsibility concerning his students’ learning and said he had “near complete autonomy” (Interview 2, 03-07-2019).

Not only did Linda share ownership of the class with Max, but she gave him the freedom to teach and run the class as if it were his own. This allowed Max to experiment with his own teaching ideas, helping him to feel more comfortable with making instructional decisions, which

ultimately supported the development of his teacher identity and how he saw himself as a teacher.

Linda respects my autonomy and encourages me to experiment and explore different ways of doing things...She gives me all of the materials that she uses, but gives me the choice as to whether I use it or not or whether I decide to alter it. I am so thankful that she gives me the space and opportunity to work with the material on my own and determine my own teaching style and methodology. (Max, Interview 2, 03-07-2019)

Linda made herself available to Max as a resource yet gave him the space to develop and grow on his own and figure out the kind of teacher he wanted to become. This was key in helping Max to develop his teacher identity. Linda provided Max with the space to practice teaching with her guidance, support, and resources, yet allowed him to practice with his own ideas.

Preservice teachers want to be seen as the teacher of the classroom and to have the liberty to develop their own teaching style and to be seen as the teacher of the classroom (Beck & Kosnik, 2002). This in turn helps them to view themselves as the teacher. Furthermore, Max and Linda's positive relationship with each other enabled Max to learn from her and get ideas from her about the way he wanted to teach. Their positive relationship helped Max to develop and to begin "feeling, acting, and thinking like a teacher" (Roberts, et al., 2014, p. 6). Throughout the course of his student teaching, he was able to craft the way he wanted to view himself as a teacher and how he wanted others to view him as he imagined and ultimately created his identity as a teacher.

At the beginning of the semester, Max had a vision about the kind of teacher he envisioned himself becoming. Max shared similarities with his mentor teacher which helped him attain the vision and become the kind of teacher that he wanted to be. He explained:

I had some really eccentric Latin teachers both as mentors and as teachers. I was kind of worried that I would be too boring, but it was nice to see someone mild-mannered still developing the right kind of relationships with her kids and effectively teaching the material. (Max, Interview 2, 03-07-2019)

Max wanted to be a different kind of teacher than many of his own Latin teachers. Seeing his mentor teacher Linda teach and act the way she did helped to validate his own feelings and vision of the kind of teacher he wanted to become.

Max described the impact his mentor teacher, Linda, had in changing and shaping his teacher identity:

My mentor teacher backed me 100% in everything. She allowed me to create my own lesson plans and implement them how I saw fit. However, she also did a great job of giving constructive feedback. This actually helped to boost my confidence. As she gave me more feedback, it helped me feel more comfortable in my role as a student teacher. I am continually grateful for her support and knowledge. (Max, Interview 3, 05-02-2019)

Linda's support of Max and the autonomy she gave him allowed him to feel confident as a teacher and grow and develop his own teacher identity. Max had his own ideas about how he wanted to teach and the kind of teacher he wanted to become, and feeling supported by Linda gave him the confidence he needed to embody his new role as a teacher.

Max's student teaching experience with Linda provided him with the opportunity to learn from an expert in an authentic context. As he shifted from viewing himself as a student to that of a teacher, he learned to view himself differently and in a new role, demonstrating the concept of the looking-glass self. He was able to put himself in the shoes of a teacher and to take on the new role of language teacher. Max discerned the qualities that he wanted to embody as a teacher

and the time when he learned to teach was when he could actually begin to process his new identity position and not only imagine himself in the role of being a teacher but to actually be the teacher. Max's identity developed because of his participation in his community of practice and because of the support he had from Linda as she helped to mediate the formation of his new teacher identity.

Anita and Max's mentor teachers transferred their authority over to the preservice teachers so they could take the initiative and responsibility concerning their students' learning and begin shifting their identities from students to teachers. Both Cecilia and Linda helped to legitimize the presence of Anita and Max as participants but even more importantly as teachers in their new classroom communities and communities of practice (Lave & Wenger, 1991; Wenger, 1998). The mentor teachers treated the preservice teachers as fellow teachers, not as subordinates, helping to not only insure that they were viewed and respected as teachers but ultimately helping their professional growth (Beck & Kosnik, 2002). Anita and Max were regarded by their students and members of the broader school community as teachers, which helped facilitate their adoption of their teacher identities.

At the beginning of the semester, I asked Anita and Max what they thought their mentor teacher's role should be. Both mentioned the words "support" and "resource," seeing their mentor teachers as support systems and people who would be there to encourage and assist them but also be a valuable source to go to for ideas and help as they begin their clinical experiences of teaching. Similarly, while not using the words "support" and "resource" explicitly, both mentor teachers, Cecilia and Linda, cited this as being a key role for them. Cecilia explained the importance of helping preservice teachers "learn to teach" and giving them the opportunity to "try things out" (Cecilia, Mentor Teacher Interview, 05-01-2019). Linda echoed this sentiment

and also explained the value of “passing on my knowledge and everything I have learned over the years” (Linda, Mentor Teacher Interview, 05-02-2019). From the outset, both mentor teachers seemed ready to support their mentees and positively contribute to the mentoring process. The findings of the interview data of this study support other findings that preservice teachers need and want a supportive relationship with their mentor teachers to feel confident with taking risks and experimenting with their ideas and teaching in the classroom (e.g., Rajuan, Beijgaard, & Verloop, 2007).

While Anita and Max developed into teachers over the course of their student teaching semester, thanks in large part to their mentor teachers, both Cecilia and Linda cited that the learning experience was a two-way street. Referring back to the framework for this study, identity development has a social and interactive component. The dynamics of the interactions between Anita and Cecilia, and Max and Linda, impacted the identity formation of both sets of parties as they learned from each other. Cecilia highlighted how much her interactions with Anita deepened both her content knowledge and helped her to improve her own teaching methods (Cecilia, Mentor Teacher Interview, 05-01-2019). Linda likewise emphasized how much she learned about teaching “in a new and different way” and personalizing instruction for her students from Max while also learning more about current language standards (Linda, Mentor Teacher Interview, 05-02-2019). Like Anita and Max, both Cecilia and Linda had positive experiences serving as mentor teachers where they grew as mentors but also as teachers, and both expressed excitement about their next mentoring experiences.

Anita and Max were able to develop their identities thanks to the autonomy that their mentor teachers gave them. Their mentor teachers gave them the experience they needed, giving them the space to practice and try out their ideas and figure out their teaching approaches on

their own while supporting them in their growth and development as teachers. Anita and Max were able to learn from their mentor teachers through their interactions with them as they practiced teaching and participated in their new communities of practice. They were able to imagine and view themselves in the role of being teachers and came to be seen by others in this role.

The mentor teachers shared similar philosophies and teaching approaches as their mentees, yet allowed them to personalize and develop their own styles as they developed their teacher identities over the course of their clinical experience. The support they provided every step of the way was a vital component in helping them to gain confidence, a key element linked to preservice teachers' professional growth (Izadinia, 2013), and become the teachers they ultimately ended up becoming by the end of the semester. Furthermore, the data presented here illustrate that mentor teachers not only help preservice teachers with their professional growth, they also help mediate the development of their teacher identities.

#### **4.5. Conclusion**

This chapter presented the findings of a qualitative case study which addressed the following three research questions: (1) How do clinical experiences shape two preservice world language teachers' professional identities? (2) How do these two preservice world language teachers negotiate their identity-shaping experiences? (3) How do mentor teachers mediate the two preservice world language teachers' identity formation as novice professionals? This chapter categorized the findings into three main sections: how the preservice teachers shifted from identifying as language students to language teachers, how they gained confidence and became respected authority figures, and how the mentor teachers provided opportunities for identity formation by giving the preservice teachers autonomy, offering support, transferring

authority, and sharing ownership of the class. This study contributes a more nuanced understanding of preservice world language teachers' identity construction while also demonstrating the ways in which this study builds upon prior research on language teacher identity development.

Previous research inquiries into language teacher identity development have scrutinized how preservice teachers constructed their identities throughout the course of their clinical experiences. However, they have not explored the specific group of preservice world language teachers and the role that mentor teachers play in preservice teachers' identity development, which represents a gap in the literature addressed in this study. Whereas previous literature on the impact of mentor teachers on preservice teachers has explored the relationship between the two parties and the role of mentor teachers on the professional development of preservice teachers, it has left largely unexamined the role mentor teachers have in mediating the identity formation of preservice teachers, which this study explores more deeply. Specifically, the findings from this study illustrate the connection mentor teachers have with preservice teacher identity development. Findings from this study may inform the existing understanding of preservice teacher identity construction in the literature during their clinical experiences by shedding light on the important role that mentor teachers play in mediating preservice teachers' professional identity development through ceding control and transferring responsibility over to the preservice teachers, and helping to position and develop them as the language experts and authority figures in the classroom. Through a scrutiny of the clinical experience by means of multiple data sources, this research also contributed to the literature, confirming how clinical experiences are conducive to preservice teachers' identity formation processes. Specifically, this study helps to provide a better understanding of how world language teachers construct their

identities and what makes this particular group of preservice teachers unique in regards to identity construction, for instance using the target language as both the medium and content of instruction and navigating the position of being a native or non-native speaking teacher. Also, learning about how Anita and Max developed their identities in my study, the findings indicated that mentor teachers positively influenced preservice teachers' perceptions and understanding of themselves as teachers and promoted positive development in their teacher identity. Teacher educators, mentor teachers, and university supervisors may be able to use these findings to assist preservice teachers with navigating their clinical experiences to negotiate and construct their teacher identities by better understanding the role that mentor teachers play in identity development.

Findings from this study indicate that the preservice teachers were afforded opportunities to develop and take on a world language teacher perspective during their clinical experience of student teaching and their assuming of this perspective supported their negotiation and formation of their identities as world language teaching professionals. For instance, the clinical experience of student teaching promoted the preservice teachers' identities as teachers because it allowed them to shift from being language students to language teachers by providing them with the opportunity to practice their teaching in an authentic setting and by being positioned as experts in the classes they taught. Moreover, their negotiation of their identity-shaping experiences enabled them to gain confidence and become respected authority figures in the classroom as they negotiated their vision of themselves as teachers. Lastly, concerning the preservice teachers' identity formation during their clinical experience, the current study revealed that mentor teachers play a key role in preservice teachers' identity building. By giving the preservice teachers autonomy, offering them support, transferring authority to them, and sharing ownership



of the class, the mentor teachers provided the preservice teachers with opportunities to form their identities and make the identity shift from students to teachers.

## **CHAPTER 5: DISCUSSION, IMPLICATIONS, AND FURTHER RESEARCH**

### **5.1. Introduction**

This study examined the clinical experience of two preservice world language teachers and the role that mentor teachers played in helping them to develop their identities as teachers. The existing literature on language teacher education needs more studies that address the question of world language teachers' identity development during their preservice professional preparation (Kanno & Stuart, 2011; Varghese, et al., 2005) because world language teacher identity construction remains underexplored and undertheorized in the current body of literature. Moreover, a better understanding of how teachers of world language learners negotiate and construct their identities and how mentor teachers mediate this identity development gives insight into broader questions about preservice teachers' learning and how teacher education can positively impact the identity construction of preservice teachers. The type of teacher that preservice teachers aspire to be and become impacts and is impacted by their decisions and experiences.

Building upon research that has used sociocultural perspectives to study teacher identity, this study utilized situated learning theory as one of its two frameworks to analyze the identity transformation of two preservice world language teachers. Studying preservice teachers during their clinical experience while they participate in the rituals of their communities of practice revealed intriguing insights into their identity development, such as how the preservice teachers shifted from identifying as students to identifying as teachers when they were provided with the opportunity to practice their teaching in a world language context where they were positioned as experts and respected authority figures. Moreover, as the preservice teachers learned and became increasingly involved in their communities and moved from legitimate peripheral

participation to full participation, this framework was useful in examining the role that mentor teachers had in the identity transformation of the preservice teachers as the novices learned from experts in an authentic context.

This study also utilized symbolic interactionism as a theoretical lens, making it unique in adopting these two frameworks. The theoretical framework of symbolic interactionism with its concepts of the looking-glass self, role taking, and role identity were beneficial in enhancing the examination of teacher identity development by highlighting the ways in which preservice teachers construct their identity positions as they picture themselves in a new role during their clinical experience. Symbolic interactionism contextualizes identity development within preservice teachers' socialization as they strive to develop into the role of teacher. Identity construction and the socialization process are linked and the time when preservice teachers learn to teach is when they begin to process the role identity positions that are suggested to them by people such as their mentor teachers. The current study adopted a symbolic interactionist lens to cast socialization as a lifelong process that involves identity development, navigating the potential struggles of identity formation, and refashioning the emerging identities which begin at the preservice teacher stage. In using symbolic interactionism as a theoretical framework, this study focused on the interactions between preservice world language teachers and their mentors and examined the impact of these interactions on preservice teacher identity development.

This chapter will first present a discussion of the findings in this study which inform preservice world language teachers' identity development. It will then discuss the empirical, theoretical, and practical contributions of this research study to the field's understanding of teacher identity construction. It will also present the limitations of this study and opportunities for further inquiry that it provides for exploring questions about world language teacher identity

formation.

## **5.2. Discussion**

The following section presents a discussion of three focal points in light of the findings from this study: (1) the connection between learning to teach and identity development; (2) the social aspect of language teacher identity development; and (3) the impact of mentoring on teacher identity development. This discussion is intended to contribute to gaining a better understanding of language teacher identity construction.

**5.2.1. Connection between learning to teach and identity development.** The findings described in the previous chapter highlight the connection between learning to teach and developing one's teacher identity. The clinical experience of student teaching is an important time for preservice teachers' professional identities to begin forming (Cattley, 2007), and this study extends on previous research that explored how preservice teachers construct their identities during student teaching (Kanno & Stuart, 2011) and how learning to teach is an identity making process (Beijaard, 2019). Building upon previous work, this study's findings shed light on the identity development of preservice world language teachers and how they shift from identifying as students to teachers.

Both Anita and Max engaged in identity work throughout the course of their clinical experiences, exerting agency in deciding which components to incorporate into their teacher selves. Specific to the field of world language teaching, Anita and Max discerned how they would enact particular teaching approaches and what their positions on target language use would be as they practiced and figured out what best worked for their emerging teacher identities. This study adds to the limited work of world language studies (Antonek et al., 1997; Kayi-Aydar, 2015; Luebbers, 2010; Vélez-Rendón, 2010) and fills a gap in the literature by

addressing the teacher identity development specifically of preservice world language teachers as they negotiate and construct their teacher identities during their clinical experiences.

The theoretical framework of symbolic interactionism served as a useful lens in better understanding the teacher identity development of Anita and Max. The notions of the looking glass self, role taking, and role identity (Blumer, 1969; Stryker, 1980) help to shed light on how the preservice teachers were able to imagine and put themselves in other people's places and look back at themselves, thereby learning about their teacher roles by envisioning the ways that other people assessed how they took on their new roles. The clinical experience provided an authentic space for Anita and Max to interact with significant others in their new communities and became a space in which learning to teach and consequently the development of their teacher identities occurred. Learning to teach and adopting a teacher identity is an ever-changing, multifaceted process of becoming a teacher that involves an interplay between societal pressures, embodied in significant others' messages, and individual desires for one's own self-concept (Burke & Stets, 2009).

**5.2.2. Social aspect of language teacher identity development.** The findings of this study highlight the relationship between social interaction and identity development. The construction of Anita and Max's teacher identities transpired in part because of the connection they were able to form with their students and mentor teachers. Using the sociocultural lens of situated learning theory, this study highlights how the participants interacted with significant others while seeking to become respected authority figures and how their seeking membership in their new communities of practice helped them to form their teacher identities.

In both the case of Anita and Max, they sought to have their teacher identities validated by others and to be positioned as experts in their new communities of practice. They both strived

to form connections with their students, but even more so they wanted to be seen as the respected authority figures in their classrooms. Having students come to them over their mentor teachers and being able to teach on their own while commanding the respect of their students helped to strengthen their own identities as they began to not only see themselves as teachers but understood that their students saw them in this role as well. Moreover, Anita and Max grew in confidence both in their language skills and as teachers, thereby helping to further validate their roles as teachers, in large part due to the support and encouragement that they received from their mentor teachers. Throughout their clinical experiences, their mentor teachers helped to position them as experts in their new communities of practice, helping them to see themselves and be seen by others as teachers.

The findings of this study show the importance of the social dimension of teacher identity development. For Anita and Max, how others perceived them was important for the social legitimation of their teaching identities (Wenger, 1998). Their interactions with others and the support they received from their mentor teachers helped to facilitate their entries into legitimate peripheral participation in their new communities of practice (Lave & Wenger, 1991). The manner with which both Anita and Max were able to maintain their interactions with others and establish themselves as experts, helped them to develop evolving membership both in their classrooms and broader school communities (Lave & Wenger, 1991). Anita and Max both demonstrated how they first acquired peripheral participation in their communities of practice but then extended this into sustained active participation in their communities as they went from being seen as student outsiders to teacher insiders and became socialized into their new communities (Lave & Wenger, 1991). They developed competence and both self-identified as teachers but also were seen by others as experts, helping them to claim membership in their new

communities as they learned how to act in the manner of full participants (Lave & Wenger, 1991).

**5.2.3. Impact of mentoring on teacher identity development.** Knowledge is socially constructed through interactions individuals have with significant others (Johnson, 2003). In this study, Anita and Max engaged in the process of meaning-making about themselves (Hung, Lim, & Jamaludin, 2011) by interacting with their mentor teachers. The experiences they gained through their interactions with their mentor teachers influenced the development of their teacher identities. The mentor teachers maintained open lines of communication with their mentees, offering them constructive feedback and constant support throughout the course of their clinical experience. They transferred their authority over to the preservice teachers, helping them to be seen as the experts and teachers, and shared ownership of the class with them. Moreover, they gave them autonomy to run the class as they wished and allowed them to exert agency which allowed them to become the kind of teachers they wanted to be. The preservice teachers gained confidence in both their language and teaching skills, and were able to try out and refine their approach to language teaching.

At the beginning of their clinical experiences, Anita and Max identified more as students than as teachers, lacking their teacher voices, but both enthusiastic and ready to learn how to teach. By the end of their student teaching semester, they felt confident and in control and identified themselves as being teachers and were ready to teach in their own classrooms. They both had very positive mentoring relationships, due in large part to the effective mentoring practices exhibited by their mentor teachers such as encouragement and support, developing personal and professional relationships, and open communication (Beck & Kosnik, 2002; Izadinia, 2015). Anita and Max experienced positive mentoring relationships, which helped

them to gain in confidence, develop their teacher voices, and ultimately form their teacher identities. In line with the sociocultural lens of this dissertation, this study argues that the interactions between the mentor teachers and preservice teachers, in this case both positive interactions and relationships, played a vital role in facilitating the process of learning to teach for the preservice teachers, thereby helping them to develop their teacher identities. This study serves as an example of how critical a good mentoring match can be and how a positive mentoring relationship can have a profound impact on preservice teachers and their identity development.

### **5.3. Empirical Contributions**

This study strives to contribute to the research on teacher identity development, a growing field yet limited in the sub-field of world language teacher education. Specifically, this study sought to address how two preservice world language teachers form their teach identities during their clinical experiences and the role that mentor teachers play in impacting this identity development. Thereby, it sheds light on preservice teacher identity development within the field of world languages, helps illuminate the ways the clinical experience of student teaching influences teacher identity construction, and explores how mentor teachers mediate preservice teachers' identity formation.

This study extends on previous work that has explored how language teachers forge their teacher identities during their clinical experiences (e.g., Kanno & Stuart, 2011). This study demonstrated how the preservice teachers shifted from identifying as students to identifying as teachers throughout the course of their student teaching semester. Their clinical experience helped provide them with the opportunity to practice their teaching in an authentic setting and become seen as the teachers and language experts in their classrooms as they were able to



validate their role identities as world language teachers. In addition, through their interactions with members of their new communities of practice, they were able to engage in identity work and the process of role taking (Blumer, 1969; Brinkerhoff et al., 2008) as they negotiated their role expectations and identity positions but ultimately demonstrated agency in determining the kind of teacher that they wanted to become. This idea of exercising agency as a part of developing one's teacher identity builds on previous research concerning teacher identity formation (Kayi-Aydar, 2015; Sexton, 2008; Yazan, 2018b; Ye & Zhao, 2018).

In addition, this study extends on prior research which highlights the importance of world language teachers developing confidence in their language abilities (e.g., Thompson & Fioramonte, 2012). As world language teachers, it was important for the preservice teachers in this study to feel comfortable with their language abilities and position of being both language learners and teachers. The participants' perceptions of their language proficiency and the growing confidence they exuded in both their language abilities and in their capabilities to face the challenge of becoming respected authority figures in their classrooms helped them to embody their new teacher identities.

Lastly, this study contributes to the research on teacher identity development by highlighting the vital role of mentor teachers. Mentor teachers are key players and known to have a strong influence on the development of preservice teachers throughout their clinical experiences (e.g., Calderhead, 1996; Farrell, 2009; Roberts, et al., 2014), however, the ways in which they impact preservice teachers' identity development has been underexplored. This study addressed this gap in the research by investigating the relationship between preservice teachers and mentor teachers and the impact mentor teachers have on identity development. This study yielded findings that demonstrated the contribution in this case of a positive mentoring

relationship to teacher identity. By transferring their authority over to the preservice teachers, offering them support, sharing ownership of the class with them, and giving them autonomy, the mentor teachers in this study helped to give the preservice teachers the confidence they needed to find their teacher voices and shift from identifying as students to teachers by the end of their clinical experiences.

#### **5.4. Theoretical Contributions**

This study sought to respond to the call to use multiple theoretical frameworks to analyze teacher identity development (Varghese et al., 2005). It employed the sociocultural lens of situated learning theory as well as symbolic interactionism. This study supports the research which has already been done on teacher identity using a sociocultural framework, highlighting the social dimension of identity development. This study makes a theoretical contribution to the literature by also examining teacher identity development through a symbolic interactionist lens. This lens helped to shed light on the concepts of role taking and role identity and demonstrated how the preservice teachers were able to put themselves in another person's shoes and shift to adopt their teacher identities. These frameworks together helped to illuminate a more nuanced picture of how preservice teachers construct their identities. Future studies can use the multiple frameworks employed in this study and can build upon this work when examining the identity construction of language teachers.

#### **5.5. Practical Contributions**

This study offers some practical suggestions which can be used to better prepare preservice teachers as they transition from being students to teachers. This study found that mentors play a key role in impacting the identity development of preservice teachers. The interactions and relationships that the preservice teachers had with their mentor teachers was

important both in terms of their teacher learning but also with the formation of their teacher identities. Given this finding, this study argues for more attention to be paid to mentor teachers. Mentor teachers should be selected with care. Too often mentor teachers are selected casually based on their availability even if they lack the skills and knowledge they need to help the learning of preservice teachers (Schön, 1987). Teacher education programs should select mentors who are passionate about teaching and their role as mentors, and who exemplify the qualities of a teacher that the programs would like their preservice teachers to become.

However, mentor teachers need to be more than simply willing to assist with the professional development of preservice teachers, since they will have difficulty achieving this if they are not adequately prepared for their role as a mentor (He, 2009). Despite the research on the key role that mentor teachers play, they often do not receive formal training (Russell & Russell, 2011).

Neither of the mentor teachers in this study had gone through any mentor training. While both of the preservice teachers in this study had positive experiences with their mentor teachers, this study argues that mentor teachers should go through training to better equip them for their roles.

Mentoring programs could help mentors better understand their roles, the impact of their mentoring, and ways that they can make their mentoring and relationships with their mentees more effective to help them transition from being students to teachers (Beutel & Spooner-Lane, 2009). Mentoring programs could help mentor teachers develop their mentoring skills and raise awareness of their roles and responsibilities as mentors. Mentoring programs could better prepare mentor teachers for their roles which could possibly have a greater and more effective impact on the development of preservice teachers.

Furthermore, this study suggests that as preservice teachers complete their clinical experiences and transition into their new roles as full-time teachers, they should be provided with

support. Identity development is an ongoing, dynamic process that continues to evolve even after preservice teachers formally graduate from their programs and begin their professional careers as teachers. As new teachers, they are “often left to their own devices to succeed or fail within the confines of their own classrooms” (Smith & Ingersoll, 2004, p. 682). Almost 25% of beginning public school teachers quit their jobs within the first three years of teaching (Marvel, Lyter, Peltola, Strizek, Morton, & Rowland, 2007). While many preservice teachers feel supported during their time in their teacher education programs, new teachers also need support in their new jobs to retain them in the teaching profession. Given the role that mentor teachers play in preparing preservice teachers, it may be helpful for administrators and school leaders to match new teachers to another more experienced teacher at their new school who could serve as their mentor and help them transition into their new community of practice. Ideally, for the case of world language teachers, this would also be a language teacher who could help the new teacher understand the ways of the new community and be there to help them have a successful induction during their beginning year. Furthermore, teacher education programs do not need to immediately disconnect from the new teachers who just graduated from their programs. Rather they should seek to continue offering support for new teachers to help them during their first year of teaching and hopefully play a significant role in aiding teacher retention during the early years of teachers’ careers.

## **5.6. Limitations and Implications for Future Research**

Despite this study’s potential usefulness in shedding light on the identity construction of preservice world language teachers, it has several limitations. First, this study is limited to the short period of time during which the preservice teachers conducted their student teaching. This means that the preservice teachers’ process of growth and their enacted identities at all points of

their formation and education cannot be thoroughly explored. Additionally, with only one full day of classroom observations conducted four times throughout the course of the semester, the findings generated for this study may not capture the entire process of preservice teachers' identity formation.

An additional limitation is that this study only focuses on two preservice teachers within a specific geographical context. Therefore, even though this study aims to provide insight into the construction of preservice world language teachers' identities, it may not be generalizable to other contexts with different sociocultural characteristics. The small-scale nature of this study means that it may not sufficiently reveal the uniqueness and complexities in general of preservice world language teachers' identity formation.

Third, this study acknowledges that there are many factors that inform preservice teachers' identity development. While this study focused on the role of some of the members of the community of practice in the school context during their clinical experiences, some changes in the identity development of the preservice teachers may have occurred due to other factors which were outside the scope of this research. In addition, this study acknowledges that there are other "mentors," who may have impacted the identity development of Anita and Max and not just the prescribed mentor teachers.

A final limitation relates to my researcher positionality. To a certain extent, my past experiences as a world language teacher, university supervisor, and graduate assistant and teacher educator, combined with my current status as a researcher, may impact how the preservice teachers responded to my questions and the image they strived to portray to me in how they are developing as teachers. My past experiences may also have impacted my data analysis and interpretations, something of which I was aware and tried to minimize.

Future research can provide more insights into the identity development of preservice world language teachers. One aspect that could be studied would be to focus on both native and non-native preservice world language teachers, so as to compare the experiences and identity formation of language teachers with various levels of language proficiency. Having confidence in their language skills helped to give both the preservice teachers in this study more confidence as teachers and language experts in this classroom. Another aspect that could be studied further would be to continue observing the preservice teachers as they begin their work as novice teachers. Since the preservice teachers' professional identities will continue to develop as beginning teachers, conducting a longitudinal study could provide rich insights and a fuller picture of their teacher identity development.

## **5.7. Conclusion**

This study examined the identity development of two preservice world language teachers, specifically, how their clinical experiences shaped their professional identities, how they negotiated their identity-shaping experiences, and how their mentor teachers mediated their identity formation as novice professionals. The findings of this study can potentially impact the field of world language teacher education by addressing the identity issues that preservice teachers face and how mentoring mediates their struggle and negotiation of identity issues.

Preservice teachers continuously take on different roles which impact their emergence and growth as they come to identify as teachers. Their clinical experiences drive the process of learning to teach while simultaneously molding their identity formation. Therefore, their preservice teaching experiences have a long-lasting impact on the eventual teacher they become. The negotiation of their identity-shaping experiences is directly linked to how their mentor teachers mediate their identity formation as novice professionals. This study contributed and

investigated this critical relationship of the mentor teacher and preservice teacher in four key ways: by giving the preservice teachers autonomy, offering them support, transferring authority to them, and sharing ownership of the class. These four methods provided the environment for mentor teachers to support, transfer knowledge, and mediate the identity development of the preservice teacher. This study built upon previous findings from the literature on teacher identity development and provided a unique perspective and contribution to the teacher education literature, expanding our understanding of mentoring and identity construction directly to the world language field, while identifying the critical impact that mentor teachers have on preservice teacher identity development.

The approach and structure of the clinical experience and mentoring relationship ultimately mediated the preservice teachers' identity formation. Preservice teachers' emerging identities as teachers greatly influence the ways they utilize their teacher learning experiences and reconfigure their teacher identities. Therefore, teacher identity impacts how preservice teachers learn to teach and interact with others in professional settings. As a result, teacher identity is critical to preservice teacher development and mentoring can have a profound impact on this identity development. The synergistic nature of preservice teacher's clinical experience and mentor teacher interaction drive the ultimate identity of new teachers. Therefore, mentor teachers and the preservice teacher experience combine to create the golden opportunity to shape future world language teachers and drive results across the continuum of education.

## APPENDICES

### Appendix A: Preservice Teacher Participant Consent Form

<b>Project Title</b>	<b>A Case Study of Preservice World Language Teachers' Identity Development</b>
<b>Purpose of the Study</b>	<p>This research is being conducted by Margaret Ditter from the University of Maryland, College Park. I am inviting you to participate in this research project because you are studying to become a world language teacher. The purpose of this study is to better understand the identity construction process of preservice world language teachers and how mentoring contributes to this process.</p>
<b>Procedures</b>	<p>The procedures involve:</p> <ol style="list-style-type: none"><li>1. Interviewing you to learn more about your identity development as a teacher. There will be three interviews: one at the beginning of your student teaching, one halfway through, and one at the end of your student teaching. The interviews will last approximately 30 minutes each and will be audiorecorded. Interviews will be conducted at a mutually agreeable time and location.</li><li>2. Observations and audio/video recording. I will observe and record one full day of classes once a week throughout the course of your student teaching. I will also observe and record coaching sessions and meetings that you have with your mentor teacher once a month.</li></ol>
<b>Potential Risks and Discomforts</b>	<p>There may be some potential risks from participating in this research study. You may experience low levels of anxiety about being observed or participating in interviews. A possible risk could also occur through a breach of audio data, such as in an instance when someone without password permission manages to access data, or steal data. I will make every effort to minimize this risk by using pseudonyms and password-protecting data files. Participants may refuse to answer any of the questions or cease their participation at any time and will not be penalized in any way. You may cease your participation in the project at any time and will not be penalized in any way.</p>



<b>Potential Benefits</b>	There are no direct benefits to participants, but the results may help the investigator learn more about the identity development of preservice world language teachers and the role that mentoring plays in this development which could also impact the work done in teacher preparation programs.
<b>Confidentiality</b>	<p>Any potential loss of confidentiality will be minimized by assigning each participant a pseudonym. The pseudonym will be used on all data collected in the study. All data will be stored on my password-protected computer, and will be accessed only by me. All data will be destroyed ten years after the completion of the study. Manuscripts submitted for publication will not identify individuals by name or location.</p> <p>If I write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park, or governmental authorities if you or someone else is in danger or if I am required to do so by law.</p>
<b>Right to Withdraw and Questions</b>	<p>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits for which you otherwise qualify. Your academic standing at UMD (if relevant) will not be affected by your participation or non-participation in this study.</p> <p>If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:  <b>Margaret Ditter</b>  <b>Dool.margaret@gmail.com</b></p>
<b>Participant Rights</b>	<p>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</p> <p style="text-align: center;"> <b>University of Maryland College Park</b>  <b>Institutional Review Board Office</b>  <b>1204 Marie Mount Hall</b>  <b>College Park, Maryland, 20742</b>  <b>E-mail: <a href="mailto:irb@umd.edu">irb@umd.edu</a></b>  <b>Telephone: 301-405-0678</b> </p>

	This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.	
<b>Statement of Consent</b>	<p>Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive, or may print, a copy of this consent form.</p> <p>If you agree to participate, please sign your name below.</p>	
<b>Signature and Date</b>	<b>NAME OF PARTICIPANT [Please Print]</b>	
	<b>SIGNATURE OF PARTICIPANT</b>	
	<b>DATE</b>	
	<b>Do you give permission for me to audiotape you during interviews?</b>	Please check one: _____ YES    _____ NO
	<b>Do you give permission for me to observe and audio/videotape you teaching?</b>	Please check one: _____ YES    _____ NO
	<b>Do you give permission for me to observe and audio/videotape your coaching sessions / meetings with your mentor teacher?</b>	Please check one: _____ YES    _____ NO

## Appendix B: Mentor Teacher Participant Consent Form

<b>Project Title</b>	<b>A Case Study of Preservice World Language Teachers' Identity Development</b>
<b>Purpose of the Study</b>	This research is being conducted by Margaret Ditter from the University of Maryland, College Park. I am inviting you to participate in this research project because you are serving as the mentor teacher to a preservice world language teacher. The purpose of this study is to better understand the identity construction process of preservice world language teachers and how mentoring contributes to this process.
<b>Procedures</b>	<p>The procedures involve:</p> <ol style="list-style-type: none"> <li>1. Interviewing you to learn more about your role as a mentor teacher. There will be two interviews: one at the beginning of your time with your preservice teacher, and one at the end of your time with your preservice teacher. The interviews will last approximately 15 minutes each and will be audiorecorded. Interviews will be conducted at a mutually agreeable time and location.</li> <li>2. Observations and audio/video recording. I will observe and record coaching sessions and meetings that you have with your preservice teacher once a month.</li> </ol>
<b>Potential Risks and Discomforts</b>	There may be some potential risks from participating in this research study. You may experience low levels of anxiety about being observed or participating in interviews. A possible risk could also occur through a breach of audio data, such as in an instance when someone without password permission manages to access data, or steal data. I will make every effort to minimize this risk by using pseudonyms and password-protecting data files. Participants may refuse to answer any of the questions or cease their participation at any time and will not be penalized in any way. You may cease your participation in the project at any time and will not be penalized in any way.
<b>Potential Benefits</b>	There are no direct benefits to participants, but the results may help the investigator learn more about the identity development of preservice world language teachers and the role that mentoring plays in this development which could also impact the work done in teacher preparation programs.

<b>Confidentiality</b>	<p>Any potential loss of confidentiality will be minimized by assigning each participant a pseudonym. The pseudonym will be used on all data collected in the study. All data will be stored on my password-protected computer, and will be accessed only by me. All data will be destroyed ten years after the completion of the study. Manuscripts submitted for publication will not identify individuals by name or location.</p> <p>If I write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park, or governmental authorities if you or someone else is in danger or if I am required to do so by law.</p>
<b>Right to Withdraw and Questions</b>	<p>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits for which you otherwise qualify. Your academic standing at UMD (if relevant) will not be affected by your participation or non-participation in this study.</p> <p>If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:  <b>Margaret Ditter</b>  <b>Dool.margaret@gmail.com</b></p>
<b>Participant Rights</b>	<p>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</p> <p style="text-align: center;"> <b>University of Maryland College Park</b>  <b>Institutional Review Board Office</b>  <b>1204 Marie Mount Hall</b>  <b>College Park, Maryland, 20742</b>  <b>E-mail: <a href="mailto:irb@umd.edu">irb@umd.edu</a></b>  <b>Telephone: 301-405-0678</b> </p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>
<b>Statement of Consent</b>	<p>Your signature indicates that you are at least 18 years of age; you have read</p>

	<p>this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive, or may print, a copy of this consent form.</p> <p>If you agree to participate, please sign your name below.</p>	
<b>Signature and Date</b>	<b>NAME OF PARTICIPANT [Please Print]</b>	
	<b>SIGNATURE OF PARTICIPANT</b>	
	<b>DATE</b>	
	<b>Do you give permission for me to audiotape you during interviews?</b>	Please check one: _____ YES    _____ NO
	<b>Do you give permission for me to observe and audio/videotape your coaching sessions / meetings with your preservice teacher?</b>	Please check one: _____ YES    _____ NO

## Appendix C: Interview Protocols

### Preservice Teachers' Interview #1

1. First, can you tell me a little bit about your journey in becoming a language teacher?
2. Could you tell me about your formal language learning experience?
3. What made you choose teaching as a career?
4. Have you ever studied abroad or had extended time working or studying in a [*foreign language*]-speaking country?
5. What do you think are the advantages and disadvantages of being a native or non-native speaker?
6. What classes will you be teaching this semester?
7. What other responsibilities will you have?
8. Do you have a vision of the kind of teacher you would like to be?
9. What changes might you anticipate in your image of yourself as a future teacher? What might influence these changes?
10. What do you think your mentor teacher's role should be (Ex: Parent figure, support system, etc...)? Why do you think so?
11. How do you imagine your relationship with your mentor teacher will develop over the course of the semester?
12. To what extent do you think the relationship you have with your mentor teacher will impact you and your vision of the teacher you want to be?

### Preservice Teachers' Interview #2

1. Now that you are halfway through the semester, how do you feel in terms of your teaching and transitioning from being a student to a teacher?
2. How do you now perceive your identity as a teacher? Describe any specific changes in your teacher identity since you began your student teaching?
3. To what extent have you been able to find your teacher voice? If you have been able to develop your teacher voice, what do you contribute it to? If you have not been able to develop your teacher voice, what do you contribute it to?
4. To what extent have you been allowed to take the initiative or responsibility concerning your students' learning?
5. Have there been moments when you felt more like a student than a teacher and what made you feel that way? Can you give me an example?
6. Have there been moments when you felt more like a teacher than a student and what made you feel that way? Can you give me an example?
7. How would you describe your relationship with your mentor teacher?
8. To what extent do you think your mentor teacher allows you to claim ownership of his or her group of students?
9. With respect to your relationship with your mentor teacher, what things would you like to change? What things would you like to keep the same?
10. Has your mentor teacher changed your vision of 'the teacher you want to be'? If so, what things have changed? What things have remained the same?
11. During your student teaching so far, were there any significant experiences that you encountered? Describe these experiences. How did these specific experiences affect you? How did you deal with these specific experiences?

12. To what extent has your mentor teacher met your expectations about mentoring? Describe a mentoring situation that exceeded your expectations. Describe a mentoring situation that fell short of your expectations.

### **Preservice Teachers' Interview #3**

1. What do you perceive as your main responsibilities as a teacher at this stage?
2. What changes have you noticed in your image of yourself as a teacher? Any changes in your confidence? Voice? Vision?
3. How significant was the role of your mentor teacher in changing your teacher identity? In other words, what impact do you think your mentor teacher had in shaping your teacher identity?
4. What experiences during your student teaching were most influential in shaping your teacher identity? Why?
5. Were there any critical experiences, including tensions, that you encountered during your student teaching placement?
6. Do you think your mentor teacher gave you the courage and confidence you needed in your role?
7. How has your mentor teacher met your expectations about how a mentor teacher would (or should) be?
8. What could your mentor teacher have done to further support your development as a teacher?
9. Now that you have completed your student teaching, how do you perceive your identity as a teacher? How do you feel in terms of your teaching and transitioning from being a student to a teacher?
10. What impact if any do you feel your native or non-native speaking status had on your teaching and your identity development as a teacher?
11. Do you have any final thoughts that you would like to add about your student teaching experience, your mentor teacher, or your language teacher identity development?

### **Mentor Teachers' Interview**

1. What is your philosophy of teaching and mentoring?
2. Why did you agree to become a mentor teacher? How long have you served as a mentor teacher?
3. How would you describe yourself as a teacher?
4. What are the main components of a good mentoring relationship?
5. How would you describe the mentoring relationship between you and your mentee?
6. What do you think are the advantages and disadvantages of being a native or non-native speaker?
7. Do you approach mentoring native and non-native speaking teachers differently?
8. What impact if any do you feel your native or non-native speaking status had on the way you mentored your student teacher?
9. How much do you think your identity as a mentor teacher impacted your student teacher's identity? How significant do you think your role was in setting an example for him/her? Please explain in what ways.
10. To what extent do you think your relationship with your student teacher changed their image of who they are as a teacher? Please explain.
11. To what extent do you think your relationship with your student teacher changed your image of yourself as a teacher?

12. What support strategies did you use to help your mentee feel successful with teaching?
13. To what extent do you think your mentee has developed his/her teacher identity such as his/her teacher voice/confidence/vision?
14. Is there anything you would do differently in the future to help further support your mentees' development as teachers?



## **Appendix D: Recruitment Script**

The following recruitment script will be used for the undergraduate preservice world language teachers:

“For my dissertation study, under the supervision of my dissertation chair, Dr. Peercy, I am conducting an IRB approved research project which explores the teacher identity construction of current undergraduate world language students. My study builds upon the notion that the investigation of teachers’ identity construction can shed light on the ways world language teachers develop as professionals while transitioning from an undergraduate student to a teacher. I am also interested in the role that your mentor teachers play in mediating your identity formation.

Therefore, since you are currently enrolled in a world language teacher licensure program and are planning on doing your student teaching during the Spring 2019 Semester, I want to ask you whether you would like to join this study as participants. Participation in this study is not mandatory, and even if you decide to participate you may stop participating in the study at any time with no penalty. If you decide not to participate in the study, you will not lose any benefits for which you would otherwise qualify. Your participation in this study will not positively or negatively affect the grades of any courses you are enrolled in. Now, I am going to distribute the IRB approved consent form which specifically states what is expected of you if you decide to participate in this study. Please read the consent form for the study, and let me know if you have any questions or concerns. You may also email me or call me to discuss any questions or concerns you may have about participation. Thank you very much for your time.”

The following recruitment script will be used for the mentor teachers:

“For my dissertation study, under the supervision of my dissertation chair, Dr. Peercy, I am conducting an IRB approved research project which explores the teacher identity construction of current undergraduate world language students. My study builds upon the notion that the investigation of teachers’ identity construction can shed light on the ways world language teachers develop as professionals while transitioning from an undergraduate student to a teacher. I am also interested in the role that mentor teachers play in mediating preservice teachers’ identity formation.

Therefore, since you are currently serving as a mentor teacher for a preservice teacher who is planning on doing his or her student teaching during the Spring 2019 Semester, I want to ask you whether you would like to join this study as participants. Participation in this study is not mandatory, and even if you decide to participate you may stop participating in the study at any time with no penalty. If you decide not to participate in the study, you will not lose any benefits for which you would otherwise qualify. Now, I am going to distribute the IRB approved consent form which specifically states what is expected of you if you decide to participate in this study. Please read the consent form for the study, and let me know if you have any questions or concerns. You may also email me or call me to discuss any questions or concerns you may have about participation. Thank you very much for your time.”

## Appendix E: Administration approval request



September 21, 2018

Dear (Name of Principal),

I am contacting you to request permission to conduct research at (name of school), through my proposed dissertation research project entitled *A Case Study of Preservice World Language Teachers' Identity Development*. Through this qualitative project, I would like to examine the identity construction process of preservice world language teachers and how mentoring contributes to this process.

With your permission, I would like to observe and interview (name of preservice teacher) and (his or her) mentor teacher, (name of mentor teacher). Preservice teacher participants will be asked to allow 14 full days of observations of their teaching and 4 observations of their coaching and planning sessions with their mentor teachers. They will be asked to allow audio/video recording during each of these observations. Observations of the preservice teachers' lessons will focus on learning about their identity transformation during their student teaching experience. Observations during the coaching and planning sessions will be conducted to learn more about how the mentor teachers mediate the preservice teachers' identity formation. They will also be asked to participate in 3 30-minute semi-structured interviews about their learning and experiences over the course of the semester (one at the beginning of student teaching, one halfway through, and one at the end of student teaching). Interviews will be conducted at a mutually agreeable time and location and will be audio/video recorded. Mentor teacher participants will be asked to allow audio/video recording of their planning/coaching sessions as well as to participate in 2 15-minute interviews regarding their role and impact as mentor teachers. Interviews will be conducted at a mutually agreeable time and location and will be audio/video recorded.

Please be aware that the preservice and mentor teachers will be given the choice of whether or not to participate in the study and they may withdraw from it at any time without penalty. They will be assured that there are no risks associated with their participation in this study, and their responses will be treated in strictest confidence and no identifying information will be passed to third parties. Please also note that this study does not involve students (minors), and no students will be observed or audio/video recorded.

I greatly appreciate your time and consideration of this request. Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

Margaret Ditter  
Ph.D. Candidate  
Applied Linguistics & Language Education  
University of Maryland  
dool.margaret@gmail.com

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