

Education Practicum Effects on Professional Identity of EFL Pre-service Teachers in China: To Be More Confident

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ABSTRACT While education practicum has been widely used in China as a teaching major method, how education practicum affects EFL (English as a Foreign Language) pre-service teachers' professional identity is relatively underexplored. Therefore, the paper aims to fulfill this gap and investigate the influence of professional practicum on EFL teachers. To achieve this goal, this paper describes the consensual qualitative research in the perspective of multi-dimensions among EFL pre-service teachers who are studying in a language university. Research has found that educational practicum has positive impacts on the professional identity of pre-service teachers. (1) EFL pre-service teachers have more comprehensive understanding of teacher professionalization, and teaching processing (2) The positive feedback of students enhanced pre-service teachers' devotion and love of teaching as career or profession. (3) The emotional experience during the internship is also an important factor that affects pre-service teachers' professional identity and teaching self-effective.

INTRODUCTION

In China, most EFL teachers are trained by English school in normal universities. In the final year of their university education, students are required to participate in professional practicums in primary school or middle school for 8 weeks to 20 weeks. During this process, both teacher educators in universities and mentors in practicum schools are involved in evaluating their performance.

Teaching practicum is one of the most influential parts of teacher education (Ferrier-Kerr 2009). Because during the practicum, pre-service teachers provide them with a shift in identity transform from student into teachers (Nguyen and Yang 2018). Teacher identity development is an essential component of learning how to teach (Alsop 2006 as cited in Dang 2013).

During education practicum, pre-service teachers are required to stay in school and teach concrete lessons. In the workplace, pre-service teachers encounter the culture of a school, with standards, values and particular working ways, which affects their professional identity (Reynolds 1996 as cited in Carl and Nadine 2010). In addition, when pre-service teachers encounter different views from

ideal professionals, experienced teachers, their acquired identity and knowledge might be challenged from various perspectives. They need to develop a sense of how to fit in. Also, the inescapable assignment in practicum, teaching, requires student teachers to further explore their professional identity (Cattley 2007).

Teacher professional identity is a complex term on which many researchers have focused. Clarifying the definition and constitution of teacher professional identity can help to design the research. Mockler (2011) agrees that teacher profession is a fluid, dynamic and ongoing developing process which is influencing and being influenced by enormous personal and contextual factors (Xu and Connelly 2009; Mockler 2011).

The elements affecting the identity formation are further studied by some researchers. For instance, Xiang (2020) compares the professional identity of pre-service teachers and in-service teachers with the scale and interview and summarizes affecting elements into three categories, including personal factors, school factors and social factors. For personal factors, pre-service teachers may be worried about their performance in real teaching and feel difficult to overcome, which in-

dicates that the identity are closely related to the self-confidence of pre-service teachers. They can be negatively affected if they doubt their own ability. On the contrary, if they receive positive feedbacks from students or colleague, they will be more confident in teaching (Chen 2021). Some other researchers provide some distinctive suggestions for student teacher cultivation. For example, Huang (2021) suggests that teacher educators need to be role models for their students and convey professional identity and design training courses with more specific targets. Zhang and Yu (2021) find the positive correlation between critical thinking and professional identity while Gao (2021) confirms that teachers' professional identity can be strengthened as they teach in higher grades.

There are also some common themes of teacher professional identity acknowledged in recent studies: multiplicity, the dynamic and ongoing nature of identity construction, the social nature of identity, and the relationship between agency and identity (Beijaard et al. 2004; Beauchamp and Thomas 2009; Akkerman and Meijer 2011). It is pointed out that the professional identity is not "stable or fixed" but "multifaceted, dynamic, multiple, shifting and in conflict" (Zhao 2015).

Chinese researcher Bo (2009) demonstrates a relatively comprehensive description on the definition. From a static point of view, the professional identity of normal students refers to the synthesis of the teacher professional recognition, emotion, volition, expectation, values and professional behavior inclination of student teachers. On the contrary, the dynamic teacher professional identity emphasizes the recognition of teachers' professionalism in the professional training stage, the internalization of social expectations on teachers, and the process of assimilating teachers' role.

To cooperate with the study of teacher professional identity in the Chinese context, the research of Chinese scholars is worth referring to. Cui and Li (2019) summaries that pre-service teacher is one of the most analysed objectives among the studies about teachers' identity in Chinese context and quantitative research is usually adopted and the notion about teacher identity requires further investigation.

The teacher identity is divided into several different internal aspects in these studies. Bo (2009) suggests that professional identity can be divided into six dimensions, including awareness, emotion, and volition, expectations, values and behavior

inclination of teacher profession. Wei (2005) also illustrates teacher professional identity from six similar dimensions: awareness, emotion, value, competence, volition and expectation of teacher profession. Liu (2007) explains from four aspects, including motivation, awareness, value and emotion of teaching profession. Zeng (2010) explains from professional value, self-efficacy, professional expectation and professional volition. Zhao and Lan (2012) carry out research from three dimensions: intrinsic value identity, extrinsic value identity and volitional behavior identity. Wei (2008) renews her study and believes that teacher professional identity is multi-dimensional structure that included four first level factors: occupational value, role value, the sense of occupational belonging and professional behavior inclination. These factors together compose the second level factor, teacher professional identity. Teng and Wang (2012) concluded that teacher professional identity is a systematical structure, composing of one third-level factor, two second-level factors and four first-level factors. The four first-level factors are awareness (include professional value and competence), expectation, volition and emotion (include sense of occupational belonging and professional attitude) of teaching profession and the second level factors are professional perception and experience.

Combining the description of teacher professional identity mentioned above and referring to the theoretical structure of a new multi-dimensional structure can be concluded. Its constitution is presented in Figure 1.

Referring to the study of Teng and Wang (2012), professional perception is a comprehensive understanding of the nature, function, and meaning of the teacher's occupation in which the individual is engaged, including professional awareness (including professional value, professional competence) and professional expectations. Professional expectation refers to teachers' expectations of whether they can achieve success in their professional activities and develop into excellent teachers, such as expectations towards the professional environment. The professional experience refers to the re-perception of the teacher's occupation obtained by the individual in the practice of teaching the profession. The professional volition refers to the level of volition of the teacher towards the currently engaging occupation.

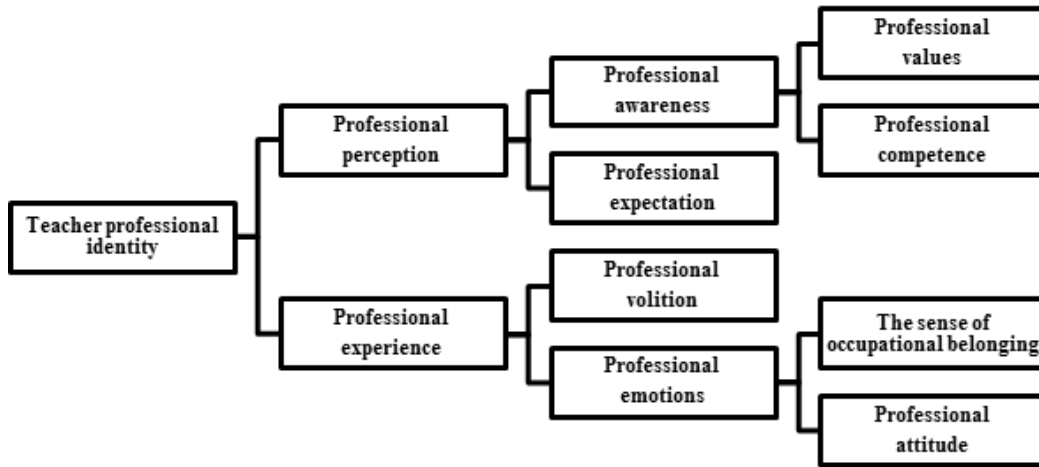


Fig. 1. Structure of teacher professional identity basing on the previous studies
 Source: Authors

With reference to Chinese researchers' theories of structure of teacher professional identity, (Bo 2009; Teng and Wang 2012), this study will take language university teacher training school's students to carry out qualitative research and combine with the pattern of quantitative research.

Objective

The paper aims to investigate the influence of professional practicum on pre-service EFL teachers. The research will be organized to find the answers to the following questions: In what aspects does educational internship affect the professional identity of students from English Education in foreign language university? How does it affect? Does it encourage or depress the development of students' professional identity? Are there any problems which will only be encountered by non-normal students?

METHODOLOGY

Research Structure

The study chooses 12 senior students who majored in school of English Education in a top 3 language university in Guangdong Province, China. The pre-service English teachers had 8-10

weeks teaching experience in council middle school or primary school. After education practicum, 12 senior students were invited to accept the interview from the perspective of structure teacher profession processing (We mark T1-12).

Based on the factors in the structure proposed above, eight interview questions were designed.

Q1: What are the problems that you feel difficult to solve during the internship? If you become a teacher in the future, do you have the confidence to solve these problems?

Q2: During your internship, what's the most touching thing? Or what makes you determined to be a teacher? What's its impact on your career?

Q3: After working with in-service teacher, what kind of professional attitude do you think you should hold?

Q4: After spending six weeks with in-service teacher and students, do you have any new understanding of the teacher's work content, daily routine or other aspects? Please give examples

Q5: What is the change in your opinion towards teachers' social status, economic treatment, working environment, etc.? Please explain how you think about these before the internship and after the internship separately.

Q6: After the practicum, what new ideas do you have about the professional competencies that teachers should master?

Q7: Do you think you are suitable or willing to be a teacher? What is the main reason makes you want to be a teacher?

Q8: After the internship, what kind of difficulty do you think you need to overcome to be a good teacher?

Questions 1 to 3 belong to the aspect of professional experience. Q1 focuses on professional volition, Q2 and Q3 belong to the section of professional emotion, in which Q2 aims at the sense of occupation belonging and Q3 aims at professional attitude. Questions 4 to 8 belong to the section of professional perception. Both Q4 and Q5 are about professional awareness. However, Q4 is about intrinsic value while Q5 is about extrinsic value. Q6 is questioning professional competence. The last two questions are about professional expectation.

Data Collection

The interview is semi-structured, which mainly covers the interview questions mentioned above. Before the interview, the purpose of the study and confidentiality will be introduced to participants, and the interview will start after the consent of them.

The interview consists of three parts: the first part collects the basic information of the participants, including gender, information about the time, place, school, main work content of the practicum, etc. The second part is the focus of the interview, mainly focusing on the impact of the practicum on teacher professional identity development and what is the cause of this effect. In this section, interviewees are required to illustrate their personal experience during the practicum. Further details are also be questioned in this section. In the last part, the participants are invited to supplement the previous interviews.

Each interview roughly lasts from 20 to 40 minutes. All of them are audio recorded and fully transcribed in the later stage.

Data Analysis

A qualitative data analysis software NVivo 9.0 was used to transcribe the records. Then the first step of data analysis is open coding, which means conceptualizing and abstracting the words and sentences of the interview materials and marking them. The code can be a vivid word used by

interviewees, or a noun or concept abstracted by researchers from the materials, in which there are lots of overlapping. Then all the open codes are put together for the second round of axial coding. In the second step, axial coding, 17 categories are concluded, many aspects such as teaching ability, classroom management, teaching experience are including. In the final stage, three themes emerged and they are further analyze, including the awareness of teacher's profession, the feeling and emotion on teacher's occupation, the better understanding of teaching performance and expectations indicating behavior inclination. Tables 1, 2 and 3 present the code categories, representative codes and the frequencies of codes of each theme.

RESULTS

Awareness of Teaching Ability: The Major Factor of Teachers' Profession

Eleven categories of codes are under the first theme (Table 1). According to these codes, the interviewees' awareness of teachers' profession can be concluded from different aspects.

To be powerful leader: In the first category in this theme, codes of "using skills to design, control and liven up the class" is much more than the codes that suggest lectures should be interesting and contain various activities. Although the atmosphere in class can be pleasant and there can be some joyful activities in the lessons, teacher have to control the content, level and the whole process of the class catering to students. One of the reasons is that the English level of students in the same class could vary considerably, which is stressed by interviewees for over 50 times. The pre-service teacher also pay attention on the teachers' leadership. The code "lecture design" is stressed by interviewees for over 114 times. Some details about designing lectures are stated as follow:

You must know the students in your class well. They have different personalities and their learning competence is not at the same level. I used to think that I can use only one method to teach the whole class, but after getting along with the students, I know that they need different ways to teach. You need to make sure that both slow-track and fast-track students can gain something from your class (Teacher 6)

To be proficient language teacher: The interviewees realize that teachers need to keep updat-

Table 1: Code details of the theme “the awareness of teacher’s profession”

Categories	Representative codes	Frequencies of the codes
Classroom Management	Using skills to design, control and liven up the class	34
	The lectures should be interesting and contain various activities	8
Students' Learning Circumstances	Students have good performance on English learning	6
	Students have poor performance on English learning; the English level of students varies noticeably	51
Updating Knowledge	Updating knowledge and teaching skills	53
Teaching Ability	Lecture content design, lecturing skills	114
Class Management	Managing daily life of students	46
	Dealing with accidental situations	10
	Cooperating and communicating with parents	8
	Moral education	14
The Multifarious Work Content of Teacher	Teachers' job involves many different aspects; The workload of the teacher is heavy	125
Students' Behavior and Their Characteristics	Students behave positively and innocently	49
	Students behave negatively	7
The Attitudes of Parents	Parents support the job of teachers	5
	Parents have poor manner or disrespect teachers	16
Interpersonal Relationship With Colleagues	Teachers share experience together and support each other	34
	The harmonious atmosphere in the working environment	26
Economic Treatment and the Statue of Teacher	The amount of salary is appropriate	8
	The amount of salary in reality is lower than in expectation; teachers' income is not proportional to the workload	18
	Working environment is comfortable and fully equipped	9
The Restrictions of Major Social State	Professional code	3
	Teachers' social state is relatively high	7
	Teachers' social state is declining; teachers' social state in reality is not as high as in expectation	14

ing their knowledge, not only the knowledge of a certain subject, but also their teaching ability. According to the data, codes of “teaching ability” are mentioned for over 100 times. Precisely, the term “teaching ability” covers many different aspects. In this study, its definition varies from individual to individual. These abilities are mentioned frequently: defining goals, focusing on key points and difficulties, enriching lessons, designing lessons catering to students’ interest and level and cultivating students’ learning ability, and good English proficiency. As in an interviewee statement:

I think English proficiency is very important in teaching class. I observed that if an English teacher have enough language proficiency, can express the content accurately, provide correct language models, is respected much more by her colleges and students. (Teacher 4)

Most of the subjects indicate that, before the practicum, pre-service teachers thought that they may only need to prepare lessons, and check students’ homework. However, during the practicum, they discovered that the teacher’s work is more multifarious, complicated and diverse, just as the extract below shows:

I used to think that the teachers only need to teach... But because I worked in a boarding school, I have to manage the students’ life except for internal affairs in class. For example, the students live in school dormitory. Therefore, you need to keep an eye on their life in dormitory and get along with the life teacher in the living area (Teacher 6)

The subjects hold the view that class management should include managing daily life of students, such as organizing and coordinating the work in the class, solving problems of students of different aspects in daily life, dealing with emergency and carrying out moral education. Precisely, distinctive frequencies of codes suggest that managing daily life of students is another major aspect of class management.

To be a coordinator apparently, teacher’s work content is much more than the pre-service teachers used to believe. Teachers not only need to give lectures, but also take care of students, coordinate with other teachers and students’ parents. In addition, some other interviewees also mention that teachers, especially class advisers, need to organize all kinds of extracurricular activities, such as

singing competition, sports meeting. The codes of “the multifarious work content of teacher” are mentioned 125 times.

During the practicum, student teachers have close connection with three surrounding groups: students, students’ parents and colleagues. According to the codes, students could behave positively or negatively. Parents may support teachers’ job as a partner of educating students but some of them may disrespect teachers. Fortunately, teachers can usually gain support from their colleagues.

Besides, the interviewees relate that their skills of communicating with parents need to be improved, including their tone and attitude, which is shown below.

I work in a private school, parents often talk a lot with the teachers and then give a lot of opinions. We have to communicate with parents euphemistically and avoid tough and uncompromising tone since we need to convince parents that teachers and the school are believable and reliable (Teacher 4)

Economic treatment indicates another angle of understanding the profession. Coming from different family backgrounds with different economic conditions and working in different schools in different area could be the possible reasons. According to the data, some interviewees hold the view that the income of teachers is lower than their expectation and not proportional to the workload of them.

Similarly, codes of “social state” are mentioned 21 times. The codes suggest that interviewees tend

to believe teachers’ social state is lower than they expect, but the awareness of teacher’s social state might be still not clear, which may change if they become in-service teachers.

Awareness of Supporting From Faculty: The Feeling and Emotion on Teacher’s Occupation

According to codes in Table 2, the categories are mainly about that teachers have different feelings from interactions with different groups, which can affect their expectations of teaching as a profession. In this process, pre-service teachers unavoidably encounter some difficulties which may cause the decrease in confidence and willingness of being a teacher. Since the concrete situation is different from the presentation in the university curriculum, the subjects find that they don’t have sufficient experience to handle different situation in class or after class. For example, students have little interest in learning and do not finish homework on time; the parents of students are offensive in communication; complex and time-consuming work increase the tiredness and stress of a teacher. These circumstances bring distinctive emotional awareness.

Student is one of the most outstanding groups. During the practicum, although there are some naughty students in the class who require teachers to pay more attention to them, noticeably, the students’ behaviors, say chatting with teachers actively, trusting teachers unconditionally, and their innocent nature can always touch the subjects. The codes about students’ behavior are men-

Table 2: Code details of the theme “the feeling and emotion on teacher’s occupation”

<i>Categories</i>	<i>Representative codes</i>	<i>Frequencies of the codes</i>
<i>Students’ Behavior and Their Characteristics</i>	Students behave positively and innocently	49
<i>The Attitudes of Parents</i>	Students behave negatively	7
	Parents support the job of teachers	5
<i>Interpersonal Relationship With Colleagues</i>	Parents have poor manner or disrespect teachers	16
	Teachers share experience together and support each other	34
<i>Personal Emotion and Feeling</i>	The harmonious atmosphere in the working environment	26
	Gaining confidence, happiness, as well as the sense of success and belongingness; enjoy the time staying with students in school	64
<i>The Attitude Towards Students</i>	Lacking confidence	11
	Teacher’s job is stressful, complicated and challenging	57
	Being strict	31
<i>Teacher Authority</i>	Being responsible, patient, gentle and inspiring	60
	Emphasizing discipline	60

tioned over 50 times. Most of the subjects express that their love to students is the most common reason why they are willing and suitable or even more willing and suitable to be a teacher after the practicum. These subjects enjoy being accompanied by students and they can gain the sense of achievement and being needed when the students finally make progress.

Unavoidably, teachers need to communicate with students' parents when the student faces problems, especially when this teacher is the class advisor of these students. Unfortunately, although the codes about parent's attitude are not mentioned lots of times, they suggest that the negative attitude of student' parent will actually affect the teachers negatively.

On the contrary, the colleagues of the subjects can offer them support since they will share opinions and advice which can improve teacher's capability and confidence in dealing with various situations and is particularly needed by novice teachers. The codes also suggest that the atmosphere in working environment is harmonious. "Interpersonal relationship with colleagues" is mentioned 65 times, which is the most frequently mentioned type of code in this study. Besides, the challenge caused by the diversity of students' personality, preference and English level will bring teachers more difficulty in choosing teaching method and class content, will urge student teachers to learn from expert teachers and reflect their teaching performance and make progress. The support and knowledge from colleagues are most significant source of pre-service teachers' positive emotion.

However, personal preference has a strong effect on employment choice, one of the subjects

clearly states that she is not interested in being a teacher at all and therefore she will not choose to be a teacher in the future, though she participated in practicum in which she enjoyed the time with students.

There is another factor which may affect pre-service teachers' willingness and confidence to be in-service teachers. It's generally commented by the subjects that the concrete teaching process differs from how they practice in classes in the college. As the codes of "teacher's job is stressful, complicated and challenging" suggest, teacher's daily routine is complicated, multifarious and stressful. These features require teachers to manage their time well, balance their personal time and working time, accumulate more experience to improve their ability and efficiency. The frequently mentioned codes of "Gaining confidence, happiness, as well as the sense of success and belongingness" indicate that some of the interviewees gained confidence and the sense of accomplishment and belongingness in their work, but several subjects' confidence diminished and they are less willing to be a teacher in future.

The Better Understanding of Teaching Performance and Expectations Indicating Behavior Inclination

After practicum, subjects have a better and more comprehensive understanding of not only teacher profession, but also their performance.

During the interview, the subjects enumerate some points that they could perform better. As the codes present in Table 3, many of the subjects mention teacher authority. They believe they need

Table 3: Code details of the theme "the better understanding of teaching performance and expectations indicating behavior inclination"

<i>Categories</i>	<i>Representative codes</i>	<i>Frequencies of the codes</i>
<i>Teacher Authority</i>	Emphasizing discipline	60
<i>Students' Learning Circumstances</i>	Students have good performance on English learning	6
	Students have poor performance on English learning; the English level of students varies noticeably	51
<i>Teaching Ability</i>	Lecture content design, lecturing skills	114
<i>Teaching Experience</i>	Student teacher need to accumulate more teaching experience	24
<i>Updating Knowledge</i>	Updating knowledge and teaching skills	53
<i>the Attitude Towards Students</i>	Being strict	31
	Being patient, gentle and inspiring	60
<i>The Teacher's Expectation of Himself</i>	Teachers should balance their personal time and working time, and keep learning and improve professional skills	80

to be stricter with the students and require them to obey demands and rules, and then teaching efficiency and effectiveness can be improved. Some subjects mention that they are shy and not patient enough. In addition, the disparity between student performances in their class causes difficulty in class preparation and delivery, therefore, the subjects believe they should keep improving their teaching ability and accumulate more teaching experience to improve their lectures. The codes of teaching ability and teaching experience are mentioned for about 130 times in total.

Basing on the understanding of teacher profession and the limitation in performance, the subjects have clearer expectations which suggest behavior inclinations about their career development.

Here are some actions the subjects would like to take in their future teacher career: defining goals, focusing on key points and difficulties, enrich the lessons, designing lessons catering to students' interest and level, cultivating students' learning ability and keep updating knowledge and teaching methods in teaching; not only being patient and considerate but also clarifying demands and discipline in class management; improving skills of getting along with parents and colleagues; making plan of daily routine and working effectively.

DISCUSSION

The conclusion echoes previous research finding that learning to be a professional teacher is a socialization process (Williams 2010). To some extent, teachers' professional development depends on interacting and collaborating with their colleagues, through which they gain a sense of belonging to a community (Ronfeldt et al. 2015). Emotion also has great impact on teachers, such as shaping teachers' professional identities, sustaining or undermining their emotional commitment to students, and influencing their classroom practices (Shapiro 2010 as cited in Zhang et al. 2015).

There are some points worth further discussion, which shows some potential obstacles for EFL pre-service teachers to develop their professional identity.

The pre-service teachers are presumed that they have already mastered educational theories before practicing in the practicum (Zhu 2017). This presumption may cause EFL pre-service teachers find teaching is more difficult than they thought during practicum. On the contrary, this presump-

tion can provide novice teachers a chance to discover their drawbacks in teaching and broaden their view about teacher profession. However, it should not be ignored that the teaching ability levels of EFL pre-service teachers could be not comparatively competent. Less competent pre-service teachers may encounter more technical difficulties and criticism in teaching. Therefore, lower level EFL pre-service teachers may tend to believe that being a teacher is a more difficult career than they thought and finally negatively affect their confidence and construction of teacher professional identity.

Colleague mentor can also be a source of stress. One of the interviewees talked about that she felt a little stressful because of her colleague mentor. The extract below presents her monologue:

During the internship, you will feel the pressure from instructor. He will bring you his experience and you need to accept. Although the experience he provided may contradict your previous understanding, you have to accept it (Teacher 7)

Her statement partly corresponds to the conclusion that there could be a tense relationship between the student teachers and their instructors during the practicum since they may have some different opinions. Then the student teachers may distort their ideas to please the instructor (Qiu 2013).

Different from the statement of Qiu (2013), lack of confidence in teaching and the authority of mentor can be two of the reasons why this subject chose to accept the opinion of her mentor. The student teachers may doubt their own teaching decisions and try to avoid challenge their instructor. The directions of instructor may be able to prevent student teachers from making serious mistakes, but these directions may also constrain the creativity of student teachers. Precisely, the practicum mode may affect the behaviors of student teachers and depress their ability of innovation and self-evaluation. In practicum, the performance of pre-service teacher will be marked by their instructors at the end of the practicum. If the pre-service teachers do not follow the direction of their instructors, they may lose marks. Meanwhile, pre-service teachers may have more difficulty on the identity transition from English and education majors to EFL teachers since pre-service teachers tend to follow the directions of in-service teachers.

In addition, a few interviewees mentioned professional code which represents the discipline they

major in. All the interviewees are chosen in a language university, which means that these students are non-normal students. Therefore, they may not be allowed to join in the teachers' entrance exam under policies of different areas in China because they do not have a normal professional code. This may be a unique obstruction that only non-normal universities face. Meanwhile, as non-normal graduates, EFL pre-service teachers graduate from a language university may be underdogs in employment competition, because the recruiters may doubt the education level of the school and the professionalism of its graduates.

CONCLUSION

Overall, according to the analysis of data, three themes can be concluded from the interviews about the influence of practicum on EFL pre-service teachers. Comparing with the structure consulted to design interview questions, these three themes roughly correspond to three of four second level factors which mentioned in previous part, Figure 1. Awareness of teaching ability corresponds to professional awareness, awareness of supporting from faculty corresponds to professional emotion and professional volition. The better understanding of teaching performance and expectations indicating behavior inclination corresponds to professional expectation.

In conclusion, EFL pre-service can have a more complete realization about teaching as profession, including the common teaching duty they know from their previous education experience, the unexpected affairs after class and the income and social status of this profession. As the second theme suggests, pre-service teachers experience the interaction with different groups during the professional practicum, which may arouse negative or positive emotional awareness. Particularly, support from colleagues is usually encouraging. Finally, the practicum provides pre-service teachers with changes to find their advantages and problems in their teaching performance. Therefore, they can improve themselves and make progress towards their ideal teacher with clearer directions.

RECOMMENDATIONS

Based on the analysis above, the researchers recommend that can concluded that education practicum has positive impacts on the professional identity of pre-service teachers. EFL pre-service

teachers can have more comprehensive understanding on teaching processing and emotions. The teacher training universities could keep this teachers training strategy, and enhance education practicum time. During the education practicum processing should support pre-service teachers on their teaching.

LIMITATIONS

This study carries some limitations. First, all the subjects involved are students of majoring in English and Education in language university and therefore the data can reflect basic condition of language university teacher training major, but it may not be able to represent the issue in other universities. Second, this study was carried out in one school of language university, in which the number of female students is predominant. The finding and conclusion may be different if there are more male subjects. Third, some of the interviewees have already graduated and become an in-service teacher. Therefore, their answers may be slightly affected by their recent work, which requires the researcher to distinguish the data carefully in the coding stage.

In addition, the data may be able to reveal the influence of professional practicum more comprehensively if the interviewees accept interviews before they take part in practicum and then accept one more time after the practicum. Therefore, the changes caused by practicum can be measured more specific and comprehensive.

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