

## A Review on Pre-service EFL Teacher Identity

Mei Yang

School of Foreign Language, Sichuan Normal University, Sichuan 610066, China

### Abstract

**The study of English teacher identity has become one of the hot topics in the field of language teacher education. This study reviews the research on the pre-service English teacher's identity at home and abroad, and discusses the current research situation around the definition of teacher's identity, the characteristics of pre-service English teacher's identity, and the factors that affect the construction of pre-service English teacher's professional identity. The study found that the domestic research on pre-service English teachers is still in its infancy, and the subsequent research should use the multi-source data collection method, carry out more qualitative research, and carry out a large-span tracking research in time when conditions permit, pay more attention to the change and development of pre-service English teachers' identity, at the same time, pay attention to pre-service English teachers' learning in practice schools, and put forward suggestions for the construction of pre-service English teachers' identity, It is expected to provide help for the relevant research of pre-service English teachers in China.**

### Keywords

**Pre-service Teacher; ELF Teacher; Teacher Identity.**

### 1. Introduction

In recent years, scholars at home and abroad have paid more and more attention to teachers' professional development. Crandall and Christison (2016) proposed that the focus of research on teacher education has shifted from teachers' professional knowledge, teaching skills and classroom behavior to teachers' experience, teachers' cognition and teachers' psychological state. Xiong Jinju and Tao Zhiqiong (2008) proposed that to comprehensively promote teachers' professional development, it is necessary not only to study teachers' professional knowledge level and teaching behavior from the outside, but also to study their feelings and experiences in the process of professional development from the inside. With the development of technology and the reform of education, teachers began to re-examine their identity. Therefore, since the 1950s, the research on teachers' identity has been widely concerned by social science research. (Martel&Wang, 2015). At the same time, because of the important influence of teacher identity on teaching decision-making, teaching content and teacher-student relationship (Bullough, 1997), it has gradually become one of the core concepts in the field of teacher education.

From the perspective of research schools, the research on teacher identity is mainly divided into two camps: the psychological camp represented by Erik Erikson and the social school camp led by George Mead. The former regards teacher identity as a self-concept structure related to cognition and self-imagination in the world of action, which is characterized by stability and consistency. The latter regards teacher identity as a concept of social context that transcends itself, with mobility, complexity and social attributes (Britzman, 2012). In 1997, Antonek et al., Duff and Uchida published two papers on the identity of language teachers respectively, which marked that the research on the identity of language teachers entered the vision of educational scholars. Since the 21st century, more and more researchers have paid attention to the status

of second language teachers. Teng Yanjiang (2018) reviewed the empirical research papers on the status of foreign second language teachers from 1997 to 2017. According to his findings, the research on the status of second language teachers in the past two decades can be divided into two stages. From 1997 to 2006, it was the initial stage, and the number of papers issued in the past 10 years was only 10. From 2007 to 2017, it was a steady development stage. During this period, the research on the status of second language teachers has become a steady growth trend year by year. It can be seen that the study of second language teacher identity is gradually becoming one of the hot topics in language teacher education.

According to the stage of teacher development, teacher status can be divided into pre-service teacher status and in-service teacher status. In China, with the transformation and upgrading of teacher education, the gradual diversification of research paradigms in the field of pedagogy and the change of policies, the research results of pre-service teacher training have gradually enriched, and pre-service teacher training has gradually become the core issue in the field of teacher education policy, practice and research (Song Huan, Tian Shixu, Wu Yuchen, 2020). Teacher identity provides a guiding framework for teachers to understand "how to become teachers, how to view their work and social status" (Sachs 2005). At the same time, it is not only the key for teachers to "stick to professional commitments and professional norms" (Hammerness, Darling-Hammond&Bransford, 2005), but also the core of determining teachers' professional motivation, self-efficacy and work efficiency (Day&Kingston, 2008). Not only that, but also the teacher's identity determines the teacher's intention to retain his post to a certain extent

Many researchers have found that teacher identity is closely related to teacher learning and teaching (Jonhson, 2009). Zhu Menghua (2019) proposed that the process of teacher learning implies the formation and development of teacher identity. Wenger (1998) proposed that teacher identity is also an identity experience. The construction of pre-service teacher's identity is of great significance for teachers to establish professional emotion and realize the transformation from "being taught" to "teaching students".

Based on the above research, it is clear that the identity construction of pre-service second language teachers has become a new task of teacher education. Therefore, this study aims to sort out the research on the construction of pre-service second language teachers' identity at home and abroad, hoping to clarify the current situation of pre-service second language teachers' research, look forward to the future development trend, and provide reference and inspiration for the research of pre-service second language teachers' identity in China through the research findings.

## 2. Key Concepts

### 2.1. Pre-service ELT Teacher Identity

Identity is the concept of "who someone is", which refers to the various meanings that individuals give themselves and others give individuals (Fang Biyue, Zhang Zhijiang, 2021). Different researchers have different understanding of teacher identity. Beijaard et al (2000) believed that the teacher's identity is mainly to answer questions such as who I am, who I am, what I give myself and what others give me. Johnson (2003) proposed that teacher identity is a kind of relationship construction, which is constructed through teachers' views on others and others' views on teachers in the process of social interaction and experience sharing with others. Teacher identity is a self-concept that develops continuously at all stages of career under the influence of school, reform and political environment (Lasky, 2005). Although there are some differences in the definitions of teacher status among different students, on the whole, different scholars have some similarities in the definitions of teacher status. For example, most scholars have mentioned that teacher status is affected by social, cultural, political and

historical factors; The formation of teacher's identity is the result of social interaction, which is gradually formed by teachers in the interaction of others; Motivation is an important part of teacher identity (Beijard et al, 2004). Rodgers and Scott (2008) proposed that narration is one of the methods of constructing and reconstructing teacher identity.

Researchers with different views on teacher status will take different perspectives on the definition of pre-service teacher status (Zhang Qian, 2012). Although this has enriched the understanding of pre-service teacher status of Chinese scholars, due to the lack of a unified concept, further research is difficult. Therefore, this paper attempts to extract clues from quantitative research and qualitative research, taking the composition of pre-service teachers' professional identity as an angle, in order to provide a framework for the construction of the concept.

In terms of quantitative research, Hong (2010), an American scholar, believes that the professional identity of pre-service teachers includes six elements: core values, effectiveness, commitment, emotion, knowledge and belief, and micro-politics. Schepens et al (2009) conducted a questionnaire survey of all normal school students in Belgium in 2004 and proposed that the professional identity of pre-service teachers mainly includes three aspects: teaching self-efficacy, teaching commitment and professional orientation. Estonia (2010) found a close relationship between pre-service teachers' professional identity and their entry decision through research. Li Jiaoer, who is also a teacher of pre-service teachers, has a predictive effect on their future employment choices. According to the definition of pre-service teachers in the above quantitative research, many scholars who use quantitative research to study teacher identity have some common elements in the definition of pre-service teacher identity, including: enrollment motivation, professional orientation, teaching commitment and self-efficacy.

In terms of qualitative research, different researchers have defined the composition of pre-service teacher identity from different perspectives, mainly including time clues, emotional clues and problem clues. From the perspective of time clues, Zhang Qian (2012) proposed that the identity of pre-service teachers includes "true self", "due self" and "ideal self". The former two belong to pre-service teachers at present. "true self" represents the self-expression of individuals on their century professional character. Affected by changes in time, space and circumstances, "due self" is a reflection of the responsibilities and obligations of individuals and important others on each topic, The "ideal self" belongs to the future of pre-service teachers, and is the reflection of the expectations of individuals and important others for their own teacher status (Lamote&Engels, 2010). From the clues of identity development, pre-service teacher status mainly includes the answers to three questions: "who am I", "what kind of teacher I want to be", and "how do I view my teacher role" (Korthagen, 2004). Newman (2000), starting from the clue of the development of teacher's identity, proposed that the development of teacher's identity revolves around four issues: "what kind of teacher I am", "what is my belief in teaching", "what do I want to do with students in my work" and "what kind of teacher I am in the eyes of others". Based on the contextual clues of identity development, most researchers divided the situation of identity development into task situation and relationship situation. Blumer (1986) divided the identity of the trainee teacher into the self as a scholar in the classroom and the self as a member of the professional community. Lauriala&Kukkonen (2005) further divided the identity of the pre-service teacher into three identities, namely, skilled professionals, members of the professional community and active self-directed, which correspond to different task situations and relationship situations. In combination with the above clues, the professional identity of pre-service teachers is mainly the understanding of the individual as a teacher and teaching practice, which is constantly developing around the two issues of "who am I as a teacher and what kind of teacher I want to be".

Zhang Qian (2012) summarized the research and findings of other researchers on the identity characteristics of pre-service teachers from different perspectives. At present, pre-service teachers have three identity characteristics: sociality, emotion-relationship and pluralism. First of all, teacher identity is a social identity. In other words, teacher is a social role. Influenced by specific social situations and institutional culture, teacher identity is gradually formed in the practice and negotiation of dialogue. The complexity of practice situations and the diversity of practice forms have created the diversity of pre-service teachers' identities, resulting in different sub-identities. This feature focuses on the practice process of pre-service teachers. For students, interns are teachers; For teachers who know, interns are still students; For other interns, they are peers; In the eyes of university teachers, they are practitioners of the cash teaching concept. The above different sub-identities correspond to different relationships. Intern teachers give these sub-identities emotional meaning. In other words, pre-service teacher identity has emotion-relationship. In turn, emotional - relational experience also helps pre-service teachers determine their professional commitment and gain identity freedom. Burn (2007) proposed that the relationship between the trainee teacher and the school instructor is the key to affect the identity of the trainee teacher. Li Xia and Xu Jinfen (2022) summed up the following identities of pre-service teachers after studying the views of pre-service teachers on their own identities during the internship period: correction tools, mentors, learners, generalists and teacher reserve soldiers. In their research, they found that the influencing factors of teacher identity construction can be roughly divided into two categories, one is personal factors, the other is social factors. Among them, personal factors include pre-service teachers' past learning experience, teachers' reflective ability and teachers' emotions. In terms of the past learning experience of pre-service teachers, the research found that the early learning experience, key events and important others in the process often provide behavioral models and motivation for pre-service teachers to build their professional identity (Flores&Day, 2006); In terms of teachers' reflective ability, the researchers found that pre-service teachers will promote their own internal dialogue through reflection, deepen their understanding of themselves as interns, clarify who they can become in their own dialogue, and urge them to continue to build their teacher identity; In terms of classroom emotion, the study found that when pre-service teachers experienced more positive emotion than negative emotion during the internship, pre-service teachers will have enthusiasm for teaching and will more firmly enter the teacher industry (Li Xia&Xu Jinfen, 2022). Social factors include important others and school culture. The identity construction of pre-service English teachers is closely related to social situations. The important others of pre-service teachers include the students they face during the internship, the teachers in the university campus and the teachers in the internship school. Students can have unlimited teaching inspiration from pre-service teachers, so as to urge pre-service teachers to constantly urge themselves, and take the feedback of students and students as a residual image, communicate with students, and build their own teacher identity. Teachers in pre-service teachers' practice schools have a greater impact on pre-service teachers. Pre-service teachers can learn in the exchange and interaction with the teachers in the internship school, observe the classroom teaching of some excellent teachers in the internship school in a large number, and learn the flexible teaching methods and intelligent classroom management methods of these excellent teachers. In this process, regardless of the teaching mode of practical experience, continue to learn and achieve breakthrough. At the same time, the school culture of pre-service teachers' practice school also affects the identity construction of pre-service English teachers. When the school culture of the practice school is all-oriented and people-oriented, the pre-service English teachers' knowledge in the university can match what they see and think in the practice very well, which is conducive to the pre-service English teachers' rapid construction of their professional identity. However, when the practice school blindly pursues high marks, the school is full of the culture of promotion, and

the teachers are under great pressure, The ideal teacher intention of pre-service teachers will have a huge conflict with this culture, which is not conducive to the construction of the professional identity of former English teachers. At the same time, the cooperative culture of the practice school where the pre-service teachers are located is also very important. In the practice school where the cooperative culture is not strong, the pre-service teachers are difficult to learn in the interaction with the teachers of the practice school. If the cooperative culture of the practice school is strong, the pre-service teachers can continue to build teacher knowledge in the interaction with the teachers of the practice school and their peers during the practice period, and slowly experience their significance as teachers.

### 3. Research Status

#### 3.1. Research Status at Abroad

Since the 1990s, the study of teacher identity has become an independent research field (Beijard et al., 2004). When teachers' professional identity is regarded as a tool, it is like an analytical lens through which to study the relationship between teachers' professional identity and teachers' professional development (Gee, 2000; Morgan, 2004). On the other hand, when a teacher's professional identity is regarded as a role, it highlights its relationship with various roles of teachers (Farrell, 2021; Richard, 2008). The third category regards teachers' professional identity as a construction process, which is increasingly recognized in the research of teachers' identity. Scholars who hold this view believe that the teaching profession is dynamic, so their research usually focuses on the process of "becoming a teacher" (Beijaard et al., 2004) and the factors that affect identity construction such as discourse, society, culture and teaching practice (Xu, 2016). Based on the view that "teacher's professional identity is a process of construction", Beijaard (2004) defined teacher's professional identity as "the process of teacher's construction of practical knowledge". Schepens (2009) further summarized the characteristics of teachers' professional identity on this basis, pointing out that teachers' professional identity is "dynamic and situational". Miller (2009) summarized the theme of the second language teacher identity research and its implications for teacher training. As for the influencing factors of the construction of pre-service teacher's identity, some researchers have proposed that individual growth experience has a positive or negative effect on the shaping of second language teacher's identity (Duff&Uchida 1997; Izadinia 2013). As an individual in society, teachers' growth and development cannot be separated from the interaction with others around them. Groups such as classmates, colleagues, managers and students will have an impact on the shaping of teachers' identity (Kanno&Stuart 2011). In addition, environment is also an important factor in shaping identity. It includes not only macro language policy, the status of English as a global language, the support of schools for foreign language teaching, parents' attitude towards foreign languages (Duff&Uchida 1997; Nguyen 2016), but also teachers' imagination of future self-image and expectations of working environment (Xu 2012; Barkhuizen 2016). The division of English and non-English ethnic teachers also affects the identity construction of pre-service English teachers. The dual division of English/non-English ethnic teachers strengthens the sense of superiority of English native language teachers to a certain extent, weakens or even debases the status of non-English ethnic teachers, which is reflected in the lack of professional confidence and enthusiasm of non-English ethnic teachers (Morton&Gray 2010), which is easy to lead to self-identity suspicion (Miller 2009), even the marginalization of professional society (Trent 2016), and ultimately affects teachers' sense of responsibility, engagement and classroom practice effect. In addition, the new entry stage is the key period of shaping the teacher's identity; With the increase of teaching age, in-service teachers will readjust and even change their identity through professional development, interaction with surrounding groups and the environment (Morton&Gray 2010). After studying

the previous research on the construction of pre-service English teacher's identity, some researchers proposed that the existing research on teacher's identity focused more on the shaping of pre-service teacher's identity, while for in-service teachers, it mainly focused on the changes in the identity of novice teachers in the first three years of employment, while the research on experienced teachers was obviously less (Martel&Wang 2015). They also pointed out that there is a lack of comparative research on the construction of teachers' professional identity in different countries and environments from a cross-context perspective (Martel&Wang 2015). Izadinna (2013) emphasized the importance of teacher education decision-makers in his research. He believed that if educational decision-makers were not aware of the challenges faced by teacher identity research and the complexity of the formation of second language teacher identity, the effectiveness of teacher education and the educational ceremony of teacher identity construction would be weakened. Day&Lee (2011) explored the emotional nature of teacher identity and broadened the cognition of teacher's individual behavior. Song (2016)'s research on Korean English teachers found that second language teachers will tell many contradictory stories on the topic of language skills teaching, and these special stories are directly related to teachers' complex emotions. If we ignore the emotional factors that affect teachers' behavior, the teaching process will be difficult to understand.

### 3.2. Research Status at Home

Domestic research on the construction of foreign language teachers' identity is still in its infancy, and most of the research is from the perspective of in-service foreign language teachers, and few qualitative studies have been carried out on the construction of pre-service English teachers' identity.

Zhang Qian (2012), taking pre-service teacher status as the theme, analyzed and summarized the research findings from four aspects, including the composition, characteristics, development process and influencing factors of pre-service teacher professional status, by analyzing relevant empirical studies in the West in recent years. After studying academic journals in the past five years since 2012, it is found that the epistemological basis of the research on pre-service English teacher's identity is the researcher's view of teacher's identity. There are two main views: one is the essentialism of identity, which holds that "identity" is fixed and has a direct relationship with the respondent's mail; The other is the view of social construction of identity, which holds that "identity" is mobile and social, so "identity" has a dynamic relationship with the social situation of the individual. Researchers who hold the former view mainly use the idea of psychological quantitative research to collect data and conduct research. These quantitative studies reflect the external plastic impact of teacher education on pre-service teacher identity and confirm the constituent elements of pre-service teacher identity; Researchers who hold the latter view mainly adopt the mainstream research method, namely qualitative research. At the same time, Zhang Qian (2012) also summarized the formation and development process of pre-service teachers' professional identity. First of all, the professional identity of pre-service teachers is mobile and changing. In the process of receiving normal education, pre-service teachers take "myself as a teacher" and "I want to be a teacher in Zeyang" as the core issues, seek answers in their own and others' practice, and update the process of understanding. Secondly, the professional identity of pre-service teachers includes several sub-identities. This formation process can be understood as the process of pre-service teachers' continuous coordination of previously conflicting sub-identities. Thirdly, the construction of pre-service teachers' professional identity is a process in which pre-service teachers exert their subjective initiative in the existing structural constraints. Finally, the growth of pre-service teachers' professional identity is often driven by the dilemma of "what should be" and "what should be". When the expectations of the outside world of teachers are not consistent with the personal self-understanding, there will be "identity crisis". At this time,

pre-service teachers need to rethink their identity cognition and explore their role in reality, so as to achieve the reconstruction and development of their own identity in the process of breakthrough and crisis relief. The identity construction of pre-service teachers is a continuous process of reading and re-reading their own experiences; It is a process in which individuals take their existing identities into educational practice and interact with their situations and coordinate their different identities in the situation; It is a process in which individuals and other participants in the practical situation negotiate their performance as teachers.

Fang Biyue (2021) proposed a qualitative study of the changes in the identity of pre-service English teachers from the perspective of metaphor. Because identity is continuously constructed by the subject's selection and internalization of some experience in social situations, this process will also be disciplined and educated by the existing knowledge and power mechanisms of society, so it is complex, mobile and open (Hao Caihong, 2014), so Fang Biyue (2021) believes that the former English teachers have shown dynamic characteristics. The main English categories of pre-service English teachers before internship are: teachers are knowledge providers, guides, cultivators, and shapers, and also include error correction, supervisors, interest excitors, supporters, devotees, and busy people. During the internship, the main English topics of pre-service English teachers are busy people, supporters, supervisors, rescuers, marginalists and knowledge providers. Other categories also include devotees, guides, multi-role players and interest excitors. Among them, the category of marginal person includes four metaphors: outsider, UFO and assistant. It mainly emphasizes that pre-service teachers are in a marginal position in practice schools. Due to the short-term nature of practice and the cumbersome nature of practice tasks, pre-service teachers are unable to understand students in depth, adapt to the transformation from students to teachers, integrate into the community of practice schools, teachers and teachers and students, and have no sense of belonging. Fang Biyue (2021) found that the main reason for the change in the identity of pre-service English teachers is that pre-service English teachers are outside the practice community of teachers in practice schools. For them, it is very difficult to transition from marginal participation to core participation. Based on this situation, she proposed that in the process of teaching practice, the teacher educators and the teacher community of the practice school should not only guide the former English teachers in teacher education theory, but also set an example for the former English teachers, encourage teacher-student cooperation and student-student cooperation, so as to promote the pre-service English teachers to build knowledge in context and cooperative activities.

Li Xia and Xu Jinfen (2022) adopted the narrative inquiry method, taking a pre-service English teacher as the research object, to explore the identity construction and its influencing factors during their study period. The research shows that the teacher has constructed multiple identities during the internship, such as correction tools, mentors, learners, generalists and teacher reserve soldiers. The personal factors affecting their identity development mainly include their past learning experience, reflective ability and emotion, while the social factors mainly include the important others and school culture. Through research, Li Xia and Xu Jinfen (2022) drew the following conclusions: First, pre-service teacher identity is a social construction process in which pre-service teachers interact with others. Pre-service teacher practice activities have social attributes. Individuals from different backgrounds form a community, which forms the social basis of the teaching activity system. In pre-service teacher practice teaching, personal knowledge will be constructed and shared through collective dialogue, so that existing implicit knowledge can be externalized, questioned by others, consensus can be obtained through meaning negotiation, and existing practice can be continuously revised during reflection, so as to realize identity development; Secondly, initiative is an important force to promote the construction of pre-service teachers' identity, which is mainly manifested in the resolution of conflicts. When the pre-service teachers feel

that there is a gap between the educational theory and practice learned by the university, and when the culture of the internship school is inconsistent with the self-concept, the pre-service teachers will play an active role, seek the help and support of the members of the internship community outside, and self-reflect inwards; Finally, the identity of pre-service teachers has the characteristics of mobility and complexity. Through the experience of each stage, the experience is explained and reinterpreted, and the identity is dynamically developed and reconstructed. In addition, the pre-service teacher identity also has the complex nature of the interaction of multifaceted factors. This study found that pre-service teachers, important others and school culture promote or hinder the construction of teacher identity in different ways, which is an important force to activate the change of teacher identity. Only by placing the teacher's identity in the personal and social panorama can we fully understand the complex relationship between the teacher and himself, others and environmental factors. Because identity is constructed in practice and discourse, practice provides practice and dialogue fields for pre-service teachers' identity construction, so in order to promote pre-service English teachers' educational enthusiasm and positive identity construction, they propose that pre-service English teacher training institutions should strengthen the integration of theory and practice in pre-service education courses, and reduce the gap between theory and practice during pre-service teachers' practice; Secondly, as an important person, internship instructors have a key influence and reference role on pre-service teachers' professional learning and identity construction (Chen Xiangming, 2021). Primary and secondary schools and education administrative departments should select excellent and responsible teachers as internship instructors, standardize the internship guidance system, and strengthen the guidance role of instructors. At the same time, primary and secondary schools also need to shape high-quality school culture, build a learning community, give pre-service teachers more opportunities to interact with school teachers and other relevant personnel, and help cultivate pre-service teachers' positive professional feelings and identity. Finally, pre-service teachers need to improve their subjective initiative, actively explore and learn, enrich their experience and knowledge in the field of educational practice, improve their self-reflection ability, and constantly promote the transformation from "real self" to "ideal self".

In addition, Zhang Qian and Li Zijian (2014) analyzed the status of professional identity of pre-service teachers in China, and looked at the current system and model of teacher education in China to find out the difficulties and causes of the development of pre-service teachers' professional identity. Wei Ge and Chen Xiangming (2015) investigated nearly 2000 interns in seven provinces (cities) across the country with the help of the interactive ritual chain theory, and conducted in-depth research on cases with qualitative methods. After the research, they proposed to further standardize the internship guidance system, provide more emotional support for interns, and resolve the identity paradox with the active participation of interns, It is an effective way for interns to establish teacher identity. Teng Yanjiang (2018) reviewed the empirical research papers on the status of foreign second language teachers in the past two decades (1997-2017), and discussed the research status around the research objects, methods and main results. It was found that the existing studies mainly discussed the factors affecting the shaping of second language teachers' identity, the transformation of second language teachers' identity, the division of English/non-English ethnic teachers and the construction of second language teachers' identity.

#### **4. Conclusion**

Teaching is a social construction activity. The study of teachers' identity enables teachers' life experience to be presented and interpreted, and provides an effective way for teachers' education and development. Teacher identity is a multi-level conceptual structure. To fully

understand its connotation and characteristics, we need to use multiple data collection methods, carry out long-term tracking research, and focus on the change and development of the identity of experienced teachers.

Identity is constructed in practice and discourse. Practice provides practice and dialogue fields for pre-service English teacher identity construction. In order to promote the educational enthusiasm and positive identity construction of pre-service English teachers, based on the research results, we put forward the following suggestions: First, pre-service English teacher training institutions need to strengthen the integration of theory and practice in pre-service education courses to reduce the gap between theory and practice during pre-service teachers' practice. Secondly, as an important person, practice instructors have a key influence and reference role on pre-service teachers' professional learning and identity construction (Chen Xiangming, 2021), but the guidance of the instructors in this study is weak, making pre-service teachers lack a guide in practice. Primary and secondary schools and education administrative departments should select excellent and responsible teachers as internship instructors, standardize the internship guidance system, and strengthen the guidance role of instructors. At the same time, primary and secondary schools also need to shape high-quality school culture, build a learning community, give pre-service teachers more opportunities to interact with school teachers and other relevant personnel, and help cultivate pre-service teachers' positive professional feelings and identity. Finally, pre-service teachers need to improve their subjective initiative, actively explore and learn, enrich their experience and knowledge in the field of educational practice, improve their self-reflection ability, and constantly promote the transformation from "real self" to "ideal self".

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