Practicum and Professional Role Identity (Re)construction: A Longitudinal Mixed Methods Study on Iranian EFL Student Teachers

Mohammad Zeinali[1]*, Manoochehr Jafarigohar[2], Mahmood Reza Atai[3], Hassan Soleimani[4]

[1]* Ph.D. Candidate, Department of TEFL and English Literature, Payame Noor University, (PNU), P. O. Box 19395-4697 Tehran, Iran
mohammadzeniali25@student.pnu.ac.ir
[2] Professor Department of TEFL and English Literature, Payame Noor University, (PNU), P. O. Box 19395-4697 Tehran, Iran
jafari@pnu.ac.ir
[3] Professor Department of Foreign Languages, Kharazmi University, Tehran, Iran
mahmood.atai@gmail.com
[4] Associate Professor Department of TEFL and English Literature, Payame Noor University, (PNU), P. O. Box 19395-4697 Tehran, Iran
h_soleimanis@pnu.ac.ir

Article Info	ABSTRACT
Article Type: **Research Article** **Received:** **01/01/2023** **Accepted:** **05/02/2023**	The empirically-validated link between teachers' professional role identity and explicit manifestations of teacher efficacy has resulted in a burgeoning literature on educational programs/settings influential in teacher identity formation. In an attempt to expand on this strand of research, the present study explored how taking part in an academic multi-faceted teaching practicum may contribute to professional role identity construction/reconstruction among Iranian EFL student teachers. To this end, 45 third-year undergraduates majoring in teaching English as a foreign language (TEFL) were traced throughout a two-year (four-semester) teaching practicum held by Farhangian University, Iran. Based on a concurrent triangulation mixed methods design, the participants' identity was gauged at five different time points: At the outset of the practicum and after every practicum semester. The quantitative data were gathered through the repetitive administration of a standard Likert-scale questionnaire developed based on Farrell's (2011) tripartite model of professional role identity. Coincident with the surveying process, the qualitative data were gathered through a semi-structured interview held at the beginning of the practicum and four integrative reports developed by the participants at the end of every practicum semester. Within-group comparison of the survey data in tandem with content analysis of the qualitative data based on the focus framework revealed that the multi-faceted practicum helped the student teachers strike a balance in their identity as a manager and a professional. Additionally, the results called into question the contribution of the practicum to acculturator identity development. The influential role of a multi-faceted practicum in promoting professional role identity among student teachers calls for an investment of cost and time to exploit the full potential of practicums of the same quality. ***Keywords***: Professional Role Identity, Teaching Practicum, Teacher Training, Teacher Education, Identity Construction

1. Introduction

As a mental mechanism that allows individuals to realize their relations to the world and their possible future position in it (Norton, 2013), **identity** is defined as a self-oriented social construct gradually developed by reflecting on attributes, beliefs, values, motives, and experiences shaped through interaction in social communities (Pennington & Richards, 2016). Based on well-established theories underpinning identity formation (Moscovici, 2000; Wenger, 1998; Xu, 2013), an individual's identity is eventually developed based on three belonging modes: Imagination, alignment, and engagement. Engagement identity, also known as professional role identity, refers to a complex cognitive construct (self) that evolves throughout a particular career and influences workers' professional attitudes (Siebert & Siebert, 2005), behavior (Ashforth et al., 2007), and self-esteem (Dutton et al., 2010) in various work settings.

As far as the teaching profession is concerned, the concept of professional role identity is even more convoluted owing to the variety and multidimensionality of educational contexts where teachers' identities are formed and reformed (Olsen, 2010). Cultivating such an intricate inner construct helps teachers achieve significant progress in decision-making, teaching commitment, and professional development (Barger, 2022). As Mockler (2011) contends, teachers' professional role identity depends upon various factors, including learning, apprenticeship, mentor modeling, and teaching experiences. Along with teachers' educational background and pedagogical experience, professional role identity formation is contingent on a dynamic interaction between externally-exposed expectations, internally-possessed beliefs and values, and environmental/contextual factors (Beauchamp & Thomas, 2009).

Teaching practicum fosters practical skills based on previously acquired pedagogical knowledge, providing trainee teachers with first-hand teaching experiences in either authentic or simulated instructional contexts (Aspden, 2017). This practice-oriented learning context is intended to help those on the threshold of a teaching career figure out their self-image as who they are and their professional role identity as what they are to do. Therefore, a pre-or in-service practicum is mainly presumed to construct, negotiate, and reconstruct student teachers' professional role identity, self-image, and beliefs (Farrell, 2013). Through a purposeful teaching practicum course, student teachers can discover and share ideas, reflect on their practices, learn from their mentors and peers, and shape their beliefs about teaching (Hanson & Moir, 2008).

Despite the extensive research on the contributory role of language-teaching practicums on teacher professional role identity formation, the lack of an in-depth longitudinal exploration of how a multiple-syllabus, academically-held practicum may yield professional role identity development seems conspicuous, especially in the Iranian EFL context. Hence, the current study

explored how a four-semester teaching practicum targeted at Iranian BA-level EFL student teachers may affect teacher identity construction and reconstruction. Promoting a better understanding of how trainee teachers' professional role identity develops or changes over a longitudinal academic practicum, the answer to the following research question may be added to the research body seeking practical insights into teacher professional development.

To what extent does Iranian EFL student teachers' professional role identity change throughout a multifaceted teaching practicum?

Based on the question above the following null hypothesis was formulated.

Iranian EFL student teachers' professional role identity does not change throughout a multifaceted teaching practicum.

2. Literature Review

2.1. Teacher Professional Role Identity

Identity is a complex topic to raise, owing to its potential to be portrayed distinctly through the lens of various fields and disciplines (Gee, 2000). Nonetheless, research offering a multidisciplinary review of the literature on identity theories (e.g., Korte, 2007) endorses characterizing identity, irrespective of its personal or social mode, as a complex entity shaped by interactive meaning-based negotiations in a particular social context. That is, identity is not just a fixed in-born asset someone has, but rather is the mental manifestation of meanings internalized eventually through participating in various social contexts (Penuel & Wertsch, 1995). Even though identity is hardly presumed to be a concept theorized directly in the light of Vygotsky's (1987) sociocultural theory, the concept is mainly discussed using notions supported by the theory, such as internalization and higher-order mental functions (Salinas & Ayala, 2018).

Taking a sociocultural view of identity, Gee (2000) classified it into four categories: Nature, surface, institution, and affinity identity. Nature identity refers to the identity people are born with. An individual's speaking, appearance, and actions represent his/her surface identity. Institution and affinity identities are the fruit of participating in a specific social context. According to Gee (2000), an individual's professional role identity is the incorporation of these four categories into a whole image representing him/her in a profession. Professional role identity emerges based on how individuals understand themselves, the context they are involved in, and what they do there (Vloet & van Swet, 2010).

Based on detailed scrutiny of contemporary literature (Golzar, 2020; Li, 2020), teacher identity could be characterized as a complex, dynamic, and evolving construct developed through interpersonal relationships. Referring to

an evolutionary process of negotiating and connecting various self-oriented meanings to cultivate an integrated, clear self-image as a teacher (Akkerman & Meijer, 2011), teacher identity depicts a complex, dynamic, and evolving construct developed through interpersonal relationships (Golzar, 2020). The construct is presumed to have a significant role in improving the teaching profession, enhancing teachers' ability to cope with the contextual changes in educational systems/conditions and willingness to have innovations in their teaching practice (Beijaard et al., 2000). Beijaard et al. (2004) characterized teacher identity development as a dynamic, fluid-nature, life-long process that concerns all central and peripheral sub-identities applicable to the target teaching context.

Reviewing early and contemporary literature on professional role identity, Beijaard et al. (2004) characterized teacher identity development as a dynamic, fluid-nature, life-long process that concerns all central and peripheral sub-identities applicable to the target teaching context. Although the teacher identity formation process is lifelong, it has mainly come to researchers' attention while discussing student teachers practicing the work of teachers in real-setting teaching contexts (Izadinia, 2013). Believing that professional teacher identity construction is beyond simply identifying oneself within a teaching context, Ruohotie-Lyhty and Moate (2016) claimed that the driving force behind this process is teachers' agency, which refers to their genuine commitment to and active involvement in the profession. Exercising agency, which in its general sense refers to raising "the capacity of people to act purposefully and reflectively on their world" (Rogers & Wetzel, 2013, p. 63), student teachers struggling to adapt their values and beliefs to the extrinsically-imposed expectations and norms may effectively proceed toward teacher identity development (Ruohotie-Lyhty & Moate, 2016).

2.2. Practicum and its Role in Developing Teacher Professional Role Identity

Although the teacher identity formation process is lifelong, it has mainly come to researchers' attention while discussing student teachers practicing the work of teachers in real-setting teaching contexts (Izadinia, 2013). Teaching practicum, a milestone in teacher education that facilitates the learner-teacher transition (Farrell, 2007), is a working prototype for teacher identity cultivation contexts that provides student teachers with the basic teaching paradigm (Liu et al., 2019). It contributes to professional skills cultivation and identity formation among pre-service teachers, offering ideal opportunities to adopt new identities or adapt to the formerly-shaped ones (Beauchamp & Thomas, 2009). It also helps trainee teachers see themselves as professional teachers interacting with the full range of elements constituting a real-setting teaching context (Salinas & Ayala, 2018). Based on its duration and scope, a teaching practicum may entail a combination of mainstream teacher training tasks, including

reflective classroom observation, professional connections construction, reflective reports development, restricted mentor-assisted teaching, and quasi-independent teaching (Triutami & Mbato, 2021).

Reflection, defined by Dewey (1933) as "an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it tends" (p. 9), is a shared feature of many teaching practicums worldwide. As argued by Beauchamp and Thomas (2009), reflection on one self's own or others' teaching practice opens room to form, evaluate, and reform teacher identity. Reflective practice, as a form of contextual reflection, offers student teachers the opportunity to improve their awareness of professional role identity (Forde et al., 2006). This awareness, in turn, "affects their efficacy and professional development as well as their ability and willingness to cope with the educational change and to implement innovations in their teaching practice" (Beijaard et al., 2000, p.750).

2.3. Empirical Background to the Study

Empirical research on teacher professional development has gained momentum over the two recent decades (e.g., Castaneda & Alberto, 2011; Deng et al., 2018; Salinas & Ayala, 2018; Trent, 2010). Regarding the English language teaching (ELT) field, myriad researchers have investigated the changes in teacher identity as a result of being involved in various reflective communities of practice, especially teaching practicum, in different EFL/ESL contexts (e.g., Alvarado Gutiérrez et al., 2019; Mwamakula, 2020; Playsted, 2019; Sarani & Najjar, 2012; Şenel, 2021; Soodmand Afshar & Donyaie, 2019; Triutami & Mbato, 2021). Despite the between-study methodological, conceptual, and operational differences, research validates the effective contribution of reflective communities of practice to teacher identity cultivation in a general sense.

As far as the Iranian EFL context is concerned, a few number of studies (e.g., Abednia, 2012; Haghighi Irani et al., 2020) have shown the contributory role of EFL teacher practical courses in helping Iranian teachers experience significant shifts in their professional role identity. Nevertheless, there is a couple of research (e.g., Ranjbari et al., 2021; Sahragard & Mansourzadeh, 2016), showing the efficacy of teaching practicum in providing the informative feedback and supportive behavior Iranian teacher educators expect from their mentors. Though not focusing on professional role identity construction, the findings of these studies may be enlightening for those engrossed in the link between practicum and professional role identity construction.

3. Method

3.1. Participants

Having delimited the broad range of practice communities called teaching practicum in Iran to the only two-year teacher training program officially held by Farhangian University, the researchers employed a purposive sampling method to reach a homogeneous sample of the student teachers involved in this population. The sampling criteria included (a) being on the threshold of practical teaching education (5th academic semester), (b) having no prior formal experience of EFL teaching, (c) studying in one of the two university campuses the researchers were teaching at, and (d) consenting to participate in the study. The need for constant control of the longitudinal practical teaching process was the reason behind confining the university campuses to those in which at least one of the researchers was involved (as a mentor or supervisor). 48 Iranian EFL student teachers at Farhangian University met all the inclusion criteria and constituted the primary participant sample. Although the compulsory nature of the practicum countered the possibility of participant retention as a potential pitfall of longitudinal research studies, three participants were excluded from the focus sample throughout the study due to their inconsistent attendance at the classes or failure to pass the prescribed course-based evaluations. Hence, the study participants were 45 (28 female, and 17 male) Iranian EFL student teachers aged between 20 and 25 (**M** = 21.36, **SD** = 1.21). The male and female participants were granted official permission to attend the same class on the same campus (Shahid Beheshti) to counter the impact of contextual differences.

3.2. Design

A longitudinal mixed methods design was employed to address the only in-depth question of the study. The design allowed exploring the gradual changes in the participants' professional role identity within an elapsed time of practice teaching, providing room for data gathering at five different time points throughout the two-year teaching practicum. The longitudinal study benefited from a concurrent triangulation mixed methods design characterized by qualitative and quantitative data and analytical methods. The findings of the qualitative data analysis were used to cross-validate and explain the quantitative results. Based on the design, at each predetermined time point, the Likert-scale survey and qualitative data were gathered concurrently, analyzed distinctly, and interpreted comparatively to find cross-validated changes in teacher identity. Figure 1 illustrates the longitudinal process of the study.

Figure 1
Longitudinal Process of the Study
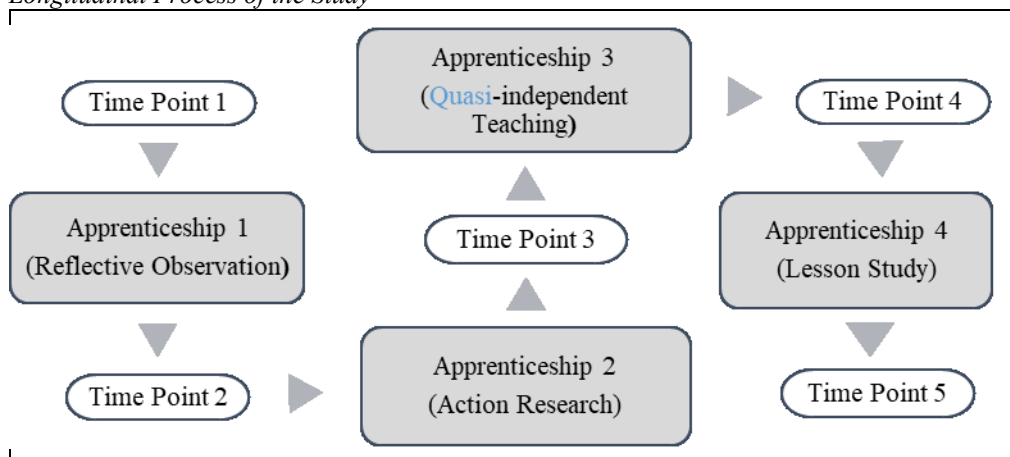
The teaching practicum investigated in the current study was a four-semester (two-year) pre-service teacher education program held by Farhangian University, the only academic authority that holds official pre-service programs in Iran. Lasting throughout the fifth to the eighth semester of a BA university course in TEFL, the practicum involved pre-service teachers in a couple of reflective teaching tenets, including reflective observation, action research, and lesson study. Table 1 in Appendix A displays the core and detailed content of each 16-week semester of the two-year teaching practicum.

3.3. Analytical Model

Among various frameworks proposed to explore language teacher identity (e.g., Beijaard, et al., 2000; Farrell, 2011; Trent, 2016; Wenger, 1998), the localized version of Farrell's (2011) teacher identity framework proposed by Sadeghi and Sahragard (2016) was employed in the current study. The chief rationale behind selecting the model was its comprehensiveness in delineating central and peripheral identities under the cover term teacher identity. Grounded on Farrell's (2011) tripartite model, the localized model included three chief identity types, including teacher as professional (TaP), teacher as manager (TaM), and teacher as acculturator (TaA). TaP deals with teachers' dedication to their job and commitment to constant professional development, whereas TaM is concerned with their attempts to control every issue in the classroom. The last identity type, TaA, refers to teachers' endeavors to help students cope with life outside class. Table 1 delineates the subcategories in the localized model.

Table 1
Localized Teacher Identity Model by Sadeghi and Sahragard (2016)

Identity	Sub-identity	Description
TaM	Knowledge Transmitter (KT)	Knowledge/content delivery is the chief purpose pursued by the teacher.
	Trader (Tra.)	The teacher shows significant regard for the financial aspect of the teaching profession.
	Juggler (Jug.)	The teacher simultaneously provides multiple learning tasks to encourage learner creativity and innovation.
	Interaction Supervisor (IS)	The teacher forges and helps to maintain learner-learner and teacher-learners relationships in the classroom.
	Promoter (Prom.)	The teacher's main concern is motivating students to embark on language learning effectively.
	Arbiter (Arb.)	The teacher has due regard for the authenticity of learner output and provides corrective feedback.
	Entertainer (Ent.)	The teacher does his/her best to avoid a monotonous and unchallenging learning route.
TaP	Pundit (Pun.)	The teacher's deep knowledge of language teaching is noticeably reflected in his/her instruction.
	Collaborator (Col.)	The teacher heavily appreciates negotiation and cooperation with members of teaching communities.
	Learner (Lea.)	Along with teaching, the teacher continually expands his/her pedagogical knowledge.
TaA	Social Panacea (SP)	The teacher has proper concern for learners' social milieu and the problems thereof.
	Cultural Adapter (CA)	The teacher admires and accentuates cultural similarities/differences between the L1 and the target language.
	Tutelage Provider (TP)	Feeling a deep sense of intimacy with learners, the teacher provides extraordinary support the learners need

3.4. Instruments

The quantitative data on eventual identity changes among the participants were gathered through the Teacher Role Identity (TRI) questionnaire developed by Sadeghi and Sahragard (2016). The qualitative data for this study were gathered through semi-structured interviews in advance of the practicum (time point 1) and integrated reports developed by the student teachers following every practicum semester (time points 2 to 5).

3.4.1. TRI Questionnaire

The TRI questionnaire has been founded by Sadeghi and Sahragard (2016) on the principles of the teacher role identity framework proposed by Farrell (2011). The 55-item Likert scale questionnaire offered reliable measures

of teacher identity in terms of TaM (28 items), TaP (12 items), and TaA (15 items). The questionnaire also provided the chance to gauge the sub-identities constituting the three chief identity types enumerated above. Every item in the TRI questionnaire was rated based on a five-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). The questionnaire's reliability and various forms of validity have been established by its developers (see Sadeghi & Sahragard, 2016). It was also piloted on a 30-member sample of student teachers who shared demographical and educational backgrounds with the participant sample. The Cronbach's Alpha coefficient estimated based on the pilot data ($\alpha = .76$) ensured the questionnaire's internal consistency.

3.4.2. *Semi-structured Interviews*

The semi-structured interviews included the interviewer's brief description of the three central teacher identity types and three successive questions. The questions requested the interviewees to explain how they would manifest their identity as a manager, professional, and acculturator while teaching in upcoming instructional settings. Every interview lasted around 10 minutes. The interviewer followed Richard's (2009) four-step protocol, including proper preparation, an auspicious beginning, a thriving interaction, and a well-organized ending, to maximize the instrument's reliability. After being validated by two TEFL experts in terms of face validity, the interview was tested on the pilot sample to ensure the questions' comprehensibility and the relevance of information elicited from the participants for determining their professional role sub-identities.

3.4.3. *Integrated Internship Reports*

Based on the four-semester instructional content, the integrative reports employed included reflective journals, action research reports, quasi-independent (QI) teaching reports, and lesson study reports. Written by every student teacher throughout the concluding weeks of the first practicum semesters, reflective journals included reflective descriptions and codes defined by the student teachers regarding the physical and organizational context, within-school relationships, and instructional processes. The overall structure of action research reports, as the crowning achievements of the second practicum semesters, bore a marked similarity with the typical organization of research reports, including a statement of the problem, data collection/analysis procedures, findings, and conclusions. QI teaching and lesson study reports, the prescribed output of the third and fourth practicum semesters, included detailed descriptions of the student teachers' first-hand experiences of individual or collaborative teaching.

3.5. Data Collection Procedure

The quantitative data-gathering procedure included repetitive administration of a standard Likert-scale questionnaire at the five pre-planned time points. On the other hand, the qualitative measurement entailed eliciting data from the student teachers through semi-structured interviews and semester-specific reports. The two-year teaching practicum was held based on the prescribed curriculum developed by Farhangian University (see Appendix A) throughout the academic years 2020 and 2021. The opening session of the first semester, along with an introduction to the whole practicum program, was devoted to a brief outline of the project, ensuring the confidentiality and privacy of the information, and the first administration of the TRI questionnaire. Throughout the first opening week of the practicum, every individual participant was interviewed based on the interview guide. The researchers' role featured gathering the survey and interview data at each predetermined time point and supervising the practical teaching and report development processes. Given that, in the middle of the second semester, the practicum was transformed into an online mode due to practical constraints imposed by the COVID-19 pandemic, the whole supervision and data-gathering processes were carried out remotely afterward.

3.6. Data Analysis Procedure

The changes in the quantitative survey data were explored using descriptive and inferential statistics. The five surveying time points reflected different levels of the within-subjects factor (time), whereas teacher identity acted as the dependent variable. Separated cases of one-way repeated measures (within-subjects) analysis of variance (RM ANOVA) was performed to determine any significant changes in the student teachers' professional role identity over the practicum. Following the quantitative data analysis, the qualitative data were analyzed based on Dörnyei's (2007) content analysis tenets. To this end, the interview transcripts and integrative reports were scanned for any tokens (passages/sentences/phrases) of teacher identity based on various sub-categories in the analytical model. After highlighting, annotating, and coding the identity tokens, the proportion of every distinct code was estimated, dividing the frequency of the code occurrence by the frequency of the total code occurrence. Two of the researchers conducted the whole coding process independently to ensure the reliability of the analysis and remove any chance of subjectivity in coding. The inter-rater reliability coefficient (0.89) supported a high level of coding consistency. Tracing the changes in the proportion of every specific identity/sub-identity in the interview transcripts and field reports provided an additional source of exploring the teacher identity changes over the practicum. Finally, a comparative analysis of the quantitative and qualitative results shed light on the changing process of teacher identity cultivation throughout the teaching practicum.

4. Results and Discussion

4.1. Quantitative Results

The five-point scales provided by the respondents at different time points (TPs) to rate each of the three main identity types were used to conduct a descriptive analysis of the student teachers' identity cultivation over the study course. Table 2 presents the mean (M) and standard deviation (SD) values as the most representative central and dispersion measures. The mean scale (MS) values are computed by dividing the means by the total item numbers for every identity to facilitate within-group descriptive mean comparison.

Table 2
Descriptive Statistics of the Identity Levels

TP	(TaM)			(TaP)				TaA		
	M	*MS*	*SD*	*M*	*MS*	*D*		*M*	*MS*	*SD*
TP1	92.22	3.29	7.87	37.16	3.10	4.78	48.20	3.21	6.17	
TP2	90.44	3.23	7.22	38.00	3.17	4.65	48.42	3.23	5.65	
TP3	90.24	3.22	6.69	39.67	3.31	4.33	47.49	3.17	5.37	
TP4	93.69	3.35	6.80	39.96	3.33	4.79	49.07	3.27	6.35	
TP5	92.69	3.31	6.90	42.62	3.55	4.17	48.31	3.22	6.69	

As shown in Table 2, the dominant identity type shifted from TaM at the outset of the practicum to TaP at its end. Additionally, average TaM levels reduced from the first to the second and third TPs but increased from the third to the fourth TPs. The increase seemed fleeting, given the marked decrease between the two final data-gathering time points. Similarly, concerning the index TaA, a changing pattern was witnessed over the study course whereby the partially comparable levels of TaA at the first and second TPs went through a decreasing-increasing-decreasing pattern over the three succeeding time points. Unlike the changing patterns in the two identity types discussed above, the data representing the TaP index witnessed a steadily increasing pattern.

Separate cases of one-way RM ANOVA were performed to ascertain which identity type changed significantly throughout the two-year study course. Before running the test, its underlying assumptions (e.g., no significant outliers, approximately normal distribution, and sphericity) were checked. The data met the normality and no-outlier assumptions; nonetheless, the TaM and TaP measures violated the sphericity assumption. Accordingly, the inferential statistics of these data sets were estimated based on the Greenhouse-Geisser formula, which is a correction for violation of sphericity in an RM ANOVA. Table 3 displays the results.

Table 3
Tests of Within-Subjects Effects on the Identity Levels

Source	Type III Sum of Squares	df	Error df	Mean Square	F	Sig.	Partial Eta Squared
TaM	375.18	2.79	122.67	134.58	26.01	.000	.372
TaP	797.76	2.04	89.68	391.40	34.76	.000	.441
TaA	57.18	4	176	14.30	.41	.802	.009

According to Table 3, the mean TaM ($F_{(2.788, 122.663)} = 26.021$, $p < .001$, $\eta^2 = .372$) and TaP levels ($F_{(2.038, 89.682)} = 34.759$, $p < 0.001$, $\eta^2 = 441$) differed significantly across the five TPs. In contrast, there was no significant difference between the TPs in the TaA levels ($F_{(4, 176)} = .409$, $p = 0.802$). Pair-wise analysis and Bonferroni adjustment were carried out to explore how the related groups (the mean levels at the five TPs) differed (see Table 4).

Table 4
Pairwise Tests on the Teacher Identity Levels

TP (I J)	TaM			TaP		
	Mean Difference (I-J)	Std. Error	Sig.	Mean Difference (I-J)	Std. Error	Sig.
(1 2)	1.82	.46	.003	-.84	.18	.000
(1 3)	1.98	.51	.004	-2.51	.28	.000
(1 4)	-1.47	.40	.006	-2.80	.46	.000
(1 5)	-.04	.42	1.000	-5.47	.66	.000
(2 3)	.16	.25	1.000	-1.67	.25	.000
(2 4)	-3.29	.41	.000	-1.96	.40	.000
(2 5)	-1.87	.42	.001	-4.62	.68	.000
(3 4)	-3.44	.35	.000	-.29	.41	1.000
(3 5)	-2.02	.41	.000	-2.96	.64	.000
(4 5)	1.42	.29	.000	-2.67	.72	.006

Based on the results in Table 4, the TaM average levels decreased significantly from TP1 to TP2 and TP3 but increased significantly from TP1 to TP4. The levels also increased significantly from TP2 and TP3 to TP4 and TP5. A significant drop was also found in the average levels from TP4 to TP5. The gain from the first to the last TP and the drop between TP2 and TP3 were statistically non-significant. Concerning the TaP levels, the average levels decreased constantly and significantly between every pair of TPs, excluding between TP3 and TP4 (**p** = 1.000).

A follow-up RM ANOVA on the sub-identity levels was performed to determine the sub-identities that yielded significant differences in the two changing identity types (see the results in Table 5).

Table 5
Tests of Within-Subjects Effects on the Subcategories Representing TaM and TaP

Source	Type III Sum of Squares	df	Error df	Mean Square	F	Sig.	Partial Eta Squared
KT	65.18	1.32	58.06	49.40	14.99	.000	.254
Tra.	17.93	2.15	94.77	8.32	9.95	.000	.184
Ent.	35.35	2.94	129.40	12.02	16.36	.000	.271
IS	3.40	1.88	82.65	1.81	2.29	.111	.049
Jug.	75.53	2.57	112.96	29.45	38.79	.000	.469
Pro.	27.88	2.44	107.40	11.42	19.02	.000	.302
Arb.	14.86	3.06	134.71	4.85	13.09	.000	.229
Lea.	53.87	2.18	96.14	24.65	25.95	.000	.371
Pun.	54.30	2.34	102.83	23.23	6.52	.001	.129
Col.	317.69	1.78	78.24	178.66	44.14	.000	.501

The results in Table 5 showed significant within-group differences in terms of all sub-identities representing TaM, except Interaction Supervisor (F (1.878, 82.654) = 2.291, p = 0.111). Additionally, the within-group differences were statistically significant for all three sub-identity types representing TaP.

Table 6
Pairwise Tests on the Sub-Identities Representing TaM and TaP

TP (I J)	Sub-identity								
	KT	Tra.	Ent.	Jug.	Pro.	Arb.	Lea.	Pun.	Col.
(1 2)	.000	.000	.000	.000	.000	1.000	.025	.061	.314
(1 3)	.000	.001	.000	.000	.000	1.000	.000	.000	.332
(1 4)	.001	.006	.013	.000	.000	.001	.000	.005	.146
(1 5)	.000	.005	.000	.000	.000	.116	.000	.057	.000
(2 3)	.568	1.000	1.000	1.000	1.000	1.000	.000	.000	1.000
(2 4)	.022	1.000	.093	.000	.006	.000	.001	.040	1.000
(2 5)	1.000	1.000	.010	.057	1.000	.017	.000	.249	.000
(3 4)	.006	1.000	.537	.000	.204	.000	1.000	1.000	1.000
(3 5)	.443	1.000	1.000	.201	1.000	.007	1.000	1.000	.314
(4 5)	.000	1.000	1.000	.047	1.000	.545	1.000	1.000	.332

As shown by the pair-wise analysis results (see Table 6), the initially-measured levels for Knowledge Transmitter, Trader, and Entertainer decreased significantly at the second and third TPs. The significant drops in the average Knowledge Transmitter and Trader levels continued till the last measuring TP; however, the changes in Knowledge Transmitter gained statistical significance only within one of the TP pairs (Tp3 Tp4) (p < .01). As for Entertainer, the only significant change occurred between the first and last TPs. Among the six changing sub-components of TaM, Juggler and Promoter bore a striking

similarity, increasing between all possible pairs of TPs, excluding the penultimate and last ones. As the only difference, the gains in the Promoter identity levels from the third to fourth TPs were not significant, based on an alpha level adjusted by the Bonferroni correction (i.e., .05 divided into the number of TPs). The changes in the Arbiter levels gained significance from the first, second, and third to the fourth TPs and from the fourth to the last TPs. Concerning the sub-categories of TaP, the drops in the Learner levels were significant between every pair of TPs, excluding the first and second, the third and fourth, the third and fifth, and the fourth and fifth TPs. The drops in Pundit levels were statistically significant only from the first to the third and fourth TPs and from the second to the third TPs. The increases in the Collaborator levels from the first, second, third, and fourth to the last TPs were statistically significant.

4.2. Qualitative Results

The interview transcripts and field reports undertook a successive analytical process, including scanning, token recognition, token annotation, pre-coding, coding, and proportion evaluation. The final emerging codes were then categorized based on Farrell's (2011) role identity classification to facilitate the recognition of the most and least-salient teacher identity/sub-identity types (see Appendix B as a sample output of the thematic analysis procedure). Table 7 helps to examine the changes in teacher identity over the practicum, displaying the frequency (F) and percentage (P) of various codes grouped under every sub-identity type based on the focus framework of the study. The rows highlighted in grey show the summative proportion of the sub-identities underlying each of the three chief identity types.

Table 7
Proportions of the Identity/Sub-identity (I/SI) types Based on the Qualitative Data

(I/SI)	Interview Transcripts		Reflective Reports		Action Research Reports		QI Teaching Reports		Lesson Study Reports	
	F	P	F	P	F	P	F	P	F	P
TaM	241	66.95	603	58.27	514	52.02	693	62.88	643	52.83
KT	48	13.33	107	10.34	92	9.31	164	14.88	115	9.45
Tra.	0	0	3	.30	1	.11	6	.54	0	0
Ent.	40	11.11	71	6.86	58	5.87	51	4.63	83	6.82
IS	84	23.33	221	21.35	216	21.86	283	25.68	247	20.29
Jug.	15	4.17	68	6.57	43	4.35	32	2.90	49	4.03
Pro.	13	3.61	31	2.99	36	3.64	49	4.45	46	3.78
Arb.	41	11.39	102	9.86	68	6.88	108	9.80	103	8.46
TaP	72	20	313	30.24	365	36.94	293	26.59	473	38.87
Lea.	0	0	102	9.86	130	13.15	51	4.63	91	7.48
Pun.	55	15.28	182	17.58	202	20.45	179	16.24	231	18.98

Col.	17	4.72	29	2.80	33	3.34	63	5.72	151	12.41
TaA	47	13.05	119	11.49	109	11.03	116	10.53	101	8.30
SP	24	6.67	58	5.60	47	4.76	59	5.35	43	3.53
TP	4	1.11	14	1.35	18	1.82	16	1.45	20	1.64
CA	19	5.28	47	4.54	44	4.45	41	3.72	38	3.12
Total	360	100	1035	100	988	100	1102	100	1217	100

As seen in Table 7, the codes representing the student teachers' TaM identity encompassed the highest proportion of all the teacher identity tokens defined in all qualitative data sorts. Nonetheless, this dominance declined over time, given the constant reduction in the tokens representing this identity type between every TP pair, excluding (TP3 TP4). In contrast, the second dominant teaching identity, TaP, constantly developed as time passed, as evidenced by the steadily increasing order of the proportions calculated for Learner, Pundit, and Collaborator sub-identities. The codes representing TaA bore a remarkable similarity across the five qualitative data sets. Additionally, the qualitative results showed that none of the participants pointed to the Trader and Learner sub-identities at the beginning of the practicum.

The proportions of the codes depicting the 13 peripheral identities implied the dominance of the Interaction Supervisor sub-identity in all five sorts of qualitative data. On the other hand, Trader, the absent sub-identity in the participants' interview data, was represented by a negligible proportion of the tokens in the reflective journals, action research reports, and QI teaching reports. Knowledge Transmitter and Pundit, as two sub-identities with remarkable proportions of occurrence, seemed to experience noticeable decreasing and increasing patterns, respectively, over the practicum period, with the exclusion of the QI teaching reports. Entertainer was another sub-identity gradually missed in the content produced by the student teachers. The eventually decreasing tokens of Arbiter increased unexpectedly in the quasi-independent teaching reports and remained partially untouched (in frequency) in the lesson study reports. Experiencing disordered increasing and falling patterns, the proportions of the Juggler and Promoter sub-identities were quite similar between the initially developed and the final output of the participants. The changes in Collaborator seemed conspicuous only from the quasi-experimental teaching to lesson study reports. In contrast, the changes in Learner were remarkable at two distinct stages: the increase from the interview data to the reflective reports and the decrease from the action research to the quasi-experimental teaching reports. The changes in none of the three peripheral identity types underlying TaA seemed noteworthy.

Considering the practicum as a whole, a synthesis of the quantitative and qualitative results testified to the significant influence of the two-year practicum

on cultivating the TaP identity and a couple of sub-identities underlying it, including Learner and Collaborator. The synthesized results also highlighted the efficacy of the practicum in justifying (reducing) Knowledge Transmitter and Entertainer as two components of the TaM identity. Figure 2 illustrates the significant changes in the central and peripheral identity types across the four stages of the practicum, including reflective observation, action research, QI teaching, and lesson study based on the synthesized (triangulated) results. The direction of the changes is shown through raising (↑) or falling (↓) arrows.

Figure 2
Semester-based Changes in the Student Teachers' Professional Role Identity
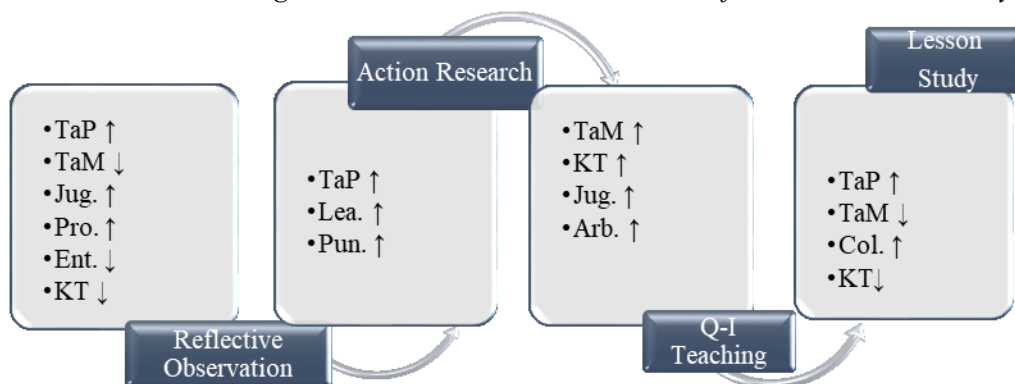
4.3. Discussion

The current study delved deeply into the gradual changes in the 45 Iranian EFL student teachers' professional role identity over a two-year academically-held teaching practicum to show how a prototype of teaching practice communities contributes to teacher identity construction/reconstruction. Relying upon the quantitative descriptive results, the student teachers entered the practicum enjoying a dominant manager identity but terminated it possessing compatible levels of identity as professional and manager. Additionally, the inferential statistics revealed significant within-group differences in the student teachers' manager and professional identity. This finding overlapped with the qualitative results to a great extent since the distinction between the proportions of the tokens representing these two identity types in the lesson study reports, as the ultimate output, was negligible in comparison with the sharp distinction in the interview transcripts, as the initial output.

The combination of the results enumerated above implied a significant change in the student teachers' professional identity as a result of benefiting from the practicum. The contribution of the practicum to eventual changes in the student teachers' identity provides additional backup to the bulk of investigations into the bearings of communities of practice in various educational contexts on teacher identity formation (e.g., Alvarado Gutiérrez et

al., 2019; Mwamakula, 2020; Playsted, 2019; Salinas & Ayala, 2018; Sarani & Najjar, 2012; Şenel, 2021; Triutami & Mbato, 2021). This strand of research established that the involvement of pre-service teachers in carefully-simulated communities of practice promoting reflection and situated learning yields eventual shifts in teachers' professional role identity.

The quantitative results also revealed that the eventually-made changes in the two varying identity types were mainly in reverse order. The student teachers' manager identity declined after every practicum semester, excluding the quasi-independent teaching, whereas their professional identity maintained growth over the whole practicum. It is worth mentioning that the decrease in the manager identity within the action research semester and the increase in the professional identity throughout the quasi-independent teaching were non-significant. Similarly, the qualitative results indicated that with the exclusion of the quasi-independent teaching reports, the tokens of manager identity in the initially-provided output (interview transcripts) were in decline throughout the practicum, whereas those representing professional identity raised remarkably. Taking qualitative and quantitative results into account, one can easily infer that manager identity, as the most salient feature among the student teachers on the threshold of the practicum, was gradually superseded by professional identity, benefiting from the virtues of reflective observation and action research. Although the direction of the interchange altered after gaining first-hand teaching experiences, collaborative teaching acted as a modifier and retrieved the emerging situation.

This finding that the whole two-year practical course had the potential to adjust the marked salience of the student teachers' manager identity and, at the same time, help them cultivate higher levels of professional identity could endorse the rare local evidential data that testify to the significant contribution of Iranian EFL practical teacher training courses to teacher identity reconstruction (e.g., Abednia, 2012; Haghighi Irani et al., 2020). Although the conceptual and methodological differences hindered the comparison of the emerging shifts in the current study with those of the previous ones, the transformation in teacher identity from curriculum-based concerns demanding strict control of teaching/learning elements into skill-oriented approaches to knowledge expansion was the common ground between all the studies. The finding that quasi-independent teaching excreted a reverse-order impact on the formation of the manager identity and some of its underlying sub-categories (e.g., knowledge transmitter and arbiter) may be justified, given the student teacher's obstacles while gaining first-hand teaching experiences. These obstacles include a lack of teaching experience, pre-scribed curriculums, and rigidly-developed syllabuses that entail pre-planned, tight control on various aspects of teaching.

Based on the follow-up quantitative results, the significant declining pattern of change in manager identity stemmed from the sharp decrease in the knowledge transmitter sub-category over the reflective observation and collaborative teaching programs and the significant drops in the trader and entertainer sub-categories during the reflective observation semester. In the absence of evidential data about the specific sub-categories of Farrell's (2011) model of teacher identity, the meaningfulness of the overall decline in the knowledge transmitter sub-identity could be established given the adjusting role of reflective observation in helping learners familiarize themselves with the sundry duties of a teacher, aside from knowledge/information delivery. This justification strengthens in light of Farrell's (2012) contention that pre-service teachers can use various modes of reflection to maximize their awareness of their practice in the classroom. Reflecting on this information based on the basic assumptions about teaching practice, trainee teachers may embark on professional role identity development.

The significant role of reflective observation and writing reflective journals over the first practicum semester in changing two central components of the tripartite identity model and most of the sub-identities underlying manager identity seems totally in harmony with a plentitude of empirically-validated data showing a significant link between reflective practice and teacher identity construction/reconstruction (e.g., Burton & Bartlett, 2005; Cattley, 2007; Mosvold & Bjuland, 2016). The finding is also in line with Farrell's (2011) case study whereby active and reflective engagement in class observation was found to help novice teachers reflect on the various instructional, contextual, and interpersonal features, negotiate their floating perceptions of being a teacher, and reconstruct their professional role identity.

On the other hand, the unexpected growth in manager identity after gaining first-hand teaching experience stemmed from the significant raises in the knowledge transmitter, juggler, and arbiter sub-categories. The finding could be readily supported in light of the qualitative results, except for the growth in the juggler and the fall in the trader sub-categories. The qualitative results also revealed that the significant changes in the participants' self-perceived levels (survey data) of some peripheral sub-identities, such as juggler, trader, and promoter, were hardly traceable in their expectations (interview data) and reflective writings. Interaction supervisor, a sub-category representing manager identity, was another feature that remained somehow fixed over the practicum, despite its salience in the participants' self-perceived data and their course-based output. Such s fixed dominant position may imply that the student teachers' affective identity was adequately mature in advance of the practicum.

As implied by the synthesized results, the incremental change in professional identity throughout the practicum was rooted in the significant role of action research in developing learner and pundit identities and the positive

contribution of collaborative teaching to the development of collaborator identity. Corroborating a couple of the earlier studies (e.g., Derakhshan & Nazari, 2021; Yuan & Burns, 2017), the finding accentuates the necessity of engaging teacher trainees in action research to maintain the momentum of practicum. Akin to the current study, Yuan and Burns (2017) concluded that teacher students' involvement in longitudinal action research helps them cultivate professional identity types such as teacher, researcher, and change agent. As contended by Yuan and Burns (2017), such a significant contribution may be due to the bearings of action research, such as effective interactions, fertile imaginations, satisfied learning/teaching needs, and meaning-based negotiations.

Quantitative analysis of the survey data revealed that the student teachers' identity as acculturator was compatible with their manager and professional identity at the outset and over the practicum. Nonetheless, the identity was hardly reflected in their views and working reports (qualitative data). This finding implied that the participants' due regard for socializing and building off-instruction relationships with learners and providing them with extraordinary support was neglected to a great extent while envisaging future teaching, reflecting on others' teaching practice, and engaging in individual/collaborative teaching. As evidenced by the inferential statistics, the changes in the student teachers' acculturator identity over time gained no statistical significance. This finding reinforced the idea that the practicum lacked adequate foresight to foster this main role identity, owing to its curriculum-based nature.

Subsequent to the final practicum semester, which centered on lesson study and collaborative teaching, the order of changes in the student teachers' manager and professional identity ran counter to the rapid changes sparked by the first-hand experiences of individual teaching in an unaccustomed, new atmosphere. Involved in collaborative lesson study projects, the student teachers had the good fortune to benefit from all sorts of reflection, in-action, on-action, and for-action reflection. Such a comprehensive-scope reflection, which deals with thinking before, while, and after an action, may account for the contribution of collaborative teaching to teacher identity reconstruction (Burhan-Horasanlı & Ortaçtepe, 2016). The emergence of professional role identity in light of collaborative, reflective practice has previously been validated in the Iranian EFL context (e.g., Mirzaee & Aliakbari, 2018; Soodmand Afshar & Donyaie, 2019) and other educational contexts (e.g., Alvarado Gutiérrez et al., 2019; Castaneda & Alberto, 2011; Yuan & Mak, 2018).

5. Conclusion and Implications

The wide range of findings discussed above may attest to the significance of teaching practicums in growing professional identity at the expense of adjusting the salience of manager identity. Reflective observation, action research, and collaborative teaching may be the most practical facets of these practice communities in initiating and maintaining a steady growth in professional identity. Reflective observation and collaborative teaching could also yield significant adjustments in trainee teachers' salient manager identity. These adjustments may be in the form of incremental changes in floating context-relevant demands shaping sub-identity types such as juggler and promoter but a downward trend in strict curriculum-oriented concerns forming knowledge transmitter identity. First-hand experience of teaching in an authentic environment, though scaffolded by experienced mentors, seems to have the potential to cease or invert the eventually-made changes through reflective practice and action research. Nonetheless, the interactive experience of embarking on lesson study in small groups of peers sounds capable of retrieving the earlier situation; that is a gradual departure from manager identity formation and growing a professional-type identity instead. As the final concluding remark, Foresight for the extracurricular needs of teachers and learners seems indispensable in reforming or promoting affective constructs underlying teachers' accultrator identity.

No doubt that the core beneficiaries of the present research study may be administrators in charge of academic teacher training programs in various EFL contexts. The influential role of a multi-faceted practicum in promoting professional role identity among student teachers calls for an investment of cost and time to exploit the full potential of practicums of the same quality. Such a worthwhile investment is likely to help trainee teachers lacking adequate pedagogical experience and seeking recognition and reputation succeed in cultivating identity types aside from those required for strict control of the teaching/learning process and environment. Careful consideration of the bearings of every practicum facet on various identity types makes it possible for course designers and syllabus developers to organize the target practicum using different arrays of training projects based on student teachers' initial identity types. The current study employed a single data source longitudinal mixed methods design whereby the conclusions were made drawing on only student-elicited data. As a recommendation, future studies may explore role identity transformation from a third-person perspective, incorporating observation field notes made by one or more mentor(s) or supervisor(s) to enhance the generalizability of the findings. Future researchers interested in replicating the study are recommended to counter the potential effect of gender

differences and a limited-size sample of participants to maximize their findings' generalizability.

References

Abednia, A. (2012). Teachers' professional identity: Contributions of a critical EFL teacher education course in Iran. *Teaching and Teacher Education*, *28*(5), 706–717. https://doi.org/10.1016/j.tate.2012.02.005

Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, *27*(2), 308-319. https://doi.org/10.1016/j.tate.2010.08.013

Alvarado Gutiérrez, M. V., Neira Adasme, M. N., & Westmacott, A. (2019). Collaborative reflective practice: Its influence on preservice EFL teachers' emerging professional identities. *Iranian Journal of Language Teaching Research*, *7*(3), 53–70. https://doi.org/10.30466/ijltr.2019.120736

Ashforth, B. E., Sluss, D. M., & Harrison, S. H. (2007). Socialization in organizational contexts. In G. P. Hodgkinson & J. K. Ford (Eds.), *International Review of Industrial and Organizational Psychology 2007* (pp. 1–70). John Wiley & Sons Ltd. https://doi.org/10.1002/9780470753378.ch1

Aspden, K. M. (2017). The complexity of practicum assessment in teacher education: An examination of four New Zealand case studies. *Australian Journal of Teacher Education*, *42*(12), 128–143. https://doi.org/10.14221/ajte.2017v42n12.8

Barger, C. (2022). Metaphors and methods: The curious alignment that shapes our inquiries about teacher identity. In A. Zimmerman, *Methodological innovations in research and academic writing (*ed.) (pp. 305–322), Texas Tech University. https://doi.org/10.4018/9781-7998-8283-1.ch016

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher educations. *Cambridge Journal of Education*, *39*(2), 175–189. https://doi.org/10.1080/03057640902902252

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, *39*(2), 175-189. https://doi.org/10.1080/03057640902902252

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, *20*,107–128. https://doi.org/10.1016/j.tate.2003.07.001

Beijaard, D., Verloop, N., & Vermunt, J. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge

perspective. *Teaching and Teacher Education*, *16* (7), 749–764. https://doi.org/10.1016/S0742-051X(00)00023-8

Burhan-Horasanlı, E., & Ortaçtepe, D. (2016). Reflective practice-oriented online discussions: Astudy on EFL teachers' reflection-on, in and for-action. *Teaching and Teacher Education*, *59*, 372–382. https://doi.org/10.1016/j.tate.2016.07.002

Burton, D., & Bartlett, S. (2005). *Practitioner research for teachers*. Paul Chapman Publishing.

Castañeda, F., & Alberto, J. (2011). *Teacher identity construction: Exploring the nature of becoming a primary school language teacher* (Unpublished doctoral dissertation). Newscastle University.

Cattley, G. (2007). Emergence of professional identity for the pre-service teacher. *International Educational Journal*, *8*(2), 337–347.

Clarke, M. (2008). *Language teacher identities: Co-constructing discourse and community*. Cromwell Press Ltd. https://doi.org/10.1111/j.1540-4781.2009.00992.x

Deng, L., Zhu, G., Li, G., Xu, Z., Rutter, A., & Rivera, H. (2018). Student teachers' emotions, dilemmas, and professional identity formation amid the teaching practicums. *Asia Pacific Education Research*, *27*(2), 441–453. https://doi.org/10.1007/s40299-018-0404-3

Derakhshan, A., & Nazari, M. (2022). Examining teacher identity construction in action research: The mediating role of experience. *Educational Studies, 8(1),* 1–20. https://doi.org/10.1080/03055698.2022.2073177

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Heath & Co Publishers.

Donyaie, S., & Soodmand Afshar, H. (2019). EFL teachers' reflective journal writing: barriers and boosters. *Iranian Journal of Language Teaching Research*, *7*(3), 71–90. https://doi.org/10.1080/13540602.2012.709731

Dörnyei, Z. (2007). Research methods in applied linguistics. OUP.

Dutton, J. E., Roberts, L. M., & Bednar, J. (2010). Pathways for positive identity construction at work: Four types of positive identity and the building of social resources. *Academy of Management Review*, *35*(2), 265-293. https://doi.org/10.5465/amr.35.2.zok265

Farrell, T. S. C. (2007). *Reflective language teaching: From research to practice*. Continuum Press.

Farrell, T. S. C. (2011). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System*, *39*(1), 54–62. https://doi.org/10.1016/j.system.2011.01.012

Farrell, T. S. C. (2013). Critical incident analysis through narrative reflective practice: A case study. *Iranian Journal of Language Teaching Research*, *1*(1) 79–89.

Forde, C., McMahon, M., McPhee, A. D., & Patrick, F. (2006). *Professional development, reflection and inquiry*. SAGE Publications Ltd. https://doi.org/10.4135/9781446213186

Freidson, E. (2001). *Professionalism, the third logic*. Polity.

Gee, J. P. (2000). Teenagers in new times: A new literacy studies perspective.*Journal of Adolescent & Adult Literacy*, *43*(5), 412–420.

Golzar, J. (2020). Teacher identity formation through classroom practices in the post-method era: A systematic review. *Cogent Educ*. *7*, 1–19. https://doi.org/10.1080/2331186X.2020.1853304

Haghighi Irani, F., Chalak, A., & Heidari Tabrizi, H. (2020). Assessing pre-service teachers' professional identity construction in a three-phase teacher education program in Iran. *Asian-Pacific Journal of Second and Foreign Language Education*, *5*(1), 1–21. https://doi.org/10.1186/s40862-020-00100-3

Hanson, S., & Moir, E. (2008). Beyond mentoring: Influencing the professional practice and careers of experienced teachers. *Phi Delta Kappan*, *89*(6), 453–458.https://doi.org/10.1177/003172170808900614

Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal*, *39*(4), 694–713. https://doi.org/10.1080/01411926.2012.679614

Kanno, Y., & Stuart, C. (2011). Learning to become a second language teacher: Identities-in practice. *The Modern Language Journal*, *95*(2), 236-252. https://doi.org/10.1111/j.1540- 4781.2011.01178.x

Korte, R. F. (2007). A review of social identity theory with implications for training and development. *Journal of European Industrial Training*, *31*(3), 166–180. https://doi.org/ 10.1108/03090590710739250

Li, L. (2020). *Language teacher cognition: A sociocultural perspective*. Palgrave Macmillan. https://doi.org/10.1558/lst.42530

Liu, Q., Wang, W. Y., & Zhang, X. Z. (2019). Investigation and research on the positioning and impacting factors of normal university students in education practicum. *Theory and Practice of Contemporary Education*, *11*(4), 101–105. https://doi.org/10.13582/j.cnki.1674-5884.2019.04.017

Mirzaee, A., & Aliakbari, M. (2017). They now respect me and send me to the best schools! Identity construction of an Iranian EFL teacher. *Critical Inquiry in Language Studies*, *15*(1), 21–42. https://doi.org/10.1080/15427587.2017.1327794

Mockler, N. (2011b). Beyond what works: Understanding teacher identity as a practical and political tool. *Teachers and Teaching*, *17*(5), 517–528. https://doi.org/10.1080/13540602.2011.602059

Moscovici, S. (2000). *Social representations*. Polity.

Mosvold, R., & Bjuland, R. (2016). Positioning in identifying narratives of/about pre-service mathematics teachers in field practice. *Teaching and Teacher Education*, *58*, 90–98. https://doi.org/10.1016/j.tate.2016.05.005

Mwamakula, F. (2020). Teaching practicum reflective practices and identity construction among student teachers. *International Journal of Education and Research*, *8*(5), 43–52.

Ranjbari, M. N., Heidari Tabrizi, H., & Afghari, A. (2021). The future of teacher education making: EFL pre-service teachers and teacher educators' perceptions of professional preparation. *Journal of Modern Research in English Language Studies*, *8*(1), 141–167. https://doi.org/10.30479/jmrels.2020.12471.1544

Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd Ed.). Multilingual Matters. https://doi.org/10.21832/9781783090563

Olsen, B. (2010). *Teaching for success: Developing your teacher identity in today's classroom*. Paradigm Publishers. https://doi.org/10.4324/9781315638621

Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC Journal*, *47*(1), 5–23. https://doi.org/10.1177/003368821663121

Penuel, W. R., & Wertsch, J. V. (1995). Vygotsky and identity formation: A sociocultural approach. *Educational Psychologist*, *30*(2), 83–92.

Playsted, S. (2019). Reflective practice to guide teacher learning: A practitioner's journey with beginner adult English language learners. *Iranian Journal of Language Teaching Research*, 7(3), 37–52.

Richards, K. (2009). Trends in qualitative research in language teaching since 2000. *Language Teaching*, *42*, 147–180.

Rogers, R. & Wetzel, M. M. (2013). Studying agency in literacy teacher education: A layered approach to positive discourse analysis. *Critical Inquiry in Language Studies*, *10*(1), 62–92. https://doi.org/10.1080/15427587.2013.753845

Ruohotie-Lyhty, M., & Moate, J. (2016). Who and how? Preservice teachers as active agents developing professional identities. *Teaching and Teacher Education*, *55*, 318–327. https://doi.org/10.1016/j.tate.2016.01.022

Sadeghi, M., & Sahragard, R. (2016). A questionnaire and model of role identity for Iranian English language teachers: A structural equation modeling. *Journal of Language Teaching and Research*. *7*(6), 1153–1163. https://doi.org/10.17507/jltr.0706.13

Sahragard, R., & Mansourzadeh, N. (2016). School mentors and Iranian EFL student teachers' expectations during practicum experiences. *Journal of Modern Research in English Language Research*, 39(58), 58–39.

Salinas, D., & Ayala, M. (2018). EFL student-teachers' identity construction: A case study in Chile. *How Journal*, *25*(1), 33–49. https://doi.org/10.19183/how.25.1.380

Sarani, A., & Najjar, R. (2015). Formulation of language teachers' identity in the situated learning of language teaching community of practice. *Iranian Journal of Applied Language Studies*, *5*(2), 167–192. https://doi.org/10.22111/IJALS.2015.1882

Şenel, M. (2021). Exploring ELT Students' professional identity formation through the perspectives of critical incidents. *European Journal of Educational Research*, *10*(20), 629–640. https://doi.org/ 10.12973/eu-jer.10.2.629

Siebert, D. C., & Siebert, C. F. (2005). The caregiver role identity scale: A validation study. *Research on Social Work Practice*, *15*(3), 204– 212. https://doi.org/10.1177/1049731504272779

Trent, J. (2016). The NEST–NNEST divide and teacher identity construction in Hong Kong schools. *Journal of Language, Identity & Education*, *15*(5), 306-320. https://doi.org/10.1080/15348458.2016.1214587

Trent, J. (2010). "My Two Masters": Conflict, contestation, and identity construction within a teaching practicum. *Australian Journal of Teacher Education, 35*(7), 1–14. http://dx.doi.org/10.14221/ajte.2010v35n7.1

Triutami, C. S., & Mbato, C. L. (2021). EFL undergraduate students' professional identity construction: A sociocultural perspective. *Journal of English Education and Teaching (JEET)*, *5*(1), 1–15. https://doi.org/10.33369/jeet.5.1.1-15

Van Huizen, P., Van Oers, B., & Wubbels, T. (2005). A Vygotskian perspective on teacher education. *Journal of Curriculum Studies*, *37*(3), 267–290. https://doi.org/10.1080/0022027042000328468

Vloet, K., & van Swet, J., (2010). I can only learn in dialogue! Exploring professional identities in teacher education. *Professional development in teacher education*, *36*, 149–168. https://doi.org/10.1080/19415250903457083

Vygotsky, L. S. (1987). *The collected works of LS Vygotsky: the fundamentals of defectology* (Vol. 2). Springer Science & Business Media.

Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge University Press.

Winslade, J., Crocket, K., Monk, G., & Drewery, W. (2000). The storying of professional development. In G. McAuliffe & K. Erikson (Eds.), *Constructing counselor education* (pp. 99-113). Association for Counselor, Education and Supervision.

Xu, H. (2013). From the imagined to the practiced: A case study on novice EFL teachers' professional identity change in China. *Teaching and Teacher Education*, *31*, 79–86. https://doi.org/10.1016/j.tate.2013.01.006

Yuan R., Mak P. (2018). Reflective learning and identity construction in practice, discourse and activity: Experiences of pre-service language teachers in Hong Kong. *Teaching Teacher Educat.* 74, 205–214.

Yuan, R., & Burns, A. (2017). Teacher identity development through action research: A Chinese experience. *Teachers Teach*, *6*, 729–749. https://doi.org/10.1080/ 13540602.2016.1219713

Appendix A: Farhangian University's Teaching Practicum Content

Stage	Core Content	Detailed syllabus
Apprenticeship 1 (Reflective Observation)	• Reflective Observation • Teaching Experiences Analysis • Reflective Journal Writing	Week 1: Introduction to the concepts and activities constituting the whole practicum and the first-semester syllabus
		Week 2: Workshop (a preliminary to context analysis, reflective observation, and journal writing)
		Week 3: Classroom observation
		Week 4: Context analysis (collaborative evaluation of observation reports)
		Week 5: Context analysis (methods of improving observation reports)
		Week 6: Context analysis (reflective observation techniques)
		Weeks 7 to 13: Reflective observation, problem identification, and report development focusing on physical/organizational context, classroom interaction, and teaching process.
		Weeks 14 to 16: Reflective Journal Writing
Apprenticeship 2 (Action Research)	• Context Analysis • Learning/Teaching Task Development • Professional Development through Action Research • Report Development and Presentation	Week 1: Introduction to the concepts and activities constituting the second-semester syllabus
		Week 2 to 14: Gaining first-hand learning experiences through action research, which includes classroom observation, learner needs/problems recognition, and learning tasks development/implementation (individually, in small groups of peers, and collaboratively) under the supervisor's direct guidance
		Weeks 14-16: Preparing detailed reports of the action research on learner needs/problems, submitting them to the supervisor, and presenting them in seminars held by the school/university

Apprenticeship 3 (Quasi-independent Individual Teaching)	Learning tasks Planning Professional Development through QI teaching Report Development and Presentation • • •	Week 1: Introduction to the concepts and activities constituting the third-semester syllabus
		Weeks 2 to 16: Gaining first-hand learning experiences through QI teaching, which included preparing and implementing learning plans aligned with the prescribed instructional content and teaching resources Reflecting (individually or collaboratively) on the capability of self-developed lesson plans to help learners transform their learning into a new situation through seminars
		Weeks 14 to 16: Preparing detailed reports of the QI individual teaching experiences, submitting them to the supervisor, and presenting them in seminars held by the school/university
Apprenticeship 4 (Lesson Study through Collaborative Teaching)	Collaborative Lesson Planning and Content Development Professional Development through collaborative Teaching and Reflection Report Development and Presentation	Week 1: Introduction to the concepts and activities constituting the fourth-semester syllabus and forming 2-to 4-member lesson study groups
		Weeks 2 to 14: Teaching a particular part (at least one unit/lesson) of the prescribed instructional content based on the lesson study cycle, which includes goal setting, learning unit/lesson planning, evaluating and amending the learning unit/lesson plans in two to four-member groups of peer and the teacher council, implementing the pre-planned teaching program, asking for peer reflection and feedback, self-reflection on the teaching program

	Weeks 14 to 16: Preparing detailed reports of the collaborative teaching experiences and presenting them in seminars held by the school/university

Appendix B: Proportion of Identity Codes based on the Interview Data

Identity	Sub-identity	Code	F	P
Teacher as Manager (Interview Question 1)	Knowledge Transmitter	Conveying the pre-planned information based on a flexible syllabus	7	1.94
		Enforcing Classroom rules to ensure effective delivery of the Target content	15	4.17
		Preparing a lesson plan aligned with the prescribed curriculum	26	7.22
	Juggler	Employing a variety of learning tasks to enhance multidimensional learning	9	2.50
		Employing various ICT tools to maximize learning efficacy	6	1.67
	Interaction Supervisor	Promoting friendly relationships between learners	32	8.89
		Forging a harmonious relationship with my learner	37	10.28
		Creating a collaborative-cooperative learning environment benefiting from both teacher-learner and learner-learner interaction	15	4.17
	Entertainer	Taking advantage of group working, role playing and pair works to create a plausible learning atmosphere	13	3.61
		Promoting extracurricular activities to counter the tedious nature of language learning	27	7.50
	Promoter	Promoting effective learning through a balance account of both preventive and encouraging strategies	4	1.11
		Giving learners words of encouragement	3	.83
		Employing learning tasks centering around topics of great interest to the target students	1	.28
		Attaching a significant mark to class participation to enhance learners' willingness to communicate	2	.56
		Promoting learners' contribution in their learning process asking them to assist in some instructional and administrative affairs	3	.83
	Arbiter	Constant monitoring of learners' performance through teachers' direct corrective feedback	16	4.45
		Employing various techniques to improve learner performance through self- or peer-correction	13	3.61
		Utilizing a combination of direct and indirect corrective feedback	12	3.33
	Total		241	66.95
Teacher as Professional (Interview Question 2)	Pundit	Expanding the teaching knowledge repertoire participating in seminars and in-service programs	20	5.56
		Surfing the Internet for the lately- developed teaching methods	13	3.61