Should I stay, or should I go? A mixed method study of pre-service English second language teacher efficacy-identity development in Quebec.

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February 2021

A thesis submitted to McGill University in partial fulfillment of the requirements of

the degree of Doctor of Philosophy

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LIST OF ABBREVIATIONS

I use abbreviations throughout this dissertation. While each abbreviated term is always indicated in the body of the dissertation I have also included below a list of the most commonly used abbreviations for the convenience of the reader.

Term	Abbreviation
Classroom Management	CM
Cooperating teacher	CT
English Second Language	ESL
French Second Language	FSL
General Efficacy	Gen Eff
General Instructional strategies	GI
Identity	ID
Linguistic Proficiency	LP
“Native” Speaker	NS
“Non-native” Speaker	NNS
Pedagogical Content Knowledge	PCK
Pre-service teacher	PST
Second Language Pedagogy	SLP
Teacher Education	TED
Teacher Self-Efficacy	TSE
Teaching English as a Second Language	TESL

ACKNOWLEDGEMENTS

The problem with writing acknowledgements is not in finding people and organizations to thank, but in ways to thank them adequately. This dissertation could never have been completed without the help and support of so many. The one piece of advice that all Ph.D. students are given at the outset is to choose their supervisor carefully. I struck gold in Caroline Riches who has been exactly the kind of supervisor I needed. She gave me space to thrive while providing gentle course correction and excellent advice as needed. She was also a powerhouse pushing me through the final revisions right up until the end; I am in awe of her intellectual stamina. As if that weren't enough, my committee contained a dream team of supporters: Lynn Thomas was a mentor and a role model. She is the kind of educator and person I strive to be. Beverly Baker as a most invaluable source unfailingly honest – and accurate feedback. I am a much better researcher and writer because of her! Mela Sarkar provided unflagging optimism and promises of baked goods. It has been an honour and privilege to work with a team of such amazing women.

Special thanks go to my network of friends and family: Renaud Legoux, a good friend and statistics wonk, was always available to guide me through the thicket of quantitative analysis and provided many suggestions for how to thrive during doctoral studies. Chris Gosling provided crucial encouragement, peer editing, and a shoulder to cry on. My partner, Michel-Frédérick, cheered me, cooked for me, corrected my French, and gave me room to work when I needed it. My parents, Nick and Julie supported me morally, financially, and emotionally through some difficult times, especially at the start.

Of course, the generous financial support provided by the Weston Foundation, the Walter A. & K. Mary Marsh Foundation, the Fonds de Recherche de Quebec (FRQSC), UQAM's scholarship for professional development, and the various awards that the Department of Integrated Studies (DISE) offers its students meant that I could manage the work-life-study balance more easily. Finally, I would like to thank my participants. You were the inspiration for this research, and I hope it lives up to your expectations.

ABSTRACT

Research tells us that teachers with high self-efficacy are more resilient and less likely to leave the profession. It also tells us that teacher self-efficacy (TSE) beliefs are most pliable early in learning, and that teacher education programs are a key site for professional identity construction. In this dissertation, I use a mixed method approach to look at the ways in which pre-service English Second Language (ESL) teachers from two different universities in Quebec developed their self-efficacy within their professional teacher identity. I collected quantitative data before and after a major practicum to see if experiences during the practicum influenced the participants' TSE scores or their intentions to remain in the teaching profession. I also collected narrative, thematic and graphic data at three different times during the practicum to explore what kinds of experiences the participants were having and how these experiences influenced their understanding of the kind of teacher they were becoming. Key findings from this research suggest that: 1) Teacher-self efficacy (TSE) and professional identity development does occur during the practicum, 2) that recognition of status from students and members of the teaching community is essential to building professional identity 3) that TSE is most effectively built through a process of trial, error and reflection – especially when teaching alone, and finally that 4) the structure of evaluation creates conditions unfavourable for the consolidation of either TSE or professional identity. The dissertation concludes with a discussion of the ways in which its findings will contribute to our understanding of the role teacher education programs can play in preventing future language teacher attrition.

RESUMÉ

Les recherches sur l'attrition du nombre d'enseignants nous démontrent que les enseignants ayant une grande efficacité personnelle sont plus résilients et moins susceptibles de quitter la profession. Les recherches démontrent également que les convictions des enseignants à propos de leur efficacité (TSE) sont plus souples au début de l'apprentissage et que les programmes de formation des enseignants sont un lieu clé pour la construction de l'identité professionnelle. Dans cette thèse, j'utilise une méthode mixte pour examiner les façons dont les enseignants d'anglais langue seconde (ALS) en formation issus de deux universités différentes au Québec, ont développé leur TSE dans le cadre de leur identité professionnelle d'enseignant. J'ai recueilli des données quantitatives à partir d'une enquête en ligne avant et après un stage important pour voir si les expériences vécues pendant le stage ont influencé leur TSE ou leurs intentions de rester dans la profession d'enseignant. J'ai également recueilli des données narratives, thématiques et graphiques à trois moments différents pendant le stage afin d'explorer les types d'expériences que les participants ont vécues et comment ces expériences ont influencé leur compréhension du type d'enseignant qu'ils devenaient. Les principaux résultats de cette recherche suggèrent que 1) l'efficacité de l'enseignant (TSE) et le développement de l'identité professionnelle se produisent effectivement pendant le stage, 2) la reconnaissance du statut par les étudiants et les membres de la communauté enseignante est essentielle à la construction de l'identité professionnelle, 3) la TSE se construit le plus efficacement par un processus d'essais, d'erreurs et de réflexion - en particulier lorsqu'on enseigne seul, et enfin que 4) la

structure de l'évaluation a créé des conditions défavorables à la consolidation de la TSE ou de l'identité professionnelle. La thèse se termine par une discussion sur la manière dont ses résultats contribueront à notre compréhension du rôle que les programmes de formation des enseignants peuvent jouer pour prévenir l'attrition des futurs enseignants de langues et sur les possibilités de recherches futures dans les domaines de l'attrition des enseignants de langues, TSE, de l'identité, et de la formation des enseignants.

CHAPTER 1: INTRODUCTION

Background

The past decade has seen an increased interest in western countries in the crisis of teacher attrition, also known as teacher 'drop-outs' (e.g., Borman & Dowling, 2008; den Brok, Wubbels, & van Tartwijk, 2017; Ingersoll, 2003; Kelchtermans, 2017; Watlington, Shockley, Guglielmino, & Felsher, 2010). The phenomenon of teacher attrition - that is teachers leaving the field early and for reasons other than retirement - not only feeds into the global shortage of teachers (Schaefer, Downey, & Clandinin, 2014), it also has enormous economic and educational costs. Estimates for the financial cost of teacher turnover in the United States – where statistics are more available than in Canada - number in the billions (Borman & Dowling, 2008; Hong, 2010). High teacher turnover has also been linked to lower quality of education for students, which, in turn, can significantly lower student academic achievement (den Brok et al., 2017; Kelchtermans, 2017; Smith & Ulvik, 2017; Swanson 2010; Watlington et al., 2010).

As Ingersoll (2003) and others (e.g., Borman and Dowling, 2008) have noted, the problem of attrition is particularly acute for novice teachers – those with less than five years' experience. Getting an exact understanding of the numbers of teachers leaving the profession worldwide, however, is difficult because the statistics vary widely from jurisdiction to jurisdiction. As Karsenti, Collin and Dumouchel (2013) explain, some estimations gave a 46% attrition rate for novice teachers in the United States in the early 2000s, while others gave a range of 30%-50% for the same group in the same period. In Canada, similar estimates range from 30% for novice teachers nation-wide

but varied widely province to province; for example, 15% in Quebec, the context of my research, and 6-7% in Ontario (p. 554). What is generally agreed upon was that the rate is much higher for novice teachers than for those with more than five years' experience. Research has also revealed that the problem of teacher attrition is particularly acute for teachers of certain subjects, including "foreign" or "additional" language teachers, (Ashiedu & Scott, 2012) and second language teachers (e.g., Clark & Antonelli, 2009; Kutsyuruba, Godden & Tregunna; 2013). Like many other countries, Canada is experiencing chronic shortages and high attrition rates for both French (FSL) and English Second Language (ESL) teachers.

Although the statistics for how many ESL teachers in Quebec leave the profession annually are not available, French & Collin's study (2011) revealed that "close to half of Quebec teachers (47%) reported wanting to leave the ESL profession in the last 12 months" (p.6) compared to an average of 25% of FSL teachers in the rest of Canada (French & Collins, 2011).

The problem of teacher attrition in Quebec is exacerbated by an ongoing shortage of ESL teachers. The surge in demand for qualified ESL teachers in Quebec coupled an increase in attrition rates for ESL teachers in Quebec means that research into understanding why ESL teachers are leaving is crucial for the Quebec context.

What is it about the situation for ESL teachers in Quebec that makes them more prone to attrition than teachers in other contexts? This was the question that provided the impetus for my research. We do know that there are a number of complex factors which contribute to Quebec ESL teachers' decisions to stay or leave including: difficult

working conditions for ESL teachers (Karsenti, Collin, Villeneuve, Dumouchel, & Roy, 2008; Swanson, 2010), language and identity politics (Steinbach & Kazarloga, 2014), status as a "native speaker" (NS) or "non-native speaker" (NNS) of the language (Varghese, Morgan, Johnston, Johnson, 2005a; Vélez-Rendón, 2002), as well as teachers' efficacy beliefs about their linguistic proficiency and instructional strategies (Swanson, 2010, 2012). What researchers into teacher attrition are also discovering is that teacher education is a crucial site for preventing future burnout: "[Teacher education] should make sure that schools are places where teachers can be successful with promoting students' learning so that teachers' self-concept and sense of efficacy are bolstered, and they do not burn out" (Zhu, Liu, Fu,Yang, Zhang & Shi, 2018 p. 3).

While many scholars in other contexts have noted a correlation between teachers who hold certification and higher retention rates (Darling-Hammond, 2003, 2012; Darling-Hammond & Bransford, 2007; den Brok et al., 2017), the same cannot be said of the Quebec context where novice teachers – and ESL teachers in particular - are still leaving in large numbers (Karsenti & Collin, 2013). While "teacher education may play a vital role in reducing attrition" (den Brok et al., p. 881), Karsenti and Collin's (2013) research also suggests that teacher education for ESL teachers in Quebec is somehow not fulfilling this role.

Motivation and Positioning

My interest in the topic of language teacher attrition stems from my own experience. I began my career as a novice ESL teacher in Montreal, Quebec in 1998. Although I had always been confident in my pedagogical abilities, the realities of

teaching were much harder than I had anticipated. I struggled constantly to establish a sense of control and purpose in the classroom. I wanted to connect with the students, and believed in student-centred cooperative learning, but instead found myself resorting to authoritarian classroom management techniques – because these were the only ones that had any effect on student behaviour. I wanted to create meaningful lessons that inspired critical thinking and creativity but found myself using grammar drills and television shows – because I needed to keep students busy when lesson planning became overwhelming. I thought I'd slide into a community of teachers who would help and support me. I was mistaken. Despite six years of French immersion education in elementary and secondary schools in Ontario, I quickly realised that my oral and written communication skills in French were not sufficient to overcome linguistic barriers with many of my Francophone colleagues. I hadn't anticipated that my English culture and identity were also political obstacles in creating friendships with French-speaking colleagues. In short, I found myself questioning my career path and my professional identity on a daily basis.

Initially, my only workplace friendships were with the two other ESL teachers – also novice teachers with limited French language skills. We became each other's support group as we struggled to learn how to teach and how to integrate into a French work environment at the same time. As I began to improve my understanding of Quebecois culture and made a concerted effort to improve my French through cultivating relationships with Francophones outside of the workplace and began to integrate more fully into the school community.

The combination of reflecting on the – very many – mistakes I made through trial-and-error experiences in the classroom, and time spent researching and developing resources helped me to feel more confident. Opportunities for professional development offered by my school as well as mentoring future teachers who brought new perspectives to my own learning and reflection also helped to increase my confidence in my pedagogical skills. Looking back, it took me at least five years of trial-and-error classroom experience, professional development opportunities, and work outside the classroom to improve both my beliefs in my teaching self-efficacy (TSE) and sense of my own language competency – in French.

In 2011, I began teaching pre-service ESL teachers as a course instructor in an undergraduate TESL program. Having already mentored many student teachers during their field placement experiences in my own ESL classroom, I was looking forward to sharing my enthusiasm and experience with them in their university classes. To my surprise, despite an overhaul of the curriculum and content of teacher education programs that occurred in the early 2000s (Gouvernement du Québec, Ministère de l'Éducation, 2001), my students complained that they felt overwhelmed on field placements and underprepared by the courses they took in their university programs. In other words, they were going through the same struggles I had experienced nearly two decades earlier. At the same time, the media were starting to report alarming numbers (Branswell, 2011). "Why," I thought, "can't we in teacher education help student teachers feel better prepared? What are we missing?"

When I began my doctoral research in 2016, I was inspired by my own experiences both as a novice teacher and as a teacher educator. My goal was to determine how I could help my students graduate with the kinds of skills and strong sense of self-efficacy they would need to weather the initial "survival period" (Gallant & Riley, 2017; Thomas & Beauchamp, 2011) they were facing in the field long enough to survive the first few years of teaching.

Epistemological Stance

As both a teacher and student, I naturally turn to my own experiences in the classroom to examine the way I make sense of the world. My educational philosophy stems from my ontological beliefs that reality is both multiple and subjective (idealism) (Creswell, 2003; Crotty, 1998) and that truth is relative and that it is dependent on one's perspective (Searle, 1995). I am a constructivist. I believe reality can only be known through an individual's understanding and interpretation of events (Searle, 1995, Merriam, 1998). I believe strongly that my epistemology shapes my interpretation of my data which stems from my personal, cultural and historical experiences (Creswell, 2003). The idea that self-knowledge is embedded in a social reality, that what we know about ourselves and the world around us is value laden and can only be understood through individual interpretation of reality rings true to me. In this way, I align myself with constructivists. (Further discussion of the theories of self-efficacy and professional identity that underpin my research follow in **Chapter 2: Literature Review** below).

Although I am a constructivist in my epistemological stance, I also consider myself a pragmatist. Pragmatists believe that truth is a tentative assertion derived from

human experience (Burke & Onwuegbuzie, 2003). Like Dewey (1910), I believe that learning is stimulated (perhaps not uniquely, but certainly very often) through problem-solving episodes and that problem-solving is at the heart of the kind of research I am interested in doing. My pragmatic beliefs also lead me to eschew a purely qualitative or quantitative approach to research, and instead to consider what kinds methods from either paradigm could best suit my research needs. Thus, my research is an extension of my constructivist and pragmatic epistemological stance: I am looking to prevent the problem of teacher attrition by exploring its links to teacher self-efficacy (TSE) and professional identity building. To do this, I consider all methodologies and selecting those that answer my research questions most effectively regardless of paradigm.

Finally, I acknowledge that I am not a "clean slate" (Bogdan, Knopp Biklen, 1997). I bring to my research over twenty years combined experience as an ESL teacher and ESL teacher educator which will shape the way I design, conduct and interpret my research. My position as an insider with many connections to both teacher education and to the professional ESL community in Quebec allows me to understand more intimately the context of my research, and it also means that I come to my research with deeply entrenched beliefs about ESL teacher education in Quebec.

Research Goals and Questions

My research joins that of other scholars who are turning their attention to teacher education in an attempt to understand exactly what happens there that influences a teacher's future path (e.g., Conway, 2001; Hong, 2010, 2012; Van Rijswijk, Akkerman, Schaap, & van Tartwijk, 2016). I look specifically at experiences of pre-service ESL

teachers in teacher education programs in Quebec, seeking to understand the kinds of experiences they have help them to build resilience in the field. Like many other researchers before me (e.g., Beauchamp & Thomas, 2011; Hong, 2010, 2012; Kelchtermans, 2017; Newberry & Allsop, 2017; Swanson, 2010, 201,) I use two main theoretical constructs to explore teacher attrition, these are: Teacher self-efficacy (TSE) and teacher identity. My overarching research goal is to find out how to provide future language teachers efficacy (TSE) and identity building experiences in teacher education that will sustain them throughout the difficult first few years of teaching. The questions guiding this doctoral research project are therefore:

1) To what degree do pre-service ESL teachers in Quebec experience efficacy before and after field placement? How does their experience of self-efficacy change, if at all?

2) How do experiences in the field support or undermine pre-service ESL teachers' growing understanding of themselves as a teacher? How does the work of identity construction occurring in the field relate to their sense of efficacy?

3) How do pre-service ESL teachers' efficacy-identities relate to their intentions to stay in the field or leave it?

4) How well do pre-service ESL teachers feel that their education programs have prepared them for their experiences in the field? What experiences in teacher education – before and during the practicum - did they have that they felt supported the development of their efficacy-identity?

Dissertation Organization

I have organized this thesis into six chapters. This chapter, **Chapter 1: Introduction** provides an overview of the problem of teacher attrition globally, and of ESL teacher attrition in the Quebec context. It discusses some of the factors for attrition that affect ESL teachers and identifies teacher education as a site ripe for exploring how experiences of efficacy and identity building are linked to potential attrition. It also described the experiences that were the impetus for my research and the epistemological stance that underpins my approach. In **Chapter 2: Literature Review**, I provide an overview of what research has contributed to our understanding of the factors underlying teacher attrition, and ESL teacher attrition in Quebec in particular. This chapter also looks at the theoretical and conceptual frameworks that have underpinned previous research into teacher attrition and presents the research questions that are grounded in theories of professional identity and teacher self-efficacy (TSE). In **Chapter 3: Methodology**, I present the research methodologies that have previously been used to study TSE and teacher identity, using these to make my case for my choice of mixed methods as methodological approach. This chapter also includes my research design and an overview of the quantitative and qualitative methodologies and research methods used in each phase of my research. **Chapter 4: Analysis and Findings** details the procedures I used in each stage of my analysis and presents the results these analyses in four sections according to the research question addressed. The interpretation of these findings and connections to other research is presented in **Chapter 5: Discussion**. Finally, in **Chapter 6: Conclusion**, I conclude

the thesis by discussing the theoretical, methodological and pedagogical implications of my research as well as its limitations and possible avenues for future research.

CHAPTER 2: LITERATURE REVIEW

Chapter Overview

This chapter is divided into three parts. In the first, I review what the literature has contributed so far to our understanding of the reasons for teacher attrition globally, for novice teachers and language teachers more specifically, and for ESL teachers in Quebec more precisely. This review is followed by an examination of the theoretical frameworks that have been used by educational researchers to explore teacher attrition and which underpin my research. These include teacher self-efficacy (TSE) theory and teacher (professional) identity. From there, I delve into the conceptual framework that shapes my research, looking at specific dimensions of TSE that relate to language teacher attrition, and how these dimensions can be understood as a part of an ESL teacher's professional identity. The final part of my chapter looks at what the literature has shown about the role teacher education has to play in the development of TSE and teacher identity. I conclude the chapter by drawing on the literature and frameworks to present my research questions.

Teacher Attrition

While researchers began to pay attention to the problem of teacher attrition as early as the 1970s (e.g., Charters Jr., 1970; Mark & Anderson, 1978) teacher attrition became the subject of much renewed research focus in the early 2000's. Ingersoll (2003) describes the problem as a "revolving door -- where large numbers of qualified teachers depart their jobs for reasons other than retirement" (p.3).

It is important to note that in the literature the terms “attrition” and “resilience,” while distinct concepts, are frequently used to describe two sides to the same problem. As Glazer (2017) explains, “research on resilience, like the work on attrition, explores both the individual and the contextual in terms of both risk factors present for teachers and protective factors that help teachers survive in the profession” (p.3). Research into resilience looks at ways of helping teachers survive – and even thrive – in the classroom, as “the more resilient teachers are, the more likely they are to continue teaching in spite of external and personal challenges impacting their job” (Smith & Ulvik, 2017 p.2). Understood in this way, the concept of resilience is integrally linked to attrition. Throughout this paper I will continue to use this understanding of resilience; not as the answer to attrition, or some kind of guarantee that teachers will remain in the field (Smith & Ulvik, 2017), but as a factor in increasing the probability that they will (Day, 2007).

What most recent literature has revealed is that there is a complex combination of factors that play into a teacher’s decision to remain or abandon the field once they begin teaching. These factors can be broadly divided into two categories. The first, intrinsic motivation factors, such as a lack of collegiality, few opportunities for professional collaboration, or an unsupportive administration (den Brok et al., 2017; Towers & Maguire, 2017), psychological factors (e.g., Ashiedu & Scott-Ladd, 2012, Hong, 2012) as well as social and political identity reasons (Steinbach & Kazarloga 2014). The second category, extrinsic factors, include elements such as high expectations coupled with low support, long hours, lack of work-life balance (Newberry

& Allsop, 2017; Towers & Maguire, 2017), classroom management (Karsenti et. al., 2008) and professional reasons such as a lack of agency and few opportunities for advancement (Kelchtermans, 2017; Newberry & Allsop, 2017; Swanson, 2012; Swanson 2010).

Second Language Teacher Attrition in Canada

Karsenti, Collin, Villeneuve, Dumouchel, and Roy (2008)'s review of the literature on French Second Language (FSL) teacher attrition in Canada found that FSL teachers, like teachers of other subjects, were likely to leave the profession for both intrinsic factors, such as emotional and psychological states, but more often for extrinsic factors. These extrinsic factors were largely contextual and included conditions such as classroom management issues, working conditions, teachers' lack of collaboration or professional networking opportunities, and poor relations with administrators.

Quebec ESL Teachers. In contrast to other ESL or FSL teachers in Canada, a report commissioned by the Canadian Association of Second Language Teachers (CASLT) in June of 2011 found that ESL teachers in Quebec context have extrinsic, contextual factors that are above and beyond those experienced by teachers of other subjects or by ESL and FSL teachers in the rest of Canada generally (French & Collin, 2011). These extrinsic, contextual factors included a workload for ESL teachers in Quebec was drastically different from second language teachers in the rest of Canada. The report found that in Quebec, most ESL teachers taught on average between 100 and 300 students, with 25% of ESL teachers reporting teaching more than 300 students during a nine-day cycle (French & Collins, 2011). In contrast, FSL teachers in the rest

of Canada taught fewer than 100 students. Quebec ESL teachers also had less time with their students, teaching just one to three hours per group per week with 28.4% of ESL teachers reporting teaching each group just one hour per week (French & Collins, 2011, p.42). In contrast, FSL teachers in the rest of Canada average three to five hours per week (French & Collins, 2011). Less time with more students means that ESL teachers in Quebec also have to work harder to make learning more meaningful. In fact, fully 20% of Quebec ESL teachers felt that they lacked the necessary time to deliver ESL programs effectively (French & Collins, 2011).

Teacher Self-Efficacy

While research has shown that teacher attrition in general and teacher attrition for ESL teachers in Quebec include a wide variety of extrinsic factors that contribute to attrition rates, many educational researchers (e.g., Hong, 2012; Swanson, 2010; 2012; Woolfolk, Rosoff and Hoy, 1990) are turning to psychological constructs in order to have a better understanding of the intrinsic factors that cause some teachers to stay and others to leave. To that end, many have employed Bandura's (1997) theory of teacher self-efficacy. Teacher self-efficacy (TSE) is defined by Woolfolk, Rosoff and Hoy (1990) as, "a teacher's belief that they can have a positive effect on student learning" (p. 139).

Teacher Self Efficacy is grounded in a general theory of efficacy theory, first advanced by psychologist Albert Bandura in 1977. Efficacy is a concept that describes a person's belief in their abilities to do something well. According to Bandura's theory (1977), Efficacy is built through four sources: Enactive Mastery Experiences, Vicarious Experiences, Verbal Persuasion and Physiological and Affective States. Enactive

Mastery Experiences, according to Bandura (1997) are the most powerful source of efficacy construction, “because they provided the most authentic evidence of whether one can muster whatever it takes to succeed. Successes build a robust belief in one’s personal efficacy. Failures undermine it” (p. 80). As Tschannen-Moran, Woolfolk-Hoy, and Hoy (1998) explain, the experience of success (Enactive Mastery Experiences) or lack of it that creates a ‘spiral’ effect leading to teachers persevering or abandoning the field: “Greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy. The reverse is also true. Lower efficacy leads to less effort and giving up easily, which leads to poor teaching outcomes, which then produce decreased efficacy” (pp. 233-234, italics mine). One of the most powerful ways for teachers to build self-efficacy, therefore, is to experience success while teaching.

Vicarious experiences of efficacy occur when people witness others modeling success, especially when “the attainments of others who are similar to oneself are judged to be diagnostic of one’s own capabilities” (Bandura, 1997, p. 87). If a teacher, for example, sees a teacher mentor with whom they identify modelling a teaching strategy successfully, they will experience vicarious efficacy. Vicarious efficacy is also influenced by social and normative comparative inference: when we witness someone else performing a task, we gain efficacy if we believe we could do the same or better and we diminish efficacy if we believe we could not do as well.

Verbal persuasion is the third source of efficacy building. In this instance, efficacy is built through positive – or negative – feedback about one’s performance from

peers and mentors. The link between verbal persuasion and resilience in Bandura's theory is clear: "People who are persuaded verbally that they possess the capabilities to master given tasks are likely to mobilize greater effort and sustain it that if they harbor self-doubts" (Bandura, 1997, p. 101, italics mine). The kind of feedback future teachers receive from mentors about their performance, therefore, should influence the kinds of efficacy they build.

The final source of efficacy building comes from physiological and affective states, which become sources of somatic information interpreted by people about their capabilities. The emphasis here is on interpretation: while some people read somatic states of high arousal (rapid heartbeat, sweating) as a sign of stress and vulnerability, others have the opposite experience. Again, the link between the ways people interpret their physiological and affective states and their experiences of success is explicit: "high achievers view arousal as an energizing facilitator, whereas low achievers regard it as a debilitator" (Bandura, 1997, p. 108).

Teacher Identity

While many researchers use teacher self-efficacy as a framework for understanding attrition factors, other scholars use the concept of teacher identity more broadly to encompass a multitude of factors that influence a teacher's decisions to remain or leave the teaching profession (e.g., Hong, 2010, 2016). Identity, as Saldana (2015) notes, is a complex construct which has multiple definitions depending on the discipline – if not the individual (Saldaña, 2015 p.62).

Teacher self-efficacy is grounded in the ways that teachers understand their own teaching abilities. It distinguishes itself from other concepts of self, such as self-esteem, because it is specific to a particular task (Tschannen-Moran, Hoy, & Hoy, 1998) and because it is not necessarily related to a teacher's actual measurable ability but is rather a reflection of a person's' belief in their abilities. It is this kind of confidence in one's abilities that is also closely linked to changes in teacher identity, from a less confident to a more confident self" (Beauchamp & Thomas, 2009, p.238). Here is where the connections between teacher self-efficacy and teacher identity begin to overlap.

Professional identity is not a stable entity; it cannot be interpreted as fixed or unitary (Coldron & Smith, 1999). It is a complex and dynamic equilibrium where professional self-image is balanced with a variety of roles teachers feel that they have to play (Volkmann & Anderson, 1998). A teacher's (professional) identity can be understood in much the same way as other identities; teachers "perform" their teacher identity in the classroom context in response to their own constructs of what it means to be a teacher and in response to societal expectations of teacher appearance, abilities, and skills (Sachs, 2005). This professional teacher identity can be compatible with, or distinguishable from, the kind of identity a teacher may perform as a colleague, parent, spouse or friend in other contexts (Gee, 2000; Pennington & Richards, 2016), and is created by teachers from "their own experiences as a student and as a teacher, their personal and professional histories inside and outside of schools, as well as the images of teachers presented in the popular media, films, fiction and so on" (Pennington & Richards, 2016, p.6).

Teachers' professional identities and their sense of self-efficacy are both reified through what Gee (2000) calls the "D-Discourse" identity (Gee, 2000). "D-Discourse identity" is constructed through recognition of a person's qualities through discourse with "rational individuals" within their community (Gee, 2000 p.103). According to Gee's "D-Discourse Identity" theory therefore, a teacher's professional identity is constructed partially through the kinds of things that are said about or to the teacher by other people within the teacher's community. This community can include students, other teachers, parents, administrators and even commentary on social media. "D-Discourse Identity" statements can easily be recognized syntactically as containing verbs such as "be", "have" or "can" (Sfard & Prusak, 2005) that contain a value judgment, for example, "He is a good English teacher." This "D-Discourse Identity" statement reifies not only a teacher's identity, but also grants social recognition of that teacher's (positive) abilities. Here is another place where the concepts of teacher self-efficacy (Verbal Persuasion) and teacher professional identity ("D-Discourse Identity") overlap.

Statements about a teacher's abilities are further nuanced in discourse by addressing the teacher's abilities in particular dimensions. For example, "She **is** a **good** teacher **because** she **can handle disruptive students** easily." "D-Discourse Identity" statements such as these both reify a teacher's identity and contain an implicit value judgement of the teacher's identity based on the community's sense of the teacher's (contextualized) ability.

Teacher identity and teacher self-efficacy have several overlapping characteristics: first, they are both contextually specific; that is, they are performed or

perceived according to the time, place and demands of a situation (Gee, 2000). Second, teacher self-efficacy, like identity, is informed by a complex interplay between how the teacher views his or her own abilities and how they are viewed by others (Tschannen-Moran et al., 1998). Identity, like efficacy, depends on being recognized as being a kind of person with certain abilities (Gee, 2000). A teacher's sense of identity and efficacy are both tied to several forms of recognition including their professional certification – what Gee (2000) called the "I-Identity" (p.99).

Language Teacher Identity

How do language teachers form their professional identity? Pre-service language teachers, like teachers of other subjects, do not come to teacher education with a tabula rasa for professional identity, but bring with them a nascent identity based on "their own experience of teacher-models (or anti-models)" (Velez-Rendon, 2002, p. 459). As a language teacher moves through the process of teacher education, their identity shifts in response to their experiences within the university and while on field placements. Beauchamp and Thomas (2009) describe this process as, "the inherent tension that exists for teachers as they navigate between personal and professional aspects of identity inherent within that of a teacher" (p. 177). In their study on undergraduate teachers in two universities in Quebec, Thomas and Beauchamp (2011) detail how the teachers' descriptions of their identities through metaphor undergo a shift - moving from concepts of teacher as a "nurturer or protector of students" towards the idea of "teacher as survivor" (Thomas & Beauchamp 2011, p. 767).

Before they had had any extended experience as a teacher in the classroom, the pre-service language teachers approached the field with an anticipation of forming a meaningful connection with their students (Thomas & Beauchamp, 2011, p. 766). Their identities at this stage revolved around the theme of "nurturer". Words like "guiding," "mothering," "protecting," and "supporting" figured frequently in the metaphors they used to describe how they saw their role in the classroom (p. 765). After teaching in the field, Thomas and Beauchamp (2011) noticed an abrupt shift in the students' identities: rather than describing their identities in terms of their relationship with their students, the student teachers were now focusing on themselves without much reference to the students. Metaphors now focused on the multidimensional aspects of identity that teachers needed to perform; words like "survival" and metaphors of turbulent or calm waters now appeared (p. 764). The idea of 'survival' - so integral to novice teachers' identity - seems to continue well into the first years of teaching (Thomas & Beauchamp, 2011, p. 767) Thomas & Beauchamp's (2011) work into the metaphor of 'survival' indicates that there is a connection between novice language teacher identity and attrition.

Identity, Linguistic Competence and Native Speaker Status. One could argue that novice teachers of all subjects experience a form of identity transition where survival is an important concept, but while negotiating the same tensions between personal and professional identities that other teachers experience, (Pennington & Richards, 2016) language teachers often have another layer of identity to contend with, namely their status as either a 'native' (NS) or 'non-native' (NNS) speaker. While the

terms “native” and “non-native” speaker remain controversial in many academic circles (see Dewaele, 2018), I use them here deliberately to underscore the aspect of linguistic identity that is implied with a ‘native’ language speaker status.

The phenomenon of NS versus NNS teacher identity has been studied with great interest by language education researchers (e.g., Varghese et. al, 2005; Steinbach & Kazarloga, 2014), where nuances of status and hierarchy based on the language teacher’s ‘native’ pronunciation influenced the teachers’ emerging professional identities. In Steinbach and Kazarloga’s (2014) study, the implied elevated social and professional status usually accorded to NSs contributed to their participants dissatisfaction with their accent in English, “having a native-like pronounciation [sic] would improve my self-confident [sic]” (Steinbach & Kazarloga, 2014, p. 326). As we will see later in this review, this idea of linguistic proficiency as a dimension of second language teacher identity is an important indicator of second language teacher attrition (Swanson, 2010; Swanson, 2012).

The struggle that ESL teachers undergo in their quest to attain native-like proficiency is also apparent in the work done by K.E. Johnson (1992) as reported by Varghese et al. (2005). In this study, “Marc,” a Non-Native English Speaker (NNES), grappled with her multiple identities as a teacher-of-language and a learner-of-language learner. Her need to “be ahead of the students” (Varghese et al., 2005, p. 26) in the language was a source of underlying tension which was only assuaged when she joined a professional group of NNES teachers.

Language and Identity in the Quebec Context. Linguistic competence is deeply embedded in how individuals identify within groups and cultures (Gee, 2000; Sachs, 2005) Which is why it is perhaps unsurprising that teaching a language can be "associated to specific social, cultural, and political pressures" (Varghese et al., 2005a, p.23). In the Quebec context where my research is situated, language is closely connected to narratives about identity and political power.

While Aboriginal peoples are now recognized as the original occupants of the land, (Government of Canada, n.d.) the arrival of European traders and missionaries in the late 15th century, first from France in and, later, from England laid the foundation for political disputes about language and identity that continue to the present day (Government of Canada, n.d.) Following a decisive battle in 1759, the French colonial powers ceded the territory that is now known as Quebec to the British colonists and the largely catholic, French speaking population of Quebec came under the rule of the largely protestant English-speakers. While the new colonial powers provided the right to religious freedoms through the Quebec Act in 1774, English remained the language of political and social power in Canada until the late 1950s, when the French speaking populations of Quebec began mobilizing politically. This period, popularly referred to as the "Quiet Revolution" and the social unrest that accompanied it inspired the Canadian government to set up the Royal Commission on Bilingualism and Biculturalism (1963-1969) (Laing & Cooper, 2019). The results of this commission were changes to French language education across Canada and the "Official Languages Act" (1969) which gave equal status to both languages and enshrined the right of all Canadian citizens to be

served by the federal government in the official language of their choice: English or French. The shift in power from one linguistic population (anglophone) to another (francophone) continues to resonate through the history curriculum taught in Quebec schools, as well as narratives of identity adopted by francophone and anglophone Quebecers (Zanazanian, 2016).

Research into linguistic proficiency and linguistic identity in the Quebec context continue to reverberate with echoes of the political discourses of linguistic identity and power. In Quebec, while a native-like fluency and accent in English is a desirable indicator of linguistic competence in an ESL teacher's professional identity, research suggests that linguistic competence in English is less important than a linguistic identity in French (Steinbach & Kazarloga, 2014).

Language Teacher Attrition, Efficacy, and Identity

Educational researchers have used theories of TSE and Identity to understand some of the reasons why teachers generally and language teachers more specifically choose to leave (e.g., Atay, 2007; Swanson, 2012; Swanson 2010). It also suggests that political discourses in the Quebec context provide a unique set of challenges to ESL teachers' professional identity (Steinbach & Kazarloga, 2014). In this next section of the literature review I will explore how we can understand current research into language teacher attrition through a conceptual framework that ties efficacy, identity and attrition together.

A language teacher's sense of self-efficacy, like their identity, is both multi-faceted and contextually specific. Research by Swanson (2010, 2012) demonstrates

that three important dimensions of self-efficacy in teacher identity appear to correlate with a language teacher's decision leave it the profession: The first is the teacher's self-efficacy beliefs in their **language proficiency** (Swanson, 2010, 2012; Steinbach & Kazarloga, 2014; Vélez-Rendón, 2010; Wilbur, 2007). The second is their sense of self-efficacy in **pedagogical content knowledge (PCK)** or their belief in their ability to teach the language (Beauchamp & Thomas, 2009; Karsenti et al., 2013; Swanson, 2010, 2012, 2013; Vélez-Rendón, 2010; Wilbur, 2007). Finally, attrition rates for language teachers seem to correlate strongly to their belief in their ability to **manage a class** (Karsenti et al., 2013; Swanson, 2010, 2012). These multiple facets of self-efficacy - while often overlapping - are distinct and can react differently so that a teacher can experience simultaneously different feelings of self-efficacy as a part of their teacher identity. For example, an ESL teacher may have a high sense of self-efficacy with regard to their ability to use the English language (language proficiency) but may experience lower self-efficacy in regard to their ability to resolve conflict within her classroom (classroom management). Therefore, it can be helpful to consider dimensions of teacher self-efficacy as a part of language teacher identity as a whole, functioning as interdependent aspects. The link between language teacher attrition, identity and self-efficacy becomes clearer when we look at the complex act of teaching a language and break it down into these separate categories.

Dimension 1: Linguistic Proficiency.

The first thing that is apparent from the literature on language teachers' efficacy is that a language teacher's efficacy beliefs in their language proficiency - in other

words, a language teacher's beliefs about how well they speak, read, write and communicate generally in the language they are teaching (Steinback & Zazarloga, 2014; Velez-Rendon, 2002; Wilbur, 2007) - correlates somehow to their resilience or attrition. However, it also reveals that the political discourses of language and identity that are inherent in the act of teaching the English language in Quebec engender a further layer of social and political pressure for ESL teachers. The pressure to achieve a 'native speaker' linguistic identity in English through 'native-like competence' is absent in the Quebec context. Instead, it is replaced by a preference for a Francophone identity which is accompanied by conflicting reports of competence in English (Steinbach and Kazarloga, 2014). What remains unclear from the literature is how perceptions of linguistic competence and identity in French influence attrition for non-Francophone ESL teachers in Quebec.

Dimension 2: Pedagogical Content Knowledge (PCK).

A language teacher's sense of self-efficacy in their ability to teach a language can also influence language teacher attrition rates (Swanson, 2010; 2012). This ability, also known as "pedagogical content knowledge" (PCK) is defined by Velez-Rendon (2002) as "what teachers know about teaching their particular subject matter… to make the subject matter comprehensible to students" (p. 462). In other words, the pedagogical content knowledge a language teacher must have, consists of an understanding of how to organize their teaching in a way that helps students communicate in the target language. In his 2010 study, Swanson found positive correlation between teachers who experienced low self-efficacy when helping students

learn at the beginning stages of language learning and the likelihood that they would leave teaching.

Why is a teacher's sense of her ability to teach to beginners such a critical factor in her resilience or attrition? Wilbur (2007) helps to make this connection: at the beginning level, the students depend almost exclusively on the teacher to model and support their language learning. Teaching language to beginners is intense work; it is psychologically demanding and requires constant interaction between the teacher and the students in much the same way that learning a mother tongue requires constant interaction between parent and child. In contrast, teaching to students who are already able to communicate in the target language allows the teacher to take a more "hands-off" approach and is less onerous for the teacher (Wilbur, 2007). Here is where pedagogical content knowledge when teaching to beginners may play a role in language teacher attrition: those who have the skills to teach to beginners can do so efficiently and effectively, experiencing success (mastery experience) when their beginners show progress. Those who don't have strong PCK struggle to teach to beginners in effective ways and become discouraged when their students fail to develop competence.

Linguistic proficiency and pedagogical content knowledge. In addition to drawing connections between PCK when teaching to beginners and future attrition rates for language teachers, Wilbur's (2007) research into language teacher education programs also provides us with possible reasons for why linguistic proficiency and PCK might be connected. As Wilbur (2007) explains, "because of their lack of (linguistic)

proficiency, novice teachers shun more communicative methodologies and rely instead on traditional, grammar-focused teaching" (p.83,). Although communicative methodologies of language instruction – i.e., organizing language learning along the lines of communicative purposes, such as asking for help, or describing an event, have been considered for nearly 40 years to be more effective in teaching language than rote-learning of grammar by second language educational researchers (e.g., Canale & Swain, 1980), many language teachers continue to use rote-learning as their primary educational approach (Wilbur, 2007). This may be because the communicative approach, unlike the grammatical approach, requires the teacher to create lessons that are designed to maximize interactions with students in the target language, and therefore more challenging for teachers who experience lower self-efficacy in their ability to speak the target language. It is therefore also the 'safer' option for the language teacher with a lower sense of linguistic self-efficacy (Wilbur, 2007). Here we see the same downward spiral in self-efficacy described earlier by Tschannen-Moran, Woolfolk Hoy and Hoy (1998) when second language teachers' low sense of self-efficacy in their linguistic proficiency can potentially cause them to select less effective teaching strategies, which then lead to lower rates of student success, which in turn lead to lower self-efficacy in pedagogical content knowledge.

Looking at the literature globally, we see a portrait starting to emerge of a language teacher who, feeling unsure of their linguistic proficiency or pedagogical content knowledge, selects more teacher-centered and less successful pedagogical strategies, and in turn experiences decreased self-efficacy. Research shows that

students in a language classroom who have a teacher with low self-efficacy experience less academic success (Velez-Rendon, 2002) and are more likely to act out their frustrations in class (Wilbur, 2007; Woolfolk, Rosoff & Hoy, 1990). The resulting frustration between teacher and students brings us to the third dimension of language teacher self-efficacy that research (Hong, 2010; Swanson, 2012) has clearly linked to attrition: a teacher's ability to manage their classroom successfully.

Dimension 3: Classroom Management.

"Classroom management" (CM) is a catch-all term used by many teachers and researchers to describe the complex array of general pedagogical skills that all teachers need, such as "managing class time, giving clear directions, meeting students' needs, and focusing on students rather than on the self. [These] are at once the most crucial skills for classroom success and the most difficult to acquire" (Vélez-Rendón, 2002 p.460). Terms such as "student behaviour" and "discipline issues" are often cited by teachers as reasons why they leave the teaching profession in much of the research into teacher attrition and resilience (e.g., Hong, 2010; Karsenti et al., 2013; Kutsyuruba, 2012; Towers & Maguire, 2017). Hong's (2010) research into pre-service and novice teacher's professional identity and attrition rates found significant differences in self-efficacy for those teachers who stayed in the profession and those who dropped out. The drop-out group (named "3-A: Discipline" for the main factor contributing to their decision to leave the profession) overwhelmingly lacked confidence in their ability to manage the classroom. This group of dropouts contrasted strongly to the teachers who remained and who felt confident about "dealing with kids" (Hong, 2010 p.1537).

CM styles for teachers of all subjects are also linked to a teacher's sense of self-efficacy: teachers with a low sense of self-efficacy favour a custodial attitude and sanctions to control students' behaviour. They are often "mired in classroom problems" (Woolfolk, Rosoff & Hoy, 1990, p.140). In contrast, teachers with a stronger sense of self-efficacy rely more often on persuasive, rather than authoritarian, management strategies and support development of students' intrinsic interests (Bandura, 1997 p.241). Woolfolk, Rosoff, and Hoy's (1990) work into elementary classroom teachers' self-efficacy found that teachers who experienced high self-efficacy overall had a more positive classroom climate where misbehaviour was less frequent and handled in more positive ways. In classrooms where teachers had low overall self-efficacy, they were more likely to describe the classroom situation in terms of conflict and control (Woolfolk et al., 1990).

What is true for teachers in general is also true for language teachers: Swanson's (2012) research into attrition factors for second and foreign language teachers confirms that the concepts of self-efficacy, classroom management, and attrition are linked. In this study, two of the most statistically significant predictors for a second language teacher's decision to remain or leave the teaching profession were their perceived confidence their ability to (1) "control disruptive behaviour in the classroom" and (2) "to calm a student who is disruptive or noisy" (Swanson, 2012 p.90).

CM and Teacher Identity. Labaree (2004) argues that in order for a teacher to manage a class effectively, they must have a strong teaching persona already established. The skills required to create the kind of complex connection between

teacher and student needed to navigate classroom management is not taught to most teachers. Instead, it must be learned in the field, which explains why developing these skills is especially difficult for novice teachers at the start of their careers. Given the circumstances required to develop classroom management skills it is no wonder that pre-service and novice teachers - who have not yet established a stable sense of their professional identity and are developing their self-efficacy within this identity - find classroom management to be the area where they are often the least likely to experience a sense of self-efficacy.

One of the strategies that language teachers use when developing classroom management self-efficacy is to assume a particular kind of identity. In Pennington and Richard's (2016) study into language teachers' identity construction, the authors found that novice teachers who have not yet mastered the highly complex array of skills teaching requires tend to take on a 'situated identity' (Pennington & Richard, 2016, p. 7). The situated identity is more traditional, and teacher centered. It requires that the teacher stand in front of the class and lead interactions, requiring students to raise their hands as a condition of interaction (Pennington & Richard, 2016, p. 8). Novice teachers in this 'situated identity' are performing the role of 'teacher' in a way that is recognized by institutions and culture ("I-Identity") (Gee, 2000), but that may not be coherent with the professional identity they wish to assume; it may not be authentic.

Pennington and Richard suggest that the performance of this kind of 'situated identity' might, in fact, be an effective strategy for novice language teachers. It functions as a kind of place-marker for the teachers' professional identity while they gain

experience and assurance in the classroom (Pennington & Richard, 2016, p. 8). They contrast this kind of 'situated' identity with a minority of novice teachers who assume a "more informal, personal and authentic identity," which the authors call a "transposable identity" (Pennington & Richard, 2016, p. 8). This transposable identity, far from being a strategic choice for novice teachers, may, according to Pennington & Richard (2016) be disadvantageous: "[s]uch a teacher identity may be less effective for new teachers, who have not yet mastered instructional content and pedagogical skills" (p. 8). A "transposable identity," they argue, is likely to lead to a breakdown in classroom management when students do not recognize their teacher's authority (p. 8). Pennington & Richard's (2016) research supports Labaree's (2004) contention that one strategy novice teachers use to feel effective in classroom management, is to assume a strong professional identity – even if it is inauthentic at first.

Teacher Education

Many scholars have noted connections between teachers who hold certification and higher retention rates (e.g., Darling-Hammond, 2003, 2012; Darling-Hammond & Bransford, 2007; den Brok et al., 2017*)*. What remains to be seen, especially in the ESL context in Quebec, is whether the skills learned during the teacher education program have helped language teachers construct a higher sense of efficacy in their professional identity or if there are other processes at work.

Over a decade ago, Wilbur (2007) noted a general lack of consistency in the ways pre-service language teachers were prepared for the workforce. The results of Wilbur's (2007) study strongly suggested that "pre-service teachers are [not] leaving the

experience equipped with the pedagogical content knowledge to meet the needs of diverse learners" (Wilbur, 2007, p. 94). Research from the Canadian Association of Second Language Teachers (CASLT) pan-Canadian report (2011) supports Wilbur's (2007) findings. This study, which looked at working conditions for FSL and ESL teachers across Canada, found that the most important areas targeted for improvement by *Quebec* ESL teachers specifically were the following: 1) learning how to create ESL learning materials (17.5%) 2) working on pedagogical content knowledge (how to teach ESL more effectively) (16.4%) 3) evaluating more effectively (13.2%) and 4) class management (8.6%) (French & Collins, 2011, p.70). The problem could rest with teacher educators: Thomas (2017) found that despite her assumption that students would learn a teaching strategy through demonstration, future teachers do *not* learn from explicit modeling alone, and that the ability to watch demonstrations in the university classroom and then replicate the skill does not necessarily carry over into the field. Clearly, teacher education is a site ripe for reflection and examination into the effectiveness of current teaching practices and how these teaching practices can build resilience in future ESL teachers.

The Practicum and Risk Factors for Future Language Teacher Attrition

Current research into how pre-service language teachers develop their professional identities indicate that professional identities are forged during the practicum experience at university. For example, Yazan (2018) demonstrated that it was during the practicum that future language teachers test their teaching values and incorporate them into their teaching identity and future practice. The practicum

experience also allows future language teachers to learn the professional discourse about language learners that gives them access to professional communities (Yazan, 2018). Finally, Yazan (2018) also found that guided reflection during professional seminars sustained the kind of self-awareness that language teachers needed to understand and consolidate their own professional identities.

Other work by Kokkinos and Stavropoulous (2016) indicates that although the practicum is too short a period for most language teachers to develop the kinds of stressors that are associated with teacher burn-out (emotional exhaustion, depersonalisation and reduced personal accomplishment), the practicum does provide a rich opportunity to examine the origins of future language teacher attrition (Kokkinos and Stavropoulous, 2016). In their study, Kokkinos and Stavropoulous (2016) also found that practicum stressors related to burn-out were primarily contextual, that is, caused by factors found in the teaching environment, rather than personality characteristics. Research into the stressors present in the practicum experience would provide a rich opportunity for understanding how future teachers develop identity and self-efficacy – and hopefully resilience - in the context of these stressors.

One of the possible stressors for future teachers experienced during the practicum is the relationship that occurs between the cooperating teacher (CT) and the pre-service teacher (PST) Rajuan, Beijaard & Verloop's work (2008) focuses on the CT / PST relationship and how interaction with teacher mentors can become a catalyst for professional identity development as student teachers are supported by their mentors, but also challenged by them. Rajuan, Beijaard & Verloop (2008)'s research reveals

how the CT / PST mentoring relationship in the practicum engenders the kinds of reflection about values, self and identity from student teachers as they must define distinctions between the 'personal' and 'professional' selves in situations of support and challenge. Situating research during the practicum experience should offer abundant opportunities to study the development of professional identity and the role that teacher mentors play in stimulating efficacy development in their student teachers.

Situating Research into Attrition, TSE and Identity in the Practicum Experience

What is clear from the literature review of research from this chapter is that strong TSE – especially in the area of classroom management (CM) - is correlated to lower rates of attrition for teachers in general (Hong, 2010; 2012), and for language teachers (Swanson, 2010, 2016). Research also indicates that a strong professional identity is linked to effective classroom management practices (Labaree, 2004, Pennington & Richard, 2016) and that when language teachers have high self-efficacy in pedagogical content knowledge, and linguistic proficiency they experience lower attrition rates (Swanson, 2010; 2012; Wilbur, 2007). We also know that an ESL teacher's linguistic proficiency – especially in the context of Quebec - is strongly linked to their professional identity (Steinbach & Kazarloga, 2014) and that a teacher's pedagogical choices are strongly linked to their identity (Gee, 2000; Pennington & Richard, 2016; Wilbur, 2007). What we don't know from the literature is when, why and how language teachers' self-efficacy in these areas are developed before they begin teaching. How is a teacher's self-efficacy integrated into the development of a professional identity? What role – if

any – do experiences in teacher education such as the practicum have to play in the development of self-efficacy and professional identity?

Situating research into Quebec ESL teacher attrition during the practicum experience in teacher education holds many interesting possibilities for exploring these questions for a number of reasons. First, as Tschanennen-Moran & Hoy (2007) suggest, "[E]fficacy beliefs are considered to be most pliable early in learning" (p. 947), which makes pre-service language teacher education programs an ideal place to look at how ESL teacher self-efficacy beliefs are formed. Examining when and how these mastery experiences occur during teacher education programs will help us understand how pre-service ESL teachers develop and integrate TSE into their professional identities. Next, while teacher education programs across Quebec, are required to develop professional competencies (See **Appendix A**) mandated by the Ministry of Education, they are permitted to organize their curriculum as they see fit in order to develop these competences. The diversity of curriculum and course content taught to pre-service ESL teachers throughout the province provides an excellent opportunity for researchers to compare and contrast curriculum and pedagogical approaches that are taught in different universities. Finally, on a pragmatic level, pre-service (and soon to be novice) ESL teachers are generally more accessible to researchers than they are once they graduate.

Chapter Summary

In this chapter I continued the literature review the problem of second language teacher attrition. I discussed the two main theoretical frameworks that have been used

to examine the problem of teacher attrition: teacher self-efficacy (TSE) theory and teacher (professional) identity and explored in depth the specific dimensions of TSE that relate to teacher attrition (linguistic proficiency and identity, classroom management and pedagogical content knowledge). I summarized what research has told us so far about the problem of teacher attrition and where questions remain, making an argument for locating my research into language teacher attrition in ESL teacher education programs in Quebec. In the following chapter, **Chapter 3: Methodology**, I will outline the ways that educational researchers from the quantitative, qualitative and mixed methods paradigms have approached questions of teacher attrition, self-efficacy and identity and use my discussion of these approaches to justify my choice of mixed methods research.

CHAPTER 3: METHODOLOGY

Chapter Overview

This chapter presents the research methodology and design I selected in order to address and answer my research questions: 1) To what degree do pre-service ESL teachers in Quebec experience efficacy before and after field placement? How does their experience of self-efficacy change, if at all?; 2) How do experiences in the field support or undermine pre-service ESL teachers' growing understanding of themselves as a teacher? How does the work of identity construction occurring in the field relate to their sense of efficacy? ; 3) How do pre-service ESL teachers' efficacy-identities relate to their intentions to stay in the field or leave it?; 4) How well do pre-service ESL teachers feel that their education programs have prepared them for their experiences in the field? What experiences in teacher education – before and during the practicum - did they have that they felt supported the development of their efficacy-identity?

It is broken down into three parts. Since I have chosen to approach the problem of teacher attrition using teacher self-efficacy (TSE) and teacher identity as my theoretical frameworks, the first part of this chapter addresses what research methodologies have previously been used to study these constructs. The second part builds on the first, outlining my choice of mixed methods as methodological approach. In this section, I present my research design and provide an overview of the quantitative and qualitative methodologies used in each phase of my research. The third part of this chapter looks more specifically at my research methods and covers the research context, design, participants, and data collection phases and tools.

Methodologies Used to Study Teacher Self-Efficacy

Quantitative Methodologies

Researchers using teacher self-efficacy (TSE) as their theoretical framework have traditionally approached their research using quantitative methodologies. Self-efficacy is a concept that is largely used in the field of psychology and, although this use has extended to the field of educational research, the vestiges of the largely quantitative methodologies employed by the field of psychology can be seen in the extensive use of surveys using Likert-type scales to measure and analyse different aspects of teacher efficacy (e.g. Ashton, 1985; Atay, 2007; Caprara, Barbaranelli, Steca, & Malone, 2006; Guskey, 1988; Koçoğlu, 2011; Swanson, 2012; Swanson 2010; Tschannen-Moran & Hoy, 2007; Tschannen-Moran, Hoy, & Hoy, 1998; Woolfolk & Hoy, 1990). The purpose of these studies aligns with the quantitative paradigm; their intention is to determine overall patterns in their samples and to test hypotheses linking teacher efficacy to teacher attrition (e.g., Coladarci, 1992; Hong, 2012; 2016, Swanson, 2010; 2012), to emotional intelligence (e.g., Koçoğlu, 2011), to teachers' pedagogical content knowledge (e.g., Shawer, 2013), to teachers' inclination to implement new instructional practices (e.g., Guskey, 1988), and to teachers' classroom management styles (e.g., Woolfolk, Rosoff, & Hoy, 1990).

Of the many quantitative studies into TSE, Swanson's (2008; 2010; 2012, 2013; 2018) research design was of particular interest to me first, because it looked at the efficacy experiences of language teachers in particular, and second, because Swanson found links between language teacher TSE and attrition. In response to what he saw as

a lack of precision in the teacher's sense of efficacy scale (TSES) (Tschannen-Moran & Hoy, 2001) for measuring second or foreign language (FL) teachers' sense of efficacy, Swanson (2010) developed a new measurement tool which he called the FL Teacher Efficacy Scale (FLTES) containing ten items.

In his follow up study which looked at second and foreign language teacher efficacy (S/FLTES) in both the United States and Canadian contexts (Swanson, 2012), Swanson extended the original FLTES to include items from the TSES. Using the S/FLTES (Swanson, 2012) allowed Swanson to locate statistically significant correlations between the likelihood of language teacher attrition and four items measuring language teacher efficacy. The first two were to be found in the dimension of **classroom management**: "1. S/FL teachers' perceived confidence to (1) to control disruptive behaviour in the classroom and (2) to calm a student who is disruptive" (Swanson, 2012, p. 90). The third was in the dimension of **pedagogical content knowledge**: "S/FL teachers' perceived confidence (1) to demonstrate to students an understanding of the relationship between the practices and perspectives of the culture studied" (Swanson, 2012, p. 90). The fourth predictor of attrition was in **linguistic proficiency**, specifically "the ability of the S/FL teacher to fully understand a movie that only uses the target language" (Swanson, 2012, p. 90).

Mixed Methods and Teacher Self-Efficacy

While many researchers use quantitative methodologies to study TSE, others have begun to use mixed methods designs. One example is Atay's (2007) study, which found that pre-service language teachers' TSE increased during the practicum. In the

first phase of his mixed-method study, Atay (2007) used the long version of the TSES scale (Tschannen-Moran, Hoy & Hoy, 1998) to measure teacher efficacy in a pre and post test design to measure changes in pre-service teachers' sense of efficacy before and after the practicum. In the second phase of his study, Atay (2007) used the results from the quantitative phase to explore the factors that seemed to have affected the pre-service teachers' sense of efficacy, and then used focus group discussion as a qualitative method to "triangulate quantitative data and gather more in-depth information about [pre-service teachers'] PTs' efficacy" (Atay, 2007 p. 207)

Another recent study by Cooke and Faez (2018), which explored how novice French Second Language teachers (FSL)'s efficacy beliefs developed also used a mixed methods design. Like Atay (2007), Cooke and Faez (2018) also used a survey in their initial (quantitative) phase to measure TSE. The survey instrument they constructed measured four dimensions specific to second language teacher self-efficacy: general teaching methodology (eight items), L2 pedagogy (eight items), language proficiency (five items), and cultural knowledge (three items) (p.7). This was then followed by semi-structured interviews in a (qualitative) exploratory phase in order to uncover factors that contributed to FSL teacher self-efficacy beliefs, concluding that FSL teachers' TSE increased with classroom experience. The commonalities between Cooke and Faez's (2018) research context (pre-service second language teachers in Canada) and goals (to explore efficacy development) to my own, made their research design of particular interest to me.

Methodologies Used to Study Teacher Identity

Qualitative Methodologies

In contrast to work done into TSE, educational researchers interested in Teacher (professional) Identity development, have largely approached their research from a qualitative research paradigm. For example, Beijaard et al.'s, (2004) literature review into teacher identity revealed a wealth of qualitative approaches including interviews, ethnographic study, document (portfolio) analysis and case study, but no quantitative methodologies. Similarly, Varghese et. al.'s (2009) literature review compared and contrasted three studies into teacher identity, all of which used qualitative methods (case study, ethnographic study, self-reflection & participant observation notes).

Beijaard et al., (2004) and Varghese et. al., (2009)'s literature reviews confirm a general trend in research into teacher identity: most researchers in this field employ a qualitative approach. For example, Hall et. al, (2012) used in-depth interviews to explore how forms of meaning are made and experienced by student teachers and their identities. Timoštšuk & Ugaste (2010) also used interviews to find that developing the social aspects of learning to teach by supporting teacher identity in teacher education would better prepare future teachers for the classroom. Thomas & Beauchamp's (2007; 2011) research used both unstructured interviews (2007) and semi-structured interviews (2011) to conclude that the process of professional identity construction needed more attention in teacher education programs. Kanno & Stuart (2011), on the other hand, used case study to show how novice teacher identity construction and changing classroom practice were interrelated. Vélez-Rendón (2010) also used case study to

explore how one language teacher forged his professional identity through appropriation of discourses surrounding 'native speakerness'. Looking at the way researchers have approached the complexities of professional identity development, it appears that most researchers believe it is best suited to a qualitative approach.

Teacher Identity and Narrative Research. Researchers using qualitative approaches to exploring teacher identity development are increasingly turning to narrative research designs (e.g., Nunan & Choi, 2010; Swain, Kinnear & Steinman, 2015; Thomas & Beauchamp, 2011). Narrative Research is a broad term for a qualitative methodology that encompasses several different types of research approaches. As the name implies, narrative research involves collecting and telling stories about people's lives (Creswell, 2008, p. 51). As I explored narrative research further, I decided that it would be an ideal methodology to include in exploring professional identity development because, like many other educational researchers (e.g., Pennington & Richard, 2016; Thomas & Beauchamp, 2011) I understand identity as multiple, contextually specific, fluid, and constantly created and re-created in interactions between people. It is in this constant creation and revision through interaction that narrative has its place as people tell, retell and revise stories of their experiences and the meanings they have. Like Sfard & Prusak (2005), I also believe that stories are not just an effective way to understand identity, stories are identities. As Swain, Kinnear & Steinman (2015) explain, "we are our stories… we organize our minds through stories" (p.xi). Therefore, like Polkinghorne (1988), I believe that if I want to

understand identity development, listening to participants' stories becomes an act of listening to their identity as it is constructed:

> We achieve our personal identities through the use of narrative configuration understanding ourselves as an expression of a single unfolding in developing story. We are in the middle of our stories and cannot be sure how they will end we are constantly having to revise the plot is new events are added to our lives. Self is not a static thing or a substance, but a way of figuring a personal event into a historical unity which includes not only what has been but also anticipations of what will be. (Polkinghorne, 1988 p. 150).

Stories told by the participants also allow them to describe their views of reality, and this enables the researcher to better understand the participants' actions (Lather, 1992; Robottom & Hart, 1993 as cited in Cortazzi, 2014).

In addition, narratives provide a gateway for researchers to witness professional identity construction. They can also provide a window into exploring how people negotiate change. For example, Nunan & Choi (2010) and Kelchtermans (1993) use narrative to explore the ways in which critical incidents - an event that stimulates the individual to restructure their understanding of the nexus between language, culture, and identity - are transformative. Since experiences during the practicum are often sites of tension and transformation for pre-service teachers (Thomas & Beauchamp, 2011), studying the narratives that teachers created and shared about critical incidents during their practicum enables a researcher to uncover moments of transformation as they are experienced and understood by the pre-service teachers. It also allows us to explore

how these critical incidents are understood and assimilated by the participants into their emerging professional identity.

Narrative research also has strong connections to reflective practice (Bell, 2002). Telling stories is integrally linked to reflection; it requires the storyteller to select an incident, to organize the telling of the incident in a coherent way in order to illustrate an intended message, and it often requires the narrator to negotiate meaning of the story with their audience. Telling stories in this kind of reflective way also offers benefits for the participants themselves. As Grumet (1981) notes, “Teachers clearly benefit from analyzing another’s experience after they have critically reflected on their own. (Grumet, 1981 as cited in Cortazzi, 2014, p.84).

Narrative Inquiry: Analysis of Narratives vs. Narrative Analysis. As Creswell (2008) notes, there are many different approaches to using narrative that all fall under the umbrella term of “narrative research”. The variety of approaches to narrative research means that there are many definitions and many categories of the kind of narrative research that are available. For example, Creswell & Poth (2018) explain that narrative research is generally differentiated along two different lines, one of which considers the analysis strategy and the other considers the type of narrative told (Creswell & Poth, 2018, p. 69).

Polkinghorne (2007), on the other hand, argues that there are two types of narrative inquiry which are, “(a) analysis of narratives, that is, studies whose data consist of narratives or stories, but whose analysis produces paradigmatic typologies or categories; and (b) narrative analysis, that is, studies whose data consist of actions,

events, and happenings, but whose analysis produces stories (e.g., biographies, histories, case studies)" (p.5). In Polkinghorne's (2007) "analysis of narratives", the researcher collects stories and analyses them using a "paradigmatic process"; that is, looking for similarities and grouping the stories together according to these similarities. The results of this analysis are, "descriptions of themes that hold across the stories or in taxonomies of types of stories, characters, or settings" (p.12).

The first kind of data collection and analysis described above by Polkinghorne, which I call "Cortazzian Analysis of Narratives" is based on Cortazzi's (2014) work. In this method large numbers of stories are collected and analysed. A Cortazzian Analysis of Narratives" interested me because, like Polkinghorne (2007), I believe that validity issues are important in qualitative research and that, "validation of claims about understandings of human experience requires evidence ... that capture commonalities across individual experiences" (p.475). It was this idea of commonalities across individual experiences that also drew me to Cortazzi's approach to narrative research. Like Cortazzi (1993), I believed that examining a large number of stories generated by a group of participants within each case would allow me to look for the kind of commonalities Polkinghorne (2007) refers to, and that finding commonalities across stories would help me gain a more robust understanding of how groups of teachers at each program were creating their professional identities.

Teacher Identity and Mixed Methods Research

Although teacher identity is most commonly explored through qualitative methodologies, some more recent studies into identity, like those into attrition have

begun to use mixed methods approach. For example, Lindqvist, Nordanger and Carlsson (2014) used mixed methods to study the connections between attrition, self-efficacy and identity. Their study was the result of a serendipitous gift of 15 years' worth of correspondence between a teacher educator and her former students given to the researchers upon the teacher's retirement. In this case, the researchers employed a mixed method approach which allowed them to use qualitative data garnered from the correspondence to design questions for a survey that they used to follow up with graduates from the cohort over a further five years (quantitative). It found that teacher attrition is a complex phenomenon where individuals not only leave, but also return to, the profession over time.

Hong's (2010) mixed methods research design, while focused on science teachers rather than language teachers, is of particular relevance to my research because it looks specifically at how aspects of a teacher's identity - including efficacy - relate to teacher attrition rates. The survey questionnaire Hong used in her quantitative phase of the mixed-method design, was an amalgamation of five distinct instruments: the Perceived Task Value Scale (PTVS), to measure participants' values, the Teacher Sense of Efficacy Scale, (TSES) to measure efficacy, the Vocational Exploration and Commitment (VEC) scale to measure commitment levels in pre-service teachers, and the Work Commitment Index (WCI) to measure commitment for in-service teachers. Hong also used the Maslach Burnout Inventory (MBI) to measure teachers' emotional exhaustion and depersonalization. Finally, she used the School Participants Empowerment Scale (SPES) to assess teachers' sense of empowerment over decision

making processes, status and autonomy. Hong (2010) used these instruments in combination to measure the six aspects of professional identity which directly correlated to her research question, “Are their (teachers at different points in their career) value, efficacy, commitment, emotion, knowledge and beliefs, and micropolitics different?” Each instrument corresponds to one of these concepts. Twenty-five of the 84 participants who were surveyed in Hong’s (2010) research were also interviewed using a semi-structured interview format during the qualitative phase of the research design. The questions in the interview were designed based on the research question and tailored to the participants’ level of experience.

Methodology Choice: Sequential Explanatory Mixed Methods

Looking at a review of previous research methodologies used to study teacher self-efficacy and teacher identity, I decided that a Mixed Methods approach was best suited to answer my research questions. With this in mind, I decided to use quantitative methodology to measure the degree of efficacy and correlating efficacy experiences to intentions to stay or leave in order to address my first and third research questions:

1. To what degree do ESL pre-service teachers in two different teacher education programs in Quebec experience efficacy changes during their third practicum?

3. How do pre-service ESL teachers’ sense of efficacy relate to their intentions to stay in the field or leave it?)

Qualitative methodology allowed me to capture the nuanced development professional identity development through “thick, rich and deep” descriptions (Bogdan, Knopp & Biklen, 1997) in order to answer research questions two and four:

2. How do experiences in the field support or undermine pre-service ESL teachers growing understanding of themselves as a “teacher” and their sense of efficacy?

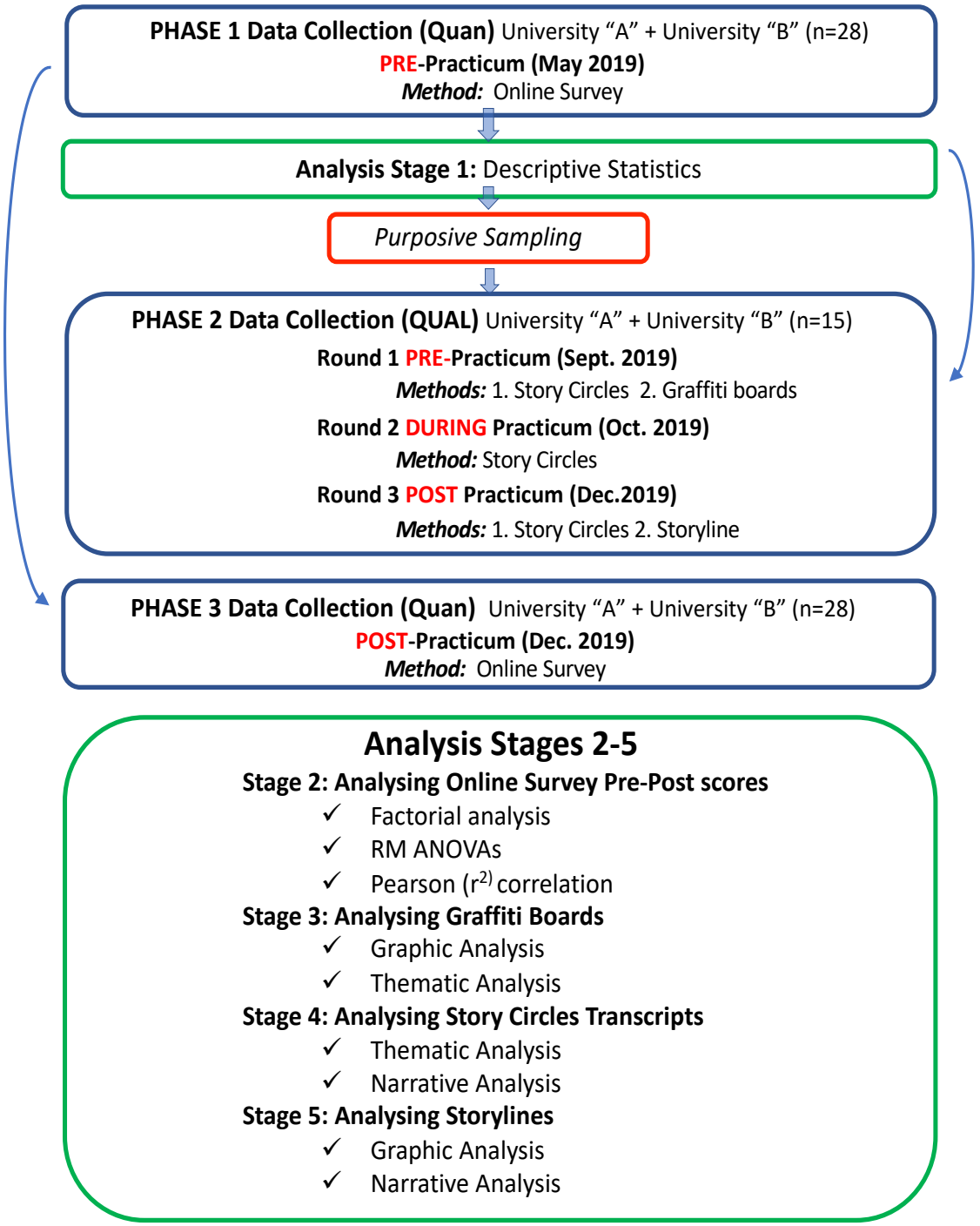
4. How well do pre-service ESL teachers feel that their education programs have prepared them for their experiences in the field?

Finally, using mixed methods also allowed me to draw information from the quantitative data collection phase to help me design questions for the qualitative research.

The mixed methods research design I settled upon, sequential explanatory mixed methods, consists of two phases: quantitative (numerical data collection and analysis) followed by qualitative (text data collection and analysis) (Creswell & Clark, 2017). In this type of design, the researcher uses information from each phase in a complementary fashion so that data collected from each phase enriches the project. A visual diagram of my phases of data collection and steps for analysis can be found in **Figure 1** below.

Figure 1

Visual Diagram of Research Design Phases



Priority of qualitative data (quan-QUAL). Mixed method research designs often assign priority to one form of data collection and analysis over another. In a sequential explanatory design, priority is generally given to quantitative data and analysis (QUAN-qual) as it occurs first in the sequence. However, priority may be given to qualitative data collection and analysis depending on the research goals and questions (Ivankova et al., 2006). Since my research places more emphasis on understanding what kinds of experiences shape my participants' development of self-efficacy within their professional identity, than the degree to which their efficacy changes, I placed more emphasis on qualitative data collection and analysis than the quantitative data (quan-QUAL). Like Atay (2008), Hong (2010), and Cooke and Faez (2018), I chose to collect quantitative data using data collected in an online survey. Collecting quantative data first allowed me to get a "general understanding of the research problem" (Ivankova, 2006 p. 5). I based the items for my survey instrument that I used during this phase on instruments constructed by Swanson (2010; 2012) and Cooke and Faez (2018). (For a complete description of this instrument, please see the section on "Methods" below.) Following collection of quantitative data, I decided to use qualitative data in order to refine and explain the statistical results from the first phase, (Ivankova, 2006 p.5) and to inform the questions I would write for the interview guides. I determined that narrative research was best suited for this qualitative phase of data collection and analysis for two reasons. First, it would allow me to look at h*ow* participants' experiences explained changes in their self-efficacy scores. Second, it

would also allow me to uncover how changes in self-efficacy were integrated within the participants' developing professional identities.

Research Context

My research took place at two large universities – University "A" and University "B" in the spring, fall and early winter of 2019. While both are located in an urban center in the province of Quebec, one of the defining differences between the two universities is the language of instruction: University "A" is an English language university. While students have the option to submit assignments in either French or English (with some exceptions according to program) the majority of the courses the university offers are conducted in English. In contrast, University "B" is a French language university, and the majority of its courses are conducted in French. Assignments in all faculties are submitted in French, unless otherwise stipulated by the requirements of the program.

Both universities offer Teaching English as a Second Language (TESL) programs that grants graduates a bachelor's degree in Education and recommends its graduates to the Quebec Ministry of Education for ESL teacher certification in Quebec. These programs require students to complete 120 credits, including 700 hours of practicum experience according to standards set by the Quebec Ministry of Education. In both programs, along with other courses, students are required to attend professional seminar courses prior to and during the practicum experience in order to prepare and support students during the practicum.

Both University "A" and University "B" follow a similar structure for practicums, four placements, one in each year of the program. At both University "A" and "B"

students do a three-week "observation" placement in their first year. In their second year, students at University "A" do a 3-week placement teaching 50% in either elementary or secondary school. At University "B", students also do a practicum where they teach 50% of classes, but their second field experience lasts six weeks, not three, and is done specifically at the elementary level.

In their third year, students at University "A" complete a 12-week placement – again at either elementary or secondary schools. In this placement they teach between 60-75% of the classes. In contrast, while students at University "B" also teach a similar course load of 75%, they are placed specifically in secondary schools. Their experience lasts for 8 weeks, compared to 12 weeks for students at University "A").

In their final year, students at both University "A" and University "B" teach a full teaching load (100%) for 9 weeks at either elementary or secondary school. See **Table 1** below.

Table 1

Comparison of Practicum Structure by Program

	University "A"	**University "B"**
Year 1	**3** weeks of observation Elementary *or* secondary school	**3** weeks of observation Elementary *or* secondary school
Year 2	**3** weeks teaching **50%** of classes Elementary *or* secondary school	**6** weeks teaching **50%** of classes Elementary school
Year 3	**12** weeks teaching **75%** of classes Elementary *or* secondary school	**8** weeks teaching **75%** of classes Secondary school
Year 4	**8** weeks teaching **100%** of classes Elementary *or* secondary school	**9** weeks teaching **100%** of classes Elementary *or* secondary school

Timing: Third practicum. I selected the third practicum experience for participants in both programs as the best moment to look at how efficacy-identity changes during the practicum, because I believe it to be a crucial moment for teacher efficacy-identity development. At University "A" the third practicum is considered by students and faculty alike as the largest leap in the demands placed on the pre-service teachers. The previous practicums at this university require only observation (first practicum) and co-teaching at 50% (second practicum), each lasting for only three weeks. In contrast, the third practicum is considerably longer (12 weeks) and requires the students to take on a greater share of the teaching load. It may also be the first time that students have been placed at a secondary school. The third practicum for University "B" is equally crucial in the efficacy-identity development of the pre-service teachers. First, because - as at University "A" - the requirements are more demanding than in previous practicums (75% teaching load), but also because at "University B" this is the first time that any of the student teachers have been placed at a *secondary* school.

For many of the pre-service teachers teaching in a high school classroom creates a sense of anxiety, particularly around issues of classroom management because they are dealing with older students. Since efficacy-identity in classroom management is one of the dimensions that has been linked to a teacher's decision to remain or leave the profession (Swanson, 2010) I felt that the third practicum was a Key Experience to look at pre-service teachers' efficacy identity development.

Research Design

Quantitative Phases (1 and 3)

My research followed three distinct phases: the first phase and third phases collected quantitative data from participants from both universities in the form of online surveys. Phase 1 and Phase 3 were designed to answer research questions 1)"To what degree do ESL pre-service teachers in two different teacher education programs in Quebec experience efficacy changes during their third practicum?" and 3) "How do pre-service ESL teachers' sense of efficacy relate to their intentions to stay in the field or leave it?"

Following Atay's (2007) sequential explanatory mixed methods design, I included two moments of quantitative data collection in my research: I asked the participants to take the same survey *before* the practicum began in Phase 1 and again *after* the practicum had ended in Phase 3. The objectives were first, to measure participants' experiences of TSE after two years of teacher education and second, to observe any changes that occurred in self-efficacy scores and in "intention to enter the teaching profession" over course of the practicum.

The first phase of research took place in the spring of 2019, once the participants had completed two years of their university program and before they had begun the third practicum. I collected data in the form of a survey, which recorded efficacy scores and asked participants to rate their intentions to enter the teaching profession *before* the practicum. This survey also collected demographic information about the participants

such as age, gender and linguistic identity which was subsequently used to recruit participants for phase 2 via purposive sampling.

The third phase of research took place in December 2019, once the participants had completed their third practicum. In this phase, all participants who had completed the first survey were invited to take the same survey again. Once again, I collected data about efficacy scores and intentions to enter the teaching profession, this time *after* the practicum. Questions about the participants' demographic information was omitted from this version of the survey.

Survey Design. The survey I used in phase 1 and 3 of my research consisted of three parts: the first used a Likert scale (1-5) to ask participants about their intentions to complete their degree in their current program and to enter the teaching profession upon graduation. The second part asked participants for demographic information including their age, their gender, the languages they were comfortable using and their linguistic identity. This part of the survey was not included in phase 3 since the participants were the same as in phase 1, it was assumed that their demographic information had not changed. The final section of the survey consisted of 28-items that were intended to measured participants' self-efficacy. The items in this section were adapted from two previously validated instruments. The first, Swanson's (2012) Second / Foreign Language Teacher Self Efficacy Scale (S/FLTES) was consulted because it was specifically intended to measure second and foreign language teacher efficacy. The S/FLTES itself incorporates Tschannen-Moran & Woolfolk Hoy's (1998) Teacher Self-Efficacy Scale (TSES), an instrument widely used in educational research to

measure general teacher efficacy, including research by Atay (2007) and Hong (2010). The second instrument was Cooke and Faez (2018)'s questionnaire for novice FSL teachers in Ontario. Table 1 which compares items from Swanson's (2010, 2012) S/FLTES and Cooke & Faez's (2018) instruments is included in **Appendix B**, and the final version of the survey as it appeared online is included in **Appendix C**.

The survey items were grouped into six dimensions of efficacy. These dimensions were based on items used in other research (e.g., Atay, 2007, Hong, 2010) and measured efficacy dimensions common to teachers of all subjects, such as general instruction strategies (6 items), classroom management strategies (4 items), and student engagement (4 items). Another three categories of efficacy scores corresponded to dimensions teacher efficacy specific to language teachers. These items were also measured by both Cooke & Faez (2018) and Swanson (2010). These dimensions included linguistic proficiency (5 items), cultural knowledge and instruction (3 items) and second language pedagogy, (6 items). Participants were asked to rate their abilities on a Likert scale from 1 (not at all confident) to 10 (highly confident).

Participants' Demographics[1]. The participants in phase 1 and phase 3 of this study were all pre-service teachers enrolled in their third year of the TESL program at either University "A" or University "B". The divisions in gender were proportionate in both programs, with about a third of participants in each program identifying as "male" and two thirds identifying as "female". The gender proportions of my participants were

[1] I present the findings of the descriptive statistical analysis of demographics here as they are integral to the research context and set the stage for later explanations of data collection methods and purposive sampling.

roughly similar to the gender balance reported in previous studies on Canadian teachers (Clark & Antonelli, 2013; Kutsyuruba & Treguna, 2014) and on Language Teachers in North America (Karsenti & Collin, 2013; Swanson, 2012). The mean age of all participants was 26, with a median of 22 and a mode of 22. A breakdown of descriptive statistics for age between the two programs however, revealed clear differences about the demographics of participants in each program. In both programs, the mode for age was similar, although at "University B" the mode was a slightly higher 22, compared to "University A", where the mode 21. At "University A", however, the mean and median for participants' age was 22, while at University B", the mean and median ages were 29.67 and 27 respectively. The standard deviation also revealed important differences in demographics. At "University A" the standard deviation for participants' age was 1.56 years, while at "University B" the standard deviation was 9 years.

These statistics reflect the fact that participants from "University A" were, on average, younger and more likely to be starting their first post-secondary degree. In contrast, several participants at "University B" had previous teaching experience in other countries and were taking the degree to fulfill provincial teaching qualifications, while others were in second or third careers.

Participants' Linguistic Identity. Since linguistic proficiency was an important dimension of self-efficacy in the study, the participants in this study were also asked to state which linguistic identity they most closely identified with, as well as to list any other languages they felt they could use proficiently. 21 participants in total identified

themselves as “bilingual” (French English) speakers, 4 identified as “anglophone” (English speaker), 2 as “francophone” (French speakers), and 1 as “allophone” (First language other than French or English). Participants were also asked to list any other languages they felt they could use proficiently. These included Arabic (n= 1), Haitian Creole (n= 2), Mandarin (n= 2), Russian (n= 2), Romanian (n= 2), Spanish (n= 2), Bengali (n= 1) Bulgarian (n= 1), Fante (n= 1), Ga (n= 1), Italian (n= 1), Jamaican patois (n= 1), Khmer (n= 1), Pangasinanse (n= 1), Tagalog (n= 1) and Twi (n= 1).

While participants from both programs came from linguistically diverse backgrounds, and while a majority in each program identified linguistically as (French / English) “bilinguals”; a breakdown of linguistic identity by program revealed some important differences between the two samples. At “University A”, for example, 3 participants, (23%) identified as “anglophone” and no participants identified as “francophone” or “allophone”. In contrast, at “University B” only 1 participant, (7%) identified as “anglophone”, 2 (13%) identified as “francophone” and 2 (13%) identified as “allophone”. A breakdown of demographics for gender, age and linguistic identity can be found in **Table 2** below.

Table 2

Phase 1 and Phase 3 Demographics and Linguistic Identity

	"University A"	"University B"	Combined
Gender*: Male	4	5	9
Gender*: Female	9	10	19
Age: Mean	22.14	29.67	26.07
Age: Mode	21	22	22
Age: Max	26	48	48
Age: Min	21	21	21
Age: Standard Deviation (SD)	1.56	9.32	7.83
Linguistic Identity*: Bilingual (EN / FR)	10	10	21
Linguistic Identity*: Francophone	0	2	2
Linguistic Identity*: Anglophone	3	1	4
Linguistic Identity*: Allophone	0	2	1
Total Number	13	15	28

Quantitative Phase (2)

The second phase of research occurred during the participants' third practicum in the fall of 2019. This phase was designed to address the following research questions:

2) How do experiences in the field support or undermine pre-service ESL teachers growing understanding of themselves as a "teacher" and their sense of efficacy?

4) How well do pre-service ESL teachers feel that their education programs have prepared them for their experiences in the field? What experiences in teacher education did they have that they felt supported the development of their efficacy-identity?

Timing. Qualitative data collection in phase 2 occurred in three separate meetings or "rounds" with participants from each of the two universities – before their practicum, during their practicum, and immediately after their practicum in the fall of 2019. In order to maximize convenience for the participants, these discussions took place prior to, or following the participants' professional seminar classes which occurred during the

practicum at each university. Scheduling the story circles around the professional seminar classes meant that the participants were already on location at the university where both the research and the professional seminar classes occurred. Each session lasted between 55 and 75 minutes.

Participants: Purposive Sampling. The participants who were recruited to take part in phase 2 of the research were selected through purposive sampling by consulting the demographic information, linguistic identity and efficacy scores collected in the survey in phase 1. These participants were selected first, to be broadly representative of their respective programs in terms of age, gender, and linguistic identity and second based on their efficacy scores. Initially, I had intended to use "intensity sampling" that is, "cases that represent a phenomenon of interest intensively" (Teddlie & Tashakkori, 2009 p.173), that meant I was looking for participants with higher or lower than average overall efficacy scores. As I looked at mean scores for each dimension, however, I also noted which participants had more variation between dimensions, for example, a higher-than-average score in linguistic proficiency, but a lower-than-average score in student engagement. I also noticed that two participants had high overall self-efficacy scores, but lower than average ("somewhat likely" or 2 out of 5) intention to enter the teaching profession upon graduation. Since my research looks at attrition and its links to efficacy, these patterns stood out as interesting for my research and I decided to include these participants in my recruitment list.

The selected participants had all indicated on the Phase 1 survey that they were interested in participating in follow-up research in Phase 2. These participants were

invited by email and offered a compensation of $10 per session (round). While both groups began with eight participants, the number of participants at University “A” changed from 7 to 6 in after the first round as one participant’s practicum was terminated early in the semester, and from 6 to 5 in the third and final round, because another participant had a scheduling conflict. The numbers of participants in the second group (“University “B”) remained stable for all three rounds with no attrition. A breakdown of the demographics of the participants purposively selected for Phase 2 can be found in **Table 3** below, listed by the pseudonym that each participant selected.

Table 3

Phase 2 Demographics (age, gender, linguistic identity) by Program

University “A” Participants (Listed by pseudonym)	**Age***	**Gender**	**Linguistic Identity**
Addie	21	Female	bilingual
Beatrice	22	Female	bilingual
*Cassy***	21	Female	bilingual
*Keez****	21	Female	anglophone
Kobi	23	Male	bilingual
Nick	21	Male	bilingual
Subject S	26	Male	anglophone
University “B” Participants (Listed by pseudonym)	**Age***	**Gender**	**Linguistic Identity**
Finnegan	26	Male	bilingual
Fouki	33	Male	bilingual
Izak Zela	21	Male	bilingual
Johnny Green	22	Male	francophone
Lessya	42	Female	allophone
Merida	21	Female	bilingual
Olivia	38	Female	allophone
Ro	27	Female	bilingual

*At the time of research
**This participant was present for round 1 only
***This participant was present for round 1 and 2 only

Story Circles Method. The main source of qualitative data that I collected in this phase was the result of a method that I called “Story Circles”. These Story Circles took the structure of focus groups but were intended to generate stories or anecdotes. I purposely chose a “focus group” type setting rather than an individual setting for a number of reasons. First, narratives require an audience. The interaction of telling and listening to narrative is strongly connected to a socio constructivist epistemology, which underpins my research. It was the interaction between storyteller and audience that influenced my choice of a group setting when designing the “story circles” method of data collection. In focus group type settings, participants guide the flow and direction of the conversation (Williams & Katz, 2001). During group discussion, one participant may build off comments made by another or an idea suggested by one may help others recall specific instances and anecdotes in their own lives. The connections and comparisons participants make as they build upon each other’s’ ideas and experiences provide data and insights that would be less accessible without the interaction found in a group (Morgan, 1997). Witnessing the process of meaning-making in the way that narratives’ meanings are negotiated by the group allows for rich insights into the participants’ professional identity construction. In addition, a focus group type interaction allows for both structure and flexibility. As Morgan (1997) explains, “it is the researcher’s interest that provides the focus, whereas the data themselves come from the group interaction” (Morgan, 1997 p.6). Unlike other more natural forms of qualitative research, such as participant observation, for example, the data collected during focus groups are concentrated around the research question by means of guided questions.

The word “story” in the name “Story Circles” was included to emphasis the narrative intention underlying the focus group structure. The questions I asked were designed to elicit not just information, but information in the form of anecdotes and stories from the participants. Likewise, the word “circles” was deliberately chosen to evoke the image of a group of people sitting together telling stories. In choosing this name, I wanted to deliberately convey the idea that participants would be telling each other anecdotes about their experiences in a small group setting. In order to increase the rigor and validity of my narrative analysis, I decided to also analyse the transcripts of the story circles thematically.

Story Circles Interview Guide. My interview guide in during the story circles was intended to elicit stories about the development of efficacy-identity dimensions specific to the theories that guided my research. Therefore, the story prompts were guided by Bandura’s (1997) Theory of Teacher Self Efficacy (TSE), teacher professional identity development (e.g., Danielewicz, 2014; Pennington & Richards, 2016) and language teacher efficacy-identity dimensions that related to attrition (Swanson, 2010, 2012).

When designing the questions to ask *before* the practicum, I began by writing out my goals for designing questions, that is, what questions could I ask that would evoke the kinds of responses from participants that I could link to aspects of teacher self-efficacy development (Bandura, 1997) and by looking at the survey results to explore some of the patterns that were emerging in the quantitative data. I began by writing headings for questions for each of the four sources of efficacy development: 1. a) Questions to provoke stories of enactive mastery experience and identity b) Questions

to provoke stories of cognitive mastery experience 2. Questions to provoke stories of vicarious experience 3. Questions to provoke stories of verbal persuasion 4. Questions to provoke stories of physiological and emotional experience of efficacy and filling these in with questions I hoped would elicit responses linked to each of these aspects. I endeavored to write the question in a way that would provoke the telling of an anecdote or narrative such as, “Tell us about a time when...?” or “Can you recall a moment when...?” with the intention of generating as much narrative data as possible. My research notes during this phase and resulting questions can be found in **Appendix D**.

When designing the questions for the second round, I began by outlining three broad areas to explore: 1) Verifying development of ways in which teacher self-efficacy is developed according to Bandura (1997); 2) looking for moments of Professional Identity development, and 3) looking at ways the dimensions of TSE were related to SLT attrition / retention (Swanson, 2010, 2012) are developed. I placed these themes at the top of the page and began to write questions for each theme.

Once I had written the questions, I reviewed the themes and put a code at the start of each to remind myself what theories were being addressed for each question. In many cases the questions touched on more than one theory and was given several codes. For example, the question(s), “Tell us about a time when you (or your CT?) tried to teach something new and things didn’t go as planned. How did you think things were going to unfold? What happened? How did you react? How did it make you feel? What did you learn from the experience?” was coded to indicate that this question was asking about Enactive Mastery Experiences, Vicarious Experiences, Physiological & Affective

States and Instructional Strategies – all sources of teacher self-efficacy according to Bandura's Theory of Self-Efficacy (1997). A full list of the questions that were asked during all three sessions and the codes that indicate which questions elicit responses connected to which theories is included in **Appendix D**.

After reading through transcripts of the first and second round of story circles, and giving preliminary codes, I already had enough data to do a rudimentary preliminary analysis. I had noticed that feedback and evaluation were topics that dominated the pre-service teachers' thoughts and stories. I noted findings and designed my questions in the final round of story circles to include questions that tested these findings and to dig deeper into the ways the participants interpreted feedback, who was the source of the most influential kinds of feedback, and how feedback was influencing their understanding of themselves as a teacher.

Graffiti Boards and Storylines. In addition to the gathering data through the "Story Circles" method, I decided to include two additional methods of qualitative data collection in this phase with the goal of ensuring greater rigor and validity in my qualitative analysis. These methods were "Graffiti Boards" (Hanington & Martin, 2012) and "Storylines" (Conway, 2001).

Graffiti Boards. Graffiti boards are an adaptation of "Graffiti Walls" (Hanington & Martin, 2012). In Hanington & Martin's (2012) technique, graffiti walls are used to collect information in public spaces by inviting anonymous participants to respond to questions on a large paper. I decided to use Graffiti boards because they have the advantage of drawing the researcher's attention to what the participants themselves believe is most

pertinent. Graphic images also allow the researcher to see the participant's emphasis and connect ideas according to the participant's intentions allowing for an arguably better interpretation of the participant's intended message. Graffiti boards also makes the process more visible to other members of the group, functioning as a kind of instant member-checking. Finally, the words and images appearing on the participants' sheet are representative of ideas that have been generated and discussed thoroughly within the group. They can therefore be considered evidence of data saturation (Koen, du Plessis & Koen, 2014), that is, where data starts to build in repeated instances rather than generating new ideas (Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, Jinks, 2018). The use of graphics (Kelly, 2005) allows the participants to express ideas that may go beyond the boundaries of language.

Storylines. My understanding of professional identity is that it is not only contextual (Gee, 2000), and flexible (Beauchamp & Thomas, 2009) but also temporal (Conway, 2001). That is, teachers can reflect on past experiences that have shaped the way they understand themselves and their professional selves, (Beijaard, 1995), but they can also anticipate the kind of teacher they believe they will become one day. With this in mind, I wanted to include a data collection method that would complement my collection of narrative data in the "Story Circles" method. I specifically wanted to use a method that encouraged pre-service teachers to reflect backwards and project forwards in time, using past experiences to predict future ones. To this end, I decided to include an adaptation of Conway (2001)'s "Storyline" exercise as an additional method of narrative data collection in order to help me "understand and explore teachers

remembered teaching experiences and their anticipations for future beliefs around self-efficacy and identity" (Beijaard, 1995).

Conway (2001) uses an adaptation of Beijaard (1995)'s storyline exercise and asks his participants to graphically depict, write, and talk about remembered teaching experiences and anticipated future ones. In contrast to Conway (2001) who uses storylines to look at future (anticipated) identity, I decided to include a storyline activity in the final round after the field experience had ended to stimulate discussion about critical incidents or moments where participants felt their self-efficacy was challenged or grew. I modified the storyline instructions, directing participants to use the 'y' axis to indicate their "comfort level". The decision to name the 'y' axis as "comfort" rather than "efficacy" gave me pause. I am well aware that "comfort" and "self-efficacy" are not the same, and yet, since I did not want to confuse the participants with an explanation of self-efficacy theory, I decided to include a term that was more familiar, and, if not synonymous in meaning, was analogous. I settled on "comfort level" defined by the English Collins Dictionary as, "a situation or position in which a person feels secure, comfortable, or in control" as adjacent in meaning to self-efficacy which is a measure of a person's' belief in their abilities (Tschannen-Moran et al., 1998) – or "control" over events.

Conway (2001) argues that the advantage to doing storyline activities like these is that they are relatively easy and quick to construct and may be interesting and creative to the participant, allowed them to reflect on their experiences in a holistic way. Conway (2001) cautions however, that the main disadvantage to the storyline method is

that it glosses over important details. With this in mind, when designing the activity, I asked participants to use the back of the sheet to provide any explanations for high points, low points, turning points or any other significant trends in their graph. In final round of story circles (see Research Phase 2 below) I encouraged the participants to discuss elements of their storyline and explain them to their peers. The resulting activity is included in **Appendix E**.

Quantitative Data Collection Procedures (Phases 1 and 3)

Phase 1 and 3 of my research collected data via an online survey about participants' demographics, their experiences of efficacy (TSE scores) and about their intentions to continue in the field of teaching after graduation. In the following sections I detail procedures for participant recruitment and compensation during these phases.

Participant Recruitment. Participants for Phase 1 and Phase 3 were recruited from the two university programs via an in-class visit and explanation of the project, followed by the distribution of information and consent forms (See **Appendix F**), which were collected by a third party to ensure ethical recruitment procedures were respected and that they felt no pressure at all to participate. The participants who completed the consent forms were contacted via email and sent a link to the survey to be completed outside of class on their own time. Those who finished a survey in either Phase 1 or Phase 3 were offered a compensation of $5 for each survey completed. Twenty-eight pre-service ESL teachers in total (n = 28) submitted the online survey both before and after the practicum. Of these, thirteen attended the TESL program at University "A" and fifteen were enrolled in the TESL program at University "B".

In accordance with McGill's ethics certification, the responses for both surveys were collected using LimeSurvey software and the data collected was imported into an Excel workbook. Participants were asked to provide a pseudonym so that their results could be kept confidential, but not anonymized. Confidentiality, rather than anonymity, was required so that I could use the results from the survey in order to do selective sampling of participants for the "story circles" phase of research, as discussed in the section on recruitment below. The same pseudonym was used in both the quantitative and qualitative phases of the study to record and analyse data.

Qualitative Data Collection Procedures (Phase 2)

Phase 2 consisted of three separate rounds. In each round I used a combination of data collection methods (Story Circles, Graffiti Boards, and / or Storylines). In the following paragraphs I describe the procedures I followed in each round and why I structured the procedures as I did.

Round 1 - Story Circles and Graffiti Boards. For the first session, participants were invited into a conference room, given refreshments and asked to read through the written instructions and questions for the "Story Circles". (See **Appendix D** for a full list of all questions asked in each of the three rounds of the story circles). Each participant was also given a graffiti board, access to several different coloured markers, and instructions pertaining to the graffiti boards. For this initial round, I stayed in the room, asking the participants questions, guiding the discussion, and encouraging participants to share their stories.

The data produced during these story circles was audio recorded using the "Voice Recorder" application on an iPhone with backup on an iPad. Transcriptions of the story circles from each round were done initially using the same "Voice Recorder" app. This initial transcription was checked and revised manually by the researcher and a transcript of the resulting story circles for each session was produced on Microsoft Word, later copied into Microsoft Excel for analysis.

Round 2 - Story Circles and Graffiti Boards. After listening to the transcripts from the first round of the story circles, I wondered how many of the responses participants gave were influenced by our relationship – I had been their course instructor for at least one of their undergraduate classes – and what kind of responses they might give if my presence was removed. I made a conscious decision therefore, in the second round of the story circles to ask the participants to share with their peers without my presence to see what kind of stories they would generate without my influence over the direction of the conversation. I decided to give each of the participants the full list of questions and instructed them to take turns asking and answering the questions. As the participants were students who were used to doing small group discussions in their university classes, this structure was a familiar one to them and a participant in each group naturally emerged who directed the flow of conversation and kept the research moving forward and so the decision to remove myself did not affect the efficiency of the procedure.

In this second round, I also made the decision to split the larger group of 7 or 8 into smaller groups of 3 or 4. The smaller groups allowed more time for each participant

to tell their stories, and also created an atmosphere of intimacy that was not present in the initial format. Again, as the participants entered the room at the start of the session, they were given refreshments and written instructions on how to answer the focus questions and again, as in the first round, they were asked to record what they believed were the most important thoughts and ideas using the graffiti boards (see procedure above).

Round 3 - Story Circles and Storylines. For the final round of qualitative research participants were asked to meet again as one larger group. I made this decision for two reasons: first, because at University "A" participant numbers had fallen to 5 and splitting the group into smaller groups would have been impractical. Second, at "University "B" one of the group's audio recordings had been difficult to understand, and I wanted to be present to ensure the quality of recording and to take notes to ensure clarity of meaning. Finally, since there was only one moment that was convenient to all participants at University "B", I decided to gather them in a large group of 8, rather than two smaller groups of 4. For this final session, I was present in my role as researcher. Since our time was limited and there were several questions I wanted to ensure were answered before the end of the research project, I decided to participate and direct the flow of the conversation to ensure as many of the questions were answered as possible.

In this final round, participants were not given a "Graffiti Board", but were instead asked to complete the "Storyline" activity as they waited for everyone to arrive at the start of this third and final round. My decision to omit the Graffiti Boards was entirely pragmatic: I was concerned that there would not be enough time to complete both a

Graffiti board and a Storyline activity and so I decided to sacrifice the former in favour of the latter. Participants were accordingly given the Storyline activity and asked first, to draw a line on the graph that described their experiences over the course of their teacher education, marking one or more high points, low points and turning points clearly with a star. Then, they were instructed to project this line forward in the future towards their next practicum or teaching experience – even their first teaching job, if possible. Finally, they were instructed to use the storyline as a reference to tell their story throughout the course of their experiences before, during and (anticipating) after teacher education.

Chapter Summary

This chapter began with an overview of the kinds of research methodologies that have previously been used to study teacher attrition, that is, teacher self-efficacy (TSE) and teacher identity. This part of the chapter justified my choice of mixed methods as methodological approach. In the second part of this chapter, I presented my research design, including the decisions I made when selecting and designing research tools for both my quantitative and qualitative data collection. The chapter concluded with a description of the procedures I followed when collecting data for each phase. In the following chapter, **Chapter 4: Analysis and Findings**, I will discuss how I analysed the data I collected and what the results of these analyses were.

CHAPTER 4: ANALYSES AND FINDINGS

Chapter Overview

This chapter consists of two parts. The first describes the stages of analyses I did which resulted in my findings. The second part presents the findings themselves. These in turn are divided into four sections each corresponding to the research questions which framed the study. The first section presents findings in pre-service teachers' (PST) efficacy changes that occurred before, during, and after the practicum. The second looks at how PSTs constructed efficacy and teacher identity during the practicum. The third section presents findings that explore how PSTs' efficacy and identity building experiences during the practicum were connected to their intentions to enter teaching (possible attrition). The final section presents findings relating to how well the PSTs felt they were prepared by their teacher education programs, and where they experienced lacunes in their development.

ANALYSES

Analysis Stage 1: Descriptive Statistics

The first stage of analysis followed the collection of quantitative data from the first online survey. Once the participants had completed the first survey, I imported the results from the LimeSurvey software into an Excel spreadsheet and completed a descriptive analysis. I began by looking at demographic statistics, counting the number of participants by their reported gender and linguistic identity. I then looked at the participants' age, calculating the mean, median, mode, and standard deviation for each and making comparisons between the two groups with the results.

Next, I looked at their scores for the question that asked about their intention to enter the teaching profession immediately after graduation. ("How likely are you to start teaching (ESL) immediately after you graduate?"). Since the majority of participants answered they were "very likely" (n=14) or "likely" (n = 13) to teach immediately after graduating, I took especial notice of the two participants who indicated that they were "undecided" (n = 1) or "somewhat likely" (n =1) to enter the teaching profession. These participants were already at risk, I reasoned, for attrition.

Finally, I turned my attention to the participants' scores for each dimension of efficacy on the survey. I used Excel software to calculate the mean, median, mode and standard deviation for each individual item on the survey and then calculated overall means for each dimension for the group overall, and again by University). I noted which participants had unusually high or low overall self-efficacy scores compared to the group average and who had high scores in some dimensions and lower scores in other dimensions. The results of the demographic data and the descriptive data were then used to selectively recruit participants for phase 2 of my research (see "Purposive Sampling" in **Chapter 3: Methodology** for a complete description).

Analysis Stage 2: Online Survey Pre-Post Scores

Factorial Analysis

Once the efficacy scores from both surveys (pre- and post-practicum experience) had been collected in phase 3, I needed to test the reliability of my survey instrument. To do this, I first imported the data from LimeSurvey into SPSS v.24, and then used the software to calculate Cronbach's Alpha for each of the group of items on my survey.

Cronbach's Alpha is a measure of internal consistency. A Cronbach's Alpha of a >.70 is considered an indication of high internal consistency and indicates that the instrument will produce reliable results. I calculated Cronbach's alpha for each of the six dimensions of efficacy on my survey at time 1 (before the practicum) and at time 2 (after the practicum). All but one of the six dimensions had Cronbach's Alpha's exceeding the a = .70 threshold. Items in the dimension of "Language Pedagogy" at time 1 were weakly correlated, (a = .403). The software indicated that there was an especially weak correlation of one of items with the others in the dimension. This was: "I can help students at the highest (advanced) levels of English". After removing this item, I ran the reliability analysis again in order to confirm that the internal consistency had passed the a = .70 threshold, which it had. The results of the factorial analysis for all survey items is included in **Appendix G**.

Mixed Design Repeated Measures ANOVAs

The next step in the analysis of data collected from the survey in time 1 (before the practicum) and at time 2 (after the practicum). was to run mixed design ANOVAs with repeated measures for time (within subject effect) and program (between-subject) effect. The goal was to see if either the program pre-service ESL teachers attended or the practicum experience were statistically significant factors in their overall efficacy experiences, and if either factor influenced their efficacy in any specific areas. I used SPSS v24 to conduct the effect size for each factor (teacher education program; and the practicum experience (as a function of time) as well as for overall efficacy scores. I was looking for a statistically significant effect size measured by the F statistic at a

probability (p) of less than <.05. The high scores for time 1 and for time 2 obtained from a descriptive statistical analysis also reinforced my decision to run mixed-design repeated-measures ANOVAs in order to determine more conclusively if there were statistically significances in the changes in self-efficacy scores – either between the groups or over time.

I began by running an RM ANOVA on overall efficacy scores between-subjects and then within-subjects and summarized the results of each in a table. In order to determine if either the practicum or the program had a statistically significant effect on specific dimensions of self-efficacy, I also ran mixed design ANOVAs with repeated measures for time and between-subject effect on each of the six dimensions of efficacy measured in the survey.

Correlation Tests

Finally, in order to determine if the drop in efficacy scores correlated to changes in intention to enter the field, I compared the scores from the survey item that asked participants to rate their intention to enter the field at time 1 (before the practicum) and time 2 (after the practicum). Using SPSS v.24, I looked for a statistically significant correlation using the Pearson co-efficient (r^2).

Data Integration ("Mixing") One

One of the key features of mixed methods is the way it mixes or integrates the findings from a first stage (quantitative) and a second stage (qualitative). In this particular sequential design, mixing typically happens during the intermediate stage when results from earlier stages are used to inform and refine research design in

subsequent stages (Creswell & Clark, 2017; Ivankova et al., 2006). In my research, after the participants had completed the first survey in phase, I used a preliminary analysis of the (quantitative) results from the survey data to inform phase 2, first to purposively select participants using descriptive statistics for demographics and self-efficacy scores for each group, and second, to help write questions for the group interviews or "story circles".

Analysis Stage 3: Thematic and Graphic Analysis of Graffiti Boards

I decided to begin my qualitative analysis by turning my attention to the graffiti boards that the participants had created during the story circles. I felt that this was a good place to begin since the data on the graffiti board was more limited than in the story circle transcriptions. Starting with a smaller data set would allow me to pilot my thematic coding strategies. In addition, I believed that starting with the ideas that the participants themselves had prioritized in these graffiti boards would be a good way to ensure I gave equal weight to their concerns and beliefs about the practicum. In this way, I hoped to address the imbalance of power over interpretation inherent in the researcher-participant dynamic.

Following Saldana's (2015) advice, I approached the thematic and graphic analysis of the graffiti boards' holistically, "guided by intuitive inquiry and strategic questions …the researcher's careful scrutiny of and reflection on images, should be documented through field notes and analytic memos, which generate language-based data that accompany the visual data" (Saldana, 2015, p.52). As I analysed the graffiti boards, I circled, highlighted, and noted ideas and themes that either pertained to my

main research questions or appeared frequently in the participants' responses, asking myself, "What strikes you?" (Saldana, 2015, p.17).

Research Memos. Pre-coding in this way generated a wealth of research memos. These memos helped me to organize and recall information as I worked. They included topics such as: how I personally related to the participants and/or the phenomenon, my study's research questions; emergent patterns, categories, themes, concepts, and assertions, the possible networks (links, connections, overlaps, flows) among the codes, patterns, categories, themes, concepts, and assertions (Saldana, 2015, p.49). The research memos that accumulated by the end of the analyses became an invaluable record of my ideas and reflections as they evolved in response to my analyses. They became the source of many of my reflections that formed the basis for **Chapter 5: Discussion** below.

The next step in my analysis was to transcribe ideas from the graffiti boards into an excel spreadsheet. As I did this, I wrote accompanying research memos as an organizational tool which allowed me to keep track of ideas as they occurred. These research memos included indications of places where participants had emphasized ideas using visual indicators (graphic analysis). For example, participants often used arrows, bolding, or drawings to emphasize their ideas. I considered that these indications of emphasis, connection and magnitude "carried equal weight to a sheet full of words and phrases" (Koen, du Plessis & Koen, 2014). My challenge was to balance the participants' ideas with the overall questions that guide my research (challenges faced by language teachers in the field, areas where language teacher education could

improve) in mind. I began by recording each phrase from the graffiti boards (e.g., “Idealistic Teaching”) and noted graphic representations of relationships and linking ideas between the phrases (e.g., arrows to “Doesn’t exist” or “downward arrows falling like rain from the sky, giving a feeling of negativity”) in one column.

Structural codes. There are a multitude of ways that qualitative data can be coded, and, as Miles and Huberman note, (1994) it is easy to get lost in the potential promise of all ideas (p.55). That is why I decided to follow their advice and create an initial, provisional ‘start list’ of codes based on my theoretical frameworks and research questions. These codes were what Saldana (2015) calls “structural codes”; that is, they were “organized around a conceptual phrase representing a topic of inquiry to a segment of data to both code and categorize the data corpus”. Saldana recommends structural codes for studies like mine that employ multiple participants and use semi-structured data-gathering protocols and are foundation work for further detailed coding (Saldana, 2015, p. 125). Structural coding also helped me to identify large segments of text on broad topics (Saldana, 2015) that aligned with the theoretical frameworks underpinning my research. Therefore, as I looked at the data that I had transcribed into an Excel workbook, I assigned a ‘structural code’ of either Teacher Self Efficacy (TSE), “Identity” (ID), “Teacher Education” (TED) or “Attrition” to each idea that emerged. I used the ‘filter’ function in Excel to sort the phrases and image descriptions so that they were grouped together. I then reviewed each theme and added subcodes that provided more nuanced information about the meaning of the phrase. For example, this phrase

"Theory vs. Practice" accompanied by a (worried face) was coded "Teacher ed: More practice-based learning needed".

Since I intended to compare experiences by program attended, I coded each group separately at first, and then compared codes iteratively in order to refine them. The goal was to ensure the overall number of thematic codes remained manageable and that subthemes under each code could be compared and contrasted between the groups. Once I had finished giving thematic codes and subcodes to the data set in each group, I counted the numbers of phrases and / or images and / or emphasis of ideas to discern which thematic codes appeared more frequently and therefore could be considered more important to the group as a whole, As Koen, du Plessis & Koen (2014) note, "keeping in mind that data saturation was already achieved on each sheet ...(repetition) of these words and phrases on different sheets should thus be seen as carrying significant weight" (p.186). At this stage, there was near constant iterative comparison between the raw data (words, images, emphasis and phrases) and the codes and the counting of each code, which Koen, du Plessis & Koen (2014) recommend in order to ensure rigour. Finally, I compiled the information from both groups and created a global accounting of the ideas that emerged from the graffiti boards in order to compare and contrast University "A" and University "B". (See **Table 1 in Appendix H** for full results.)

Analysis Stage 4: Thematic and Narrative Analysis of Story Circle Transcripts

Thematic Analysis of Transcripts

Once I had completed the graffiti boards analysis, I turned my attention to the transcriptions of the conversations from the story circles which I had transcribed into a MS Word document. While my original intention was to analyse the transcription data from my story circles in a uniquely narrative approach, in the end I decided to do thematic analysis on these transcripts as well. I made this decision for three reasons: first, I felt it was important to do a thematic analysis of my data because my research is grounded in the theoretical frameworks of professional identity (e.g., Gee, 2000) and teacher efficacy development (e.g., Hong, 2010). I believed that a thematic analysis would allow me to home in on data relevant to these theories. The second reason I decided analyse the transcriptions thematically is that when reading through the transcripts of the story circles and looking through the documents produced, a thematic approach occurred naturally as I wrote my research memos. (See the discussion of research memos in the section on “Graffiti Boards” analysis above). I wanted to recognize this natural impulse and continually remind myself to be guided by the theories that underpin my research questions in order to strengthen the overall validity of my findings. Finally, because the thematic analysis takes into account everything that was said or written during the qualitative phase, it encompassed language and ideas that were not later classified into narratives in the narrative analysis. Thematic and narrative analysis in my research design functioned in a complementary fashion: the thematic analysis widened my scope allowing me to see ideas that were not

captured by narrative data, while the narrative analysis lent depth to my understanding, allowing me insight into how my participants made sense of their own experiences.

As with the Graffiti Boards, I began my thematic analysis of the story circles transcripts by precoding (as described above) noting general patterns and themes and writing research memos to keep track of what I noticed. The next step was to transfer the transcript from MS Word into an Excel spreadsheet. The Excel workbook itself contained 8 separate sheets one for each of the transcripts produced. On each sheet, I 'chunked' or parsed the transcripts into separate ideas for coding. I kept these "chunks" of transcriptions in the middle column of the spreadsheet in order to allow for quick reference during iterative passes through the data and created columns to the left and right of the data where I recorded the thematic codes.

Structural Coding. The next step was to give each of the ideas a broad structural code according to my theoretical frameworks or specific research questions: Attrition, Identity ("ID"), teacher self-efficacy ("TSE") or Teacher Education ("TED"). As in the analysis of the graffiti boards, I also added sub-codes that gave more specific information about each theme. For example, the idea expressed by one participant, "*Then that's when they [the students] actually respect me more, like actually look up to me as like, a teacher*" was given the structural code "ID", for "Identity", and the subcodes "*student recognition of professional status*" and "*respect*". Again, I used the "filter" function to group these overarching structural codes together and refined codes through iterative comparison that was made easier by the grouping.

As I continued coding, I realized that the category of teacher self-efficacy ("TSE") needed its own column if I were to understand how different dimensions of the participants' TSE had changed and developed during the practicum. (See **Table 4** below and / or the list of abbreviations at the start of this dissertation.) I duly added a column to the spreadsheet for "TSE" that was separate from the column for Teacher Education, Identity and Attrition.

In this new column, I coded the TSE by dimension first followed by the source of TSE (according to Bandura's (1997) theory Mastery / Vicarious / Verbal / Physiological). Finally, I added a plus "+" or minus "-" sign to indicate whether the experience increased or decreased the participant's sense of self-efficacy. Since I believe that TSE is an integral part of professional identity, the TSE dimension became a subtheme nested under the structural code for Identity.

Table 4

List of TSE Abbreviations

Term	Abbreviation
Classroom management	CM
Identity	ID
Linguistic Proficiency	LP
General Efficacy	Gen Eff
General Instructional Strategies	GI
Second Language Pedagogy	SLP
Teacher Education	TED

In the example in **Table 5** below, the quote, "[I feel like the teacher] when I am able to lead the lessons that I planned, and I got all the materials ready for" was given the structural code of "Identity", a subcode of "through teaching act". This was followed

by a nested TSE code indicating that the participants' self-efficacy in the dimension of language pedagogy / General Instructional Strategies (within their professional identity) increased (+) through a **mastery** experience of being able to lead a lesson that they had planned and prepared.

Table 5

Example of Thematic Coding for TSE

Structural code:	TSE dimension: source (Bandura 1997) , +/- efficacy	Quote
Identity: through teaching act	SLP/GI: mastery +	[**I feel like the teacher**] when I am able to lead the lessons that *I* planned, and I got all the materials ready for.

Once each idea was given a thematic code, I again used the "filter" function in Excel to sort the data according to the overarching themes and subthemes so that they were grouped together. This allowed me to see how ideas within each theme linked or diverged. For example, two ideas coded "Identity: recognition of professional status (teacher)" when sorted by the software allowed me to compare nuances in who had recognized the participants' status and how the person recognizing the PST's status could result in shifts in power that created conflict, as this example shows: "Identity: recognition of status / equality by CT" versus "Identity: recognition of status by students: preference for ST over CT: power shift - control of classroom".

In Vivo Coding. The data from the structural coding of the story circles was "rich, thick and complex" (Ivankova, 2016). However, after my initial rounds of coding I felt that the structural codes weren't capturing some of the nuances in the data that I

believed were important. I decided to take a "pragmatic eclectic" approach (Saldana, 2015, p. 97) to see if I could address this concern. I began by looking at the quotes again and realized that the participants' own words carried an emotional weight that was lost in the structural coding. I decided therefore, to experiment with In Vivo coding, that is, using codes that are taken directly from what the participant says (Saldana, 2015). I decided to include it in subsequent rounds of coding of the story circles data, because it enabled me to better capture the personal, interpretive meanings that the participants placed on their own experiences. Accordingly, I lifted key words and expressions from the quotes which encapsulated the central idea for each that underpinned a larger theme. Using In Vivo codes also allowed me to "label the emotions recalled and/or experienced by the participant or inferred by the researcher about the participant" (Saldana, 2015, p.130), much more easily. An example of the resulting codes and emergent themes is included in **Table 6** below.

Table 6

Example of Thematic Coding With In Vivo and Emotion

Structural code:	**Quote**	***In Vivo***	**Emotion**	**Emerging themes:**
Identity: consolidation in absence of CT	I find it's easier to feel like the actual English teacher when my CT isn't in the class.	feel like the actual English teacher	affirmation / confidence	Absence of CT

Counting and Weighing Themes. Again, as in the analysis of the graffiti boards, once I had given thematic codes and subcodes to the data set in each group counting the thematic codes that appeared more frequently and therefore could be considered

more important to the participants at each university. I compiled the numbers from both groups in order to compare and contrast themes from University "A" and University "B". The results of the thematic analysis by theme, subtheme and program from the transcripts can be found in Table 2 in **Appendix H.**

Narrative Analysis of Transcripts

Once I had harvested findings from the thematic coding of the data, I was ready for my next stage of analysis on the Story Circles Transcripts, a Cortazzian Analysis of Narratives. In Cortazzi's (1993) narrative research methodology, the researcher collects a large number of very short stories or "anecdotes" that are naturally shared amongst teachers (Cortazzi, 1993). These short narratives are first identified by their syntax which are usually "in the past tense (occasionally in present tenses), temporally ordered with respect to each other, separated by temporal juncture. The order of the clauses cannot be altered without changing the inferred sequence of events in the original semantics interpretation (Cortazzi, 1993, p.45).

Identifying Narratives. I found that the participants' narratives were most easily identified in sections of quoted dialogue, that is, where the PSTs performed the roles of all actors in the story (usually themselves and the CT or the PST or the supervisor). Cortazzi (1993) points to the way his participants used the phrase "you know" to frame teacher-student dialogue (p.120). As I worked through my transcripts, I found that instead of the phase "you know", my participants most often marked the beginning of a performed dialogue with the words, 'said' or 'like' as in the following examples: "I was like, 'OK I'm going to be honest with you...'; "And you're like, 'O.k.' and you're prodding

them with questions, and you're like, 'What do you think about this?' Many of the stories told in the story circles also contained the phrases "I feel like" or "I feel" to mark the start or the end of the anecdotes. Rather than conveying a "strong feeling of typicality" (Cortazzi, 1993, p.120), the repetition of the word "feeling" underscored the personalized emotional impact that these incidents had on the PSTs.

I scanned through all the story circle transcripts looking for narrative clauses, then transferred all of these narratives to an Excel workbook. Again, the transcripts from each group were transcribed onto their own spreadsheet in order to allow for a better comparison between the groups. Each narrative was numbered (N1, N2...) for easy reference. In total, participants from University "A" generated 146 stories, and participants at University "B" generated 76 stories, for a combined total of 222 stories.

Coding Narratives. The next step in the analysis was to separate out each part of the narrative and code it as one of the six-parts of the Labovian model, an approach which I modeled on Cortazzi's (1993) research. As Cortazzi (2014) explains, Labov (1972) pioneered the Evaluation Model of Narrative as a way of analysing narrators' belief systems and values. It is an approach grounded in sociolinguistics, that is, it is interested in the way narratives function in a social context. Since professional identity and self-efficacy are contextually specific and socially negotiated socially, the Labovian model of analysis was an excellent fit for my research. In Labov's Evaluation Model of Narratives (1972), the researcher classifies the events in a narrative into one of six categories:

1) the “Abstract”, which is optional, and which typically initiates the narrative and gives the audience as sense of the purpose, or what the story is about.

2) The “Orientation” or context. In other words, the people in the story, the setting and any other details the narrator feels are necessary for the audience to understand and appreciate the situation.

3) the “Complicating Action” which typically follows the orientation and gives the sequence of events that end in the “Result” of the story.

4) The “Evaluation” which commonly precedes the “result”, is the “raison d’être” of the story, and is at the heart of why the story was told (Labov, 1972 as cited in Cortazzi, 1993, p.46). It is the “evaluation” of the story, that is key to understanding the meaning-making process of the narrator.

5) The “Result” or resolution of the story signals an end to the conflict built up in the “Complicating Action”.

6) The (optional) “Coda” signals the end of the narrative and brings the audience back to the present moment (Cortazzi, 1993, pp. 44-47).

I created six columns in my spreadsheet where I could copy and paste parts of the narratives into each category. As Cortazzi (1993) notes, when coding narratives according to the Labovian model, some of the parts are optional or absent in the telling, and I found this to be the case. I also noted that my methodological choices influenced the structure of the narratives.

Co-constructed Narratives. In Cortazzi’s (1993) research, the researchers conducted individual interviews which resulted in one participant telling a story at a time.

In my research methodology, the stories were told in small groups of peers. As I coded the narratives, I saw how the group format encouraged an overlapping of stories as the ideas in a story told by one participant was often immediately taken up and used as a springboard for a new story told by another participant. As such, when I was coding, I noticed that the narratives were not always clearly defined; some narratives that I initially took to be a single narrative, were in fact two separate ones, the second building on the first, each with its own “Evaluation”. In addition, the narrative of one participant would not only trigger a narrative from another participant, but the “Evaluation” of the first would often serve as the “Abstract” for the next with terms from one narrative being picked up and threaded into the next narrative as in the examples below (**Table 7**).

Table 7

Examples of Narrative Coding Using Labov's Evaluation Model of Narratives

N1	***Story of Being the Teacher: Identity Through Student Recognition***
Abstract	I *find* it's easier to feel like the *actual* English teacher when my CT **isn't** in the class; [Subject S: True, true.] Right? And I find – probably not like an English teacher, but like a teacher in general; is like when the super shy quiet kid you know, finally raises their hand to participate [Subject S: yeah].
Evaluation	So, when I am able to lead the lessons that I planned, and I got all the materials ready for. And **the students know** like, **the work that I put in** my desk all day and I get finally get to do with them. Then **that's when they actually respect me more, like actually look up to me as like, a teacher.**
Orientation	One time – it was actually when my supervisor was there - the kids had to write – we were doing, like, numbers. And the kids had to write like, the number 12 000.
Complication	And we were correcting it on the board, and a kid wrote "120" – he just forgot a zero, but I didn't realize it. I was like, "Oh good". Like, whatever. And then the student, like the super-shy girl raised her hand and she's like, "You're missing a zero". And I was like, "Oh my god, like thank you so much!" [Subject S: yeah]
Result	I was so thankful that you participated, and you corrected me. This is best day ever!" [Subject S: Student feedback] Yeah, for real! I was like, "You're doing it!" Like, "Thank you!"
Coda	So, yeah.

N2	***Story of Being the Teacher: in the absence of the CT***
Abstract	For me it was the moment – well, it wasn't a specific moment, it was like an interval of time, where the students slowly transitioned from **as soon as they had a question, to turn immediately to the CT to turning to me instead.** [Addie: Yeah]
Orientation	Like, at the beginning - especially the first, um, three weeks, whenever they would have a question
Complication	their first like, uh reaction was to go the CT [Subject S & Addie: Umhmmm]. And then, slowly but surely, having replaced her totally –
Result	but like now when both me and the CT are in the classroom, **they turn to me for questions** [Subject S: yeah]. Not to, like, me forcing them to [Addie: yeah.], but to them deciding to.
Evaluation	But you're right, like, when the CT's not in the classroom I feel more like a teacher [Subject S & Addie: Yeah] Because I feel like I second-best myself so much more when she's there
Coda	---

In these examples we can also see that in the second narrative, the idea of feeling like a teacher through student recognition and engagement is shared and validated, but an important caveat is added to the story that this requires the absence of the cooperating teacher (CT). This idea is picked up and emphasized by the repetition of the phrase "when the CT's not in the class(room)" which appears in both stories by two different narrators. Each participant took the message of the stories they heard and either confirmed the message with a story from their own experience or occasionally pushed back against the message.

Much like the thematic coding process, the coding for each narrative was iterative and required frequent revisions and indication of where overlapping occurred. In addition to overlapping, the structure of the group interviews meant that several narratives appeared in the transcripts that were told in tandem with two – and sometimes more than two - participants taking part in the co-construction of the narrative.

Identifying Narrative Themes. Finally, once I was satisfied each part of the story had been coded to my satisfaction, I focused my attention on the "Evaluation" section of each narrative. As Cortazzi (1993) explains, we can mine the narrative's "Evaluation" for information about the participant's beliefs about themselves and about teaching, and about the process of efficacy-identity construction in the making. Therefore, once each story's "Evaluation" had been identified, I assigned it a preliminary theme, modeling the title on Cortazzi's (1993) approach. For example, two main themes to emerge were "Stories of Teaching Language" and "Stories of Being the Teacher"

Again, I referred iteratively to the overarching and sub themes from the thematic coding of the graffiti boards and transcripts in order to help me interpret the data. Once I had designated a preliminary theme for each narrative, I was able to use the filter function in Excel to group the stories together under common, overarching categories, refining and revising the categories as I went along. This iterative triangulation between data sources was done with the intention of strengthening the validity of my results.

After coding and categorizing the stories according to theme, eight major story themes emerged which aligned with the findings from the thematic analysis These were: 1) Origin Stories 2) Stories from Teacher Education 3) Language Identity Stories 4) Stories about Managing Students. 5) Stories about Teaching Language 6) Stories of Evaluation and Feedback, 7) Stories of Being the Teacher 8) Stories of Conflict, Survival, Leaving and Resistance. A summary of each of these story themes comparing and contrasting the numbers told by participants in each program appears in **Table 1** in **Appendix I**.

Stage 5: Graphic and Narrative Analysis of Storylines.

The final stage in my analyses was to compare the resulting emergent themes from the Cortazzian Analysis of Narratives to the graphic and narrative analysis of the participants' Storylines. As I explain in **Chapter 3: Methodology**, the "Storyline" was a method of data collection that asked the participants to represent their teaching experiences graphically. The storylines also included instructions to participants to label key points in their teaching career and to explain the experiences where possible.

During the final round of Story Circles, participants were also asked to use their storylines as a starting point for a discussion about their development as a teacher.

Graphic Analysis of Storylines

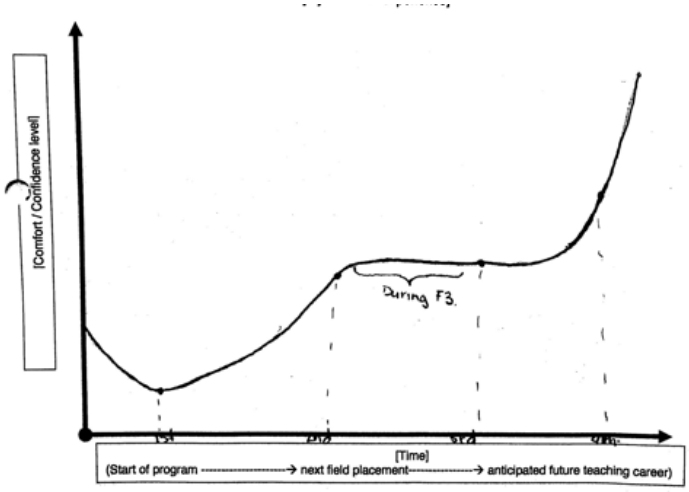
Following Conway's (2001) method, I began my graphic analysis of the storylines by examining the general lines of the stories looking for linear and nonlinear contours and noted the direction of the contours; either trending upwards or downwards. In his analysis, Conway uses Gergen's (1991) theories of grand narratives, "that is, culturally acceptable story-lines, as a representing the self as we recount stories of self and identity" and that, "these `stories are built around events that go in either a positively or negatively valued direction" as "most stories are variations on the rudimentary forms of failure or success narratives" (Conway, 2001, p.99).

Like Conway (2001), I was looking first for stories of failure or success defined by the direction of the curves and then for three main narratives outlined by Gergen (1991). The first is the success/the happy-ever-after story, where life becomes continuously better. This storyline is easily identified by a general upwards trending linear contour. (See **Figure 2** "Kobi's Storyline" below). The second is the failure/the tragic narrative; where something highly cherished and sought after becomes a failure and life is viewed as going downhill. This storyline is most clearly identified by a downward trending linear contour in the storyline. Finally, there is the epic-hero narrative; "where one strives toward success, only to be turned back, and then to battle again to the top, and so on in a series of heroic recoveries" (Gergen, 1991, as quoted in Conway, 2001, p.99). This

storyline is most easily identified by “turbulence”; that is, the number of troughs and peaks and the depth of low points.

Figure 2

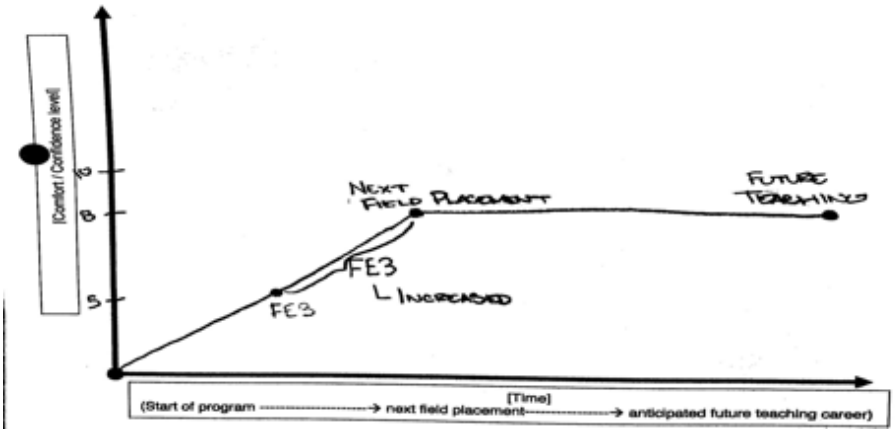
Kobi's Storyline



I started with the storylines from participants from University “A”, placing all storylines side-by-side, looking for overall general patterns. Once I had taken note of similarities and contrasts in the storylines I looked more closely at each individual’s paper. I read through the participants’ comments and explanations which helped to illuminate some of the patterns I was seeing and clarify some contours that were not easily read - at first. For example, the contour of the curve in “Subject S’s” storyline in **Figure 3** below appears at first, to be nearly horizontal. At first glance, I read this to mean his experiences of self-efficacy although nominally positive, remained stable. As I read Subject S’s notes more closely, however, I noted that what I had taken to be a slight curve was actually, in his mind, a steep one. Subject S notes a movement from a comfort level of “5” to “8” as well as writing on the reverse side of the paper, “My reality exceeded my expectations”.

Figure 3

Subject S' Storyline



Once I had completed an initial group analysis of all the storylines of participants in University "A", I repeated the procedure for the storylines of participants in University "B".

Like Conway (2001), I did not rely on the graphic representation alone for the storyline analysis. Once I had completed a preliminary analysis of the storylines using the graphs, I turned my attention to the transcriptions of narratives told in the third story circle session, where participants were asked to explain their storylines to their peers. Looking at the stories told by the individuals in the transcripts, I compared the stories to the graphic representations done by individuals. This cross-comparison of transcripts with story line graphs was important because it revealed some nuances that might have been lost in a more general analysis. Take, for example, the drawing done by "Kobi". Kobi's drawing depicts what Conway (2001) describes as a drawing of "optimism", that is, a markedly linear path upwards (See **Figure 3** above) that aligns with a "happily ever narrative":

Given the information in the data generated in Kobi's narratives, I would have expected Kobi to produce a storyline indicating much more turbulence. In fact, I had expected Kobi's storyline to indicate an epic hero narrative that more closely aligned with Kobi's stories of conflict, climax (confronting the CT) and triumph (deciding to ignore the CT's feedback, succeeding in the practicum). And yet, when describing the storyline to his peers, transcripts from the story circle reveal a different interpretation of the storyline:

So, uh, talking about my graph, I thought everything was going to be slightly go upwards, and even after FE3...And the biggest nuance on this one – I did a little bracket thing; this is my FE3 stance – the fact that it plateaued. I was going to put it lower...meaning that, during my FE3, zero confidence... Anyways, my confidence started good into it, went shit all the way through it – went lower week 12, went up – skyrocketed - because I realized I'm better - than her I'm better than what she says. I've become way more confident, because at the end of it, if not, I would have quit (Kobi, University "A").

Reading Kobi's explanation of his storyline, we can see that what could have been interpreted as a story of epic heroism is instead interpreted by Kobi himself as a 'happily ever after' story.

Data Integration ("Mixing") Two

During stages 2 to 5 of the data analysis, the data "mixing" quickly became ongoing and iterative. As I analysed qualitative data from one source in one way, my findings influenced the way I approached subsequent analyses, which in turn influenced

subsequent findings. Each new analysis produced new questions, new reflections and a return to data previously analysed. Nevertheless, as I began to feel my analysis was reaching a saturation point, I decided to do a final, global triangulation of all findings. I felt that this final triangulation was an important step to take first, for confirmation of my findings from each stage of analysis, and second, to allow me to summarize the findings globally, increasing the validity of my study.

I began this important step by reviewing all my research notes from each of the stages of analysis: the first descriptive analysis of the statistical data, the thematic analysis of the transcripts and graffiti boards, the Cortazzian analysis of narratives and the graphic analysis of the storylines. As I read through all my research notes, I used a large whiteboard to keep track of overarching themes in my findings. I colour coded each of the themes according to theory and began to integrate these themes into a mind-map that included arrows to show the connections between the themes. This mind map was continually revised as I reviewed and reflected upon the findings from each separate analysis. Once I was satisfied with the final mind map, I used it to write a list of overall findings for my research (see “Chapter 5: Discussion”). The results of all these analyses appear in the second part of this chapter which covers the research findings.

FINDINGS

This section presents the findings from my data collection and analysis and is divided into four sections each corresponding to the research questions investigated. The first section presents findings in efficacy changes that occurred before, during and

after the practicum. The second looks at how efficacy and teacher identity were constructed during the practicum. The third presents findings that explore how efficacy and identity building experiences during the practicum were connected to the PSTs' intentions to enter teaching (possible attrition). The final section presents findings for how well participants felt they were prepared by their teacher education programs, and where they experienced lacunes in their development.

Research Question #1:Changes in Efficacy Experiences

In order to address my first research question, "To what degree do pre-service ESL teachers in Quebec experience efficacy before and after practicum?" "How does their experience of self-efficacy change, if at all?" I began by turning to the quantitative data I collected from the surveys during phase 1 and 3 of the research, and subsequently drew on qualitative data from phase 2 to get a more nuanced understanding of how PSTs efficacy changes during the practicum.

Finding 1a) High Self-Efficacy Experiences and No Significant Changes.

Differences in TSE by Program. The descriptive statistical analysis of survey items revealed some small differences in PSTs' overall self-efficacy scores by program. For example, participants at University "B" had a higher mean score in overall self-efficacy (M = 8.39) than participants at University "A" (M = 7.98). (See **Table 1** in **Appendix J** for full results from the descriptive statistical analysis). The results of the RM ANOVAs, however, indicated that these scores were not statistically significant at the $p<.05$ [$F(1, 22) = 2.18$, $p = 0.15$] level. (See **Tables 1-3** in **Appendix K** for complete

results of the RM ANOVAs), so there was no evidence to support the idea that the program attended had any measurable impact on the participants' TSE scores.

Differences in TSE Before and After Practicum. In order to determine if the practicum experience had any effect on participants' TSE scores, I looked at changes in overall mean scores from time 1 to time 2. The participants' mean scores in both programs decreased slightly in the efficacy dimensions of Linguistic Proficiency (-0.16) and Cultural Instruction (-0.52) and increased marginally in the dimensions of Language Pedagogy (+0.01), Classroom Management (+0.37), General Instruction (+0.18), and Student Engagement (+0.10). Participants at University "A" increased their overall mean self-efficacy scores from time 1 (before the practicum) to time 2 (after the practicum) (+0.08), participants' mean scores at University "B", from time 1 (before the practicum) to time 2 (after the practicum) decreased slightly (-0.03). The results of the RM ANOVAs, however, indicated that these scores were not statistically significant and so I could not conclude that there was a significant effect of the practicum experience on overall efficacy scores or on efficacy scores in 5 of the 6 dimensions of TSE measured by the survey for participants in either group (See Tables 1-3 in **Appendix K**).

The sole exception to this rule was in the dimension of classroom management (CM), where the means for both groups increased significantly after the practicum. The mean CM scores for participants University "A" increased from (M = 7.02) at time 1 (before the practicum) to (M=7.62) at time 2 (after the practicum). Likewise, there was a notable increase in CM scores for participants from University "B" from (M = 7.68) at time 1 (before the practicum) to (M = 7.82) at time 2 (after the practicum). The RM

ANOVA confirmed that there was a statistically significant difference in CM scores before and after practicum; Wilks' Lambda 0.81, F (1,22) = 5.08, p = .035. (See Tables 1-2 in **Appendix K**).

While the p score was statistically significant for this test, I took the result with caution for two reasons, the first was that the small sample size (n =28) meant that the test was more subject to extreme values and that normality of the distribution could not be assumed. The second reason is that due to my research design - which tested multiple hypotheses about six dimensions of efficacy - the chance of observing a rare event increases, and therefore, the likelihood of incorrectly rejecting a null hypothesis increases (Privitera, 2011). I therefore decided to turn to the thematic and narrative analysis of the qualitative data in order to see if I could find evidence of changes in efficacy there (see Finding 1b) below).

High Efficacy Scores. While the data analysis did not reveal any statistically significant changes in efficacy scores, it did reveal notably high mean efficacy scores. For example, the lowest mean score was 7.02 (M = 7.02) for Classroom Management at Time 1 for participants at University "A", while the highest mean score was 8.80 (M = 8.80) for Linguistic Proficiency at Time 1 for participants at University "A". Overall efficacy ranged from a mean low of 7.96 (M = 7.96) for University "A" at time 1, to a mean of 8.39 (M = 8.39) for University "B" at time 2. (See **Table 1** in **Appendix J**).

Taken together, the findings from the quantitative analyses indicate that a partial answer to RQ#1 (To what degree do pre-service ESL teachers in Quebec experience efficacy before and after practicum? and "How does their experience of self-efficacy

change, if at all?) is that pre-service ESL teachers in Quebec – at least for participants in this study - experience quite high degrees of TSE both before and after the practicum but with no statistically significant changes.

Finding 1 b) Initial Efficacy Building Through Watching Teacher Models

Since the results of the quantitative analysis revealed no significant change in efficacy but did reveal a pattern of unusually high scores, I decided to turn to my qualitative data to answer the second part of research question #1: "How does [the PSTs] experience of self-efficacy change, if at all?" and to see if I could uncover possible reasons for the pre-service teachers experiencing such high - and robust – efficacy, and for what was occurring before and during the practicum that contributed to the PSTs' high experiences of TSE.

Evidence of Change in TSE. The thematic analysis of both the graffiti boards and the story circles transcripts revealed that despite what the survey scores and statistical analysis had indicated, the participants' TSE was not stable, but was in fact undergoing development and changes during the course of their teacher education programs generally, and during the practicum specifically. In both programs, thematic analysis of graffiti boards and transcripts revealed that prior to the third practicum, participants had already had some key experiences in the first and second practicums that could have contributed to their high sense of efficacy. Opportunities to watch teachers model techniques a source of vicarious efficacy development (Bandura, 1997) was especially relevant to efficacy development: "It honestly helps. I find seeing them do it, and then me practicing" (Beatrice, University "A").

Development of Efficacy Prior to Practicum. The narrative analysis of the transcripts and storylines also revealed evidence of efficacy changes in previous practicums. These were specifically the result of observing teacher mentors. In stories of Learning to Manage a Class, participants at University "A" told three stories about learning increases in feelings of efficacy in classroom management that they experienced while observing a teacher mentor as in this example:

> The CT I had last year, ... he was working with students who were like, troubled students, like the ones who were like caused trouble and behavioural problems and stuff like that. So, I feel like he was very good with like, dealing with classroom management ...he was very good with discipline and stuff like that, so I learned a lot from him about stuff like that. So, I feel like that's going to like help me. Because I said that I was very like, nervous with classroom management. (Beatrice, University "A")

Thematic analysis of the transcripts also showed that PSTs also had some opportunities to witness teacher models in teacher education programs, and that the experiences they had provided them with some TSE building of pedagogical content knowledge (PCK) prior to the third practicum: "I used a lot of "wait time" I used a lot of "cold calling" – Like, teacher strategies that we learned from [name of course instructor]. A lot of them worked. "Five minutes to go", maybe not" (Izak Zela, University "B").

The narrative data from transcripts confirmed that teacher modeling in teacher education had helped PSTs in both programs build TSE in PCK and classroom management prior to their third practicum. At University "A", for example, one

participant shared this memory of an instructor modelling a classroom management technique that became a touchstone for her during the practicum:

> What she did- what she did, for like what she was teaching us about classroom management for like, our second seminar – the one we used to do at night – I found it was so helpful even with that, because about the - you know the thing about the slamming door? [Classroom Management technique] that she scared all of us? Yeah, I was slamming the door and I was like, "Oh my god!' Whenever I see the class going out of control, I have this in the back of my mind, Yeah, 'do a [instructor name] right?] I could always 'do a [instructor name]' [laughs] (Keez, University "A").

Building TSE During Practicum: Watching Teacher Models. Once PSTs began the practicum experience, the narrative data from the transcripts revealed that the PSTs continued to build their TSE by watching teacher modeling. Of course, not all cooperating teachers provided opportunities to increase efficacy through teacher modeling. At University "A" in particular, thematic and narrative analysis of the transcripts revealed a distinct lack of positive role models, especially early on in the first two practicum experiences. At University "B" it was not a lack of models, but rather a lack of identification with a cooperating teacher's values and approaches appeared to influence the PSTs' ability to identify with their role model, thereby experiencing efficacy: "I had a hard time, like... I don't know, relating because I don't see myself doing that" (Ro, University "B"). Further discussion of the implications that this lack of teacher modeling will be covered in **Chapter 5: Discussion**.

There were several stories in the data that included normative comparisons between the way a cooperating teacher and the PST themselves approached classroom management, as the "evaluation" from this story illustrates: "Me and my CT have really different approaches when it comes to consequences: I'm more like, I don't believe in yelling at a kid, never. Yeah, my consequences are logical" (Kobi, University "A"). In this story, the teacher model contributes to both TSE development through normative comparison (when the PST believes they could do better than the teacher model) and as a consolidation of the teacher values that are integral to the PST's teacher identity.

Overall, findings from the thematic and narrative analyses confirm that PSTs do experience changes to their TSE and that one of the ways that this occurs is through teacher modeling prior to and during the practicum. Teacher models appear to be integral to the (vicarious) efficacy building experiences that serve to increase the PST's TSE during the practicum.

Finding 1 c) Trial, Error and Reflection Leads to Increases in TSE

The thematic and narrative data together reinforced the idea that the PSTs developed their TSE during teacher education, first through vicarious experiences of efficacy, and then through their own experiences of enactive mastery in the classroom. Thematic analysis of the transcripts and Graffiti Boards reveal that these mastery experiences were the result of an explicit process of trial, error, and reflection: "Learning to take my errors and make them help me to become better" (Graffiti Board, University "A"); "Mistakes are a part of learning" (Graffiti Board, University "B"); "Teach by day,

think by night" (Graffiti Board, University "B"). Enactive mastery experiences that PSTs had during the practicum fell chiefly in the dimensions of pedagogical content knowledge (PCK) and classroom management (CM).

Graphic analysis of the storylines also reveals patterns in the ways PSTs construct TSE. Looking at both "Happily ever after" storylines and the "epic-hero" story lines confirms that progressive experiences of experimentation, reflection and cumulative successes (mastery experiences) lead to overall increases in TSE over the course of teacher education:

> When I started the program, it was- I had some confidence...at the end of Stage [Practicum] two, I had a better idea of how I taught and how I wanted to teach. So that was a bit better. But then for Stage [Practicum] three since it was teens...And it went super well. And yeah, I still have some stuff to work on, but other than that, it went well. And then I expect that for Stage [Practicum] four I will be stressed, because it will be 100%, but then by the end it'll be fine (Merida, University "B").

Findings from the narrative analysis of the storylines also support the idea that mastery in PCK and CM is built through successive attempts. The ability to engage in a process of trial, error and reflection becomes a significant factor contributing to both increasing TSE and the overall optimism of storylines of participants as in the following example: "I knew things in FE2, but I never actually got to try them. And even if, like, I'll try them, and if it doesn't work, I can alter that one specific thing and then try it again" (Addie, University "A").

TSE: Learning to Teach Language to Beginners. At both University "A" and University "B" one of the categories of stories from the narrative analysis was called Learning to Teach Language. These stories spoke directly to the PST's development of second language pedagogical skills, or PCK. At University "A", of the 27 stories of Learning to Teach Language, nine stories (33%) were specifically about teaching to beginners. At University "B" all three stories of Learning to Teach Language discussed teaching to beginners. These stories revealed first that PSTs were developing TSE in PCK during the practicum and second, that the practicum is a site rich in opportunities for building efficacy while learning about teaching language – especially to beginners.

Using L1 with Language Learners. A prominent question that came up during several of these Learning to Teach Language stories was how much French to use in the classroom as a support when teaching beginners, as French is the first language (L1) of the majority of the students they taught. "I see my CT using French, and I'm like, "Can I do it too? We're taught to only talk in English". And I'm like, "Can I really do that too?" I know, I have to do what I want to do, but I'm still struggling, and I'm, well, I want to use English, I'll try my best, but it's questions that I'll ask myself" (Johnny Green, University "B").

In both groups there were stories of trying to teach language students whose language skills were so basic that they were deemed 'impossible to teach':

Well, I had a student, he did not really want to do the work and he's really, really basic English. Like just doing subject, verb, rest of the sentence is hard for him. I was like "I cannot give him more than that. He has to do the link. I – so I – well, I did not build

a sentence for him. He has to do it on his own... But he also struggles in French, so, how do you want him to be good in English? That's where I had a big problem so ... (Johnny Green, University "B")

In the stories like this one reflection does not help the PST experience mastery in pedagogical content knowledge (PCK), and the PST does not find guidance in developing PCK from their mentors. Instead, the failure to teach language is attributed to the students. The only reflection PSTs are able to make about teaching language in these stories seems to be that some students are simply unteachable. What these 'unteachable' stories reveal is that although the practicum does provide many rich opportunities for mastery experiences when learning to teach beginners, that some of these opportunities can be lost through when the CT themselves are unsure of how to teach to students at the lowest levels of ability.

Using Multilingualism to Reach Beginners. One of the stories that was told by a participant at University "B" revealed how PSTs were learning to use their multilingualism as an asset in a language classroom:

> I had a student, uh, he was from my country...my CT, she told me from the very beginning, "This one will fail." "Why?" "He doesn't do anything. He doesn't understand anything." But one day, she – my CT was absent, so she asked me to do a test with them, ... and she told me, "he has done no English, so you have to read it to him. But be prepared he will start to misbehave because he knows that he's not able to write it." Ok. So, before the class started, I approached him and I asked him something in- in Russian, his native language. And he was

> shocked that somebody speaks his language. I asked him several questions and I told him, “You know, [name of student] we have to read this text, test.” “Oh no! No! I'm not able to do it!” And I told him, “Just try. I promise you that the first part is very easy. You're able. I'll help you.” So, I just approached and translated the task, because he was not able to understand what the task was. I know we're not supposed to use another language but in this case it helped. So, I explained the task, and that kid did the test. He took [sic] 75! That was amazing! Amazing! My CT was like, “What?” Yes! So, it helps to have a conversation with your students or sometimes, yes, to use French, or another language, if this could help. (Olivia, University “B”)

This experience of mastery in teaching language (PCK) strongly reinforces the PSTs belief in herself as a competent teacher (self-efficacy) especially in comparison with her CT who does not have the ability to speak Russian.

Learning to Manage a Class. The thematic analysis of the transcripts, storylines and graffiti boards also indicated that cumulative mastery experiences - gained through the process of trial, error and reflection during the practicum - led the PSTs to experience overall increases in their TSE – especially with regards to classroom management (CM): “I got better at it [classroom management], with time” (Beatrice, University “A”).

The process of learning to manage a class was greatly helped with the support with a CT who understands how to model and relinquish control slowly as evidence from transcripts discussing storyline reveals: At the beginning of FE3 I got a really good

CT that really modeled and let me have it slowly, and not just 100%... You know, she let me go at it slowly. Uh, I would say that my confidence is pretty high so far... I think it is only going to increase in FE4 as I get more used to it (Nick, University "A").

Trial, Error and Reflection Throughout Teacher Education. This process of trial, error and reflection occurred during the practicum, but also during the course of the teacher education program:

> At the beginning... I didn't think that there would be that much of a drastic, like, increase in any of my like, abilities or confidence, but there actually was. Like, I didn't realize how little I knew. I knew things in FE2 [second practicum], but I never actually got to try them. And even if, like, I'll try them, and if it doesn't work, I can alter that one specific thing and then try it again (Addie, University "A").

TSE Gained through Collective Sharing of Experiences. The transcripts of the story circles from both groups also revealed that the discussions they shared with peers about classroom management (CM) techniques and pedagogical (PCK) strategies they were trying out allowed them a safe space to engage in the process of trial, error and reflection in a constructive way with their peers:

> Kobi : So basically, you're hard also, but like – What do you guys do for classroom management techniques? Do you close [turn off] the lights?
>
> Beatrice: I wave, I close the lights.
>
> Keez: Yeah, me too. I close the lights (Keez, Kobi and Beatrice, University "A").

These cumulative experiences of trial, error and reflection when shared collectively were powerful sources of efficacy building.

Taken together, the findings from the qualitative analyses indicate that while participants in this study may not have revealed any statistically measurable change in their TSE before and after the third practicum, they do, in fact have experiences during the practicum which help them to develop TSE – especially in the dimensions of pedagogical content knowledge (PCK) and classroom management (CM). The PSTs in this study started with high efficacy scores which the data indicates may have been the result of teacher modeling in teacher education courses and in prior practicums. During the practicum they continue to build efficacy first, by observing their teacher mentors at university and during the practicum teach language and manage classes, and then through a process of trial, error and reflection – especially with peers - that leads to mastery experiences. The conditions under which this process of trial, error and reflection are most successful are discussed further in the section that looks at how efficacy experiences are developed (Research Question #2) below.

Research Question #2: Experiences of Efficacy and Identity Construction in the Field

Research question # 2 contained two parts, the first asked, “How do experiences in the field support or undermine pre-service ESL teachers’ growing understanding of themselves as a “teacher”? and the second asked, “How does the work of identity construction occurring in the field relate to their sense of efficacy?” I approached these questions using thematic, narrative and graphic analysis. I present the findings in two sections: the first discusses findings about identity construction during the practicum,

and the second presents findings about how TSE is integrated into the PSTs understanding of themselves as “Teacher”.

Finding 2 a) Teacher Identity is Constructed through Relationships Established with Students.

The thematic and narrative analysis revealed that more than any other relationship, it is the one that PSTs establish with the students in their classroom that becomes the basis for the PST’s understanding of themselves and the kind of teacher they are becoming. At University “B” in particular, the concept of teacher identity was strongly associated in the thematic analysis of graffiti boards with words and images associated with “students”: “Helping the Ss = moment I felt like a teacher”, “Relationship w/ Ss [students] matters”, “Bond with Students” / “relationship building with students”).

In the narrative data, over sixty percent (26 of 43) of the stories told by participants at University “A” about Identity building (“Stories of Being the Teacher”), and nearly 80 percent (17 of 22) of the stories told by participants at University “B”, occurred in situations where classroom students were key actors. These stories describe a process of forging a teacher identity first, by finding commonalities between the teacher and the students through common interests, and cultural, and then, in an opposite phenomenon, accepting and even building on differences between themselves and their students.

Building Bonds with Students. In the first weeks of the practicum, stories from both groups uncover how deeply the PSTs are concerned with developing relationships and a bond of trust with their classroom students through common culture, language,

humour and experiences outside the classroom. Initially, PSTs strive to establish a bond with their students and to create 'safe spaces' for students to confide in them as the 'teacher'. They reveal how PSTs work to create bonds with their students through discovering common interests: "I told [the student], "Yeah, I used to draw a lot, and I wanted to be an illustrator." And she was like, "Yeah me too!" Like, "I want to be an illustrator!" So, I was like, "That's super cool!" ... I think we created a link, uh, just with our interests (Izak, Zela, University "B").

PSTs are explicit in their stories about the need to connect to students through culture and language: "I've been learning Creole slang. My teacher told me. She's like, "The more you work here, the more you're going to start understanding" (Beatrice, University "A"). Indeed, shared culture – especially popular culture – in these stories acts as a conduit for PSTs to build bonds with their students.

Difference. In their attempts to forge a connection with students through shared identity, PSTs also tell stories of how they are beginning to be confronted with differences between themselves and their students. These differences can touch on values that are an essential part of the PST's "core identity" (Gee, 2000) such as culture, race, religion and age: "You know when I present [introduce] myself...they always ask me, "What is your religion? Where do you come from?" ... There's a lot of them wear turbans and hijab because they're Muslim" (Ro, University "B"). Thematic and graphic analysis of the participants' graffiti boards also reflected an ongoing process of identity construction in relation to similarities and differences in culture with the students. For example, "Canada different united cultures" (Graffiti Board, University

"B") appeared on one board, while "cultures can be seen in big cities. In small cities, everyone is almost the same" (Graffiti Board, University "B") appeared on another.

Language and Culture as a Barrier to Building Bonds. As the PSTs increased the amount of interaction they had with their students, they found that attempts to build a relationship with students were not always successful. For example, participants at University "A" told several stories of how humour became a manifestation of difference in language identity and proficiency between themselves and their students. In these stories, PSTs met with limited and mixed success when attempting to establishing a bond with the students through humour: "The [first] group was like laughing, like "ha ha ha ha – hilarious!" And the other group is just like - did not get it at all...I guess it depends on their level because *humour is like, one of the last things you learn in a second language*" (Nick, University "A", italics mine). The "evaluation" in this story indicates that for PSTs, creating a bond with students is difficult because without a common language or shared culture, pre-service language teachers find it more difficult to connect with their students than a teacher who shares a common language or culture with the students.

Determining Which Aspects of Identity to Share. As the PSTs' interactions with the students increased, they began not only to draw upon commonalities and recognize differences in their core and professional identities they also started to decide what aspects of their core identity they would share as a part of their emerging professional identity. In the following conversation between two participants from

University “A”, one PST told the story of how he had to decide whether or not to share a key component of his core identity – his sexual orientation -with the students:

> Beatrice: Your students – do you think your students know you’re gay?
>
> Kobi: I don’t know... I had this girl this week that came in that was like, “Hey Mr. Kobi! Do you have a girlfriend – or a boyfriend?” And then I was like, “Nope.” I don’t want to open that can of worms! And then, she was just like, “Ok.” I mean, even if I am in a relationship, I don’t think it’s appropriate for anybody to know. (Beatrice and Kobi, University “A”).

Discussions of sexual orientation at University “A” also led to stories of how gender is performed and integrated into teacher identity as the “evaluation” of this story reveals: “I feel like men should be more nurturing, women should be more like, not necessarily more like behavioural, but I feel like break the stereotypes” (Kobi, University “A”).

Performing Identity for Students. Narrative analysis of the Story Circle transcripts supports the idea that teacher identity is performed explicitly for a student audience. Being recognized by the students in one’s performance as “The English Teacher” is often a key moment that confirms the PSTs professional teacher identity, as in this example: “And sometimes other students pass by and they say, ‘Oh, ca c’est le’ --‘cause it’s a French school, right? ‘Oh yo! C’est le prof d’anglais , ca! Na, na, na.’ I’m like, ‘Yeah, that’s me. That’s me!’ That’s cool” (Subject S, University “A”).

Experiencing Teacher Authority with Students. The final way in which the relationship between the PSTs and the students becomes a site for professional identity

construction is when PSTs start to recognize their place in the power structures in the classroom. Several stories from University "A" demonstrate how they experience the power that the role of 'Teacher' brings them to give or withhold permission: "When they come to you for questions, but also, for like, permission. Like when they ask me, "Can I go to the washroom?" Like, "Can I go get something in my locker? Am I allowed to do this?" It's like, "Yeah, I can make those decisions." Right? (Addie, University "A").

The power to grant permission is not the only power that "the teacher" holds over their students, it also includes access to privileged information and the ability to make decisions and recommendations that impact students' learning trajectories: "So, we got to decide which students need IEPs, which students we can remove the IEP, or like, alter it, change it to benefit them. (Keez, University "A").

The other power that "the teacher" holds in the classroom is the power to evaluate their students. The narrative data reveals that another way teacher identity is consolidated occurs when the PSTs access this evaluative power and how it helps them to establish their authority in the classroom: "Well, my teacher told them that I was a stagiaire, but she told them that I'm the one that's going to be grading them, like the one that's going to be talking with their parents so, she's like, "You should take her seriously, because she's the one who's going to be giving you your notes [grades], not me." So, they're all like, "Oh. Shoot. Ok" (Beatrice, University "A").

Finding 2 b) Access to Classroom Spaces Is Essential for Identity Construction

The graphic and thematic analysis of graffiti boards and the thematic and narrative analysis of the transcripts and storylines revealed that while the relationship a

pre-service teacher (PST) has with their students is essential in establishing teacher identity, it is also the kind of relationship a PST has with their cooperating teacher (CT) that is determining factor in the kinds of identity construction experiences they have. As they enter the classroom, the PSTs spend a period observing their CT, making normative comparisons between their own and their CT's teaching style and teacher values. In other words, they are learning to define their teacher identity through differentiating their identity from that of their CT.

The progression from observation of a CT to taking over teaching typically occurs within the first weeks of the practicum. Once the initial stage of observation has passed, the PST is required to take over teaching tasks from their CT. Thematic and narrative analysis indicate first, that that this transition is a necessary step in order for the PST to build their professional identity, and second, that the degree to which this transition of power is successful depends largely on the willingness of the CT to relinquish control of their classroom. In effect, the CT acts as a gatekeeper controlling access to the classroom space. In order to become "The Teacher", the PST must undergo a negotiation with the CT over when and how they will take over teaching – in effect determining the conditions under which access to the classroom is granted. The success of these negotiations and how they unfold ultimately determine the kinds of opportunities the PST has to construct their identity during the practicum.

Cooperating Teachers (CTs) Who Grant Access to the Classroom Support PST Identity Construction. In many of the stories of "Being the Teacher", CTs not only granted the PSTs access to the classroom space, they also strove to establish

conditions in the classroom that supported the PSTs' status and identity as "The Teacher". The strategies that cooperating teachers use to support the PST were varied. In the following example, for instance the cooperating teacher's strategy was to grant the PST the space to start teaching immediately: "For my sec. 5s I came in, I met them, and I was teaching them right away. So —I was automatically a teacher" (Merida, University "B"). In this story, the act of taking over control of the classroom immediately meant that the classroom students 'automatically' saw the PST as 'a teacher'.

Another strategy CTs used was in the way they introduced the PST to the classroom students - as a colleague with equal status, rather than as a subordinate as this story reveals: "My teacher never introduced me as a stagiaire [student teacher] ... Like, they just see me as another teacher... She only introduced me on parent-teacher night. She never said I'm a stagiaire, she just said, 'This is Miss Keez, we're working together'" (Keez, University "A").

Once the PST's status either as "The Teacher" has been established the narrative and thematic data revealed that many cooperating teachers continued their support the PSTs identity construction. Stories told by the PSTs in both groups demonstrate positive examples of how cooperating teachers supported the PSTs' identity through reinforcing PSTs pedagogical and classroom management decisions, as in this example: "She's like, "I want you to give these 'billet jaunes' if they're acting out. She doesn't care. She's always taking my side. If I'm – not yelling at a student – but getting angry at a student, she's always like, "Yeah, why are you doing that?" (Keez, University "A", italics mine).

Allowing the PSTs power to make classroom management choices and to plan and carry out lessons in the classroom also means letting the PST make decisions the CT might not agree with. When the CT stepped back in order for the PST to take control over the classroom, the PST had the space to become 'The Teacher': "My CT she's like she's quite laid-back. And she's like, 'I like when you make decisions.' ... She's like, "Even though I would've said no, like, I'm never going to intervene" because like, I'm the teacher, right? She agrees with the decisions I make, and she lets me do my thing" (Beatrice, University "A", italics mine).

Reluctance to Relinquish Control. Unfortunately, the narrative and thematic data revealed that while allowing the PST to take over teaching was essential to establishing the PSTs' identity as "The Teacher", the power to teach freely was not always granted by the CT. In fact, for various reasons, not all CTs in this study appeared to feel comfortable relinquishing their role as "The Teacher" during the practicum. The tension that developed as a result of difficulties during this essential transition was particularly notable at University "A" where it was the subject of 13 of the 43 stories (30%).

In many of these stories, the CT's apparent reluctance to entirely relinquish control leaves the PSTs feeling like an understudy, unable to fully perform their teacher identity, particularly when it came to performing daily classroom routines: "I felt more like an assistant to my teacher, because she was doing the class— I was only doing, like extra things, like class discussion; I'm going to do it — I didn't start up the class— I wasn't at the door, I didn't welcome the students" (Izak Zela, University "B"). A lack of

control over what to teach and how to teach it also left the PST feeling overwhelmed and undermined:

> What she does is, she'll do a lesson, because she doesn't like los- like letting go control. She'll teach a lesson first period. And she doesn't tell me. ...And then she comes and sees me during the break. She's like, "I hope you remember. You're teaching the next one. Starts in ten minutes." And then I'm like, "What?" And then she's like, "You have to teach the whole lesson I just did." And then I was like, "Oh shit!" And then she was like, "I hope you remember, because this is exactly what you are teaching" (Kobi, University "A).

Although the CT in this story nominally relinquishes control of the classroom to the PST, she did not grant the PST complete control since she expected the PST to replicate the lesson she taught exactly, rather than allowing the PST to plan and test lessons of his own design.

The effects of an unsuccessful power transfer on the PSTs ability to construct and consolidate their professional identity are deleterious. In the following story lack of access to the classroom space effectively constrains the PST to a metaphorically tiny space in the classroom where the PST can develop neither professional identity nor teaching competence:

> She was expecting me to do what she wanted me to do? She wanted me to follow a certain uh, like set of rules... I was trying to explain to her that my level of comfort was well beyond that and then making me do all of these things felt like

> she was putting me in a tiny, tiny box where I couldn't actually experience what I wanted to experience (Cassy, University "A").

Taken together, findings from the thematic and narrative data suggest that one of the key conditions for successful identity construction is the successful transfer and / or sharing of power over classroom spaces between the PST and their CT.

Finding 2 c) Teacher Identity is Consolidated through Community Acceptance

In addition to establishing identity through relationships with students and access to control over the classroom, narrative analysis of the transcripts from both groups revealed that the final way PSTs felt experienced 'feeling like a teacher' was in the way they felt accepted – or rejected – by the teaching community: "Before school started, to prepare everything, I came to the English department, all of them were like, 'Oh my god! Welcome back, it's so good that you're back!' You know, they make you feel good, so I felt good being back in the school (Beatrice, University "A"). Stories like these confirmed that being recognized as teacher within the "context of community membership" (Sachs, 2005) by the stakeholders in the teaching community (administration, parents, other teachers) was an essential step in building the PSTs professional teaching identity.

Lower Status as a Student Teacher. Not all stories were stories of welcome into the community. Participants at University "A" also told stories of feeling alienated by the teaching community, and how feeling rejected also weakened their motivation to continue. At University "B", while most participants felt welcomed into the teaching community, there was some discussion about the status of PSTs or 'student' teachers and how it felt to be a student teacher compared to how they felt as a substitute

teacher. 'Status' and identity in these conversations was directly linked to issues of payment and unionization. As 'student' teachers, they felt they had a lot of responsibility with few rights and no remuneration or recourse in situations of exploitation. Findings from the thematic, graphic and narrative analysis suggest that successful acceptance into the teaching community is an essential condition for consolidating their teacher identity; those who experienced welcome by the teaching community felt more confident in their teacher status.

Finding 2 d) Perceptions of Linguistic and Pedagogical Competence and Linguistic Identity

Acceptance Based on Linguistic Identity and Competence in *French*. While I was looking to answer the question "How does the work of identity construction occurring in the field relate to [PSTs'] sense of efficacy?" I found an answer to a question I had not previously asked: "How does a PST's linguistic identity relate to perceptions of linguistic competence by and acceptance into the teaching community?" Given the differences first, in linguistic identity between the participants at the two programs (At University "A", 10 participants identified as French / English Bilinguals, and 3 identified as "Anglophone", while at University "B", 10 participants identified as "French/English" Bilinguals, 2 identified as "Francophone" and 2 identified as "Allophone") and second, in the fact University "A" is an English language university while University "B" is a French-language university, the differences between the ways PSTs from each program were accepted into their teaching communities showed a striking pattern.

Thematic and narrative analysis revealed that one of the key factors for being accepted into a teaching community was how the teaching community read the PST's linguistic identity and linguistic competence - in French. In several stories from University "A" (the English-language university), student teachers were warned that French was essential for their integration into a school community and their ability to get a job:

> ... she's like, 'I know we're English teachers and we're not supposed to use French in classrooms' but she's like, 'It's more for you to be able to communicate with like the other staff members... There was a teacher that was at the school before, she ended up leaving ... no one was really fond of her, because she – they weren't able to like, have conversations with her because she didn't understand (Beatrice, University "A").

In contrast to the experiences of participants at University "A" stories of recognition by the community were largely absent as subcategory for participants at University "B" (the French language university). In addition, there was a notable absence in the data of criticism of their linguistic proficiency (LP) in either English or French for this group, (with two significant exceptions as I detail below). Attending a TESL program at a French language university appears to function in a way that helped them to integrate into the French-language teaching cultures in Quebec schools, although whether this integration was due to actual linguistic competence in French and English, or from perceptions of linguistic competence from the community was unclear.

Allophones' Linguistic and Pedagogical Competence Tied to Linguistic Identity. The notable exception to the rule of general acceptance for PSTs from University "B" (the French language university) was for the two participants who identified as allophones, that is, someone whose first language was neither English nor French. The first *Language Identity Story* from one of these participants, for example, centred on a misunderstanding about a perceived language mistake and how the misunderstanding resulted in both the CT and the university supervisor questioning the PST's linguistic (LP) and pedagogical (PCK) competence. This story is specifically interpreted by the PSTs as a result of their immigrant status:

> Olivia: That was last year, during my internship, and the feedback came from my CT.
>
> Lessya: About language? Language proficiency?
>
> Olivia: Yeah. Yeah...Because on our very first meeting she ...realized I'm a non-native speaker [of English] ... She told me, "You know, [University "B"] is very concerned about you, and how you will pass this internship. They're very concerned." And I said, "Why? Who is concerned?" I have the best grades. I'm doing well. Who is concerned? ... I have just A's. Everybody says I'm- I'm good. Why is concerned? "Oh, it's about your accent." But we had a lesson with [course instructor] who told us that being a native is not the main thing. You could be at a good teacher being a non-native, and vice-versa: be a native and not be able to teach English or another subject. "No, no, they are very concerned about you and blah blah.' So, this really upset me, and I cried a lot.

> Lessya: So now I understood, they-they- are really concerned about all the immigrants in our group. (Olivia and Lessya, University "B").

Since there were no allophones from my participant group at University "A", it is difficult to determine if the phenomenon of judging linguistic competence by linguistic identity was limited to participants at University "B", or if allophones attending University "A" might have similar experiences. What the stories do reveal is that at University "B", although discrimination about 'accent' and language identity still exists in the field, clear support from the teacher education can go some way to mitigating false narratives of pedagogical competence as linked to linguistic identity.

Finding 2 e) TSE and Identity Are Constructed and Consolidated When Teaching Alone.

The first part of research question #2 asked what kinds of experiences PSTs had that had helped them to construct and consolidate their professional teacher identity. In the following section I turn my attention to the second part of the question which asks how the work of identity construction and TSE are linked. This part of the question was answered using findings from the narrative, thematic and graphic analyses of the transcripts, graffiti boards and Storylines.

Separating Self from Cooperating Teacher. The findings from Research Question #1 indicated that TSE was built during teacher education initially through vicarious efficacy – watching teacher mentors – and then through a process of trial, error and reflection that lead to enactive mastery experience. Findings from the thematic and narrative analysis indicate that PSTs build and establish their professional teacher

identity through a similar trajectory. At first, they model their teaching style and value on a teacher mentor – perhaps one who inspired them to become a teacher. *Origin Stories* from the narrative data gave several examples of this process, including the following:

> ...The reason why I wanted to become a teacher is, after I started working in day camps. I had a day camp counsellor I worked with, my first year. I remember there were like 350 little kids running around in the gym and he would only say, "O.k. Everyone. Come and sit down right in front of me." And 350 kids would just go very quickly, just to listen to him. And I thought, "Wow. I want to have that power. This is great. How does he do this? ...Every time he wants to do something or, he has this way of gathering people. I thought, "This is what teachers should always be doing. Gathering people towards a goal" (Fouki, University "B").

Narrative data reveals a clear movement from vicarious experiences of efficacy (watching and identifying with a mentor as the mentor teaches) towards mastery experiences (experiencing success while teaching on one's own). Seven of the stories told by participants at University "A" and eight from University "B" fall into the category of learning to separate one's teaching identity from one's cooperating teacher (CT). For example, in the following story the PST describes how he managed to incorporate his CT's strategies into his own pedagogy, while also integrating essential aspects of his own identity in order to make his teaching style his own: "I was mostly singing songs. Well, that's how my CT works, so I had to uh, work with what she had. And uh, well, I'm

a musician, so instead of just pressing play, I just learned all the songs. And that made it way more fun for me too – that way" (Fouki, University "B").

For others, the separation of one's own teacher identity from that of the CT happens during observation anticipating a teaching approach that aligns with their teaching style: "I had a hard time, like... I don't know, relating [to my CT] because I don't see myself doing that...I want to do projects, I want to do arts and crafts, I want to do, like my own activities ... not just use what's given to me" (Addie, University "A").

PSTs in this phase learn not only how to make decisions and use pedagogical approaches that are different from their CTs, but also how to perform their teacher identity for the students in ways that deviate from their CTs performance: "In a way, I do, like, my own thing too, like, my teacher doesn't really greet the students at - Like, she greets the students, but she sits at her desk. But I like greeting my students at the door. So that's what I do" (Subject S, University "A").

Absence of the CT is Crucial to Efficacy and Identity Building. Stories told by participants in both groups reveal that even in the most positive relationships between a cooperating teacher and PST, it is only truly in the absence of the CT from the classroom space that the PST feels they can finally assume the role of "the Teacher". In the absence of the cooperating teacher, PSTs have full access to the classroom space and are more likely to feel like "The Teacher" and are less likely to doubt their ability: "When the CT's not in the classroom I feel more like a teacher. Because I feel like I second-best myself so much more when she's there (Subject S, University "A").

When the CT is absent, PSTs are also able to command the students' respect by demonstrating pedagogical knowledge of subject matter: "my CT wasn't in the class...and like, uh, they were like, uh asking like language questions, right? So, to me, being "English teacher" is being able to answer to these specific questions, like — Yeah, yeah, and I felt like a teacher! (Izak Zela, University "B", italics mine); "I find it's easier to feel like the actual English teacher when my CT **isn't** in the class. Right? So, when I am able to lead the lessons that I planned, and I got all the materials ready for" (Addie, University "A", my italics).

Narrative analysis of the transcripts and storylines confirm that the absence of the cooperating teacher from the classroom is a key condition for the development of both efficacy and identity for a PST. In the absence of their cooperating teacher, the PST can fully assume the role of "Teacher" in the eyes of the students, the most important audience for the performance of their teacher identity.

The absence of the CT also allows the PST the figurate space to experiment and make mistakes: "But towards the end, when my CT left the classroom, and I wasn't observed anymore, so I had the freedom to do the activities that I wanted to do. And I saw the reaction, I saw how people-- how students participated and so on and so forth. And I saw the feedback they gave me at the end, so my confidence went up again" (Olivia, University "B").

Findings from narrative, graphic, and thematic analysis of the Graffiti boards, Storylines and transcripts all demonstrate that self-efficacy and teacher identity are most easily constructed when PSTs are alone in the classroom with the students.

Being alone in the classroom allows the PST the freedom to build mastery through experimentation and reflection, and it allows the PST to fully step into the role of "Teacher".

Teaching Experiences Outside of Teacher Education Programs. The desire for spaces that are unfettered by the CTs presence is so profound for many PSTs, that they actively seek opportunities to teach in settings outside of teacher education, such as substitute teaching contracts. Many PSTs work part-time in the school systems when their schedules allow, either as 'on call' teachers brought in to teach a few classes during the regular teacher's absence, or, occasionally during longer periods of a few weeks at time, depending again, on their university schedule and policy. The practice of replacing a teacher on short- or longer-term contracts is more commonly referred to by the PSTs as "subbing". Graffiti boards from participants at University "A" included several ideas about teaching identity linked to "subbing". For example, one participant wrote the word "Subbing" and drew arrows connecting it to the words "Being in control" and "Being trapped during a FE".

While the idea of subbing / teaching outside of the practicum did not appear on the graffiti boards from University "B" an analysis of the transcripts from both groups reinforces what results from the graffiti boards from University "A" indicated: that teacher identity is tested and consolidated most often in teaching experience outside of Teacher Education and when teaching alone in the class (in the absence of the CT). At University "A", participants speak of feeling like a teacher when "subbing," but also when working in summer camps, as sports instructors or teaching overseas. At

University “B”, past experiences teaching music, as a driving instructor or teaching peers to read in childhood inspire participants to become teachers.

Two of the participants at University “B” are unique, in that they already had teaching experience of over a decade each, but as recent immigrants to Canada, had enrolled in the TESL program in order to be certified to teach in Quebec schools. While the narrative analysis reveals how these participants struggle to have their linguistic competence in English recognized, it also reveals how their previous experience has already consolidated their own identity as language teachers: “I think I felt – really, I felt as a good teacher, I can say, when I used to reflect a lot, and when I reflected on everything I did in my country” (Lessya, University “B”).

Narrative analysis of the Storylines confirms what thematic and narrative analysis of the transcripts indicated, that teaching experiences outside of Teacher Education programs are integral to the construction of a PST’s efficacy-identity. “Subbing” or substitute teaching, is the experience most cited by PSTs from University “B” as a key experience, as in Ro’s story:

> If I want to talk about my storyline, I came into the program, like all of you, not knowing anything. I just know that I have teacher parents, but again, like, it took me a long time to accept the fact that I would maybe become a teacher one day. And what helped me is subbing. And then when I did a few more subbings [sic], it was fine for me. Like, I liked it, I like the students, I have a good relationship with them. What broke me is the internship number two; the first one. The fact that I didn’t learn anything and still I paid for - the fact that my CT was not competent.

> And then I took a subbing contract, and it's got me straight up to where I was before. I also did other jobs like um, in teaching too (Ro, University "B").

The experience of substitute teaching, outside of the expectations of their Teacher education program becomes a source of comfort and confidence building for all of the PSTs at University "B". For Ro, it allows her to get over her frustration with the lack of support from the university and the lack of competence of her CT. It is specifically through connecting with the students through subbing that Ro rebuilds her lost sense of competence until it is 'straight up to where I was before". Olivia too, draws on experiences outside of teaching to rebuild confidence lost through negative feedback from her CT:

> On my second internship, um, during that internship, uh, the level of comfort and confidence went back [down]. So down, because of my CT, who was very skeptical about me because I am not a non-native, and a non-native cannot teach English. Uh, but towards the end of the internship, my teacher changed, so my level of confidence uh, went up again. Then I start subbing and my level of confidence continued to go on up. (Olivia, University "B").

Finding 2 f) Evaluation is can be Harmful to Both Efficacy and Identity Construction

Findings from the thematic and narrative data support the idea that the absence of the cooperating teacher is crucial for the development of both TSE and teacher identity. Analysis of the Graffiti boards and transcripts reveal that it is the feeling of

being constantly observed – and evaluated – that appears to inhibit the PSTs' TSE and Identity development

Evaluation and Asymmetries of Power. Thematic and narrative analysis of the transcripts from both groups reveal that because the CT's (and supervisor's) evaluations determine whether or not the PST passes the practicum, the PSTs experience an asymmetry in the power dynamic between the CT, supervisor and the PST. During evaluation – either ongoing or periodic, PSTs feel they are powerless in the relationship: "And it's always this fear that like, you're going to say the wrong thing, you're going to do the bad thing. And then they give you feedback, and you don't have a choice but to take it and to try to apply it*, because then they grade you*" (Cassy, University "A", italics mine).

Graphic analysis of data from the graffiti boards confirms thematic and narrative findings. In two examples from the Graffiti boards from University "A", participants drew triangular diagrams in which the arrows demonstrate a hierarchical relationship (CT and Supervisor above the PST). In order to emphasize the asymmetry, the participant has added the words "What about my feedback?" to depict the powerlessness they experience in the CT – Supervisor – PST relationship.

Inhibiting Trial, Error and Reflection. Thematic analysis of the transcripts reveals how the process of evaluation can have a negative effect on the PSTs' TSE development. As others have noted (e.g., Thomas, 2017) PSTs are under tremendous pressure to perform specific kinds of knowledge and ability as these skills are what determine their overall grade. One participant described her feelings as she prepared

for an evaluation in this way: “So, it’s like, ‘Oh, I want to try this, but like please, please, please let it not fail!’ Like I need to be perfect, because if it fails, like ‘Oh my god, I’m in trouble!’ ” (Cassy, University “A”). Graphic and thematic analysis of the graffiti boards also demonstrates that being evaluated means that participants are less likely to experiment with teaching techniques because evaluation creates a fear of failure: “Trial and error is always risky because always being watched and criticized. Have to be perfect 24/7 ☹” (University “A”). Without some risk taking – experimenting with new strategies, PSTs are unable to engage in the crucial process of trial, error and reflection that leads to enactive mastery experiences and ultimately, gains in their TSE.

Evaluation and Feedback are an Important Source of Stress. Evaluation and feedback, although understood by Educational Theorists (e.g., Wiggins, 2012) as two distinct concepts, appear to be viewed as interchangeable by the PSTs. In the data from graffiti boards, feedback and evaluation was overwhelmingly associated with negative feelings and images: “Feedback ☹ too critical; too harsh (accompanied by geometric shapes resembling raindrops)” (University “A”); “Feedback can be a slap in the face” (accompanied by an image of person’s face being slapped with the thought bubble: “Oh no I made a mistake!”) (University “B”). Evidence from the graffiti boards confirms that the experience of being evaluated while in the field is a source of stress and anxiety.

Pushback Against Feedback and Evaluation. Data revealed that as the practicum progressed, PSTs began to develop a kind of pushback as a form of resistance to feedback and evaluation. This pushback was constructed in several ways.

The first challenged the arbitrary nature of evaluation and grading, the second questioned the authority of the evaluator's themselves. The third posited the "Feedback Sandwich" as an important analogy for how they would prefer to receive feedback.

The Arbitrary Nature of Evaluation and Grading. The first way that PSTs found to pushback against the feedback they felt forced to accept was in undermining the process of evaluation itself. In fact 8 of 22 stories – 36% from University "A", and 4 of 16, or 25% - from University "B" that questioned what they saw as the often arbitrary and biased nature of the feedback and evaluation they were receiving, especially in the inconsistency of feedback from one supervisor to another: "My old supervisor... what he saw was valuable, was totally different from the one I have now. What I was doing would've been really good for my old supervisor – so he gave me new pointers and I tried to just go with what he wants now (Subject S, University "A"). And in inconsistencies in feedback from the same supervisor:

> My supervisor ...would give me terrible advice on how to manage a class, and often contradicted herself. Like one day she would say like, uh, "If behaviour that you see doesn't bother you, don't address it." I was like, "Ok, yeah; that's what I already do." Next week, other evaluation, she's like, "Even if the behaviour doesn't bother you, address it, or else it will go out of control. "But you told me the opposite last time." And she's like, "Look, you should be taking notes right now, so write and don't talk." I'm like, "Oh" (Nick, University "A").

Stories of that PSTs told of inconsistent and vague feedback from evaluators also seem to fit into a more general sub pattern within the stories of evaluation – that of

'stories of perceived supervisor incompetence'. While there were several stories of supervisors offering support to the PSTs, nearly half of the stories (10 of 22) of evaluation from University "A" and almost one fifth (3 of 16) of stories of evaluation from University "B" fit this pattern. Once the PST has begun to question the credibility of the supervisor in these stories, they often also start to question the concept of evaluation (grading) itself:

> I mean it got to a point where, uh, I- I looked at the grid and I said, "Well, if I get a good evaluation from my CT" - which was the case- "and if I get a good visit, they can't fail me!" No, no, but I mean, like mathematically speaking, like, if you look at the numbers, I just can't fail, I can't get a "D", right? "You can't fail me. Give me my 'C' I don't really give a shit!" I did the math! (Finnegan, University "B").

While narrative data revealed some instances of growth through mutual feedback between CT, supervisor and PST in both groups, the majority of stories told by participants in both groups describe their resentment at having to respond to feedback they fundamentally disagreed with. Thematic and narrative data of the transcripts also revealed that PSTs' criticisms of their evaluator became a kind of justification to reject the validity of the feedback provided by the evaluator. In the end, Stories of Feedback and Evaluation reveal that PSTs generally question the utility of feedback and the concept of grading and evaluation in the practicum. For them, it appears to be an ordeal to be endured in order to obtain their diploma, rather than a genuine resource for reflection and growth.

Feedback Sandwich. It is clear from the stories of evaluation told by participants at University “B”, that one way the PSTs would like to push back against what they feel is an asymmetry in the power dynamic in the practicum is to establish a climate where feedback and evaluation focuses as much on the positive as the negative: “And that's how he works. Like, he tells me, “This is what was good. The only you only have that point, but otherwise you're good to go.’ A bit of the ‘sandwich method’, he really does that. That's what I really like” (Johnny Green, University “B”). At University “B”, thematic and graphic analysis of the graffiti boards and transcripts reveals several examples of the “feedback sandwich”, which marked it as an important analogy for the participants at University “B”. The “sandwich” technique is one that participants at University “B” are taught to use in their teacher education program when giving feedback to their own students. In this technique, teachers ‘sandwich’ (negative) feedback about shortfalls between ‘slices’ of (positive) feedback about success, so that ideally, feedback should follow a positive-negative-positive structure.

Feedback as ‘Give and Take’. It is also clear from the stories of evaluation told by participants at University “B”, that one way the PSTs would like to push back against the hierarchical power dynamic of the evaluation moment in the practicum is to establish a climate where feedback and evaluation focuses as much on the positive as the negative and where evaluation becomes a more egalitarian situation where they feel free to give feedback to their cooperating teacher, as well as receive it: “Your CT is learning from you too. Like my CT, I was in the classroom, I was talking in English, and he told me like, “That's good. I-I tend to forget that I have to talk- to talk in English in the

classroom...I'm teaching him something, but he's teaching me something too! (Johnny Green, University “B”)

While stories of feedback as a form of dialogue between equal partners are notably absent from University “A”, there is one story from University “A” that describes what happened when the PST is finally allowed to give feedback to their cooperating teacher. This story, which was told during the final story circle session, describes an evaluation that occurred at the end of particularly difficult practicum marked by continuous negative feedback from the cooperating teacher:

> She came and she’s like, “Is [Name of supervisor] going to come again?” And then I was like, “Yeah, he’s coming for the last summative evaluation.” And she’s like, “Oh, I guess this is my chance to tell him everything – ha! Ha! Ha!” And I was like, “Uh, likewise. I have to meet with him too, to see how well you did.” And her face dropped, ‘cause she didn’t know that that was part of it. She didn’t know that I was evaluating her. Yeah, so her face dropped... (Kobi, University “A”).

The glee with which the PST describes this situation - where he effectively managed to ‘turn the tables’ on his CT underscores the pleasure that accompanies the ability to subvert – even momentarily - the hierarchical power structures of evaluation in the practicum. Stories from both groups reveal that the ability to evaluate (judge) someone on their teaching competency creates asymmetrical power structures. These hierarchical power structures in turn create several problematic issues, including limited opportunities for developing efficacy, resentment of feedback and the inauthentic performance of professional identities, as we shall see below.

Inauthentic Performance of Identity. Another way that evaluation acts as an inhibitor to the PSTs development is in creating a situation where the PST feels they must 'put on a show' - performing inauthentically - in order to pass their practicum: "You're not being evaluated as yourself" (Ro, University "B"). Participants in both groups express frustration at having to 'perform to please' in this way, often in spite of their better judgement and previous experience:

> I gave my lesson plan to my supervisor for my second evaluation, and then she wrote a bunch of comments...I had already pretty much taught the same class to two other groups. And it went fine... *So, even though I knew that it was better without, I followed my supervisor's comments, because that's what she wanted to see*. So, I found like it was actually worse off because I did not follow my own teaching intuition" (Nick, University "A", italics mine).

The inauthentic performances created by the evaluation situation extend even to the students in the classroom, who, sensing the tension of the situation, perform in unusual and inauthentic ways:

> I think the students ...acted different. They already – they're a good group because classroom management isn't hard with them. But just the fact that there was someone there that was new, some of them wanted to impress her. Like they were answering questions more than they usually would and actually being, like, calm. The ones that are considered like the more, troublemakers in the class – or the class clowns – they were actually really, really calm. (Beatrice, University "A").

The evaluation situations in these stories not only trigger inauthentic behaviour on the part of the classroom students, but the students were also, occasionally, encouraged to act inauthentically by the cooperating teacher “Mine [evaluation] went... really smooth, mmm for both. But um, she kind of told the students that I’m getting evaluated – and if you don’t do it – if you don’t do well, she’s going to fail (Keez, University “A”). CTs’ exhortations to the classroom students to ‘behave’ or risk being responsible for someone else’s failure in these stories are ostensibly as a way of supporting the PST through the stressful evaluation situation. However, data from the narrative analysis of the transcripts reveals that when classroom students exhibit inauthentic behaviour during an evaluation which the preservice teacher in turn responds to in inauthentic ways, the PSTs start to question the validity of these situations an indicator of competence:

> I felt like it would look like I’m more secure about my position as a teacher or student teacher if I would be like, “Hey [name] is coming to supervise me. He’s just going to be in the back, he’s just going to be taking some notes on how I can improve my teaching. Don't worry about him, and just act normally. Because I can handle them normally. (Kobi, University “A”)

In all, findings from the narrative, thematic and graphic analysis show that the current structure of evaluation during the practicum appears to undermine the development of both TSE and teacher identity: it creates asymmetries of power, causes resentment and rejection of feedback, reduces risk taking and opportunities for trial,

error and reflection and encourages PSTs to teach in ways that do not reflect their true values and teacher beliefs.

Finding 2 g) Efficacy and Identity are Built through Feedback from Students

The narrative data from Stories of Learning to Teach Language, 19 of the 28 from University "A", and 1 of the 3 stories from University "B", reveals that the feedback the PSTs actually use to determine the degree of success (mastery experiences) or failure of an activity comes from the students in the classroom, not from a teacher mentor (CT or supervisor). It is the students' appreciation of the PSTs' performance of 'teacher' in the classroom that serves as the primary indicator for the PSTs' sense of self-efficacy and a validation of their professional teacher identity:

> I was just doing an introduction class and then we did a game and everything, and once we were done, they were like, "Thank you, teacher. That was good!" I was like, "What? You called me 'Teacher'?" Like, I think no student ever called me 'teacher' and it was the first time, and I was really impressed by that. So, yeah, that's something that you know, when you finally get to know that they see you as a teacher (Izak Zela, University "B").

Although both teacher education programs in this study put a lot of emphasis on having the CT and university supervisor fill in evaluation forms and give regular and constant feedback to the PSTs, what narrative analysis of the data reveals is that feedback from mentors is not of primary importance to PSTs when they are developing their TSE. Instead, the stories reveal a process of developing strong TSE through feedback from students who are, in fact the primary audience for both the performance

of competence (TSE) and Identity: “I just need to see how the students react to it, because, I mean, it’s them. They’re the ones that we do this for. Not the supervisors, or the CTs or whatever. We’re doing this because we want to be teachers and teachers teach young minds” (Fouki, University “B”).

Research Question #3: Efficacy and Intention to Enter the Field

In order to answer research question #3: How do pre-service ESL teachers’ efficacy-identities relate to their intentions to stay in the field or leave it? I turned once again to the analysis of the survey item (Likert scale 1-5) on the first and second survey that asked participants how likely they were to enter the teaching profession after graduating from their program. The scores from participants at both universities were quite high and ranged from “I am **likely** (4/5) to enter the teaching profession after graduating” to I am “**very likely**” (5/5) to enter the teaching profession after graduating.

Finding 3 a) No Correlation Between Efficacy Scores and Future Intentions

Before the practicum, students from both programs had strong intentions to enter the program, with means of 4.50 / 5 for University “A” and 4.36 / 5 for University “B”. After the practicum these scores dropped to a mean of 4.0, which indicated they were still, on average, likely to enter the field, but somewhat less likely than before the practicum. In order to determine if the drop in efficacy scores correlated to changes in intention to enter the field, I looked for a statistically significant correlation using the Pearson co-efficient (r^2). The results of this analysis revealed no significant correlation; either by program attended, ($F(1, 22) = .15$ $p < .70$) with an r^2 of .01, by overall self-efficacy scores, ($F(1, 22) = .11$, $p < .90$) with an r^2 of .01; or by any of the dimensions

of self-efficacy save one: classroom management ($F(1, 22) = 4.81$, $p < .04$), which had a small, but significant correlation ($r^2 = .18$). (See **Appendix L** for full results). As in the findings for Research Question #1, I determined that the small sample size meant that normal distribution could not be assumed and therefore neither could the results of the correlation.

Taken together, the findings from these analyses indicate that the answer to RQ#3, How do pre-service ESL teachers' efficacy-identities relate to their intentions to stay in the field or leave it? is that efficacy scores do not correlate to participants' intentions to stay in the field or leave it. Despite the lack of statistical correlation between efficacy scores and intention to stay or remain in the profession, however, I decided to turn to qualitative data to see if I could find any evidence to support a drop in intention before and after the practicum, and if there was a drop, to look for possible reasons for an increase in potential attrition.

Finding 3 b) Attrition Factors: Workload, Criticism and Hostility towards English Speakers.

While statistical data did not support the idea that efficacy and intention were linked there was some evidence in the qualitative data that suggested PSTs did experience stressors during the practicum that caused them to reconsider their future careers. These included workloads, feeling constantly criticized and feeling hostility from the teaching community. Findings for each of these factors is described below.

Workload. Thematic analysis of the story circle transcripts indicated that the PSTs did have stressors that were contributing to potential attrition. The first of these

findings confirmed what previous research into attrition (e.g., Kokkinis & Stavros 2016) has already indicated: that the workload during the practicum was an important stressor leading to possible attrition. For participants at University “A”, the dissatisfaction with what they saw as a heavy workload was accompanied by a sense of injustice triggered by what they felt was a disparity in expectations. The transcripts revealed that some PSTs felt their workload depended on their teacher mentors and what the expectations of the individual supervisor or CT were. There was also a lengthy discussion about which other Teacher Education programs in Quebec required - more or fewer assignments - in comparison with their own program. In contrast, while the participants at University “B” also felt that the workload in their program was too heavy, their concerns focused on maintaining a “work / life” balance coupled with what they felt was too much oversight into the lesson planning structure from their university supervisors.

Narrative analysis of the transcripts also confirmed that participants at both universities felt that the overwhelming demands of workload during the practicum were causing some to consider leaving: “During the first month I wanted to quit. I did not want to do this anymore... I was doing a hundred percent of everything... A hundred percent creating product, a hundred percent teaching, a hundred percent correcting (Kobi, University “A”); “So, it was a very good experience. but I didn’t like the fact that I had to stay after school. It was like, three or four days a week until six o’clock. That was exhausting. And after, I – the last day I felt like I was dead” (Lessya, University “B”).

Constant Criticism (negative feedback). Digging a little further into Stories of Leaving in the narrative data, it appears that it is not the workloads alone that cause

most PSTs to think of leaving; it is the conviction on the part of the PSTs that the expectations for the amount of work is unrealistic, coupled with continual criticism of the quality of work that is the real source of the problem. Of all the stories told by participants at both universities, roughly 10 percent (11 stories at University "A", and 2 from University "B") revealed a connection between experiences of negative feedback about work and potential attrition. There are numerous examples from the narrative analysis of what Bandura (1997) calls "Devaluative feedback" - and its connections to low self-efficacy. What all the stories illustrate is how the cycle of exclusively negative feedback (verbal / social persuasion) leads to lower self-efficacy, which in turn can lead to attrition:

> So basically, like no matter what I did, it was not good. I would present a unit – a lesson plan – like a lesson of like, five classes ... and she would either fix it up, not take it, or say it's not useful, whatever. After, um, week 12, we had kind of a blow-out. 'Cause she literally went after me for like fifteen minutes between two lessons I was supposed to teach, saying how – and I'm quoting her (laughs), 'This was a failure of a lesson. If this was your evaluation, you would have failed it. I don't understand how you can be this disorganized! Haven't they taught you anything?' And then I just started crying. I just literally teared up in front of her, and then she realized that she was going too hard (Kobi, University "A").

The connection between attrition and criticism was also clear in the data from the graffiti boards: one participant's sheet included the phrases "I NEED A BREAK" and "BURN OUT FEELS" (see **Figure X** below). The source of burn-out is directly

connected to the words “FEEDBACK” (underlined twice) with an arrow indicating the CT as the source of the feedback. The words “BAD ENERGY” are emphasized by a double-underline and the pressure of the ‘bad energy’ is depicted by multiple small circles which accumulate above the words giving the appearance of weight.

In another example, in **Figure 4** below the words “Teaching in Quebec or elsewhere” appear at the centre of the page, which is encircled by a timeline going counterclockwise. The first event “FE 1” is connected to an arrow “I will teach in Qc”, the second, “FE2” is connected to “I will teach in Qc, but not public”, the third “FE3” I will not teach in Qc” and the final “FE4” is linked to an ellipsis and question mark. These words and images describe a pattern of progressive disillusionment with teaching that is moving the participant further and further away not just from teaching, but from teaching ESL in Quebec specifically.

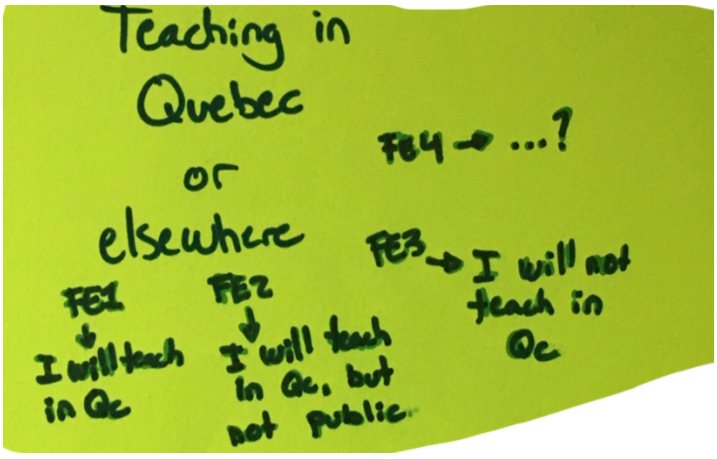
Combined the findings from the graffiti boards and story circles indicate that some participants are having experiences during the practicum that are negatively affecting their intentions to stay in the field (attrition). Narrative and thematic analyses suggest that too much work, combined with criticism of the quality of the work are factors corroding PSTs resilience during the practicum.

Figure 4

Graffiti Board Example 1

Figure 5

Graffiti Board Example 2



Hostility Towards English Speakers from the Teaching Community. The final factor that led many PSTs towards potential attrition was the distinct lack of welcome they felt from their community. As I discussed in Chapter 2: Literature Review, ESL in

Quebec, language use is closely connected to narratives about identity and political power, so while a native-like fluency and accent in English is a desirable indicator of linguistic competence in an ESL teacher's professional identity, in the Quebec context linguistic competence in English is less important than a linguistic identity in French (See Steinbach & Kazarloga, 2014).

At University "A", participants explicitly discussed the ways in which feeling hostility from other teachers in their school environment towards themselves and their subject matter (English) made them want to leave, with one participant declaring, "I will not stay in the system because the system hates English teachers" (Cassy, University "A"). The sense of hostility towards English teachers from the teaching community was entirely absent from discussions at University "B".

Thematic analysis of the Graffiti boards and transcripts points to feelings of political hostility towards the subject taught, and by extension toward teachers with an Anglophone linguistic identity experienced by participants from University "A" – the English language university that were entirely absent from the data from University "B" – the French language university. The following story, told by Cassy (a bilingual PST from University "A", who grew up in a Francophone family), it is the subject matter (teaching the English language) itself that causes hostility in the workplace, "And now, like, *there is no chance that I'm staying here*. *I will not stay in the system* ... the reality of being an English [ESL] teacher in the public-school system in Quebec is horrible. And I do not want to deal" (Cassy, University "A", italics mine).

Taken together, all of these stories reveal that pre-service teachers, like in-service teachers, risk attrition due to overwhelming workloads. Unlike in-service teachers, however, pre-service teachers have an added stressor: the constant critique of the quality of their work from teacher mentors. Finally, findings from this research support Steinbach & Kazarloga's (2014) idea that PSTs' linguistic identity plays an important role in their professional identity, and that not having a 'francophone' linguistic identity may be a risk factor for future attrition.

Finding 3 c) Resilience in Peer Support, Defiance, Connection to Students, and Experiences Outside of Teacher Education.

Not all PSTs who face difficult challenges in their practicum will leave the profession. In fact, several of the stories told by participants in both groups, contained hope for future language teachers. These stories demonstrated several different ways in which teachers build resilience when faced with difficult experiences, including turning to the emotional support of peers, finding inspiration in students' as a source of motivation, choosing to defy negative feedback about one's competence, and finally, in finding the opportunities for mastery experiences outside of teacher education.

Peer Support. When asked who was most instrumental in helping them during their practicum, several of the PSTs named their peers as a source of essential support, as in this example: "...my peers. If I didn't have (Merida), I don't know what I would have done during this internship. I had – I had could go upstairs to talk to her. Like we vented, we cried in each other's arms, we talked" (Izak Zela, University "B"). Evidence from the

stories also demonstrates that these professional networks are being built even before participants formally enter the teaching profession.

As the PSTs took over teaching in the classroom, managing the students, and reflecting on the process, narrative analysis also revealed how peer support helped PSTs through a kind of 'culture shock' they were experiencing. In these stories, the PSTs described moments where they realized the extent of the problems their students faced outside of the classroom. Here is one excerpt from the transcripts as an example of the kinds of challenges students face, and the kind of support their peers provide :

> Beatrice: ...and, like he actually - he had like a rough childhood. And it's like, yeah, because his family – he moved here with his family, and they got deported,
>
> Keez: Oh my god!
>
> Beatrice: And then they come back, and like, the dad was still there, so he was depressed because of that. And then, he even has like a lot of stress because one of his friends, who still lives in Chile, like uh, every time he talks with her on the phone, like, he hears gun shots in the background.
>
> Keez: oh my god! (Beatrice and Keez, University "A")

Relationship with students. Thematic and narrative data showed that the relationship the PSTs built with their students not only helped them to establish their teacher identity, it also had another important benefit; it became a source of resilience for PSTs to draw upon when they experience self-doubt, "Every time I quit, every time I finish school, I'm like, 'Oh. Well, I can do something else if I don't want to teach.' But

then when I see their faces, and their smiles, and sometimes the fact that they learn, and like, I remember it" (Ro, University “B”).

Defiance. A final way that the PSTs built resilience was revealed in the narrative data of two participants in particular: Kobi, from University “A” and Lessya, from University “B. These participants built resilience through acts of defiance. Stories of Defiance told by these PSTs were characterized by an initial conflict between the PST and the CT which continued to grow throughout the narrative as criticism (negative feedback on competence) from the CT demoralized the PST and created a growing sense of resentment and rebellion. Finally, the Stories of Defiance were marked by a moment of climax when the PST, reaches a boiling point and stands up to their cooperating teacher:

> So then afterwards, I realized not to care anymore. So, I’ll be doing a lesson... and in front of the whole students she was like, “Oh, you should give coupons when they do their whole Bingo sheet, right?” And I was like, “Nope.” She was like, “But we usually do that.” I was like, “Ok. Good. No.” I was like, “I’m going to continue my lesson; we’ll talk about it after.” And then, she was just like, “Also, you should write it on the board for them to see.” And I was like, “Oh no, it’s ok. I’ll just put it on the smartboard, and they can see it like that.” She said, “But you should write it out.” I was like, “No, it's fine. I’ll do it like this.” And she was just, like, “Ok, I’m going to let you do what you want to do.” I was like, “Twelve weeks.” (laughs). “It took twelve weeks for you to let me do what I wanted to do!” Now every time she asks me to do something, I just say no. It’s not ‘no’ in a mean or

> condescending way, it's just 'no' in a sense where; "Let me do my lesson. If there's a problem, I'll fix it for the next one, but don't interject in the middle of the lesson in front of all the students, because that takes off my authority" (Kobi, University "A").

The turning point in Kobi's story, the point where he learns 'not to care anymore,' is a moment of freedom: released from his concerns about the cooperating teacher's beliefs in his competency, he decides to simply say no to his cooperating teacher's directions. In contrast, Lessya's act of defiance becomes an act of willpower and strength:

> What did I have in internship three? Oh my goodness! Oh my Goodness! I think our university should prepare ourselves for psychological illness because it is something! I tell you, three times I told [Olivia] "I have to finish!" I came home, and I told myself, "No, you go. You'll do it, and you'll prove to this crazy woman [Lessya's CT] that you are a teacher! OK? You can do it." And I did it. I did it, I'm here today. Finally, thank God! I have my evaluation. Thank God! I told Olivia, [university supervisor] told me that I'm a strong woman. Yes. Now I can say, I am three times stronger than I thought I was (Lessya, University "B").

Lessya's story has many key similarities with Kobi's; both have a moment of reckoning, where they decide to stand up to the cooperating teacher and both stories also have key support from the university supervisor, who disagrees with the cooperating teacher's reading of the PSTs competence.

Experiences Outside of Teacher Education Build Resilience. At first glance, Kobi and Lessya appear to be very different in their background and their demographics: Kobi is, by his own description a 23-year-old bilingual male, and a "white teacher from the countryside". Lessya, on the other hand, is a 43-year-old female allophone, a former teacher with several years of experience in her country of origin and a recent immigrant to Canada. Despite apparent differences in background and history however, they do have one important characteristic in common: both have had prior teaching experience outside of teacher education: Lessya teaching English in her country of origin, and Kobi teaching English in Vietnam. Results from the narrative data support the idea that teaching experiences – especially positive past experiences in teaching - supported future resilience.

The experiences that appear to have the strongest influence on developing resilience are personal, formative mastery experiences (Passion Stories). These early formative experiences of mastery in teaching were so strong that they inspired two of the participants at University "B" not only to become teachers in their country of origin, but also to re-train as teachers after immigrating to Canada:

> I realized that I would become a teacher in my early childhood. I think I was 5 or 6? I was teaching my dolls, my toys. Then, when I went to school, it happens that our alphabet changed – we changed from Cyrillic to Latin in one year. So, all we learned in the grade one, had to be re-learned. And I had two neighbours, two guys, who were older than me, two years older and they were struggling with the

> new alphabet. So, I was teaching reading and reading rules, the grammar rules and all this, and I liked it very much. (Olivia, University "B".)

The other category of Stories of Resilience which touched on teaching outside of teacher education were the Stories of Substitute Teaching. These stories, told by PSTs from both universities, reveal how PSTs use the opportunities available to teach on short term contract as a source of resilience:

> Um, although I've known that I want to be a teacher for years now, and I know that's what I want to do, *I came out of that practicum completely demotivated*, completely discouraged. What am I doing with this? I *don't want to teach anymore. I hate this.* And then I went subbing. After that month, so for the month of June, I got the chance to sub again, and I got a chance to remember [voice breaking] why I love this job. (Cassy, University "A", italics mine)

The powerful affective states that Cassy experiences in the retelling of her story are what Bandura (1997) calls a physiological and affective source of efficacy (p.106). Cassy's story of her contrasting experiences during the practicum and 'subbing' reveals another layer to the complex interplay of teaching experience, efficacy experiences, attrition and resilience: that teaching on one's own can create enough (positive) affective responses to rebuild efficacy lost during the practicum.

Combined, what findings from the narrative data reveal is how PSTs build resilience through peer support, defiance, connection with their students, and most significantly through teaching experiences outside of teacher education programs.

Research Question #4: Teacher Education Programs

The final research question, #4, asked, *How well do pre-service ESL teachers feel that their education programs have prepared them for their experiences in the field? What experiences in teacher education did they have that they felt supported the development of their efficacy-identity*?). In order to answer these questions, I turned again to the qualitative analysis of the Story Circles transcripts, Graffiti boards, and Storylines.

Finding 4 a) Inconsistent Opportunities for Efficacy-Identity Building

The narrative analysis revealed two remarkable qualities about stories of teacher education: first they were nearly absent from the participants' narratives accounting for 4% of all stories told by participants at University "A" and 5% of all stories told by participants at University "B". Second were the feelings of ambivalence or even negativity the participants felt towards their programs. Analysis of the storylines drawn by participants from both programs supported the feelings of negativity. Several storylines indicated PSTs experiences in Teacher Education, including the practicums and the courses as a low point in their narratives of professional identity and efficacy development, although this ambivalence became more nuanced with a closer look at the data from the transcripts (see below for examples of positive role models and experiences).

The relatively few stories of identity and efficacy building experiences occurring during teacher education and the storyline analysis both support the finding highlighted in the statistical analysis and in the thematic analysis: that while teacher education may have other important roles to play in preparing future language teachers for the field, it

appears to play a very minor role in helping pre-service teachers to develop their teacher self-efficacy or professional (language) teacher identity.

Finding 4 b) Inconsistent Teacher Modeling, Limited Opportunities for TSE Development

Further analysis of the themes and narratives uncovered some of the reasons why these opportunities were so limited. Chief among these were inconsistent opportunities for TSE building through identification with teacher models.

Positive Teacher Modeling. Thematic and narrative analysis of the transcripts from participants in both groups pointed to the first and second practicums as key opportunities to watch teachers in the classroom model techniques. They also revealed that some instructors in both university programs had modeled various teaching and management techniques. PSTs in both groups shared memories of instructors demonstrating a classroom management (such as “the look”) or a teaching technique (such as “I do / we do / you do”). In their conversations, these models were then compared to the PST’s experiences in the field: “I used a lot of “wait time” I used a lot of “cold calling” – Like, teacher strategies that we learned from [name of course instructor]. A lot of them worked. “Five minutes to go”, maybe not” (Izak Zela, University “B”. Participants at University “A” had a notable exchange when they collectively remembered an instructor modelling a classroom management technique’:

> What she did- what she did, for like what she was teaching us about classroom management for like, our second seminar – the one we used to do at night – I found it was so helpful even with that, because about the - you know the thing

> about the slamming door? [Classroom Management technique] that she scared all of us? Yeah, I was slamming the door and I was like, “Oh my god!’ Whenever I see the class going out of control, I have this in the back of my mind, Yeah, ‘do a [instructor name] right?] I could always ‘do a [instructor name]’ [laughs]

In both groups, findings show that there were university course instructors who served as a source of (vicarious) TSE development through modeling.

Lack of Identification with Models. Thematic and graphic analysis of Graffiti boards and Story Circle transcripts from participants at University “A” revealed that, in some cases at least, role models (CTs and university instructors) functioned as a kind of photonegative of sources of vicarious efficacy; that is, how not identifying with a mentor’s style prevented PSTs from building TSE through vicarious experiences: “Role models... difficult if you don’t agree or see yourself doing what they do” (Subject S, University “A”).

At University “B”, while the theme of Teacher Education was wasn’t included in Graffiti boards, thematic analysis of the story circle transcripts revealed a similar lack of identification with a cooperating teacher’s values and approaches often coloured the PSTs’ ability to identify with their role model, “I had a hard time, like... I don’t know, relating because I don’t see myself doing that” (Ro, University “B”).

Finding 4 c) University A: Gaps Between Theory and Practice

While participants in both groups questioned the utility of several of their courses and both groups generally wanted more emphasis on practical skills over theoretical knowledge, the lacunes and strengths of each program became apparent in the ways

each group discussed how well their program had prepared them for the field. At University "A", there were some positive phrases included on the graffiti boards (e.g., "Fun activities to use in class"), however, the majority of the words and expressions included on the graffiti boards dealt with the lack of preparation and experience the participants felt they were getting in their program. "Not prepared" was a common phrase as was "useful?" and "useless". Again, scaffolded opportunities to teach practical skills at University "A" seems to vary in both approach and effectiveness:

> I find like we do a lot of peer teaching in our classes, like in our grammar class, where we get into groups of three with our peers and we get to teach our peers as well, like, I don't know how effective that is. Because we're all, like university students, we're all like 20 years old, we know what our role is as students, so obviously we are going to sit quiet, and behave and like let them do their presentation, and I'm supposed to be teaching but, I don't really know if it is at the end of the day. Because there's also, like when we did the [Special After-School Project at a community school], like, I worked with my peers and I taught actual students. I think it was like, the best actual hands on that we did. (Addie, University "A")

Language Acquisition: Practical Teaching Strategies at University "A". The thematic analysis of the transcripts from University "A" supported findings discussed in the previous section (Graffiti boards). The transcripts from this group revealed some instances where PSTs in this program were able to practice targeted teaching skills in class, however the transcripts revealed a general dissatisfaction with the lack of teacher

modeling of practical strategies, the emphasis on theory over 'hands on' practice and, a feeling that their program did not equip them to teach the fundamentals of language acquisition (phonetics, syntax, morphology) in a concrete way in a real classroom. For example, several participants described being able to use English grammar correctly themselves, but not understanding how to teach it explicitly to their students. Of the six stories told at University "A", two were positive anecdotes of a few memorable classes where the course instructor demonstrated a classroom management skill, and where the students experienced a chance to experiment with teaching strategies in a scaffolded, supported way. The remaining stories at University "A" were of feeling underprepared to teach language – especially English grammar – to ESL students:

> We're not being taught necessarily, like, grammar-wise. This week was the most embarrassing thing ever where in front of the whole class... I had to fake it! She was like, "Yeah, write one in the present continuous." And I was like, "I don't know..." And then she's like, "Oh it's o.k. just write the verb TO BE in present on the board." I'm like, "Huuuuuh...?" I wrote down, like 'I, you...' whatever. But then I was like writing down next to it and I couldn't do it! Yeah, it was really embarrassing! (Kobi, University "A")

Kobi's story demonstrates how ill-prepared he felt to teach language, despite attending program whose curriculum included at least two courses in English grammar.

Diverse Learners. In addition to problems with being able to teach language in a practical, hands-on manner, thematic and narrative analysis revealed that PSTs felt ill-

equipped to meet the needs of diverse students in their classes, again, despite having taken at least one class in diverse learners in their teacher education programs:

> I feel like they should be giving classes on how to deal – or, like, finding ways to prepare teachers to have special needs in their class [Kobi: YES!] Because, I have a girl in my class that has like a- I don't know what she has, but she has kind of like a disability. She's very small for her age, her hands are bigger than her body – I don't even know. (Beatrice, University "A")

Thematic analysis revealed that participants specifically felt a need for more "case-study activities and assignments where they started with typical situations or problems that arise in class teaching language or working with students with LDs and took a problem-solving approach.

Finding 4 d) University B: Concerns with the Practicum Experience

At University "B" findings show a general satisfaction with the kinds of practical teaching strategies that the program provided. Participants in this group gave several examples of courses where their instructors modeled teaching strategies, and while there was debate about which strategies were most effective, all participants allowed that they had tried to use the strategies during their practicum. In contrast to participants at University "A", participants at University "B" expressed satisfaction with peer teaching opportunities, finding them to be valuable moments for feedback and growth, "I find that it really helps whenever we exchange lesson plans. They [peers] usually provide me with some form of insight that I wouldn't have had by myself...I feel

like this is what I'm learning most importantly in this program is to consult (Finnegan, University "B").

The main concern for participants at University "B" was with the practicum itself. First, they felt that the 'gap' in time between taking classes and doing practicum was too large, creating a disconnect and an uncomfortable shift between being the teacher and being a student. The experience of having to transition identities – from student to teacher and back again to student seems to be disruptive for some: "After internship 2, it's because I had to come back to University. That kind of-- it's hard it's hard switching from "Teacher" role back to "Student" role... Before I get to be in a classroom, it's going to be like, another, what? like, 9- 9 months before I get to see a classroom again?" (Finnegan, University "B").

The structure of the curriculum - first classes, then practicum, then more classes - results in an inevitable separation of theory from practice. Rather than being able to draw on research and theory to apply to practice during a practicum PSTs at University "B" are unable to make the connection.

Participants at University "B" also questioned the utility of the assignments they were given during the practicum as well as the overall assessment of their competency during the practicum: "Why do I have to explicitly – like, explain every single detail of it, and why I chose to include that in this part? My ability to plan was already evaluated 3,4,5,6, 7 times before in previous classes (Fouki, University "B").

Finally, the participants at University "B" felt strongly that their teacher mentors could benefit from more training in giving constructive feedback. Several participants

suggested that their biggest problems in the field were conflicts with the cooperating teacher and that courses in how to manage conflict and deal with mental health issues would be beneficial.

Chapter Summary

This chapter was divided into two parts; the first presented the analysis procedures and the second discussed my results and findings , The findings in the second part were in turn are presented according to each of the four research questions investigated. Findings in response to research question #1 found that PSTs did experience changes in TSE, although these experiences were only evident in qualitative, rather than quantitative results. Increases in TSE occurred as a result of first, watching a teacher mentor model teaching strategies (vicarious sources), and then through a process of trial, error and reflection that led to success (mastery experiences). Cumulative mastery experiences in turn led to overall increases in TSE.

The second question asked how efficacy and teacher identity were constructed during the practicum. Findings in response to this question suggested that teacher identity and TSE were constructed chiefly in the kinds of feedback and relationships that PSTs experienced with their students, their CTs and with their teaching community, that the current structure of evaluation in the practicum prevents PSTs from building TSE and Identity, and that a teaching alone - and unobserved - was a key condition for successful TSE and Identity construction.

The third question explored how efficacy and identity building experiences during the practicum were connected to the PSTs' intentions to enter teaching (possible

attrition). Findings from this section indicated that while there was no statistically significant evidence connecting TSE and future intentions, that there was qualitative evidence to suggest that workload, negative feedback and hostility towards ESL teachers in the teaching community were all stressors that led PSTs to consider leaving the program. Findings also indicated that resilience could be built through peer support, connection to students, acts of defiance and, most importantly through efficacy and identity building experiences when teaching outside of the teacher education program.

The final question looked at how well participants felt they were prepared for field experience by their teacher education programs. Findings here indicated that while there were some opportunities for building TSE and Identity through teacher modeling in both programs, that overall opportunities were infrequent and inconsistent. Findings also indicated that at University “A”, future language teachers felt ill prepared to teach the fundamentals of language acquisition in a practical way, and that they remained uncomfortable with teaching to diverse learners. In contrast, at University “B”, participants did feel well prepared to teach language in the classroom but took issue with the workload and structure of the practicum experience as well as with the ways that teacher educators were trained to provide feedback and support to PSTs. The implications of these findings will be discussed in the next chapter, **Chapter Five: Discussion**, below.

CHAPTER 5: DISCUSSION

Chapter Overview

In this chapter I return to the frameworks that guided the research design: teacher self-efficacy (TSE) development, teacher identity development and language teacher attrition. I use each of these frameworks in turn to discuss the implications of findings from this research for Teacher Education. I look specifically at how findings from this research can help us understanding the ways pre-service language teachers construct TSE and eacher Identity during Teacher Education and what implications these findings have for Language Teacher Education Programs and the way they can help to address or mitigate attrition.

1. Efficacy Development in Pre-service Language Teachers

The first research question ("To what degree do pre-service ESL teachers in Quebec experience efficacy before and after their first major practicum? How does their experience of self-efficacy change, if at all?") looked specifically at efficacy development in PSTs.

High Efficacy

The survey data revealed an unusual pattern of high efficacy scores both prior to and following the practicum experience for both cases. Why were the efficacy scores for all participants so high? Pendergast et al. (2011) found similarly high efficacy scores in their study of pre-service Australian teachers and theorized that the high scores for teachers in their first year of the program reflected the participants' overestimations of their level of self-efficacy based on their experience as students (vicarious efficacy experience through observation of former teachers), or even as parents (previous mastery experiences) that they brought with them to the program (p.54). As I continued

sifting through the data, I found some partial answers to this question. Part of the reason efficacy scores were so high before the field placement experience in my study might be that the PSTs sense of themselves and their abilities (their "Efficacy-Identity") was already firmly established through their "apprenticeship of observation" (Lortie, 1975). Statements like the following were fairly common: "Like I feel comfortable being in the classroom, like I like being in the classroom. And like my thing is just my personality, it's being sociable. Like I feel comfortable being in front of people. I've never had issues with that, even when I did orals in school" (Beatrice, University "A").

TSE and Resistance to Change

In addition to the unusually high efficacy scores, the other surprising result of the statistical analysis was that neither the program attended; nor the field placement experience appeared to have any significant impact on efficacy scores for participants in either positive or negative ways. Unlike other research into teacher self-efficacy beliefs (e.g., Pendergast et al., 2011; Hoy & Woolfolk, 1990), the mean efficacy scores in my study did not decrease but remained relatively stable before and after the field placement. Was the consistency of the scores a result of the research design (too few participants? Too few measurements?), or did it indicate something about the robust nature of these participants' self-efficacy beliefs and their resistance to change? Again, I turned to the qualitative data and found a possible reason for the high and robust efficacy scores in both groups.

Self-efficacy beliefs, according to Bandura's theory of self-efficacy (1997), are most pliable early in the learning process. Once they are developed, they become

resistant to change. Stories told by participants in both cases revealed a wide range of past experiences teaching that included substitute teaching, coaching and tutoring experiences and even past experiences as full time ESL teachers in other countries. Perhaps then, the PSTs' consistently high self-efficacy scores in my study were a reflection of their previous teaching experience outside of teacher education. There are indications that they might have already crossed the threshold for pliancy in their efficacy beliefs, even mid-way through their teacher education programs.

Efficacy Development Through Trial, Error and Reflection

Mastery experiences in the classroom occur in situations where the teacher has experienced success with a management or teaching strategy (Bandura, 1997). Before mastery can occur, however, the teacher must be free to experiment in the classroom. In other words, they must go through a process of trying out new strategies (trial), allowing room for risks and mistakes (error), judging the relative success of the strategies and adjustment (reflection). Korthagen (2001) describes this process as the "ALACT" model (p.108) whereby student teachers act in the class (trial and error), look back, become aware of essential aspects, create alternative methods (reflect) and trial new strategies.

What findings also reveal is how the process of reflection occurs naturally amongst the PSTs in their peer groups, not structured and guided by teacher educators. The story circle session transcripts show the PSTs frequently offering up and comparing the efficacy of various teaching and management strategies. In their exchanges, they come to a consensus about which techniques are most commonly used, and which are

most effective. In these shared moments, we see how they are not only working together to move through the reflection process that leads to mastery experiences, we also see how the shared experience can collectively function as a vicarious experience of efficacy: confirmation that others too are experiencing success with a shared teaching technique. The result of these cumulative experiences of trial, error, reflection and mastery in the classroom – whether experienced personally or collectively - lead to an overall increase in efficacy: "I got better at it with time" (Beatrice, University "A").

Efficacy Development in Three Phases

Findings also show that TSE – especially in the dimensions of classroom management (CM) and pedagogical content knowledge (PCK) follow a developmental trajectory that mirrors a kind of parent-child relationship with the cooperating teacher. This trajectory passes through three distinct phases: in the first, the PST gains self-efficacy through vicarious experiences (Bandura, 1997) by watching and learning what to do (and what not to do) while their teacher mentors teach. The second phase, where the PST takes over teaching, is marked by stories of negotiation for power in the classroom with the cooperating teacher. In the final stages of development, the PSTs strengthen their self-efficacy in classroom management successive mastery experiences. The culmination or sum of these experiences allows them to reflect on the overall process of building both self-efficacy and teacher identity in tandem.

2. Efficacy and Professional Identity Development in Pre-service Language Teachers

The second research question looked at how PSTs developed efficacy and identity in their teacher education programs. It asked, "How do experiences in the field support or undermine pre-service ESL teachers' growing understanding of themselves as a teacher? How does the work of identity construction occurring in the field relate to their sense of efficacy?"

As Sachs (2005) argues, learning to be a teacher not only requires acquisition of skills but also the development of an understanding of what it means to be a teacher, that is, an understanding and construction of a professional identity (p.8). I would borrow from Sachs' argument and posit that learning to be a (language) teacher requires building confidence in one's skill acquisition (TSE) as an integral part of understanding what it means to be a teacher. That is, the process of building teacher self-efficacy and teacher identity are fundamentally intertwined.

The findings from this study indicate a general pattern of how teacher self-efficacy and professional identity development are built in tandem. Each of the following sections describes what the findings have shown is occurring at these key moments of efficacy-identity development.

Key Experience 1: Watching, Learning and Identifying Prior to Teacher Education

Long before PSTs decide to become teachers and enroll in a teacher education program, they undergo what Lortie (1975) has called the "Apprenticeship of Observation". That is, the thousands of hours as students they have already put in

watching teachers teach. Findings from the thematic and narrative analysis of participants' stories at University "B" reveal how watching others teach, identifying with teacher role models and feeling affinity with the values of these models becomes a key moment in Identity construction when participants identify with a model and decide to become a teacher. Watching teachers they admire creates both a vicarious source of efficacy and an identification with the teaching profession for participants at University "B" that becomes an act of both efficacy and identity building.

While participants at University "A", did not explicitly tell stories of why they decided to become teachers, there was evidence of affinity for the profession for this group drawn from their mention of other teaching experiences (substitute teaching, summer camp counselor, tutoring) outside of teacher education that also led these participants to believe they were well suited to teaching (efficacy-identity). Mastery experiences outside of teacher education were common to participants in both groups and occurred at times prior to and during teacher education. Their role in developing efficacy and identity are described below.

Key Experience 2: Teacher Education Program

As I describe in **Chapter 3: Methodology**, most teacher education programs in Quebec are four-year bachelor's degrees in which students complete 120 credits that include both academic courses and practicum experiences in the field. While the practicum experiences are designed to move PSTs from observation of teacher mentors (vicarious experiences of efficacy) towards co-teaching and finally independent teaching, the courses PSTs take at the university provide limited and inconsistent

opportunities to observe and practice teaching techniques in a scaffolded way. This despite research that has previously established that in order for teachers to learn new teaching strategies, they must first observe the strategy (Richardson, 2001) and have opportunities to reflect on the effectiveness of the strategy (Garet et al., 2001) in order to promote transfer of the strategy to classroom application (Boardman & Woodruff, 2004).

At University "A", participants describe mostly theoretical classes, with a few instances of limited mastery through some scaffolded practice, mainly by teaching to and watching peers. In a few of their professional seminar courses and in one or two courses taught by a specific instructor, they describe opportunities to watch the instructor demonstrate a technique, followed by opportunities to practice, again, mainly with peers; although in one project, they practiced with students in a community school.

In contrast, participants at University "B" describe more frequent opportunities to watch teacher mentors at university modeling teaching and management strategies, which they then tried out when on the practicum or substitute teaching. Together, both programs reveal fairly limited opportunities to witness teacher mentors model strategies outside of the field experience – and especially limited opportunities to practice these skills with 'real' students rather than peers. The opportunities for vicarious experiences of efficacy that they do have are dependent upon the instructor's approach rather than curriculum design. It is left to the practicum experiences, therefore, to supply most opportunities for PSTs to move from vicarious experiences of efficacy (watching and identifying with a mentor as they teach) towards mastery experiences (experiencing

success while teaching on one's own). This is, perhaps, why most PSTs point to the practicum as the real opportunity for learning how to teach during their teacher education programs.

Key Experience 3: Field Placement (FE) Observation Period

The initial field placement or practicum experience (FE1) that PSTs from both cases take part in during their first year, is designed as an opportunity to watch and learn from teacher mentors in the field. Again, the intentions of the design of this initial practicum and the reality of the experience are disparate. Opportunities to build self-efficacy through vicarious experiences depend wholly on the quality of the teaching observed. Participants from both programs told stories where the mentorship was less than ideal, with participants at University "A" in particular, complaining that this period of observation allowed them mostly opportunities to learn 'what not to do'. Despite inconsistencies in the quality of modeling, participants from both cases noted there were some opportunities to watch and learn both pedagogical styles and classroom management techniques.

In the second and third field placement experiences, an initial period of observation (generally the first week) is followed by a gradual movement towards taking over teaching of the classroom. The most powerful vicarious experiences of efficacy during this period for participants in both groups, occurred not in the moments of observation, but in the moments of reflection that occurred with peers after the experience. These moments of reflection on what they had observed their cooperating teachers doing in the classroom also served as powerful moments of identity

construction as the PSTs worked through which strategies they felt aligned most with their teaching style, and which they struggled with. Telling stories about watching their cooperating teachers and sharing their observation and reflections with peers, allowed the PSTs a forum to test their values in anticipation of teaching.

Key Experience 4: Teaching Under Observation

Once the PST has built enough self-efficacy through vicarious experiences, they are ready to teach. Their first teaching experiences, however, are closely observed by the cooperating teacher. The effect of this constant observation shapes the opportunities for PSTs to construct their identity, especially in the kinds of relationships they form with their students and the ways they are able to experience mastery.

Identity Established in Interactions with Students. Identity is constantly created and re-created in interactions between people (Sfard & Prusak, 2005). As they begin to take over teaching during the field experience, the PSTs' first concern was to establish a bond with their students. Findings from this research confirm what others (e.g., Kanno & Stuart, 2011) have found, that is, the act of using teacher authority and interacting with classroom students is a significant condition for identity development. When PSTs in began teaching, they established their identity with the students primarily through performing the role of teacher for the student audience. This performance aligned with cultural expectations of the acts a teacher performs in the classroom (Sachs, 2005), for example, taking attendance, greeting students at the door, preparing lessons. When they were unable to perform these routine tasks, they felt unable to establish their identity: "I felt more like an assistant to my teacher, because she was

doing the class— I was only doing, like extra things...I didn't start up the class— I wasn't at the door, I didn't welcome the students" (Izak Zela, University "B").

Teachers and Gendered Identity. Gender, as Judith Butler (1990) has argued, is a performance. For PSTs at University "A", performing their teacher identity for students also included deciding which aspects of personal identity to include. Participants at University "A" had several discussions of what gendered identities were available for teachers to perform for their students and how they could challenge the stereotypes of gender performance in the classroom as a part of their emerging professional identity: "I feel like men should be more nurturing, women should be more like, not necessarily more like behavioural, but I feel like break the stereotypes" (Kobi, University "A").

(Mis)readings of Competence and Identity. Teaching under observation also means that PSTs risk having aspects of their identity misinterpreted as a lack of competence by the teacher mentor. At University "A" Subject S told a story where his CT gave him feedback about what she perceived to be his lack of confidence. He offered resistance to this (mis) reading of his teacher identity by suggesting an alternative explanation for his performance: "Sometimes it's not about portraying self-confidence, like I'm pretty…self-confident… it's just I think I'm more reserved".

At University "B", Olivia tells another story of a misreading of competence based this time on linguistic identity: She [CT] was an Anglophone, so of course she realized I'm a non-native speaker... She told me, "You know, [University 2] is very concerned about you, and how you will pass this internship. And I said, "Why? I have the best

grades. I'm doing well. I have just A's. Everybody says I'm good. Who is concerned? "Oh, it's about your accent."

Olivia's story supports much of the current research into perceptions of teaching competence / incompetence in the language teaching field which are largely determined by "native" or "non-native" status of a language teacher (e.g., Brown & Lee, 2015; Ortega, 2019).

These kinds of readings and (mis)readings of competence reveal how the CT plays an integral role in the ongoing negotiation of the PST's identity. As Judith Sachs (2005), points out, identity consists of, "negotiated experiences where we define who we are by the ways we experience ourselves through participation as well as the way we and others reify ourselves (p.9). Exactly who gets to tell the story of the PSTs' developing efficacy and identity is the point: is it the cooperating teacher or the PST themselves? The period of observation while teaching is a particularly stressful time for the PSTs since they must not only establish their identity with the students, they also frequently struggle to tell the story of their own competence and their own identity with their CT.

Identity Established in Absence of Teacher Mentor. CTs played a significant role in the development of the PSTs identity during the period of observed teaching. They determine how much of the teaching act PST can perform for the students and provide feedback that reads – or misreads the PST's competence and identity. While several participants in both groups reported that their cooperating teachers actively supported opportunities to establish their teacher identity and their authority with the

students, many from both groups reported that they only truly 'felt like the teacher' when they were alone in the class. When the cooperating teacher left the classroom, several important things happened: first the PST was able to perform the roles and duties of the teacher, establishing their identity, next, the students turned to the PST as 'The Teacher' asking questions about language that allowed the PST to demonstrate their pedagogical competence, "They were asking language questions ... to me, being 'English teacher' is being able to answer to these specific questions"(Izak Zela, University "B", italics mine). Finally, once the PSTs were alone in the classroom they felt they had the freedom to make more mistakes without fear of judgment or misreading from their CT, "When the CT's not in the classroom I feel more like a teacher. Because I feel like I second-best myself so much more when she's there" (Subject S, University "A").

Peer Support for Identity Construction. Identity construction for PSTs in both groups occurred in their interactions with the students in the class, but it was also actively consolidated with their peers with whom they routinely shared stories and exchanged ideas. The opportunity for self-dialogue and reflection in this manner is a key feature of reflective practice (Korthagen, 2001). Preservice teachers who engage in reflective practice are able to make connections between theory and practice by trying out teaching strategies, making mistakes and learning from them. In order for reflection to occur, the pre-service teacher must first be given a space where trial and error of skills is not just allowed but encouraged. Access to classroom spaces where experimentation is encouraged however, is entirely dependent on the relationship

between the cooperating teacher and the student teacher. Examples from both University “A” and University “B” revealed a range of relationships experienced by the PSTs that were independent of the program attended. These ranged from cooperating teachers who allowed their PSTs full reign over the classroom, to those who maintained a tight control over both the content and manner of instruction.

Findings also suggested that if the cooperating teacher allowed the PST to plan and teach their own lesson plans - without fear of failure - then the PST was able to build a stronger sense of their abilities (efficacy) into their professional identity, after reflecting on successes and adjusting for failures. In contrast, if the cooperating teacher / mentor maintained a tighter control over the classroom, dictating what rules the PST must enforce and the kinds of activities and materials to use, then the PST had less opportunity to try, fail, reflect, revise and experience mastery in classroom management and pedagogical approaches.

Asymmetrical Power. Findings from both cases also supported the idea that the asymmetrical power structure of evaluation in the practicum prevents opportunities for PSTs to take risks and experiment with new strategies when teaching. PSTs from both programs reported feelings of inhibition when they were observed by their CT or supervisor. These feelings of inhibition and constraint were directly linked to the fact that both the university supervisor and the cooperating teacher had the power to evaluate the PST. As the gatekeepers to certification, the university supervisor and cooperating teacher are placed in a position of ultimate power: the PST must always be aware of pleasing the observer / evaluator or risk failing the practicum and possibly

losing eventual certification as a teacher. The hierarchical structure created by these power asymmetries and the place of each person in relationship with the PST is quite clear: the classroom students who have the least amount of evaluative power the PST passes are at the 'bottom' of the hierarchy, the PST's peers who have some power of peer (social) persuasion appear next, followed by the cooperating teacher who has power over both access to the classroom space and the power to evaluate. Finally, the university supervisor, who has the power to override the cooperating teacher's evaluation and the power to pass or fail the PST is at the top of the hierarchy. (See **Figure 6** below for an illustration of the power hierarchy).

The complicated power dynamics are played out in the stories of PSTs who seek support from their supervisor when in conflict with their cooperating teacher, in stories of PSTs turning to peers for support and guidance, in stories of cooperating teachers' fears of feeling judged by the supervisor, in stories of PSTs who are afraid to try out new teaching and management strategies for fear of displeasing their cooperating teacher or supervisor, but most of all, in stories of evaluation and feedback. Evaluation and feedback and their role in efficacy development are explored in more depth in the section that follows.

Key Experience 5: Feedback and Evaluation

In the field placement, PSTs' understanding of themselves and their abilities as a teacher are tested, not just by their own experiences and reflections, but also by information about their competency from their peers, the cooperating teacher, university supervisor, parents, and the students they teach. PSTs must work hard to reconcile

feedback from the various members of their teaching community into the 'rewriting' of their teacher identity. Destabilizing the PST's identity at this stage is not necessarily negative; in fact, feedback that presents PSTs with new versions of themselves and their abilities can be an excellent opportunity for reflection and growth. Evaluation practices studied in the contexts of this research, however, do not necessarily give the pre-service teachers valuable feedback about how to improve. Instead, findings from this study support the idea that the asymmetrical power structures inherent in the current systems of evaluation may actually work to undermine the acceptance of the mentor's feedback. Research into evaluation in other fields supports this finding. For example, Baur et al. (2010) found that, "asymmetric relations among stakeholders create challenges in participatory evaluation processes. Power and conflict may hinder equal and genuine communication about the value of the practices evaluated" (p. 238).

Performing to Please. During moments of evaluation in the field, PSTs are primarily focussed on pleasing the evaluator. In consequence, they choose teaching strategies, not necessarily because the PSTs believe in their inherent value, but because they believe these are the strategies their evaluator expects to see. The subsequent performance - on the part of the PST and even from the students in the classroom - is often inauthentic, calling into question the validity of the evaluation situation itself. Is a rehearsed and perfected performance planned to please an actual reflection of the PSTs teaching abilities and style?

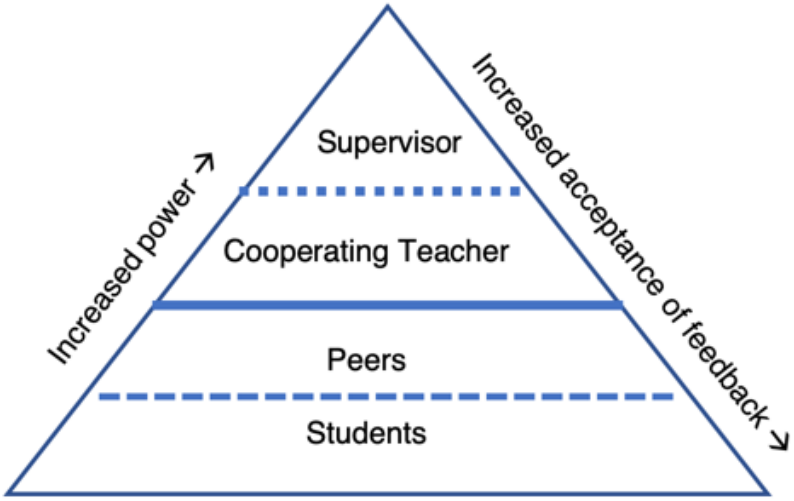
Inhibited Opportunities for Growth. Evaluation situations experienced by my participants during the practicum are often lost opportunities for development and

growth. Tied as they are to evaluation, these moments of observation by teacher mentors were not leveraged as an opportunity to get feedback from mentors on how to improve skills PSTs were struggling with, rather they were moments where the PSTs felt obliged to "perform to please". The focus on performing competence by teaching a 'perfect' lesson meant that the PSTs lost the opportunity to get valuable formative feedback from their mentors.

Power and the Acceptance of Feedback. The problem with the current situation of observation of PSTs seems to lie in the lack of distinction between evaluation, advice, and feedback. Grant Wiggins (2012) explains the difference between these three elements this way: "Feedback is information about how we are doing in our efforts to reach a goal... The information [does] not include value judgments [i.e. evaluation] or recommendations on how to improve [i.e advice]" (p.11, italics mine). While recommendations on how to improve might seem like an essential strategy for teacher mentors wishing to help PSTs improve, Wiggins (2012) cautions that unless advice is preceded by descriptive feedback it, "will seem at best tangential and at worst unhelpful and annoying" and the natural response of the performer will be to wonder, "Why are you suggesting this?" (Wiggins, 2012, p. 12). This reaction is exactly what appears have happened to the PSTs in this research: findings show that PSTs routinely question the (often valuable) feedback they get from their teacher mentors. Worse, when this feedback is coupled with evaluation and the power to pass or fail a PST, it is often interpreted as prescriptive and becomes deeply resented by the PSTs.

Figure 6

Power Hierarchies and Acceptance of Feedback



As a result of what the PSTs feel is a lot of prescriptive advice, they express anger and frustration around the way they are evaluated in the practicum. Findings from this research show that the PSTs' acceptance of feedback is inversely proportionate to the power dynamic of the relationship they have with the person giving the feedback: the greater the power the person giving the feedback has over PST, the less likely the PST is to accept it (as illustrated in **Figure 6**, above). Thus, feedback from the teacher mentors is the least well received, while feedback from the classroom students is the most likely to lead to genuine reflection and adjustment.

As findings throughout this study have shown, the process of evaluation limits opportunities for PSTs to experiment, make mistakes, and reflect on their experiences in ways that lead to genuine mastery experiences. Evaluation often inhibits efficacy development through mastery experiences and forces PSTs to perform their teacher

identity in inauthentic ways in order to “please to pass” rather than “experiment and learn”.

Key Experience 6: Teaching Unobserved During the Practicum

Unlike the experiences of teaching while observed, the experiences of teaching on one’s own were experienced by participants in both cases as opportunities to build both identity and efficacy. In the absence of the cooperating teacher, PSTs were less likely to doubt their ability and to command the students’ respect by demonstrating pedagogical knowledge of subject matter. Teaching without being observed also created an essential condition for mastery experience to occur: the freedom to experiment and make mistakes. Findings from this research demonstrate another interesting pattern in the ways that PSTs developed their professional identity and their self-efficacy: once they had experienced mastery on their own, they began to actively seek more opportunities to develop mastery outside of teacher education programs, such as through substitute teaching contracts.

Key Experience 7: Experiences Teaching Outside of Teacher Education

Throughout the course of their professional development as teachers, the participants from both groups were involved in various kinds of teaching experiences outside of teacher education. These experiences occurred as early as childhood and continued into early adulthood and beyond. The experiences were wide ranging in both content and format, from online English tutoring, working in daycares, coaching sports, working as a sailing and driving instructor, teaching English overseas and teaching other subjects, such as music. Before entering the teacher education program, many

participants from both groups cited their previous experiences teaching as motivation for entering the field. While in the program, many continued to teach in these unofficial capacities accepting 'subbing' contracts. What became increasingly clear in the findings from this research, was that these experiences outside of teacher education were an important resource for the PSTs' professional identity and efficacy construction. They were also a source of resilience building. Experimenting with their teaching persona and with teaching strategy without fear of judgment or failure in these situations allowed the PSTs to gain a stronger sense of their abilities and themselves as a teacher, "I also subbed a lot last year? And I find that I'm actually able to be myself and I can, like be my teacher persona. I can develop it, because I don't feel like I'm being watched or criticized or like, evaluated based on who I am as a person in front of this class" (Cassy, University "A"). The ongoing and parallel construction of efficacy and identity outside of teacher education programs is, as yet uncharted territory. This area of research merits further investigation so we can better understand how to integrate these 'outside' experiences into more effective efficacy-identity building experiences within teacher education.

3. Efficacy Identity and the Relationship to Language Teacher Attrition

The third research question looked to address the alarming attrition rates for novice language teachers outlined at the beginning of this project. Since previous research has already made connections between high TSE and commitment to teaching (e.g., Coldarci, 1992; Swanson, 2012), this question sought to understand how developing strong efficacy and professional identity in pre-service language teachers

might serve to mitigate eventual rates of attrition. It asked, "How do pre-service ESL teachers' efficacy-identities relate to their intentions to stay in the field or leave it?" Quantitative findings on future intentions of PSTs in this study did not show any statistical significance apart from classroom management (CM), where the findings were significant, but taken with a degree of caution (See **Chapter 4: Analysis and Findings** for a discussion of these results). Findings from the qualitative data however, suggested that efficacy and identity building influence potential future attrition in four key ways: in the ways that linguistic identity and proficiency are perceived in the field, in their sense of efficacy in classroom management, in the nature of the relationship between the cooperating teacher and the PST, and in how PSTs leverage peer support to build efficacy into their professional identity.

Linguistic Identity and Proficiency in French as a Factor in Resilience and Attrition in the Quebec Context

Previous research (e.g., Swanson, 2010, 2012) into language teacher efficacy suggests that linguistic proficiency in the target language is an important component of efficacy-construction for language teachers. The findings from this research, however, show a pattern that is unique to the Quebec context. In Quebec schools where the PSTs in this study do their practicum, it is the language identity and perceived proficiency in *French* (the language of the larger school context), rather than *English* (the target language and subject matter) that appears to be essential their success in integrating into teaching communities in Quebec.

PSTs Attending English Language Universities. Linguistic competence is deeply embedded in how individuals identify within groups and cultures (Gee, 2000; Sachs, 2005). Findings from this research show that being recognized as teacher within the context of community membership (Sachs, 2005) by the stakeholders in the teaching community (administration, parents, other teachers) relieved the stress levels of participants, especially at University "A". For participants at University "A", however, acceptance into the teaching community was tempered by the perception from the teaching community that, PSTs attending an English language university could not have the same level of linguistic competence as their peers who chose to attend a French language university. Two participants from University "A" in particular reported being told to 'improve their French' if they wanted to integrate.

NNS experiences. In contrast, participants at University "B", who attended a French language university, did not experience the same criticism of their proficiency in French from their teaching community. In fact, the majority of participants did not discuss linguistic proficiency in either French or English as a factor in either teaching competence, or in feelings of affinity with the teaching profession. It appears then, that in the Quebec context, at least, linguistic proficiency and / or a linguistic identity might serve as a form of social accreditation within the teaching communities. PSTs who attend French-language universities are more readily accepted into their teaching communities than PSTs from English-language universities, and are, therefore less likely to feel rejected by their community, leading to potentially higher retention rates.

The exception to this rule was for the two participants who were immigrants to Canada and who were allophones. These two participants received feedback about the poor quality of their English (not French) which they believed was tied more to their accent than their actual linguistic proficiency ("So now I understood, they-they- are really concerned about all the immigrants in our group" - Lessya, University "B"). The experience of these two participants reflects the experiences of other "non-native" language teachers in other research (e.g., Alvarez, 2020; Brown & Lee, 2015; Ortega, 2019) where questions of linguistic proficiency are tied to perceptions of 'native' versus 'non-native' status.

Linguistic Identity and Community Acceptance. These findings help, in part, to explain the apparent contradictions in Steinbach and Kazarloga's (2014) study where participants' confidence in their own linguistic ability was "much higher than objective measures indicate" (p.14) and why the participants also felt strongly that their proficiency in English was good enough to teach in the province. Findings in this research support Steinbach and Kazarloga's (2014) idea that in order to integrate into the school community, (perceived) proficiency in French or a French linguistic identity is the most important asset, while competence in English (the subject matter) is of secondary importance. These findings might also explain why in Steinbach and Kazarloga's (2014) study participants were loath to discard their 'francophone' identity, given the access to community membership that a such a linguistic identity grants them.

Classroom Management (CM) and Teacher Identity. The second factor that can influence a pre-service teacher's likelihood of staying in the field or leaving it is their

sense of self-efficacy in classroom management. The quantitative findings in this study indicated that there was slight positive correlation between self-efficacy scores in this dimension with the intention to enter the field. These results align with findings in Dicke et. al, (2015), Hong (2010), and Swanson (2010; 2012) that correlate strong classroom management skills with decreased attrition rates. What the qualitative findings from this study add to our understanding of classroom management and self-efficacy, is how self-efficacy in classroom management grows in tandem with the PSTs understanding and consolidation of their own teacher identity. Moments of trial and error and reflection on the success of strategies were also moments of reflection on teaching values. Participants at University "A" in particular, told stories of managing the class in self-dialogues that explored values of integrity ("you always have to show that you're not like, bullshitting") and fairness ("My consequences are logical") that they intended to enact in their future classrooms. As they developed confidence in their professional identity, they also developed confidence in their management strategies so that the management styles became an integral part of their professional identity, although whether one precedes the other, or if they are developed in tandem remains unclear and would be an interesting question to explore with further research.

Relationship between the CT and PST. The third factor that appears to contribute to potential future attrition is the relationship that develops between the PST and their cooperating teacher during the practicum. The findings from this study build on Kokkinos & Stavropoulos's (2016) argument that contextual, rather than personal variables are the best predictors of attrition during the practicum. They provide some

insight into which contextual factor in particular causes the most stress. Take for example, Kokkinos & Stavropoulos (2016)'s finding that heavy workload in the practicum contributes to attrition. A deeper analysis into the narratives told by participants in this study showed that it was not the workload alone that was the main contributing factor in feeling 'burned out', but rather the continual critique of the quality of work that they produced that created the most distress. PSTs who described having their work continually criticized also described their relationship with their CT as highly conflictual. In this research, two participants from University "A" and two from University "B" described situations where the conflict between the cooperating teacher and the PST was demoralizing to the point that all four considered leaving the program and the profession altogether.

This finding aligns with other research by Moulding et al., (2014) that found significant correlations between efficacy scores and perceptions of support by mentors during student teaching. If relationship between the CT and the PST is a source of increased or decreased efficacy, and efficacy in itself is a predictor of attrition, then the relationship between the CT and the PST is a crucial factor to consider when looking at contextual factors causing potential attrition, as findings from this research show.

Leveraging Peer Support and Interaction. The final factor that appears to contribute to a PSTs potential attrition or building of resilience is the way that they leverage the support of their peers during teacher education. Findings from the thematic and narrative analysis showed the essential role that peers had in both identity construction and in establishing a sense of efficacy. Peer support functioned in three

ways: as a source of empathy that helped PSTs process experiences constructively, as a source of vicariously shared, "future mastery", and as a way to test and consolidate teacher identity through debate over values and approaches.

Peer support functioned first on an emotional level. Talking through challenges and difficult feelings during the story circles with peers allowed PSTs to revisit difficult situations and re-read them in a way that was more conducive to efficacy construction. At University "A", the act of sharing stories with peers about students in distress, and about confrontations with their CT during the 'story circles' provoked empathetic reactions from peers. During the telling of these stories, the empathetic interjections of peers allowed the storyteller to (re) interpret the emotions they felt during the experiences not as a reflection of their lack competency, but as a 'normal' reaction to a stressful situation, increasing their self-efficacy[2]. At University "B", participants also describe how their peers became an essential source of support.

Building Future Imagined Efficacy. Peers also provided a place to build efficacy in future, imagined, moments of success. Although initially many student teachers use their cooperating teachers as the primary source for vicarious experiences of efficacy, transcripts from the story circles reveal how the act of sharing stories with the peers for participants in both cases also functioned as an act of efficacy-identity-construction in process. A general pattern in stories told by participants in both cases emerged: as one participant told a story of success (mastery experience) – especially in teaching language - others chimed in with their own stories, both of challenges and

[2] Anecdotally, when I thanked the participants after one story session and gave them their payment, one participant responded, "This is like paid therapy – that's what we call it!" (From research memos)

successes. These stories seemed to increase the whole group's sense of efficacy in the fashion of a bricklayer: each story built upon the next, cementing together group feelings of efficacy through shared experiences of success. In this fashion, peers functioned as an essential source of efficacy through (shared) mastery, vicarious experience and affective support that helped the PSTs to process experiences constructively.

Sharing stories with peers helps to consolidate their efficacy collectively and helps future language teachers construct their professional identity. At University "B", in particular, there were several debates over core teaching values and approaches. These kinds of debates allowed the PSTs a place not only to test their values and pedagogical approaches, but also to compare with peers in a way that is beneficial for self-esteem and identity. Kelchtermans (1993) defines self-esteem for teachers as a result of balancing the self-image and the implicit professional norms of teaching when comparing one's own performance to those of one's peers. In the findings from this research, we can see how the interactions with peers served to do just this: to construct feelings of efficacy through a retelling of one's strategies and values which are then compared (normatively) with peers. The act of participation or sharing of experience in this way is also an act of affinity (or 'A') identity as described by Gee (2000),

What people in the group share, and must share to constitute an affinity group, is allegiance to, access to, and participation in specific practices that provide each of the group's members the requisite experiences. The process through which this power

works, then, is participation or sharing. For members of an affinity group, their allegiance is primarily to a set of common endeavours or practices (p.105).

Teacher self-efficacy and professional identity are, in part, constructed in the relationships they have with their peers. Dialogues and storytelling between peers in the story circles provided first, a source of empathy that helped PSTs process difficult emotional experiences constructively, second, a space for shared, vicarious future mastery, and finally, a forum to test and consolidate teacher identity through debate over values and approaches.

Findings also suggest that PSTs are learning to build these professional networks even before participants formally enter the teaching profession. One way that teacher education can build resiliency in future teachers is to take note of this encouraging trend and consider placing PSTs in field placements where more than one PST is present. This strategy will be discussed further in the final section of this chapter which looks at the role teacher education has to play in developing efficacy and professional identity in PSTs.

4. Teacher Education and Its Role in Efficacy and Professional Identity Development

The fourth research question that this project aimed to address was, “How well do pre-service ESL teachers feel that their education programs have prepared them for their experiences in the field? What experiences in teacher education did they have that they felt supported the development of their efficacy-identity?”

The answer to the first part of this question is, both blunt and somewhat discouraging. Findings from this research show that pre-service ESL teachers - from both cases - did not feel that their teacher education programs had prepared them very well for their experiences in the field. In fact, they indicate that the teacher education programs in this study had little effect on the participants' efficacy development and provided few (limited) opportunities to develop either TSE or professional identity in university classes. While the participants in both cases appeared to agree on this point, a further breaking down of the findings shows nuances in how future ESL teachers feel they were prepared by their respective programs. With the goal of providing these programs with information they may find useful, these (perceived) shortcomings are outlined by case below.

University "A". The PSTs from University "A", who attended "University A", felt that their Teacher Education program had not effectively prepared them in two key areas: the first was in teaching language explicitly to their students, the second was addressing the needs of diverse learners (students with learning or physical disabilities, or those whose other languages and backgrounds presented challenges for the teacher) in the language classroom. They felt this way despite having at least two courses in teaching language and in teaching to diverse learners. The source of the problem appears to be the sense of separation they experience between the theory that is taught in class and the reality of their practice in the classroom. The disconnect between theory and practice in teacher education has been well documented (e.g., Korthagen, 2001; Nahal, 2010; Pearson, 2016; Swennen & van der Klink, 2008) but

evidently has yet to penetrate effectively into teacher education programs. Participants in this group pointed to some limited experiences of practicing teaching techniques but wished for more "case-study" problem-solving in their classes; for example, starting with typical situations or problems that arise in class teaching language or working with students with LDs and working with peers to find research-based strategies and solutions.

University "B". In comparison, participants at University "B" were largely satisfied with the kinds of practical teaching strategies that their program provided. Several participants mentioned remembering instructors modeling teaching strategies that they then used during their practicum and when on contract as a substitute teacher. The main issue reported by the participants at "University B" was the structure of the practicum itself. Participants felt that the time between university courses and practicum experiences was too long and created a too great a divide between theory and practice. Participants also reported feeling a lack of motivation when shifting from "teacher" back to "student".

The participants in this program also questioned the utility of the assignments they were given during the practicum as well as the legitimacy of the evaluation of their competencies. In terms of content, they asked for courses in managing conflict and supporting mental health while in the field. Overall, however, what they wished to see more of was not in the content of their programs, but in the training of their university instructors and supervisors, whom they felt would benefit from further preparation – especially in how to give constructive feedback.

Chapter Summary

This chapter revisited each of the research questions I set out at the start of the dissertation and sought to respond to them using the findings from this study linking them to current conversations in educational research. The answers to these questions led me to describe a process of efficacy-identity development in pre-service language teachers that follows a clear developmental trajectory. I argued that efficacy and identity were formed in the experiences PSTs have in their classrooms: while observing teachers, in limited ways when being observed by teacher mentors, and - most often - in the mastery experiences they had when unobserved. I contended that efficacy and identity develop in tandem, and that while both efficacy and identity are built most effectively in spaces where PSTs feel free to experiment and make mistakes in their classrooms (trial, error and reflection), these spaces are limited by the current system of evaluation which prevents equal and genuine communication about the value of the practices evaluated. I pointed to the role that peers had to play in co-construction of efficacy experiences, in offering emotional support for processing difficult experiences, and in providing a forum for identity construction. I also made a case for the fact that a pre-service language teacher's linguistic identity and perceived competence in French, the language of the school (not English, the target language) in the Quebec French school system held the key to acceptance within their teaching community, and that this acceptance in turn, was a source of resilience for future teachers. Finally, I concluded that the teacher education programs in this study did not provide enough or sufficient experiences that helped their pre-service language teachers to build efficacy or identity

consistently. In the final chapter of this dissertation, I will return to the overarching question that guided my research and suggest key strategies for teacher education to bolster efficacy-identity construction more effectively.

CHAPTER 6: CONCLUSION

Chapter Introduction

In this chapter I first outline the theoretical and methodological contributions I have made to the field of educational research with regard to second language teacher education, identity, efficacy, and attrition, specifically for ESL pre-service teachers in Quebec. I also outline the pedagogical implications of this research by returning to the overarching question that guided me from the start, that is, "How can we provide future ESL teachers experiences in teacher education that will enable them to feel a robust sense of self-efficacy in their professional identity; the kind of self-efficacy that will sustain them throughout the difficult first few years of teaching?" Finally, I conclude the chapter with a discussion of the limitations of this research and the potential avenues for future research into language teacher identity, efficacy, education and attrition.

Theoretical Implications

I began this research project with the goal of understanding of how pre-service language teachers construct a sense of teacher self-efficacy within their professional identity during their teacher education program in the Quebec context. I specifically wanted to understand what kinds of experiences helped the PSTs to build efficacy-identities that were robust enough to carry them through the crucial first years of teaching where they were most likely to leave the profession (attrition). I built my understanding of teacher identity as dynamic (Coldron & Smith, 1999), contextually specific, socially negotiated (Gee, 2000; Sachs, 2005) and performed according to cultural and societal norms (Sachs, 2005; Volkmann & Anderson, 1998). I integrated the

concept of teacher self-efficacy (TSE), that is “a teacher’s belief that they can have a positive effect on student learning” (Woolfolk, Rosoff and Hoy, 1990 p. 139) as an aspect of teacher identity. Thus, as future language teachers build their understanding of themselves as teachers, their sense of their own competency becomes an integral part of this identity.

In the course of the dissertation, I argued that these two constructs evolved in tandem and I outlined some of the Key Experiences pre-service language teachers experience during their development which helped or hindered them to build TSE into their identity. I also proposed a construct (see **Figure 6**) to help us understand the inverse relationship that exists between power and acceptance of feedback that exists in the practicum experience: those who have the most power (supervisors, cooperating teachers) are the least likely to have their feedback accepted by the PST.

The other construct that I offered as a result of this doctoral work is an explanation of how efficacy experiences can be co-constructed in peer groups through future, imagined mastery experiences. My hope is that future educational researchers will consider these constructs as a contribution towards our understanding of how efficacy and identity are developed and how evaluation, in particular, becomes a site of tension and resistance to an imposed (mis?) reading of identity and feedback about efficacy.

Methodological Implications

Story Circles as a Method for Future Research into TSE and Identity Construction.

This research project was designed as a mixed-method case study. It drew upon previous research that used quantitative methodologies and instruments (e.g., Cooke & Faez, 2018; Swanson, 2010, 2012) to measure second language teachers' experiences of self-efficacy and qualitative, narrative inquiry to understand how professional identity was constructed. During the course of this investigation, I used a method for gathering data narratively that I called "Story Circles". This method combined two previous approaches, the collection of large numbers of narratives through interviews (Cortazzi, 1993) in a 'focus group' setting (Morgan, 1997). I argued that "Story Circles" format provided several advantages including its alignment with a socio-constructivist epistemology, the control it afforded the participants over their identity construction and the opportunities it provided for participants to make sense of their own transformative experiences through a kind of inner dialogue shared aloud (Kelchtermans, 1993). The story circles method also allowed participants to negotiate the meaning of these experiences with their peers, so that in many instances the act of constructing efficacy and identity became an act of co-construction. The opportunity to share experiences that were often challenging emotionally and have peers (largely) provide a safe space of empathy and support became a pleasurable experience for many participants, with one participant referring to it as 'paid therapy'.

Pedagogical Implications: Four Key Recommendations for (Language) Teacher Education

I believe that the findings of this research will have pedagogical implications for helping language teacher education to develop strong efficacy in future language teacher's identity, thereby potentially curbing attrition rates. In order to move forward towards this goal, I have compiled these findings into four key recommendations for language teacher education programs.

1. Addressing Process of Evaluation and Feedback in the Field

If language teacher education programs are invested in developing their pre-service teachers' efficacy and in helping them to build a strong sense of professional identity, then a key place for them to start is by addressing the process of evaluation and feedback during the practicum. As this research has shown, the current structure of evaluation is well suited for its function as 'gate-keeper': ensuring that the teacher candidates it graduates have achieved specific standards for competence. Where it sometimes falls short is in helping its teacher candidates to develop the teaching competence it requires of them.

If we want to create conditions for future teachers to readily accept the valuable feedback that their teacher mentors offer them in the field, then we must first uncouple the feedback process from the evaluative one. This could be done in several ways including using a 'portfolio' approach of teaching competence, where future teachers gather evidence of their growth, skills and reflective practice rather than relying on periodic observation, for example. Having future teachers identify their own areas of

strengths and actively seeking out feedback from the university supervisor and cooperating teacher through self-directed goal setting, would also work to counteract the asymmetry that undermines acceptance of feedback. Finally, teacher mentors who work with future language teachers in the field must also be provided with opportunities to develop their mentorship skills especially with regard to how to give constructive, goal-oriented feedback (Wiggins,2012)

2. Addressing the Practicum Experience

At the start of Darling-Hammond's (2012) seminal work on excellence in Teacher Education programs, she describes a major critique of teacher education programs in terms of a history lesson:

... in the years after normal schools were abandoned for university departments, [there was an] apparent separation between theory and practice in many programs. In some places, teachers were taught to teach in lecture halls by instructors who had not themselves ever practiced what they were teaching, using texts that imparted psychological principles divorced from examples drawing on the real work of schools. Students' courses on subject matter topics were disconnected from courses on foundations and psychology. Students completed this coursework before they began student teaching, which was typically a brief taste of practice – usually eight to twelve weeks – appended to the end of their senior year, with few connections to what had come before. In the classrooms where they did their student teaching, many encountered entirely different ideas from those they had studied, because university and school-based faculty did little planning or teaching together. Sometimes, their

cooperating teachers were selected with no regard for the quality or kind of practice they themselves engaged in... Because they learned theory in isolation from practice and had a quick encounter with classroom practice divorced from theory, it is little wonder the problem of enactment has been severe for many beginning teachers... Thus, they reverted largely to what they knew best: the way they themselves had been taught. (pp.152-153).

While Darling-Hammond (2012) portrays the above scenario in terms of historic caricature, her description depicts, fairly accurately, the current structure of both the teacher education programs of this study. Is it any wonder, therefore, that many novice language teachers, graduating from programs like these struggle and consider leaving the profession? If teacher education programs truly want to do their part to address the problems of attrition, then they need look no further than the wealth of research already available to them through work like Darling-Hammond's (2012) and others which advocates first addressing the practicum experience itself. Teacher education programs that truly help future teachers develop excellence (and, one can strongly suspect, strong efficacy and strong professional identity development) do a number of things including: 1. Seek out and help develop settings for the practicum that include high-quality teaching for diverse students. 2. Select cooperating teacher mentors who have deep expertise and willingness to share it with a colleague 3. Place novices with their own program graduates to enhance the coherence of the learning experience (Darling-Hammond, 2012).

The other key feature of Teacher Education programs that Darling-Hammond (2012) identifies as ones graduating excellent teachers is the integration of coursework, seminars and the practicum. Course work in this model is based in a problem-solving approach of the kind advocated by proponents of reflective practice (e.g., Korthagen, 2001; Michelle, et al., 2017; Moradkhani et al., 2017; Schön,1987) and by the participants in this research.:

I think that one thing that could be beneficial for this program is to...actually try out stuff, ask the real questions without being in an auditorium, with a hundred people. And being like, “Hey? How do I teach someone who is dyslexic?” “What do I do with a kid with Down’s syndrome?” You can’t really ask that in “Diverse Learners”, the teacher’s going to be, “Well, just read you textbook” Like no! I want someone to actually tells me what to do! It needs to be hands-on (Cassy, University “A”)

The integration of practice and theory in this manner differs from the traditional approach which ‘front loads theory and does not enable application in the classroom. It also allows these programs to graduate a “new kind of teacher who is aware of learning principles that can be considered and used to guide practice. They feel empowered by their ability to reflect productively and by having a knowledge base they can use to inform practice” (Darling-Hammond, 2012, p.154). Feelings of empowerment which are linked to teacher self-efficacy (Moradkhani et al., 2017), in turn decrease the potential for attrition (Swanson, 2012).

3. Providing More Opportunities for Scaffolded Practice of Teaching Skills

Restructuring teacher education programs' approach to the practicum is a rich place to begin to address future attrition in the field. It is also, perhaps, a long-term goal for development. In the short term, teacher education programs can begin to address the divide between theory and practice by building on what they are already doing well: providing more opportunities to model and practice teaching skills. As previous research has already established, future teachers draw on their own experiences as students when enacting teaching in their classrooms (e.g., Lortie, 1975). One crucial way to deprogram future teachers away from the 'lecture-style' teaching they are used to towards using more effective teaching strategies is to ensure university instructors practice what they teach. That is, in the university classroom, teacher educators should design classes that move away from lectures towards learning structures that we would like to see them use in the classroom. These structures and the teaching skills that accompany them should be explicitly modelled. This is already occurring in some instances:

Agent S: You'd be surprised how much stuff I learned from like, out of all the teachers, everything I learned, as practically as [course instructor] that I actually apply.

Addie: Because we do it with [course instructor], right?

Agent S: The "I do / we do/ you do" the "think-pair-share" [Addie: yeah] all of that (Agent S and Addie, University "A").

Rather than using the syllabus alone to judge the quality of a course content, teacher education programs could ask instructors to provide evidence that they are

including specific targeted teaching practices in their classes. Programs could also seek to engage more 'master teachers' from the field who could structure the university classroom in the way they structure their high school or elementary classroom enacting models for future teachers.

Course instructors could also be encouraged to provide more scaffolded opportunities to teach to actual students. Rather than presenting an activity to peers, for example, they could be encouraged to work with community programs to plan and teach activities to 'real' students. These opportunities already exist in the programs studied but have been difficult to integrate consistently (see Riches, Wood & Benson, 2015; Riches & Benson, 2011), the opportunities rely on the initiative of the course instructor, rather than the instigation or support of the faculty or program, which is perhaps why they remain limited.

4. Leveraging Peer Support and Encouraging Development of Professional Communities

The final recommendation for teacher education programs based on findings from this study, is to further leverage the support that peers provide each other. The study revealed how future teachers naturally turned to their peers for feedback and consultation on teaching assignments, for emotional support in processing stressful experiences, in problem-solving and testing out teacher values and in co-constructing future, imagined experiences of efficacy. Teacher education programs can and should build on these initiatives. They can do this in a number of ways including routinely placing PSTs in "tandem" placements – especially during early practicum experiences

so that PSTs' teaching is naturally scaffolded by the support of a peer while co-teaching. Later field placements could also leverage peer support networks by placing PSTs in 'cohorts' with the same schools. That is, while teaching 'solo' to a class, PSTs would still be able to call on the support of peers from the program before and after school, and during breaks. By sending future teachers to a school together, language teacher education programs in particular, would provide a (peer) community that is especially important for teachers whose linguistic identity and perceived lack of proficiency places them at risk for rejection from their school community (e.g., PSTs from anglophone universities, allophone PSTs). Providing these PSTs with a built-in support network of peers during the practicum, could potentially counteract the negative effect that barriers to integrating into a school community have on their developing professional identity. If teacher education programs created more spaces in their university courses for peer consultation, problem solving and group reflection on best practices, then future language teachers could build on their natural impulse to turn to peers for support. Teacher education programs could then equip future language teachers with the skills – and impulse - to build effective professional learning networks that will support them once they have begun teaching and are vulnerable to attrition.

Limitations and Further Research

No research design is without limitations, and mine had several. One limitation of this dissertation was due to the relatively small sample group (n1= 13, n2 = 15, total n=28) in the quantitative part of my mixed method study compared with other studies looking at TSE where the sample has been in the hundreds (e.g., Hong, 2010) or even

over a thousand (e.g., Swanson, 2012). Thus the sample size in my study could not generate enough statistical power to detect changes in efficacy scores or in changes in intention to enter the field occurring at time 1 or time 2. The number of participants in my research was well suited to the qualitative phase of my research, however.

Geographical Limitation. Another limitation of this study was that it looked only at the efficacy and identity experiences of participants in TESL programs from two universities in Montreal. It does not look at experiences of participants in other TESL programs at universities across Quebec and therefore does not take into consideration the curriculum design, social, cultural and geographical contexts and effects on efficacy or identity development that participants in other programs in other locations might experience.

Prior and Outside Experiences. While my research did indicate that participants had had experiences that were pivotal to their efficacy and identity development before entering their teacher education program and in prior experiences in years one and two of their program, I only recruited third year students for my study. This meant that I could only explore these early – and perhaps crucial - formative experiences through the retroactive reflections of my participants alone. Likewise, my research indicated that the experiences PSTs had outside the curriculum of their teacher education programs were critical moments of efficacy and identity consolidation. Again, my research could only get a partial understanding of these experiences through the stories and reflection of my participants.

Experiences After Teacher Education. While the results of my research contributed to our understanding of how efficacy and identity are built before teachers enter the field, it does not follow the participants in this study after graduation to see which ones do, in fact, remain in teaching and which ones leave. The scope of this research does not allow us to understand possible connections between efficacy and identity building experiences that occurred during teacher education and attrition and retention rates.

Limited perspectives. A final limitation of this research is that it considered only the perspectives and experiences of the PSTs and did not take into account the experiences and thoughts of the teacher mentors – the CTs, supervisors, and university course instructors who played integral roles in creating spaces for the PSTs to experience efficacy and identity building.

Avenues for Future Research. The limitations of this research – especially in the quantitative data collection and analysis provide an opportunity for further research. As I note above, this study only looked at the perspectives of the future ESL teachers and did not consult with the teacher mentors who were key players in the participants' experiences. Consulting a wider group of stakeholders would offer opportunities for greater insight into how teacher education courses are designed and what some of the barriers might be towards using a more constructive approach to feedback, for example.

In addition to broadening the kinds of people consulted, increasing the sample size of the PSTs would allow a broader field of inquiry into efficacy development. For example, a larger sample could give a more statistically powerful understanding of how

efficacy experiences develop longitudinally (over the four years of the Bachelor of Education Degree in Quebec), or by program (comparing all pre-service language teachers in their third year across Quebec, for example), or a combination of the above.

Statistical research into these areas could include questions such as, “How does TSE change over the course of a four-year program?”, “When do PSTs reach the ‘threshold’ where efficacy development is no longer pliable”? “Does this transition occur at a specific moment or is it a gradual experience?”, “Can it be numbered in hours of teaching experience or some other measure?”, “Are experiences of TSE development consistent across programs, or are there some programs where PSTs develop TSE at a different pace than students in other programs?”, “What factors in teacher education programs correlate to strong efficacy development?”, “Does strong efficacy development correlate to stronger intentions to enter the teach field upon graduation?”

Findings from this research also point to several promising avenues for future qualitative research into how language teachers develop TSE and their professional identity, including:

- Studying how language teacher self-efficacy is developed prior to classroom teaching, and in situations outside of teacher education (e.g., subbing, tutoring)
- Looking at the role linguistic identity plays in the integration of language teachers within their teaching community
- Evaluating the effectiveness of different strategies for providing feedback and / or evaluation on the efficacy-identity development of pre-service language teachers.

Possible research questions for these areas include: “What kinds of experiences inspire PSTs to become language teachers?”, “How is TSE developed outside the structure of teacher education programs?”, “What are the effects of linguistic identity on resilience and potential attrition rates in Quebec?”, “How does working with a mentor trained in effective feedback techniques / the elimination of grading / the creation of spaces for reflective practice and problem solving during professional seminars influence the development of TSE in future language teachers?”

Closing Thoughts

The goal of my research when I set out was to understand how we can provide future ESL teachers experiences in teacher education that would enable them to feel a robust sense of self-efficacy in their professional identity. Perhaps unsurprisingly, I concluded that a good start would be to put into practice recommendations from previous educational research (e.g., Darling-Hammond, 2012), especially with regards to the structure of the practicum and integration of teaching skills in the curriculum. I also found that we need to take a good, long hard look at the way we currently support and evaluate future language teachers in the classroom, finding ways to include constructive dialogue, feedback and growth. Finally, we need to build on what we do well already and encourage construction of peer networks and professional learning communities for future language teachers while they are still in teacher education.

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APPENDICES

Appendix A: Professional Competencies in Quebec Teacher Education Program

Table 1: Summary table of the 13 core professional competencies of teachers

TWO FUNDAMENTAL COMPETENCIES	
Competency 1	Act as a cultural facilitator when carrying out duties
Competency 2	Master the language of instruction
AREA 1: Six specialized competencies central to working with and for students	
Competency 3	Plan teaching and learning situations
Competency 4	Implement teaching and learning situations
Competency 5	Evaluate learning
Competency 6	Manage how the class operates
Competency 7	Take into account student diversity
Competency 8	Support students' love of learning
AREA 2: Two competencies underlying collaborative professionalism	
Competency 9	Be actively involved as a member of the school team
Competency 10	Co-operate with the family and education partners in the community
AREA 3: One competency inherent in teachers' professionalism	
Competency 11	Commit to own professional development and to the profession
TWO CROSS-CURRICULAR COMPETENCIES	
Competency 12	Mobilize digital technologies
Competency 13	Act in accordance with the ethical principles of the profession

Source: https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/devenir-enseignant/reference_framework_professional_competencies_teacher.pdf?1611584651

Appendix B: Comparison of Survey Items

Swanson (2010, 2012) (S/FTSES)	Cooke, S., & Faez, F. (2018)	Final wording in Survey "I can..."
Dimension: Language proficiency		
Ability to write a personal letter to a pen pal in a foreign country in the language(s) you teach?	Using French in the classroom most or all of the time?	1. ...communicate orally / verbally in English with ease.
Ability to read and understand a newspaper printed in another country in the language(s) you teach?	Providing a linguistic model for students?	2. ...read and understand all kinds of texts (novels, movies, websites, blogs, newspapers etc.) in English
Ability to have a conversation with a native speaker in the language(s) you teach?	Knowing how the French language works (i.e., grammar, pronunciation, etc.)?	3. ...write a variety of formal and informal texts (e.g. report, letter, email, text message, essay) in English.
Ability to fully understand a movie that only uses the language (s) you teach?	Setting attainable and worthwhile learning goals for your students?	4. ...understand how the English language works (grammar, pronunciation, etc.)?
Own knowledge of the language (s) you teach so that you can lower your students' anxiety about learning the language(s) you teach?	Reaching out to the French community to enhance your instruction?	5. ...provide an excellent linguistic model for my students.
Dimension: Second Language Pedagogy		
Ability to help students at the first-year level of the language(s) you teach?	Planning lessons that reflect theories of second language acquisition?	1. ...help students at the beginner level of English.
Own knowledge of the language (s) you teach so that you can motivate your students to learn about the language(s) you teach?	Selecting and adapting appropriate resources to help meet the instructional and linguistic needs of your students?	2. ...plan lessons that reflect theories of second language acquisition.
Ability to help students learn at the highest levels of the language (s) you teach?	Keeping up to date with and applying current approaches to second language teaching?	3. ...create a challenging language learning environment that fosters student interest
Own knowledge of the language (s) you teach so that you can increase student achievement in your classes?	Creating a supportive and challenging learning environment?	4. ...help students learn at the highest (advanced) levels of English.
Own knowledge of the language (s) you teach so that you can lower your students' anxiety about learning the language(s) you teach?	Planning lessons that engage students in language learning?	5. ...create a language learning environment that lowers student anxiety

Swanson (2010, 2012) (S/FTSES)	Cooke, S., & Faez, F. (2018)	Final wording in Survey "I can..."
Own knowledge of the language (s) you teach so that you can foster students' interest about learning the language(s) you teach?	Providing activities which support meaningful communication in French?	6. ...plan activities which support meaningful communication in English.
Dimension: Cultural knowledge / instruction		
Knowledge of how people from different countries and cultures act and communicate?	Understanding the French culture and language and how to link them with one another?	1. ...share and explore varieties of English with students.
Knowledge of the relationship between the practices and perspectives of the culture studied?	Promoting the value of learning French?	2. ...promote the value of learning English through exploration of English culture
Knowledge of how people from different countries and cultures perceive the world around them?	Welcoming diverse learners and valuing the benefits of intercultural awareness and understanding within the language program?	3. ...promote intercultural awareness and understanding within an ESL program.
Knowledge of the relationship between the products and perspectives of the culture studied?		
Dimension: (General) Instructional Strategies		
Provide an alternative explanation or example when students are confused.	Differentiating your instruction to meet the needs of your students?	1. ...provide an alternative explanation or example when students are confused.
Use a variety of teaching strategies	Developing assessment tools to monitor students' learning?	2. ...use a variety of assessment strategies
Craft good questions for students	Promoting students' critical and creative thinking?	3. ...implement teaching methods and materials that accommodate individual differences among students.
Implement alternative assessment strategies in your classroom?	Using a variety of teaching methods?	4. ...provide effective feedback to students.
	Using the results of your assessments to monitor and report on students' progress and shape instruction?	5. ...promote students' critical and creative thinking.
	Providing effective feedback to your students to assist them in reflecting on their own progress?	6. ...reflect on my teaching practice in order to increase its effectiveness and enhance student learning.

Swanson (2010, 2012) (S/FTSES)	Cooke, S., & Faez, F. (2018)	Final wording in Survey "I can..."
	Reflecting on your teaching in order to increase its effectiveness and enhance student learning?	
Dimension: Classroom management		
Get children to follow classroom rules?	Managing your classroom?	**1.** ...get students to follow classroom rules
Control disruptive behaviour in the classroom?		**2.** ...control disruptive behaviour in the classroom
Establish a classroom management system with each group of students?		**3.** ...establish a classroom management system with each class
Calm a student who is disruptive or noisy?		**4.** ...calm a student who is disruptive.
Dimension: Student Engagement		
Get students to believe they can do well on schoolwork?		**1.** ...encourage students to believe they can be successful and learn English.
Help your students value learning?		**2.** ...help my students value learning?
Assist families in helping their children do well in school?		**3.** ...assist families in helping their children do well in school?
Motivate students who show low interest in schoolwork?		**4.** ...motivate students who show low interest in schoolwork?

Appendix C: Final Version of Online Survey Questions

Section: Future Intentions

1. I plan on finishing my TESL degree in my current program: Yes / no
2. How likely are you to finish your degree in your current program?

   1= very unlikely

   2 = somewhat unlikely

   3 = undecided

   4 = likely

   5= very likely
3. I plan to start teaching ESL immediately after graduating from my program: Yes / no
4. How likely are you to start teaching immediately after you graduate?

   1= very unlikely

   2 = somewhat unlikely

   3 = undecided

   4 = likely

   5= definitely likely

Section: Demographics

1. Please indicate your age: (numerical response)
2. Please indicate what gender you most closely identify with:
   - female
   - male
   - other gender
   - prefer not to say
3. Which language are you **most** comfortable using? (Please choose only one option)
   - English
   - French
   - Bilingual (English / French)
   - Other (indicate)
4. What other language(s) do you feel comfortable using? **(short answer response)**
5. Which university do you attend?
   - [University A]
   - [University B]

TSE How confident are you that you can... (Scale 1-10)
Linguistic competence self-efficacy
6. Communicate orally / verbally in English with ease?
7. Read and understand all kinds of texts (novels, movies, websites, blogs, newspapers etc.) in English?
8. Write a variety of formal and informal texts (e.g. report, letter, email, text message, essay) in English?
9. Understand how the English language works (grammar, pronunciation, etc.)?

10. Provide an excellent linguistic model for your students?
SL Cultural Knowledge and instruction How confident are you that you can... (Scale 1-10)
11. Share and explore varieties of English with students?
12. Promote the value of learning English through exploration of English culture?
13. Promote intercultural awareness and understanding within an ESL program?
SL Pedagogy: How confident are you that you can... (Scale 1-10)
14. Help students at the beginner level of English?
15. Help students learn at the highest (advanced) levels of English?
16. Plan lessons that reflect theories of second language acquisition?
17. Create a challenging language learning environment that fosters student interest?
18. Create a language learning environment that lowers student anxiety ?
19. Plan activities which support meaningful communication in English?
General Instructional strategies & methodology (TSES) How confident are you that you can... (Scale 1-10)
20. Provide an alternative explanation or example when students are confused?
21. Use a variety of teaching and assessment strategies?
22. Implement teaching methods and materials that accommodate individual differences among students?
23. Provide effective feedback to students?
24. Promote students' critical and creative thinking?
25. Reflect on your teaching practice in order to increase its effectiveness and enhance student learning?
Classroom management (TSES) How confident are you that you can... (Scale 1-10)
26. Get students to follow classroom rules?
27. Control disruptive behaviour in the classroom?
28. Establish a classroom management system with each class?
29. Calm a student who is disruptive?
Student Engagement (TSES) How confident are you that you can... (Scale 1-10)
30. Encourage students to believe they can be successful and learn English?
31. Help your students value learning?
32. Assist families in helping their children do well in school?
33. Motivate students who show low interest in schoolwork?

Appendix D: Story Circles Interview Guide and Research Memos

Round 1 Questions

Efficacy-identity using Bandura's (1997) theory of teacher self-efficacy (TSE):

à Bandura's TSE

- Enactive Mastery Experience (EME)
- Vicarious Experience (VE)
- Verbal (Social) Persuasion (VP)
- Physiological & Affective States (PAS)

Questions to provoke stories of *enactive mastery experience and identity*: What kinds of teaching have you done already? In what contexts? To whom? Have you ever had a moment where you've seen a child 'get it'? What does it look like? Feel like? Have you ever struggled to get an idea across? What happened?

Questions to provoke stories of *cognitive mastery experience*: How have you changed and developed as a teacher changed since you've started Teacher Education? Are there any moments or experiences you've had where you've felt you really learned something that have made you a better teacher? Can you describe any?

Questions to provoke stories of vicarious experience: Who have your teacher role models been so far? (In Teacher Education or perhaps a coach, or mentor) Can you think of a time where someone inspired you to become a teacher? Perhaps even by NOT being a great teacher?
Questions to provoke stories of verbal persuasion What have other people said about the kind of teacher they see in you or that you are becoming? Whose comments and feedback have you valued most? Why? Can you remember a moment when something someone said about your teaching really affected the way you felt or saw yourself as a teacher?

Questions to provoke stories of physiological and emotional experience of efficacy: Have you ever taught in front of a group before? How did you feel? Increased heartbeat, sweaty palms for example. Can you describe your How you felt physically? Emotionally? How did what you feel influence how you see yourself as a teacher?

Round 2 Questions

Theoretical connections

1) Verifying development of ways in which teacher self-efficacy is developed according to Bandura (1997)
    - Enactive Mastery Experience (EME)
    - Vicarious Experience (VE)
    - Verbal (Social) Persuasion (VP)
    - Physiological & Affective States (PAS)

2) Looking for moments of Professional Identity development (ID)

3) Looking at ways dimensions of SLT-IE (Parks, 2017) are related to SLT attrition / retention (Swanson, 2010, 2012) are developed
    - Pedagogical Content Knowledge (PCK)
    - Instructional Strategies (IS)
    - Student Engagement (SE)
    - Classroom Management (CM)
    - Cultural Instruction (CI)

1. (EME) (VE) (PAS)] [(PCK) (IS)] Tell us about a time when you (or your CT?) tried to teach something new and things didn't go as planned. How did you think things were going to unfold? What happened? How did you react? How did it make you feel? What did you learn from the experience?

2. . [(IS)] [(EME) (PAS)] Have you (or your CT?) ever tried to work one-on-one with a student who was really struggling? What was the student's challenge? How did you approach the problem? Tell us about your experience and how it made you feel

3. [(EME) (PAS) [(ID)] Can you recall a moment when you really felt like you became an "ENGLISH TEACHER" in the eyes of your students? Tell us about what happened.

4. [(EME) (PAS)] [IS)] Tell us about a moment when you struggled to explain a difficult concept or idea to a student or a class. What happened? How did you react? How did it make you feel? What did you learn from the experience?

5. [(EME) (VE)] [(CI) (CM)] Can you think of a time when your students were eager to discuss politics in your classroom? What happened? How did you (or your CT) handle it? What were some of the cultural discussions and biases that came up in the discussion?

6. [EME) (VE) (PAS)] [(CI)] Have you ever had a student laugh at, or critique something from another culture? How did you feel? What did you (or your CT) do? Tell us the story.

7. [(EME) (VE) (PAS)] [(CI)], What kinds of popular culture and texts do you (or your CT) explore in your classroom? Tell us about a time when your students (or a student) reacted strongly (excited, dismayed, curious…) to a topic or text that you or your CT taught.

8. [(EME) (PAS)] [(CM)] How are your experiences and feelings in regard to the different groups you teach? Do you teach and react in the same way to each one? Tell us about a time when you had a strong feeling about one group. What was it? What provoked it?

9. [(EME) (VP) (PAS)] [(CM)] Tell us about a time when you had to deal with a difficult group of students in the classroom. What happened? Who was involved? How did you feel? How did it end? What kind of feedback did you get on the incident?

10. [(PAS)] [(ID)] [(SE)] What kind of relationships are you building with your students? What does that tell you about the kind of teacher you are? Tell us about an experience you had or witnessed with a student or with their family that marked you strongly.

11. [(EME) (PAS)] [(ID)] [(SE) (CM) (IS)] Do you have students or groups with whom you naturally have more affinity? Why? Tell us about a time when you had a great experience teaching a lesson to one group when the same lesson flopped with a different group.

Round 3 Questions

Research Notes: [RQ]What kinds of experiences in teacher education provoke, sustain, support or undermine pre-service ESL teachers' development of self-efficacy within their professional identity, particularly with respect to the dimensions of pedagogical content knowledge (PCK), classroom management and linguistic proficiency?

Key ideas from preliminary analysis:

- Experiences from teacher education prior to field placement have had little to no influence on efficacy or identity – CHECK THIS

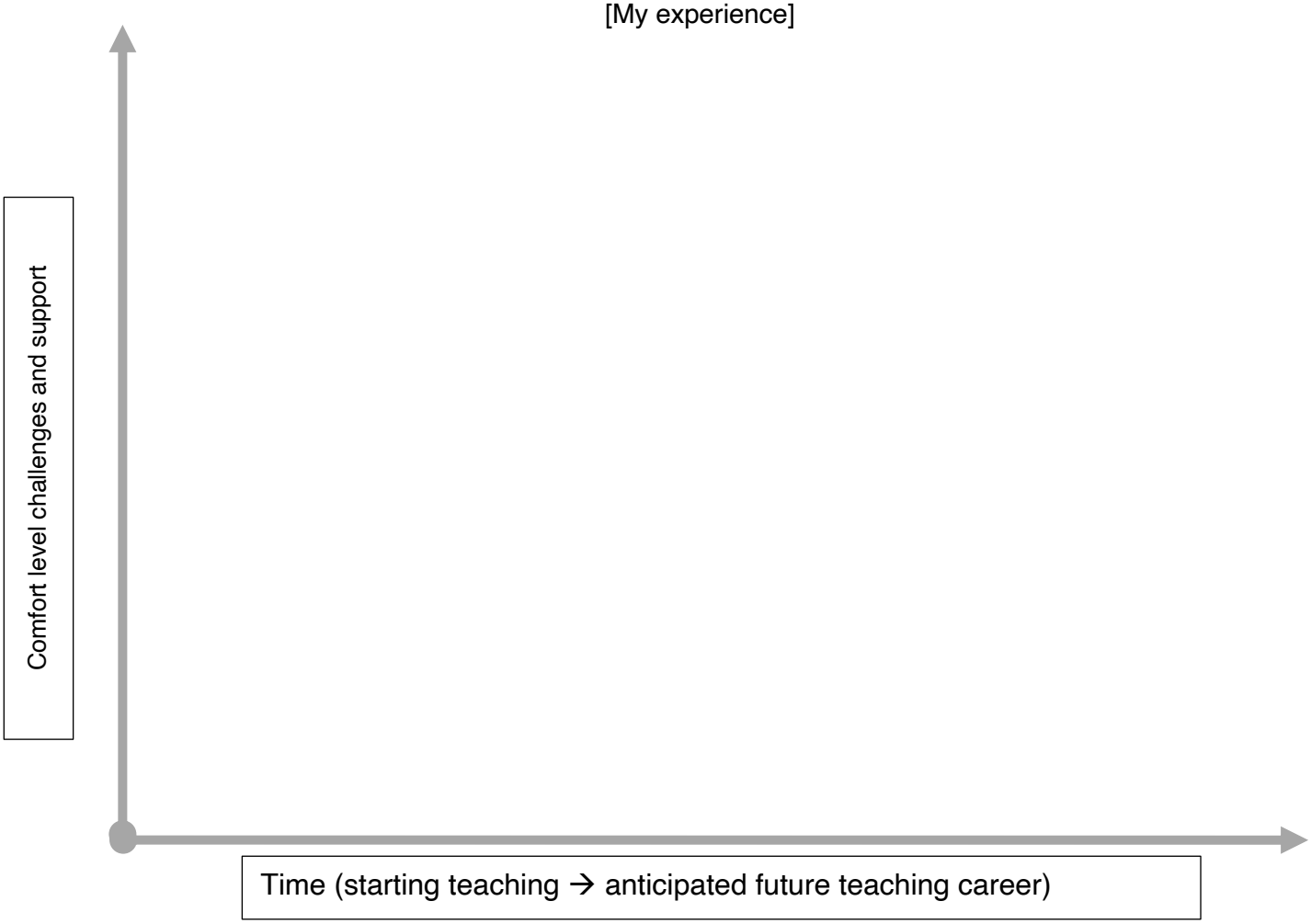
Evaluation source of stress detrimental to building identity

- Key Experiences of negotiating professional identity happen with students when ST is alone. CHECK THIS
- Presence of CT / Cooperating teacher in classroom impedes authentic identity building "performing an act" STs can feel CM efficacy is undermined by presence of CT.
- Supervisor role is seen as superficial CHECK THIS
- "Performing" for supervisor
- PCK efficacy through resistance to feedback
- Professional identity formation – revolves around relationship building with students. How *the students* view the ST is key to how ST sees themselves as teacher.
- Students' response can affect PCK efficacy, but STs explain lack of efficacy as students' problem (language barriers, 'difficult' groups) rather than their own
- CM – giving permission
- CM – classroom structures (greeting students at door)
- PCK – carrying out cooperative learning – trial and error with students' feedback, rather than CT
- LE – Relationship with Ss depends on students' linguistic abilities.

Appendix E: Storyline Activity (Adapted from Conway 2001)

Instructions:

1. Reflect on your expectations and the reality of your experience.
2. On the graph, draw a line to describe your experiences with this field placement.
3. Mark one or more high points, low points and turning points clearly with a star.
4. Project this line forward in future towards your next teaching experience – even your first teaching job, if possible.



5. Please provide any explains you can for high points, low points, and turning points over the course of your field placement experience.

6. Please discuss, if possible, any differences between your expectations of the field placement and the reality you experienced.

Appendix F: Consent Form

Consent for Participation in Research Study

Study information: This on-line survey and follow-up focus group type discussions are a part of the doctoral research project that is being conducted by Philippa Parks, a PhD candidate in the Department of Integrated Studies in Education (DISE) at McGill University, under the supervision of Dr. Caroline Riches. This research looks at the ways that pre-service teachers experience confidence and build their professional identities during teacher education. This consent form invites you to participate in this study.

Researcher: Philippa Parks, PhD Candidate, Department of Integrated Studies in Education (DISE), McGill University: **email:** philippa.parks@mail.mcgill.ca **Phone number**: +1-514-771-4938

Faculty supervisor: Dr. Caroline Riches, Associate professor & Director of Teacher Education Programs, McGill University, Rm. 248B, Education Building, 3700 McTavish Street, 514-398- 5793, caroline.riches@mcgill.ca

Title of Project: "Should I stay, or should I go? A mixed method study of pre-service second language teacher efficacy-identity development and its connections to teacher attrition in Quebec"

Sponsor: Fonds de Recherche du Québec - Société et Culture (FRQSC)

Procedure: Your participation in this study will involve approximately 15-20 minutes (Phase one) and / or approximately 4 hours (Phase one and Phase two combined) of participation over 2 phases of research.

Phase One: In the first phase of the research, you will be asked to complete a short, online survey (approximately 15-20 minutes). You will be asked to provide your real name as well as a pseudonym in order to maintain confidentiality. At the end of the survey you will be asked if you wish to participate in phase two of the research (see below) and to provide contact information to indicate your interest. You will be asked to take the test again following your field placement experience.

Phase Two: *If you qualify for phase two* **and you indicate below** that you are interested in participating in the second phase of research, you *may* be contacted to take part in the second phase of the study. This phase consists of small "focus group" type discussions which occur during class time and in which you will discuss your experiences in your Teacher Education program as well as your Field Placement experiences. In taking part in this phase of the research you will consent to respect the confidentiality of other participants in the group and will refrain from sharing any information about others or this study.

These group discussions will take place 4-6 times during your professional seminar class and will last approximately 20-30 minutes. These sessions will be audio recorded and the recordings will be transcribed. Only my supervisor and myself will have access to these recordings and transcriptions. Parts of the transcription may be quoted in publications, however we will assure your confidentiality in these transcriptions by using the pseudonyms you have chosen in phase one. You may also be asked to provide me with access to documents such as your professional journal or other artifacts that pertain to the discussions held during class.

Voluntary participation:
Taking part in this study is completely voluntary. You may skip any questions that you do not want to answer in the online survey and / or focus groups. You are free to decide not to take part in the research study. You are free to withdraw at any time. Whether or not you choose to participate you will not lose any benefit to which you are otherwise entitled (e.g., grades will not be affected). If you choose to withdraw, your data will be destroyed and not included in the study, unless you give explicit permission otherwise.

Confidentiality:
Your answers will be confidential. Before commencing the research study, you will have the chance to review all confidentiality and privacy agreements and have the opportunity to withdraw at any point throughout the study. Furthermore, the records of this study will be kept private. Your name will be kept confidential: You will be asked to provide both your real name and a pseudonym when you participate in the online survey. This pseudonym will also be used if you participate in the group discussions in phase two. Neither your name, the name of any person mentioned in the surveys or discussion groups, or any information by which a participant or any person mentioned in the discussion groups may be identified, will be used in any reports of the data. Physical research records and artifacts will be kept in a locked file and digital records and artefacts kept under password; only myself and my supervisor will have access to the records. Physical and digital records and artefacts will be kept for a period of seven years after the conclusion of the research.

Dissemination of results: A preliminary draft of my thesis will be shared with you to ensure your insights are fully taken into consideration including any concerns you might have regarding confidentiality of you as a person. The expected completion date of my thesis is December 2020.

Findings from this study may also be presented at one or more academic conferences. Findings may also be used to publish articles in peer-reviewed journals. Every attempt will be made to consult with you on any additional publications and conference presentations, in case any arise in the future.

Risks & benefits:
This study involves minimal risk and discomfort levels to you not exceeding those encountered in everyday life. Possible benefits of this study include an increased understanding of how Second Language Teacher Education programs can help student teachers develop greater resilience when they enter the teaching profession.

____Yes: _____No: You consent to be identified by pseudonym in reports
____ Yes: _____ No: You consent to be audiotaped **(PHASE TWO ONLY)**

Please sign below if you have read the above information and consent to participate in this study. Agreeing to participate in this study does not waive any of your rights or release the researchers from their responsibilities. A copy of this consent form will be given to you and the researcher will keep a copy.

_____ _____ _____
Participant name (please print clearly) **Participant signature** **Date**

EMAIL: (please print clearly) _____

☐ **In ticking this box, I indicate my interest in participating in phase two: in-class focus group discussions**. I include my full name and contact information (email) above. I understand that if I am contacted, I may reconsider at any time and withdraw my consent to participate in phase two.

If you would like more information about this study, please contact the researcher (contact information above). If you have any questions or concerns regarding your rights or welfare as a participant in this
research study, please contact the McGill Ethics Officer, Ms. Lynda McNeil at lynda.mcneil@mcgill.ca or 514-398-6831

Appendix G: Reliability Statistics for Survey Items

Table 1 below summarizes the results of the reliability statistics before and after removing the items in the dimension of language pedagogy that caused too much variance.

Table 1

Reliability statistics for teacher self-efficacy dimensions

Teacher self-efficacy dimension	N of items	Cronbach's Alpha*	
		Time 1 (Pre-FE)	Time 2 (Post-FE)
Linguistic proficiency	5	.864*	.909**
Cultural instruction	3	.751*	.937**
Language pedagogy* *Initial calculation*	6	.403*	.910**
Language pedagogy** *Final calculation*	5	.746*	.910**
General instructional strategies	6	.832*	.870**
Classroom management	4	.954*	.940**
Student engagement	5	.846*	.905**

* Before item removed
** After item removed

Appendix H: Thematic Analysis of Graffiti Boards and Story Circle Transcripts

Table 1

Thematic Analysis of Graffiti Board Themes and Subthemes

	University "A"		University "B"	
Theme	**N**	**Subthemes**	**N**	**Subthemes**
Attrition	2	Emotions; (critical) feedback; work overload	0	-
Teacher Education	16	Utility? Need more concrete experience; practice-based learning	0	-
Identity	31	Relationship with CT (5) Evaluation / criticism from CT (15) Freedom when subbing (11)	17	Relationship with students Recognition from students Cultural difference
TSE: *Mastery Experiences*	2	Trial and error; adjusting to students' needs	9	Trial and error and reflection outside of class Adjusting teaching to students' needs
TSE: *Vicarious experiences*	2	Teacher educator role models	0	-
TSE: *Verbal / Social*	5	Influence (negative) of feedback on TSE and teacher identity	8	Feedback: negative impact (2); Balance (constructive with negative) in feedback needed
TSE: Physiological / Affective: Evaluation	6	Evaluation (critical - spotlight) lack of experience (anxiety - cliff) relationship with CT (negative) worried about expectations less pressure alone (absence of evaluation / observation) Burnout / workload	3	Stress of evaluation / feedback Bonding with students Learning through mistakes

Table 2

Thematic Analysis of Story Circle Transcripts: Themes and Subthemes by Program

		University "A"		University "B"
Theme	**N**	**Subthemes**	**N**	**Subthemes**
Attrition / Resilience *Subthemes (6):* -Uncertainty -Control -Recognition -Evaluation -Workload -Criticism	94	Recognition / acceptance from teaching community builds resilience → Rejection / hostility in environment increases possible attrition Being in control of class / teaching in absence of CT / teaching outside →resilience Workload comparative (disparity in expectations) from person to person, program to program (equity?) Criticism (critical feedback) decreases TSE, increases potential attrition	23	Uncertainty about choosing to be a teacher (identity) despite +ve experiences Stress of evaluation compared to teaching unobserved (subbing) outside teacher education/ being in control of class →resilience Workload (assignments) + work / life balance – too much oversight by TED Criticism (critical feedback) decreases TSE, increases potential attrition
Teacher Education *Subthemes (6):* -Modeling -Subjects -Practicum -Theory vs. Practice -Workload -Quality of mentorship	91	More teacher modeling needed Gaps between theory and practice – TED pointless? Need more practical, authentic, hands-on (e.g., Case study) Some opportunities but not enough More preparation needed: a) HOW to teach language (phonetics, syntax, morphology) b) teaching to LD students	36	Need for more integration: classes & practicum; shorter time between Utility of courses? Practical teaching strategies taught and modeled; tried out in practicum Questioning point of assignments, assessment in practicum Need for better training for supervisors (perceived incompetence) Need to address mental health

Table 2 *continued*

		University "A"		**University "B"**
Theme	**N**	**Subthemes**	**N**	**Subthemes**
Identity *Subthemes (6):* -Status -Evaluation -Authority -Control -Experience -Performance -Acceptance	207	Evaluation: Performing inauthentically; constrained by power dynamic (**CT, Supervisor**) freedom to be authentic when teaching outside practicum (no evaluation) Establishing authority, performing teacher identity for **students**: personal / professional, teacher values Separating identity from **CT**; negotiating control of classroom; status, relationship, power (CT) Acceptance into teaching community / alienation – feeling like an outsider (resilience / attrition)	105	Identity within teaching community: status when subbing, lower status as PST. Coming from a "family of teachers" Support from peers Relationship with CT: Identity consolidated in absence of CT; conflicts with CT limit opportunities Experience (past) outside TED confirming identity Inspired to become teacher by past models, affinity for teaching, past experience Identity performed for students; success confirmed by Ss' feedback
TSE: *Mastery Experiences* *Subthemes (4):* -Reflection -Experience -Self-evaluation -Power	186	Reflection on varied success: trial and error – what to do next time (CM, PCK) Scaffolded transition to teaching +ve Attributing success to self / failure to students Experience outside FE builds mastery Self-evaluation of mastery Success assessed / confirmed through students' reactions	66	Reflection on varied success: trial and error – what to do next time (CM, PCK) Experience (past, current) outside FE builds mastery Self-evaluation of mastery Success assessed / confirmed through students' reactions Power struggles with CT inhibit opportunities for mastery

Table 2 *continued*

		University "A"		**University "B"**
Theme	**N**	**Subthemes**	**N**	**Subthemes**
TSE: *Vicarious experiences* *Subthemes (3):* -Role models -Peers -Reflective practice	40	Learning from teacher role models CT and in TED (CM, PCK) Comparing consolidating experiences, strategies and techniques with peers (reflective practice, problem solving) Negative role models	30	Teacher role models (TED) especially CM, PCK techniques CT role models mixed Observation in FE1 helpful Comparing consolidating experiences, strategies and techniques with peers (reflective practice, problem solving)
TSE: *Verbal / Social* *Subthemes (4):* -Negative feedback -Resistance -Grades -Power hierarchy (evaluation)	81	Destructive effect of negative feedback on TSE, identity Misreading of identity Questioning validity of feedback / authority of evaluator Resistance to feedback (Good) grades as confirmation of efficacy	51	Need for more equilibrium in feedback (+ve, -ve), Making feedback bilateral (CT / PST) addressing hierarchy Questioning validity of feedback / evaluation system Resistance to feedback (Good) grades as confirmation of efficacy Evaluation creating inauthentic performances
TSE: Affective *Subthemes (4):* -Evaluation stress -Conflict -Identity stress -Bonding with students	12	Evaluation stress Negative feedback / conflict with CT stress Insecurity re: class management Anticipating freedom to teach outside TED	19	Evaluation stress – constant observation; feeling powerless (hierarchy) Conflict with CT causing stress Stress / somatic response to uncertainty over whether to choose (be) teaching. Bonding with students / student success → positive

Appendix I: Narrative Analysis Results

Table 1

Numbers of Stories by Theme and University Program

Story Themes	"A"	%	"B"	%	Total	%
1) Origin Stories	-	-	**19**	**25 %**	19	8.5%
2) Stories from Teacher Education	6	4%	4	5%	10	4.5%
3) Language Identity Stories	9	6%	2	3%	10	4.5%
4) Stories of Learning to Manage a Class	**24**	15%	1	1%	23	10%
5) Stories of Learning to Teach a Language	**26**	**18%**	3	4%	26	13.5 %
6) Stories of Evaluation and Feedback	22	**15%**	16	**21 %**	38	**17%**
7) Stories of Being the Teacher	43	**28%**	22	**29 %**	63	**28%**
8) Stories of Conflict, Survival, Leaving and Resistance	16	**14%**	9	**12 %**	29	13%
Total Number	146		76		222	

Appendix J: Descriptive Statistics for Survey Items

Table 1

Means and Standard Deviations of Self-Efficacy Dimensions as a Function of Program and Field Experience: pre (Time 1) and post (Time 2)

	Time 1 (pre-FE)			Time 2 (post-FE)			
Dimension / Program	N	M	SD	N	M	SD	Change (+/-)
Linguistic Proficiency: University "A"	13	8.80	.73	10*	8.58	.68	-0.22
Linguistic Proficiency: University "B"	15	8.73	.97	14*	8.63	1.07	-0.10
Linguistic Proficiency: Total	**18**	**8.77**	**.87**	**24***	**8.61**	**.91**	**-0.16**
Cultural Instruction: University "A"	13	8.30	.88	10*	7.77	1.15	-0.53
Cultural Instruction: University "B"	15	8.60	1.16	14*	8.12	1.74	-0.48
Cultural Instruction: Total	**28**	**8.50**	**1.10**	**24***	**7.97**	**1.51**	**-0.52**
Language Pedagogy: University "A"	13	8.60	.75	10*	8.5	.69	-0.10
Language Pedagogy: University "B"	15	8.65	.69	14*	8.74	1.56	+0.09
Language Pedagogy: Total	**18**	**8.63**	**.71**	**24***	**8.64**	**1.24**	**+0.01**
Classroom Management: University "A"	13	7.02	1.72	10*	7.62	1.24	+0.60
Classroom Management: University "B"	15	7.68	1.51	14*	7.82	1.53	+0.14
Classroom Management: Total	**28**	**7.37**	**1.58**	**24***	**7.74**	**1.39**	**+0.37**
General Instruction: University "A"	13	7.91	.98	10*	8.12	1.00	+0.21
General Instruction: University "B"	15	8.30	.82	14*	8.23	.46	-0.07
General Instruction: Total	**28**	**8.00**	**.89**	**24***	**8.18**	**1.01**	**+0.18**
Student Engagement: University "A"	13	7.98	1.20	10*	7.58	.76	-0.40
Student Engagement: University "B"	15	8.33	.99	14*	8.54	1.44	+0.21
Student Engagement: Total	**28**	**8.06**	**1.07**	**24***	**8.16**	**1.28**	**+0.10**
Overall Efficacy: University "A"	13	7.96	.78	10*	8.04	.51	+0.08
Overall Efficacy: University "B"	15	8.39	.73	14*	8.36	1.07	-0.03
Combined Overall Efficacy	**18**	**8.18**	**.75**	**24***	**8.21**	**.88**	**+0.03**

* Three participants from University "A" and one participant from University "B" declined or were unable to participate in the second survey. These scores were excluded from the RM ANOVA calculations at time 2.

Appendix K: RM ANOVA Results

Table 1

Mixed Design RM Analysis of Variance of Overall Self-Efficacy in Pre-Service Teachers by Program: Between-Subjects Effects

Source	*df*	*SS*	*MS*	*F*	*p*
Intercept	1	3115.15	.36	3378.25	.00
Program	1	2.01	.57	2.18	.15
Error	22	20.29	.92		

Table 2

RM Analysis of Variance of Overall Self-Efficacy in Pre-Service Teachers by Time: Within-Subjects Effects

Source	*df*	*SS*	*MS*	*F*	*p*
Time	1	.06	.06	.15	.70
Time * Program	1	.12	12	.32	.58
Error (time)	22	8.32	.38		

Table 3

Means and Standard Deviations of Intention to Enter Field Upon Graduation: pre (Time 1) and post (Time 2)

	Time 1 (pre-FE)			Time 2 (post-FE)		
	N	M	SD	N	M	SD
University A	10	4.50	.53	10	4.00	0.81
University B	14	4.36	.84	14	4.00	1.30

Appendix L: Linear Regression Analysis

Table 1

Summary of Linear Regression Analysis of Self-Efficacy Dimensions in Pre-Service Teachers by Time (pre-post FE) and Intention to Enter the Field

Independent variable	*F(1,22)*	p	r^2	SE
Program	.15	.70	.01	.90
Linguistic Proficiency	1.36	.26	.06	.87
Cultural Instruction	.26	.64	.01	.90
Language Pedagogy	.03	.87	.00	.90
Classroom Management	**4.81**	**.04**	**.18**	**.82**
General Instruction	.05	.82	.00	.90
Student Engagement	.08	.78	.00	.90
Overall Efficacy	**.11**	**.90**	**.01**	**.92**