

**PRE-SERVICE EFL TEACHERS' POSSIBLE SELVES:
A LONGITUDINAL STUDY OF THE SHIFTING DEVELOPMENT OF
PROFESSIONAL IDENTITIES**

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ABSTRACT

The purpose of this interpretive qualitative case study was to explore how possible selves (views of themselves as a future teacher) of four pre-service EFL teachers changed during their last 10 months at university and what factors were involved in developing and changing their possible selves. The concept of possible selves is a future-oriented self-concept that involves one's motivation to move toward one's ideal future selves and move away from one's feared selves (Higgins, 1987; Markus & Nurius, 1986). Ought-to selves are also believed to work as motivators (Higgins, 1987, 1996).

The main data sources included two written possible selves stories from each participant, four sets of semi-structured interviews, short e-mail messages with emoticons, and official practicum reports. Through a narrative analysis of these data, I found that participants' rather general possible teacher selves changed to more realistic, elaborated ones after they had experienced practicums. These revised possible selves were not always in the direction of more positive, more ideal selves, but also toward feared and ought-to teacher selves. The data analysis also revealed that the participants found a large gap between their actual L2 selves and ought-to L2 selves, and consequently they developed feared L2 selves who would likely get embarrassed in front of others because of their poor English speaking ability. However, they took no action to prevent their feared L2 selves because becoming fluent in English was possibly seen as a temporally distant unreachable goal that did not merit an investment of time and energy.

The study also found that interpersonal relationships with parents, teachers in the past, cooperating teachers during practicum, students at school, and peers were important factors contributing to participants' developing and changing possible selves.

I end with suggestions that policy makers, universities, teacher educators, and supervising teachers of student teachers seriously consider issues that will help improve English education in Japan as well as lead to better teacher education programs to prepare EFL pre-service teachers for the rather harsh conditions in the teaching profession in Japan.

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CHAPTER 1

PROLOGUE

Stories Behind the Numbers on the Teachers in Japan

I have worked as a teacher educator for nearly ten years at a university in Japan. During those days I taught more than 100 students who once had intentions to become English teachers. Some of them strived for their goals and became English teachers. And some others changed their mind and found jobs in other fields for some reasons. As a teacher educator, I believe my mission is to foster students' sense of self-confidence as future English teachers and nurture their dream of becoming an English teacher. However, unfortunately, circumstances around the teaching profession seem to be frustrating in Japan. I feel it is critical to understand the situations in which the students are to work in order to help them be equipped for the profession, which includes helping students develop a vision of themselves as teachers. Although it is impossible for me to report voices from all the teachers in Japan, some numbers that have appeared in newspaper articles and government reports tell us some hidden stories of teachers' lives in Japan. Before I describe my own project, let me provide some of this background.

A Dilemma in Teachers' Employment

Education is one of the most crucial issues for nations' prosperity. However, some nations are struggling to avoid a shortage of teachers (Hong, 2010; Rots,

Aelterman, Devos, & Vlerick, 2010; Rots, Aelterman, Vlerick, & Vermeulen, 2007; Young, 1995). One of the reasons for the shortage is believed to be the unappealing working conditions of the teaching profession. Students do not often choose to be teachers for their future profession or even if they do, many consider teaching as a temporary job and leave the job after a few years (Young, 1995). There are also students who choose other jobs for some reasons even though they have been granted a teaching certificate (Rots et al., 2010).

Boards of education in Japan face a similar issue. Although many students take courses required for a teaching certificate at college, most of them do not intend to become teachers. According to a survey conducted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2006, although 5,230,000 people had obtained a teaching certificate, only 1,090,000 people were actually teaching at school (MEXT, 2006). This means that 4,150,000 people were so-called paper teachers, which accounted for 80% of the people who had a teaching certificate.

In fact, competition to pass a teacher employment test has been decreasing in big cities. In Osaka city, for example, the ratio of employment test applicants to those who passed a test was two to one and it was assumed that this decrease was mainly due to the increased number of retiring baby boomer teachers (Hino, 2014). If it is easy to pass an employment test, this could result in low quality of teachers. However, becoming teachers in rural areas is still very competitive because of scarce of job opportunities. The Tokyo metropolitan government's Board of

Education arranged bus tours to invite students from rural cities and showed them schools in Tokyo, hoping the students would consider taking employment tests in Tokyo (Nunomura & Sakamoto, 2010; “Teachers-Tokyo Wants,” 2009).

There is another story behind a large number of paper teachers in Japan. Although students might have no intention of becoming teachers, they take a practicum course anyway in order to get a certificate. It could be a tragedy if children are taught by unengaged college students and if supervisors at school have to spend a lot of time training would-be paper teachers.

An increasing attrition rate is another important factor explaining the shortage of teachers. A MEXT survey found that 8,600 teachers left the profession because of health reasons in 2009 and two-thirds of them had psychological problems. The MEXT also reported that more than 100 novice teachers left their profession within the first year for health reasons in 2010, complaining of depression and stress, which is a 20-fold increase over the past 10 years (MEXT, 2013a; “Teachers Leaving Jobs,” 2011). Although the MEXT, explaining the reason for this high rate of attrition, admitted that there was a gap between teachers’ expectations and reality that the teachers could not fill (MEXT, 2013a; “Teachers Leaving Jobs,” 2011), a gap seems to have been further widened by government’s new policies especially for English teachers.

Although I have reported a negative side of teaching profession in Japan, there is always a bright side of the story. Teaching profession is still one of the most popular jobs among students, especially female students. According to the

MEXT (2007), teachers score higher in their professional satisfaction than private office workers. Teachers are generally public employees whose salaries are secured by the law. Although there were a lot of complaints against overwork, over 67% of the teachers who responded to a survey conducted by International Economy & Work Research Institute indicated that they enjoyed teaching and felt that their profession was valuable and worthwhile (Tamaoki & Takahara, 2012).

In the following section, I discuss rather controversial issues of how data about the Japanese youth and studying abroad are interpreted and connected to English education in Japan.

Inward-Looking Youth and English Education

More than ten years ago, Watabe (2001) warned that a number of young Japanese people “had no constructive engagement with society and make no effort to assume adult roles” (p. 5), describing their behavior and personalities as not ‘antisocial’ but ‘asocial’ (p. 1). Have the youth changed from what Watabe described since then? Unfortunately the situation has gotten worse than Watabe anticipated. An inward-looking mindset or *uchimuki-shiko* now seems to be a key term to describe Japanese young people. The extreme case of inward-looking mindset is *hikikomori*, socially secluded young men and women, which was estimated to be about 700,000 and an additional 1.5 million on the border based on the government report in 2010 (Hoffman, 2012; Homma, 2011).

A more immediate problem is that the number of students who study abroad has been decreasing since 2004. According to the MEXT, the number of students studying overseas was 82,945 in 2004. Then it kept declining and went down to 66,833 in 2008 (“Fear of Studying Abroad,” 2010; MEXT, 2013b). Many politicians seem to believe this decrease is a result of inward-looking mindset of the youth. In his policy speech delivered before the Diet, Prime Minister Yoshihiko Noda urged that one of the important things for Japanese people was never to become inward-looking and to be ambitious to engage actively overseas (“Prime Minister Noda's Policy Speech,” 2011).

Some organizations have responded to this social issue. Ninety-six Japanese teachers of English were sent to the United States to study teaching methods by a government-sponsored program in 2011 (“Japanese English Teachers,” 2011). Two Ministers at the send-off party addressed their hopes that the participants would change the inward-looking students to be more active globally (“Japanese English Teachers,” 2011). The Tokyo metropolitan government is planning to help 10,000 young people study abroad over eight years from 2012 to orient them outward (“Tokyo to Help,” 2011). University of Tokyo, which is recognized as one of the top level universities in Japan, proposed an autumn start of the academic year to adopt international norms, hoping this new system encourages students to study abroad. Some other universities are also planning to start discussion on the autumn shift (Aoki, 2012).

Some of the intellectuals, however, argued that we could not conclude that Japanese young people had become more inward-looking only from the MEXT data without taking into consideration of variables such as the overall decline in the population of the youth and the rapidly growing number of Japanese who go to other Asian countries to study (Takahashi, 2011).

Debate about inward or outward-looking youth seems likely to continue for a while. But the point is that the government is urging English education to equip young Japanese for the field to compete against other economically powerful Asian countries (James, 2011) because Japanese society has been in a difficult situation with long-lasting economic depression, low birth rate, and unstable government with rapid change of Prime Ministers. In the next section, I introduce some of MEXT's strategic plans and ripple effects.

More Demands on English Teachers

One of the most sensitive issues is a question as to teachers' English proficiency, especially their speaking and listening ability. A minimum English proficiency level that is required of almost all English teachers was made clear in the Action Plan formulated by MEXT in 2003 (MEXT, 2003): The proficiency level should be equivalent to the Pre-first level of the STEP test, or a score of 550 in TOEFL, or 730 or above on the TOEIC exam. However, the survey conducted by MEXT in 2005 revealed that less than 20% of the teachers from 14,000 secondary schools had reached the required level (Sakamoto & Ogane, 2006).

The Action Plan also states that English classes should be conducted principally in English in high school from the 2013 school year on (MEXT, 2003). This revision sparked worries among teachers in Japan, hinting at disparities in teachers' English ability to conduct English classes in English and/or between the realities in class and the MEXT's pie in the sky ("English Classes," 2011). A survey conducted by the MEXT in August 2010 indicated that only 20% of teachers of English oral communications at public high schools give lessons in English ("English Classes," 2011). The survey also revealed a slight decrease, by 3% from the previous year, in the English proficiency of teachers who had high English proficiency scoring 550 or over in TOEFL ("English Classes," 2011).

Elementary school teachers are not exempt from the picture. Even though a required English proficiency of elementary school teachers has not been officially stated as of January 2012, it was reported that about 40% of the boards of education gave English tests to applicants for public elementary school teachers in 2009 ("40% of School Boards," 2010). Some prefectures, such as Saitama, Kyoto, and Kumamoto set up a special application category for applicants with English qualifications such as a Grade Pre-1 on STEP ("40% of School Boards," 2010). These moves corresponded with the implementation of the revised elementary school teaching guidelines, which included introduction of foreign language activities (English) as a compulsory subject from 2011.

English education has always been a controversial issue in Japan and it is still in the midst of chaos, conflicts, changes, and progress. Wondering how pre-

service EFL teachers who are going to move into this rather rapidly changing and more demanding English education world will be developing their professional identity in the field, I conducted this study to explore their future teacher possible selves (i.e., views of themselves as future teachers). Understanding more about their dreams, goals, motivation, behaviors, and emotions through their storied selves could help resolve some of these issues and possibly help with selection and retention processes.

Problem Statement: Becoming English Teachers in Japan

The problem that this study addresses concerns a shortage of teachers and high attrition rate, and the need, therefore, for young teachers to have a clear vision of themselves as teachers in their futures. As I introduced in the earlier section, many new teachers quit their profession or get ill every year because they are not well equipped for the harsh conditions in Japanese elementary and high schools. I wonder if new teachers are not fully ready to teach yet, how pre-service teachers are trained to become teachers, and how prepared they are to teach when graduating from the teacher-training program.

Pre-service teachers, while they are still learning how to teach as students at university, are developing professional identity through various experiences in teacher education programs. During this transitional stage, they often face challenges of being caught in a dilemma of their dual role. On one hand, they are still students studying how to teach with enthusiasm and in high expectations of the

profession. On the other hand, they are expected to act as teachers and are treated as teachers when they practice teaching in the practicum. Thus they encounter conflicts between expectations and realities (Cole & Knowles, 1993; Johnston, 1994). Research indicates that possible selves function as a motivator to move people toward their goals (Markus & Nurius, 1986). Possible selves are especially important to those who are experiencing a transitional stage of life to develop a new identity that fits a new role (Ibarra & Barbulescu, 2010; Rossiter, 2009).

Although studies of possible selves have revealed that possessing many possible selves, vivid images of possible selves, well-balanced hoped-for selves and feared selves, and strategies are essential for people to achieve goals in various contexts, there is little information as to how pre-service teachers develop possible selves, how the subjects they are to teach influence their possible selves, and how their experiences and emotional states during a practicum are related to the possible selves.

In the field of language learning and teaching, Dörnyei (2009) developed the L2 Motivational Self System from a possible selves theory to examine mainly second language (L2) learning motivation. Only a few studies have explored teachers' motivation utilizing the concept of possible selves (Hiver, 2013; Kubanyiova, 2009; Kumazawa, 2011, 2013; White & Ding, 2009). As to studies of pre-service EFL teachers, little research has yet adopted the concept of possible selves to understand their professional identity development. Furthermore, most previous studies of possible selves used one-time cross sectional surveys or

structured interviews in which numerical scales are provided to participants or used to analyze data (Cross & Markus, 1991; Oyserman & Markus, 1990a, b). Other kinds of studies are also needed.

In order to survive the early days of profession, pre-service EFL teachers need to have a strong vision of their future selves and firm decisions to become professional teachers. This qualitative case study, therefore, aimed to understand how pre-service EFL teachers developed their professional identity over time and became ready to teach when they were learning to teach in a teacher education program. I conducted this study by eliciting their storied possible selves to generate narrative data.

Statement of Purpose and Research Questions

The purpose of this qualitative case study was to explore with four pre-service teachers how they developed professional identities through the lens of the possible selves stories, focusing on how they developed possible selves as they strived for their goals, how English, the subject they were to teach, might be related to their possible selves, what kinds of experiences and emotions they had during a practicum, and how the experiences affected their possible selves over time. I believe that, through a better understanding of how pre-service English teachers developed professional identities through their experiences, the issues and challenges they faced were made clear. Consequently, issues of educational policies and curricula of teacher education in Japan might be brought out and improved. To

shed light on the issues of pre-service English teachers, the following four research questions were addressed:

1. What possible teacher selves did the participants describe in the spring of 2012 and what had influenced the generation of their possible selves?
2. How did the participants' experiences during the practicum affect the generation and modification of their possible selves?
3. How did the participants get motivated to learn English in relation to the possible selves?
4. What possible selves did the participants describe in the winter of the following year (10 months later) and what affected the generation and modification of the possible selves?

Research Approach

This study is a qualitative case study using four fourth-year university students who belonged to my seminar course, Graduation Research Writing. When I started this study in April 2012, the participants had completed all the required course work, yet had not completed a three-week or four-week practicum and Graduation Research Writing to be granted a teaching certificate when they graduate.

The study began after I collected consent forms from the prospective research participants in April 2012 and ended in March 2013 when the participants graduated from university. However, I continued analyzing the data, collecting

follow-up data, and writing up the findings and discussion till the end of February 2014.

The main data were two versions of possible selves stories (one was written in the spring of 2012 and the other was written in the winter of 2013) from each participant, multiple interviews (four times for each participant), official practicum reports, and participants' e-mail messages with emoticons during a practicum. All the writings and interviews were in Japanese. (See details in Chapter 3.)

Significance of the Study

The rationale for this study originates from my desire to find ways to encourage and help pre-service EFL teachers to pursue and achieve their dreams in spite of the hardships they sometimes experience during the period of learning to teach. These pre-service teachers can lose confidence in themselves as prospective English teachers or abandon their dreams if they cannot enlist support from others (cf. Kumazawa, 2011, 2013).

Increased understanding of how pre-service EFL teachers develop professional identity through their possible selves stories might lead to developing better teacher education programs. The better teacher education programs are able to foster enthusiastic and energized pre-service teachers with qualities that are requisite for the teaching profession. Consequently, not only children who will be taught by these teachers but also stakeholders and the society at large will benefit from the better teacher education programs.

This study also contributes to the academic fields of teacher education and language learning and teaching by adding a new understanding of pre-service EFL teachers' possible selves and their professional identity development to the existing scholarly literature.

Audience for the Study

The primary audience for this study is teacher educators who care especially about pre-service teachers' motivation, emotional states, and/or professional identity development. Researchers and theorists in the fields of teacher education and language learning and teaching can also benefit from a deeper understanding of pre-service teachers' states and growth. Teacher education curriculum designers and educational policy makers, especially those who have close relations with the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) in Japan are given an opportunity to review the current state of teacher education programs from a different view point. Graduate students who are interested in topics related to teacher education and teacher motivation can benefit by this study, too. Finally pre-service teachers who often struggle to pursue their goals are an important audience for this study. I hope that they benefit from this study and that it helps them lead a successful professional life in the future.

Focus and Scope of the Study

The design of this study, of necessity, set boundaries to the scope of this research. Some of the restrictions were:

1. Although I assumed that participants' possible selves would change dramatically after they become in-service teachers, I limited this research to pre-service teachers' possible selves because I was most concerned with my seminar students' development as future teachers.
2. Four participants consisted of three female students and one male students. Although gender issues were beyond the scope of this study, I was aware of the potential influence of sex roles in education.
3. The study site maintains a high reputation as a teacher education institution, which attracts students who desire to be teachers. This characteristic could affect research findings.
4. Findings of this study might not apply to pre-service teachers of other subjects, including English as a Second (rather than Foreign) Language (ESL), because each subject has its own distinguishable characteristics. I should note that teaching English as a foreign language in Japanese public schools cannot be discussed without considering its historical, economical, cultural, and ideological backgrounds. (Some of the current issues in this background are provided in the first section of this chapter.)

Definitions of Key Terms

Practicum: Required three-week (for high school teaching certificate) or four-week (for elementary school teaching certificate) practical teaching experiences at school. The practicum usually includes class observation, lesson planning, and independent teaching of a subject unit under the supervision of an experienced cooperating teacher. Hours of class observation and face-to-face teaching experiences vary depending on each school. In some cases, practicum students are required to attend club activities after school.

Pre-service EFL teacher: A fourth year student enrolled in a teacher education program who has completed the required coursework to be eligible for taking a practicum. I include students who intend to become elementary school teachers although they are to teach all subjects. The rationale for this is that English activities became compulsory subject in 2011 and graduates of English majors are expected to play major roles in English activities at elementary schools.

Possible selves: A self-concept that consists of views of one's future selves including ideal selves, ought-to selves, and feared selves (to be explored in depth in Chapter 2).

Organization of the Study

In the next chapter, I present the concept of possible selves and some empirical studies from the fields of general education, teacher education, and

ESL/EFL. In Chapter 3, I discuss methodological issues, including how I collected and analyzed data. Research findings are presented in Chapter 4, 5, and 6. I present background of participants' decision to become teachers and possible selves before they take a practicum in Chapter 4. In Chapter 5, I focus on participants' experiences during their practicums. I then present what possible selves the participants generated just before they graduated from university in Chapter 6. These findings are followed by Chapter 7, which includes interpretations and discussions of the findings to answer the research questions I have posed in Chapter 1. Finally, in Chapter 8, I conclude the dissertation by summarizing findings and reflecting on the whole process. I also present limitations, implications, and suggestions for future research.

CHAPTER 2

POSSIBLE SELVES: CONCEPTS AND EMPIRICAL STUDIES

In this chapter I first introduce the concept of possible selves that was originally developed by social psychologists, drawing mainly from Markus and Nurius' (1986) study and Higgins and his associates' studies (Higgins, 1987; Higgins, Klein, & Strauman, 1985; Strauman & Higgins, 1987). Following the original concept of possible selves, I move to the field of language learning and teaching and present the L2 Motivational Self System that has been developed by Dörnyei (2009).

In the latter half of this chapter, I introduce some of the main studies that the concept of possible selves is applied to in the fields of general education and teacher education. I then introduce three studies of teachers' motivation in the ESL/EFL field. Findings and discussions of these studies give useful information that helps me construct a framework of this study. I further present some methodological issues that have stemmed mainly from quantitative studies of possible selves. I conclude the chapter by explaining how this study is situated within ESL/EFL teacher education.

Possible Selves Theories

Traditionally, in the past, the self-concept was viewed as a static, unitary accumulation of self-knowledge derived from one's past experiences (Markus &

Wurf, 1987, p. 9). However since Hazel Markus and Paula Nurius (1986) developed a multifaceted future-oriented self-concept, which they termed possible selves, this view of self-concept has been widely accepted and applied to various fields including general education and teacher education (Fletcher, 2000; Hamman, Gosselin, Romano, & Bunuan, 2010; Hong & Greene, 2011; Oyserman, Bybee, & Terry, 2006; Packard & Nguyen, 2003; Pizzolato, 2006; Ronfeldt & Grossman, 2008; Shepard & Marshall, 1999; Yowell, 2002).

According to Markus and Nurius (1986), possible selves can be summarized as follows. This concept of self includes both representation of the self in the past and in the future. They are different from current selves who are yet closely connected to the past selves and future selves. Possible selves are individualized and personalized, but at the same time they are socially constructed in the sense that our beliefs, values, behaviors are contrasted with those of others, especially significant others such as parents, teachers, and close friends when our possible selves are developed. They function as motivators to guide one's behavior and action toward what one would like to become and away from what he/she is afraid of becoming. They also provide "a context of additional meaning for the individual's current behavior" (Markus & Nurius, 1986, p. 955), which means that a student who has an EFL teacher possible self would interpret high English ability differently from those without this possible self.

Markus and Nurius (1986) used several words and terms to explain the new (at the time) concept as follows:

Possible selves are the *ideal selves* that we would very much like to become. They are also the selves we *could become*, and the selves we *are afraid of becoming*. The possible selves that are *hoped for* might include the successful self, the creative self, the rich self, the thin self, or the loved and admired self, whereas the *dreaded possible selves* could be the alone self, the depressed self, the incompetent self, the alcoholic self, the unemployed self, or the bag lady self. (p. 954; emphasis added)

The above explanation indicates that possible selves include “selves that person could become, would like to become, or is afraid of becoming” (Cross & Markus, 1991, p. 424.). These three selves were later referred to as expected selves, hoped-for selves, and feared selves in some studies (Dunkel & Anthis, 2001; Knox, Funk, Elliott, & Bush, 1998; Oyserman & Fryberg, 2006; Plimmer & Schmidt, 2007; Shepard & Marshall, 1999). Just having expectations or fearing a negative situation differs from having expected selves or feared selves because possible selves are elaborated clear visions or images of oneself in the future.

Although Markus and Nurius (1986) did not clearly distinguish expected selves and hoped-for selves by presenting concrete examples of these selves, the expected selves could emerge from the hoped-for selves when one realizes that the hoped-for selves are attainable and that there are strategies for reaching the selves (Oyserman & Markus, 1990b, p. 146). In this sense, the expected selves are more realistic selves that one can or will become in the near future. However, theoretically people can also expect negative outcomes from their expected selves.

Therefore it is argued that there are positive expected selves and negative expected selves (Carver, Reynolds, & Scheier, 1994).

While Markus and Nurius (1986) were developing the concept of possible selves, Higgins and his associates also worked on developing a similar self-concept called self-discrepancy theory during the same period of time (Higgins, 1987; Higgins et al., 1985; Strauman & Higgins, 1987). Unlike Markus and Nurius's possible selves, three domains of self were more clearly identified and termed as actual self, ideal self, and ought self in the self-discrepancy theory of Higgins and his colleagues. The actual self is the self that one believes he or she actually possesses; the ideal self is the self that one would like to possess; and the ought self is the self that one believes he or she should possess (Higgins, 1987, pp. 320-321). Higgins et al. (1985) further theorized two standpoints on the self. In other words, people not only have their own standpoints, but also significant others' standpoints from which to perceive their selves. As a result, six basic types of self-state representations are yielded: actual/own, actual/other, ideal/own, ideal/other, ought/own, and ought/other. Among them, the first two self-state representations, actual/own and actual/other, are considered to be one's typical self-concept and the remaining self-state representations are "self-guides" that motivate people to reach ideal or ought selves (Higgins, 1987, p. 321).

A main argument of self-discrepancy theory is that discrepancies between the self-concept and different self-guides, as well as between different self-guides, are associated with specific emotional/motivational problems (Higgins, 1987, p.

322). For example, if a person possesses a discrepancy between an actual self from his or her own standpoint and an ideal self from another's standpoint, it is predicted that the person feels shame or embarrassment and is concerned about losing affection or esteem of the other (p. 323). Higgins (1996) further included undesired selves in his later study, which are similar to Markus and Nurius's (1986) feared selves, arguing that the ought selves could be represented as negative selves (Higgins, 1996, p. 1071).

The concept of possible selves has been applied in research in various fields including the ESL/EFL motivation research. Now let me summarize the L2 Motivational Self System developed from the concept of possible selves. In the field of ESL/EFL, the concept of possible selves has been mainly applied to studies on motivation of learners since Dörnyei developed the L2 Motivational Self System (Dörnyei, 2009; Dörnyei & Ushioda, 2011). This system was based on mainly Higgins's theory of possible selves (e.g. Higgins 1987; Higgins et al., 1985). The ideal selves and ought selves were central components. Later Dörnyei added a third constituent and ended up with three main dimensions: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience (Dörnyei, 2009, p. 29).

Important points of the Ideal L2 Self can be summarized from Dörnyei's elaborations as follows (Dörnyei, 2009, pp. 32-37). If a learner would like to be a good communicator in the target language, the Ideal L2 Self becomes a powerful motivator. A learner needs to be aware of a discrepancy between actual and ideal selves and try to reduce the discrepancy. With elaborated imagery of the ideal self,

one can generate a language learning vision and move toward the learning goal. The Ideal L2 Self has to be, or at least believed to be, plausible because people do not invest effort in something that cannot be realized. It is also important to keep the vision alive. To move forward to the L2 ideal self, one needs to have concrete action plans or strategies.

The second component, Ought-to L2 Self, is the self that “one believes one ought to possess to meet expectations and to *avoid* possible negative outcomes” (Dörnyei, 2009, p. 29, italics in original). This component is external to the L2 learner and does not possess strong motivational power by itself (p. 32). For example, students often get motivated and study English hard for a test because they generate an ought-to L2 self who passes the test. However, once the test is over, their motivation to study English also vanishes.

The third component represents “the direct impact of the students’ learning environment” (Dörnyei, 2009, p. 29) because learning situations such as teachers, classmates, and curricula are main factors influencing students’ motivation (Dörnyei, 2009; Dörnyei & Ushioda, 2011). This third component differentiates the L2 Motivational Self System from Higgins’s and it still waits to be elaborated on the self-aspects.

According to Dörnyei (2009), there are six conditions to make future self-guides or the Ideal L2 Self active:

- (1) the learner has a desired future self-image, (2) which is elaborate and vivid, (3) which is perceived as plausible and is in harmony—or at least

does not clash—with the expectations of the learner’s family, peers and other elements of the social environment, (4) which is regularly activated in the learner’s working self-concept, (5) which is accompanied by relevant and effective procedural strategies that act as a roadmap towards the goal, and finally (6) which also contains elaborate information about the negative consequences of not achieving the desired end-state. (p. 32)

Although these conditions correspond to the ones for the concept of possible selves developed in the field of social psychology, the fourth (activation of the Ideal L2 Self) and fifth (developing strategies) are the areas that L2 learning and teaching studies have contributed much to. For example, in the fourth domain, language teachers usually bring various materials and introduce activities in class to sustain and activate learners’ L2 ideal selves. In the fifth domain, various approaches, methods, materials, and theories have been developed to motivate learners and to improve their language abilities (Dörnyei, 2009, p. 37).

Since Dörnyei’s L2 Motivational Self System, which was mainly developed from Higgins’s concept of self, concerns one’s language learning and motivation, this concept plays an important part of the conceptual framework in this study because part of my research participants’ possible selves involves their fluency in the English language. This means that being learners and teachers of English at the same time, pre-service teachers’ dual identities are strongly influenced by their English proficiency. They might have decided to become an English teacher because they are confident in English. They might give up becoming an English

teacher because they conceive that their English ability is not good enough to be an English teacher. In order to understand the pre-service teachers' motivation to study English, I will rely on Dörnyei's L2 Motivational Self System.

However it is also true that my research participants have to act like real teachers and develop teacher identities at least while they are practicing teaching in the practicums. Therefore, I will partly adopt Markus and Nurius's (1986) original self-concept to discuss the participants' teacher possible selves, especially adopting the hoped-for and feared selves to understand the participants' broader visions of themselves as teachers they hope to become or fear becoming.

Finally, I would like to explain how goals are similar to and different from possible selves in order to better understand possible selves theories. In goal-setting theory, "research questions focus on how and in what form goals are set and how goal setting affects behavior" (Oettingen & Gollwitzer, 2001, p. 330). Some people have goals that are set by others that could be related to their ought-to selves. They need to believe that reaching the goals is worthwhile and that it is feasible to strive for the goals. There are also goals that people set on their own. These goals could be related to their ideal selves.

Goals are also similar to possible selves in that they refer to desired future end-states. However, setting a goal is clearly different from having possible selves because possible selves have "all-encompassing nature" (Ryan & Irie, 2014, p. 114). Pizzolato (2006) elaborates on this nature, noting that "possible selves are explicitly related to a long-term developmental goal involving goal setting, volition

(via adherence to associated schemas), and goal achievement, but are larger than any one or combination of these constructs” (p. 58).

Dörnyei and Kubanyiova (2014) further argue that possible selves “involve *images* and *senses* ”(p. 11) and “can be seen as the ‘vision of what might be’ ”(p. 12). This notion of vision is a crucial difference between goals and possible selves. For example, the vision of becoming an EFL teacher does not merely refer to the outcome of reaching an abstract goal of getting a teaching certificate, but it involves images of an elaborated, vivid future self who is receiving a certificate in a certain room, feeling nervous on a platform in a classroom, seeing students’ faces, and hearing what a student is saying. In short, the vision to become an EFL teacher “involves the sensory experience of being” an EFL teacher (Dörnyei & Kubanyiova, 2014, p. 10).

Erikson (2007) also argues that “the fact that possible selves include an experience of what it would be like if the situation comes true makes them more than abstract notions of future states” (p. 350) to emphasize the importance of experience in possible selves to define the concept more clearly.

I have so far introduced the original concept of possible selves and the L2 Motivational Self System that Dörnyei has developed in the field of language learning and teaching. I have also presented how possible selves differ from goals. In the following sections, I present conditions under which possible selves are generated and how they function as motivators.

Factors Affecting the Generation of Possible Selves

It is assumed that all individuals possess numerous and multidimensional possible selves and that they can easily reflect on them (Markus & Nurius, 1986, p. 958). Their possible selves change over time in number and in quality especially when exposure to new environments occurs because possible selves are generated socially (Dunkel, 2000). Some personal traits and social factors that affect generation of possible selves are presented next.

Future Time Perspective

Future time perspective—one's ability to imagine the future—affects how far into the future a possible self can be projected (Leondari, 2007, p. 18). It is further defined by Husman and Lens (1999) as “the degree to which and the way in which the chronological future is integrated into the present life-space of an individual through motivational goal-setting processes” (p. 114).

Some people might generate near possible selves; others might be able to generate distant possible selves (Brown & Diekman, 2010). In either case, future time perspective is perceived as instrumentality when one has ability to anticipate in the present that one's “current behavior is instrumental to achieving a valued future goal” (Leondari, 2007, p. 19).

Personalities

One's traits or personalities are important factors that affect the nature of possible selves. For example, it has been argued that optimistic persons and pessimistic persons tend to develop different possible selves. According to Carver et al. (1994), although both optimistic persons and pessimistic persons in their study hoped that good things would happen to them, the pessimistic persons could not translate the hoped-for selves into the expected selves as well as the optimistic persons could.

The other difference was that the pessimistic persons tended to have more hoped-for selves. The researchers hypothesized that pessimistic persons keep many hoped-for selves to feel security, so that even if one hoped-for self does not work, they still have more hoped-for selves left. This safety measure, unfortunately, works negatively for pessimistic persons because their mental efforts and limited energies are distributed among many hoped-for selves, with the result that none of them might be realized (Carver et al., 1994, p. 140).

Age

Age affects the nature of possible selves that one can generate. Adolescents have developed an ability to envision themselves as positive selves or negative selves in the future. Using a mapping interview method, Shepard and Marshall (1999) identified at least two hoped-for selves and two feared selves from 42 participants aged 11 to 13 in British Columbia, Canada. The participants generated

a significantly larger number of hoped-for selves than feared selves. The most prevalent theme of hoped-for selves was occupation related selves. Most of the boys in their study listed traditionally masculine professions such as athlete and pilot. Some girls showed their interest in traditionally masculine occupations, such as construction worker, and blacksmith. The researchers argued that listed occupations were indicative of the community where the participants live.

The most frequently listed feared selves are related to the participants' safety: getting injured, being kidnapped, and falling off a bike or horse. The researchers assumed that these fears were related to activities that young adolescents tend to participate in and get hurt physically (Shepard & Marshall, 1999). Westenberg, Drews, Goedhart, Siebelink, and Treffers (2004), on the other hand, argue that there is another kind of fears that adolescence develop: fears concerning social evaluation. According to the researchers, if physical fears decrease between late childhood and mid-adolescence, social-evaluative fears increase. Although the researchers did not refer to self-concept, the findings could imply that the older children tend to develop more feared selves who are not evaluated well enough by others than feared selves who get physically hurt.

When asked about their hoped-for and feared selves, the older adults presented selves that were more closely related to their ongoing current experiences and more realistic hoped-for selves than the younger respondents (Cross & Markus, 1991). The older adults also had more vivid feared health-related selves (Cross & Markus, 1991). Frazier, Gonzalez, Kafka, and Johnson (2002) conducted a study to

compare possible selves of different age groups among older adults: 60s, 70s, and 80s or older. They found that health was the most important domain of self for the oldest group, but for the youngest group, 60s, leisure was the most salient domain of their possible selves.

Experiences

Individuals' past experiences have a strong impact on possible selves (Markus & Nurius, 1986). If people have a successful experience in the past in one domain, it can be assumed that they can possess a positive self in the same or similar domain. The reverse is also true. Those who have experienced setbacks in achieving goals and had little positive feedback from significant others tend to abandon new goals easily even though they possess possible selves. Without "the combination of incremental success, perseverance, and focused encouragement from a teacher or mentor" (Rossiter, 2007, p. 11), they are unable to imagine their possible selves as attainable.

Some people who experience a life crisis such as a divorce after a marriage of more than twenty years have lost selves and tend to feel sad, distress, and regret (King & Hicks, 2007). When people realize that they have failed to become their positive possible selves, they look back on their pasts and try to make sense of their once cherished possible selves in their life. However, what is important for them is to let their lost selves go and find new possible selves that are commensurate with the lost ones (King & Hicks, 2006; Plimmer & Schmidt, 2007). Those people who

have experienced important and challenging life transitions have two tasks to complete in order to negotiate a change in their life goals: “confronting what one has lost—what one at one time ‘wanted to be when she grew up’—and generating and reinvesting in new goals toward which to strive” (King & Hicks, 2007, p. 28).

Sociocultural Contexts

Sociocultural contexts strongly influence generation of possible selves because people “learn about themselves from others, both through social comparisons and direct interactions” (Markus & Wurf, 1987, p. 305). Interacting with others, people get positive and/or negative feedback about their ideas and behavior through various media and compare their current selves with the others (Oyserman & Fryberg, 2006). If they find the others are superior, the comparison motivates them to generate a possible self to fill the gap (Higgins, 1987). This implies that finding a role model is important to generate a positive possible self that works as an incentive to push one toward an ideal or hoped-for self.

People with different cultural backgrounds have a different sense of sociocultural value and different social expectations from others. For example, it is often argued (sometimes stereotypically) that Asians value harmonious relationships with others and try not to stand out from others; Americans are said to value individualism, independence, and uniqueness (Markus & Kitayama, 1991). These differences are assumed to affect the generation of possible selves. In Unemori, Omoregie, and Markus’s (2004) survey study, “the Japanese subjects

generated nearly twice as many career/education expected selves and more than twice as many career/education feared selves as the European-Americans” (p. 333). The researchers assumed that for Japanese their academic accomplishment (where they’ve gone to school and what they’ve studied) and career as lifetime employment (where they work) were fundamental elements of their life and affected the generation of possible selves.

Gender

When individuals try to generate their career-related possible selves, it is important for them to observe role models and visualize themselves as being their desired selves. However, in many circumstances, it is difficult to do so because they sometimes cannot find role models of the same sex. This is especially true for women in Japan. The ratio of female politicians and researchers in the science field in Japan is much lower than that in other advanced countries (Eto, 2010; Yoshidano, 2011). Consequently, it is difficult for young women to develop possible selves as politicians or scientists in Japan.

Lips (2007) reported a similar situation in the United States. Lips argued from a survey study that female students were less able to develop future possible selves in math/science/business domain than male students even though their current selves did not show much difference. The male students, on the other hand, showed lower levels of future possible selves in the arts/culture/communication domain. When compared with high school students about the same domains, only

university female students showed lower levels of future possible selves in the math/science/business domain. Lips argued that, at least in the United States, because there is a limited number of women who can be role models in science, business, or politics worlds, it is difficult for women to generate future possible selves in the math/science/business domain. Encouragement from others as well as opportunities to observe or interact with role models are important factors for women to pursue their careers (Lips, 2007, p. 56). Although it is important for students to find a role model and get encouraged to possess possible selves, they are not always guaranteed to become their ideal future selves. In the following section, I present some important conditions under which possible selves function as motivators or future-self guides to become one's ideal selves.

How Possible Selves Function as Future-Self Guides

It has been argued that possible selves function as 'future self-guides' when people are motivated to achieve their goals. However there are several conditions that possible selves should act as 'future self-guides' to their best. In the following section, I introduce the conditions that should be taken into consideration in possible selves studies.

Awareness of Discrepancy

One of the most important aspects of possible selves is that "they provide the essential link between the self-concept and motivation" (Markus & Nurius,

1986, p. 954). And possible selves, especially ideal selves and feared selves, are referred to as future self-guides because they guide or direct people to move toward goals or away from something (Dörnyei, 2009, p. 13). However, just holding vague images of future selves might not motivate people to move forward to their ideal selves. In order to break the routine of everyday life and take a step toward a goal, individuals, first of all, need to be aware of a discrepancy between current selves and ideal selves. Only when people notice a discrepancy and have self-efficacy with respect to reaching ideal selves do they try to reduce the discrepancy with effortful actions (Oettingen & Gollwitzer, 2001, p. 343).

Emotions or discomfort arise from a discrepancy between actual selves and possible selves. Intensity and quality of discomfort vary depending on the context and how one perceives a discrepancy. A discrepancy noticed between actual selves and ideal selves induce such feelings as failure, disappointment, devaluation, rejection, and shame, and a discrepancy noticed between actual selves and ought-to selves induce such feelings as guilt, apprehension, anxiety, and fear (Higgins, Klein, & Strauman, 1985, p. 56).

Visualization of Possible Selves

In order to activate possible selves, individuals need to be able to concretely visualize and elaborate their possible selves (Ruvolo & Markus, 1992). This requires creativity or an ability to make stories (Fletcher, 2000, 2007). Once individuals are able to have detailed images of successful selves, then the next

questions concern how long they can sustain the images and how often they think about the images. It is assumed that the more detailed images they can visualize, the longer they can sustain the images, and the more often they think about the images, then a working self-concept is more effectively activated to drive people toward ideal, successful selves. With accurate and sufficient self-knowledge through experiences and reflective practices, individuals are able to conduct self-monitoring that helps to create attainable ideal self-images.

To summarize, the more vivid and elaborate the possible selves are, the more they help the individual to concentrate on task-relevant thoughts and feelings and foster a positive emotional state that is energizing (Leondari, 2007, p. 20).

Plausibility

Even if individuals are able to visualize vivid successful self-images, they will not commit to or invest themselves in actions to approach the ideal selves if they do not have a sense of capabilities or self-efficacy. Perceived self-efficacy refers to beliefs concerning “one’s capabilities to exercise control over events to accomplish desired goals” (Bandura, 1988, p. 279). People with high self-efficacy make more efforts in a task and persist longer (Schunk, 1990). People, therefore, need to be convinced that possible selves are plausible, as Ruvolo and Markus (1992) suggested:

it is an individual’s specific representations of what is possible for the self that embody and give rise to generalized feelings of efficacy, competence,

control, or optimism, and that provide the means by which these global constructs have their powerful impact on behavior. (p. 96)

People could possess grandiose and wild hoped-for selves that are unlikely to be realized. On the other hand, people could possess hoped-for selves that are too easily attainable. In either case, such possible selves are not activated to function as motivators. Therefore, it is important to have realistic goals with an appropriate level of confidence: not too optimistic, but not too pessimistic.

People also generate tentative possible selves or provisional selves when they are not sure whether the possible selves are worthy of full commitment. Regarding business careers or promotion, Ibarra (1999) developed a notion of provisional selves that serve as trials for possible but not yet fully elaborated professional identities (p. 764). She argued that “these ‘provisional selves’ are temporary solutions people use to bridge the gap between their current capacities and self-conceptions and the representations they hold about what attitudes and behaviors are expected in the new role” (p. 765).

Strategies and Self-Regulatory Systems

When people have balanced possible selves with both positive expected selves and feared selves in the same domain, they are more motivated to strive for a goal (Oyserman & Markus, 1990a, b) because we do something not only because we want to do it, but also because not doing it would lead to undesired results (Dörnyei, 2009, pp. 37-38). For example, a positive expected self of one who gets

good grades in school can be more motivated if one possesses a countervailing feared self of dropping out of school (Oyserman & Markus, 1990a, b).

However people sometimes fail to reach a goal even though they have balanced possible selves (Oyserman et al., 2006). Oyserman, Bybee, Terry, and Hart-Johnson (2004) posit that possible selves alone are not enough to sustain self-regulatory effort over time unless they are linked with plausible strategies (p. 200). With self-regulatory possible selves, that is, detailed possible selves that contain plausible strategies to promote self-regulation, people are able to be guided to their goals (Oyserman et al., 2004, p. 144).

The concept of possible selves has been applied in research in various fields including the ESL/EFL motivation research. In the next section, I summarize the L2 Motivational Self System developed from the concept of possible selves.

Empirical Studies of Possible Selves

Possible Selves Studies in the General Education Field

What is important for students is to attain goals, which are primarily to do better at school and get a job they like. Recently some researchers have been interested in how possible selves are related to students' self-regulation, or their commitment to attain the goals (Burack, Irby, Carline, Ambrozy, Ellsbury, & Stritter, 1997; Oyserman et al., 2004, 2006; Packard & Nguyen, 2003; Pizzolato, 2006; Stevenson, 2010). Most studies have targeted main-stream or middle-class students in the United States: medical students in Burack et al. (1997); science

major high school girls in Packard and Nguyen (2003); psychology major students in Brown and Diekman (2010), Dunkel (2000), and Dunkel and Anthis (2001). Oyserman, however, is one of the exceptions who has been conducting possible selves studies with low-income, minority students (Oyserman et al., 2004, 2006; Oyserman & Markus, 1990a, 1990b; Oyserman & Saltz, 1993).

Working with low-income, minority students in the United States, Oyserman et al. (2004) found that just having possible selves is not enough for the students to improve their school outcomes. One hundred sixty students with their parents' approval participated in the study. There were 81 boys and 79 girls. They were African American ($n = 99$), Hispanic ($n = 41$), and non-Hispanic white ($n = 20$). Data for the study were obtained from multiple sources: questionnaire surveys in the beginning and the end of the school year, teacher rated student behavior and school records of grades, and information about referral to remedial summer school. In the questionnaire, the students were asked to write what they expected to be like and what they expected to be doing the following year, and to indicate if they were currently working toward their expectations. They were also asked to write their feared self: what they did not want to be like the following year, and what they were doing at the moment to avoid their feared self. An important point of Oyserman et al.'s (2004) study was that they asked the participants to describe what they were doing (or not doing) to achieve the expected self and to avoid the feared self because they were trying to find out whether the students had strategies to make their expected selves come true. The researchers assumed that "self-

regulatory academic possible selves will be a better predictor of school success than a simple count of the number of academic possible selves” (p. 134). The results showed that the students with plausible self-regulating academic possible selves (APSs) did have significantly greater chances of academic success.

Although low-income and minority students were able to construct academic possible selves, Oyserman et al. (2006) noticed that these students still found it difficult to link academic possible selves to strategies. The students also had difficulty sustaining self-regulations that were inevitable parts of academic possible selves. Another difficulty they had was to integrate their academic possible selves with their social identities. Oyserman et al. (2006) then developed a process model and implemented an intervention to positively influence social identity, meta-cognitive experience, and possible selves to promote self-regulatory behaviors. This school-based intervention consisted of activities in 11 sessions. The activities were structured to:

make APSs salient, create linking connections between APSs and strategies, make salient naïve theories of the meaning of difficulty that link difficulty with progress toward meaningful goals, and create a space in which APSs and social identity are congruent. (Oyserman et al., 2006, p. 191)

The researchers witnessed that the students attained and sustained an intervention effect and improved academic outcomes when an intervention was implemented to link possible selves to strategies and to important social identities. Oyserman et al. (2006) suggested that plausible academic possible selves, strategies to promote

actualization of possible selves, support from parents, and intervention from teachers were critical for students at risk to move forward to their goals.

Pizzolato (2006) drew the idea of schemas from Cross and Markus (1994) and viewed it as being conceptually similar to strategies. Schemas are defined as “information about how to effectively move toward achievement of their possible selves” (Pizzolato, 2006, p. 59). Pizzolato was interested in how low-income students of color developed and achieved their college student possible selves. She interviewed 28 high-risk college students in the United States who were identified as more likely to drop out from college based on their academic or socioeconomic background. A semistructured one-hour interview was conducted to ask about students’ precollegiate and early collegiate experiences and conceptions of self. The main focus of the interviews was students’ experiences and decisions that the students identified as important to attain the goal. This method is retrospective rather than asking participants to talk about the future possible selves.

The interviews revealed that the students had never thought about going to college before. For them college life was just another world that other privileged people belonged to. Neither their parents nor their neighbors ever planned to get higher education. The students, however, had, at the same time, feared selves that they did not want to become, such as gang members on the street who were involved in drugs. These feared selves became a motivator to push the students toward hoped-for selves. The students found that going to college was one of the ways to get out of the hopeless community and avoid the feared selves.

Becoming a college student was novel for them and very challenging without role models that provided them with information about becoming and being a college student. In order to approach the hoped-for selves, what the students first did was to construct two kinds of schemas: procedural schemas and conceptual schemas. The procedural schemas involve processes and experiences that are necessary to get into college. The conceptual schema, on the other hand, involves their stepping back, reconsidering what they wanted to become and why they wanted to become that, and finding a way to keep a balance between their goals and relationships with family and friends. With these two schemas, the students were able to have a deeper understanding of who they wanted to be, why they wanted to be that, and what they needed to do to reach the goal.

These studies about students in difficult situations (Oyserman et al., 2004, 2006; Pizzolato, 2006) suggested that the following factors were very important for success of students at risk: good relationships with others in the society or community the students belong to, existence of or information about role models, and strategies or schemas that show clearly how to reach goals step by step. The researchers also suggested that feared selves or negative role models were important because they played an influential role to move students away from the feared selves and to push them toward their hoped-for selves.

After entering college, students' possible selves would change to career possible selves: what they want to become in the future, what they think they will be doing after they graduate from college, and what they want to avoid doing. In

the next section, studies about students who dream or plan to be teachers are presented. The concept of possible selves seems to be promising to explore pre-service teachers' and newly graduated in-service teachers' professional identity development because these teachers:

consist of individuals at varying points during the important phase of transition from student to teacher, and as such, possible-selves theory provides a theoretical framework for examining future-oriented, identity-relevant, goal-directed thinking in the present, and the salience of that thinking for regulating behavior to reach a future state. (Hamman et al., 2010, p. 1349)

Possible Selves Studies in the Teacher Education Field

Teacher identity studies in the past. In the field of teacher development, pre-service teachers and novice teachers are often categorized separately from in-service teachers because of their characteristics. Specifically pre-service teachers are characterized as being in a critical transitional stage, moving from students to teachers. Johnston (1994) argued that:

student teachers are in a unique situation—attempting to fulfill the dual roles of student and teacher simultaneously. They, therefore, deserve to be studied in their own right, not from the perspective of students nor from that of teachers, but as individuals struggling with the unique dilemmas which this dual role of student teaching brings. (p. 74)

Kagan (1992) reviewed 40 learning-to-teach studies published or presented between 1987 and 1991. Among the 40 studies, she found that 27 studies dealt with pre-service teachers and 13 with first-year or beginning teachers. The three most prevalent concepts to define professional growth in those studies were teachers' knowledge of classroom and/or pupils, teachers' perceptions, and teachers' beliefs. Although Markus and Nurius's paper about the concept of possible selves was published in 1986 before Kagan's (1992) study, no studies in Kagan's review adopted the concept of possible selves to explore teachers' professional development.

In the last two decades, much of the teacher identity work has shifted to adopt more psychologically oriented concepts and theories. In particular much research has been done about teacher reflection in order to explore and facilitate teacher development (Freese, 2006; Jay & Johnson, 2002; Korthagen & Vasalos, 2005; Schwartz, Mullis, Waterman, & Dunham, 2000; Zeichner, 2006).

Studies of preservice teachers' possible selves. Interestingly, some recent studies of reflection adopted a future-oriented perspective (Urzua & Vasquez, 2008; Wilson, 2008). The existence of these studies might indicate that the number of researchers who are interested in not only teachers' past (reflection) but also teachers' future (goals and dreams) has been increasing. In fact, some recent studies have explored teachers' professional identity development and pre-service teachers'

professional goals using the concept of possible selves (Fletcher, 2000; Hamman et al., 2010; Hong & Greene, 2011; Ronfeldt & Grossman, 2008).

Hong and Greene (2011) were interested in the balance between hoped-for selves and feared selves of pre-service science teachers because theoretically it was believed that if well-balanced, these two possible selves were important for maximal motivational effectiveness (Oyserman et al., 2004; Oyserman & Markus, 1990a; Oyserman & Saltz, 1993; Unemori et al., 2004). For example, to be well-balanced, a hoped-for possible self and a feared possible self must “represent a positive and a negative aspect of a same domain” (Hong & Greene, 2011, p. 497) They were also interested in how the pre-service teachers’ experiences influence the shaping of the possible selves.

They conducted a study with 11 pre-service science teachers who had enrolled in the teacher education program at a large Southeastern University in the United States. The participants were categorized into two groups based on their experience of practice teaching. Eight of them had finished three basic core courses, but had not experienced practice teaching at school. The rest had finished three advanced courses and an 11-week practicum.

In order to collect data, the researchers developed a possible selves questionnaire that was modified from Markus and Wurf’s (1987) and Oyserman and Markus’s (1990a) measures. The researchers asked the participants to write down five hoped-for selves and five feared selves as a future science teacher and to indicate the two most important possible selves in each category. After the

questionnaire survey, the researchers conducted semistructured interviews mainly to explore the possible selves that the participants had generated and to gather information about major incidents that would have helped the participants form the possible selves.

The researchers identified eight categories of possible selves from each of hoped-for and feared selves, and they found that six of them were common both to the hoped-for and feared selves. The most frequent hoped-for selves and feared selves were being effective teachers versus being ineffective teachers, followed by having positive versus negative attitudes toward students and teaching.

Hong and Greene (2011) also found that three participants who had completed an 11-week practice teaching experience at school showed less balanced possible selves than those who had not completed the practice teaching. They suggested that “student teaching may present the opportunity for disequilibrium in individuals’ possible selves related to their new profession” (p. 502). However, with such a small number of the participants, it might be problematic to suggest the difference between the two groups.

The second purpose of the study was to explore how participants’ experiences helped them shape their possible selves. Experiences during the teacher program that the participants listed as influential were rather general such as a summer camp or tutoring experiences. Although the researchers concluded that “preservice teachers’ prior experiences seemed to shape their hopes and fears more than what they experienced during teacher education program” (Hong & Greene,

2011, p. 506), the reason was that most of the participants had not yet experienced practice teaching when the data were collected. Many researchers suggested that a practicum was one of the most influential experiences for pre-service teachers to develop professional identity (Britzman, 1986; Cole & Knowles, 1993; Farrell, 2008; Haniford, 2010; Lee & Loughran, 2000; Uline, Wilson, & Cordry, 2004). Therefore, if Hong and Greene (2011) had collected data more from those who had completed a practicum, they might have had different findings.

Although there are limitations in methods used by Hong and Greene (2011), the researchers pointed out some important issues about pre-service teachers' possible selves and professional identity development. First, they suggested that some peculiar characteristics of being pre-service science teachers might have influenced the teachers' possible selves. Although they did not have comparative data, they asserted strongly that their "participants often referred to themselves as prospective science teachers and not just teachers and this can be taken as evidence that the science part of their future career was salient to them during the study" (p. 506). This suggests that pre-service ESL/EFL teachers might possess different possible selves from those of pre-service science teachers if the subject to teach has an impact on their possible selves.

Another important point the researchers made was how the disequilibrium that the pre-service teachers experienced influenced teacher development in the teacher education program. Referring to two other researchers, Hong and Greene (2011) argued that "experiences of disequilibrium are considered essential for

conceptual change (Posner, Strike, Hewson, & Gertzog, 1982) and belief change (Pajares 1992)” (p. 507) for pre-service teachers. From their argument, it can be said that when the pre-service teachers become aware of a gap between their actual selves and hoped-for selves during a practicum, they have a great opportunity to develop professionally by bridging the gap.

However, pre-service teachers and novice teachers are vulnerable and drop out of the profession if they cannot overcome the difficulties they face (Cornu, 2009; Hong, 2010). What pre-service teachers needed was to build resilience (Hamman et al., 2010, p. 1358) or resilient possible selves Cornu (2009). Pre-service teachers’ defensive pessimism is also encouraged in order to cope with difficulties they face during learning to teach (Merz & Swim, 2008). The next study reveals pre-service teachers’ undesirable learning situations they often experience in the teacher education program.

Provisional possible selves and professional identities. The study by Ronfeldt and Grossman (2008) was large-scale and thorough. What I review here is a part of their larger study with other researchers with a much larger number of participants (c.f. Grossman, Compton, Igra, Ronfeldt, Shahan, & Williamson, 2009). Ronfeldt and Grossman's work has shown a new direction to the field of pre-service teachers’ possible selves by introducing the concept of provisional selves (Ibarra, 1999) to illustrate how novices develop professional identities through generating, trying out, and evaluating possible selves.

The researchers were interested in the relationship between possible selves and professional identities of pre-service teachers, clergy, and clinical psychologists. They were also interested in how their education programs helped the novices construct professional identities. Their main research questions are summarized as follows: 1. What kind of hoped-for selves and feared selves students and novices would generate during their professional developmental stages, 2. What the sources were that helped them generate these possible selves, 3. Whether students and novices had opportunities to try out their provisional selves while learning in the preparation program, 4. How these opportunities of trying out provisional selves influenced the development of professional identities (Ronfeldt & Grossman, 2008, p. 45).

In order to answer these questions, the researchers collected data from multiple sources and methods with 29 graduate students in clinical psychology, 42 graduate students in teacher education, and 15 graduate students in the clergy in the United States. Main data were collected from: (a) focus groups, (b) face-to-face interviews with four novice clinical psychologists and four novice teachers who were in their first year of preparation, (c) methods courses or practical coursework that the students were taking in the program (e.g., subject-matter methods classes in teacher education), and (d) field work (e.g., practice teaching at school).

Although the researchers' main purpose of the study was not to compare the three groups of students who are studying to be teachers, clergy, or clinical psychologists, the study revealed less desirable and less pleasant situations for the

pre-service teachers. I mainly introduce their findings that are related to the pre-service teachers because this is the focus of my own study.

Ronfeldt and Grossman (2008) argued that the pre-service teachers entered the preparation programs with a tentative set of possible selves or provisional possible selves. Although the pre-service teachers had provisional possible selves that included only a part of teacher images, these partial images can be an important first step toward constructing more concrete and integral teacher images while they are learning to teach (p. 45).

However, holding clear and concrete images of hoped-for selves does not guarantee that the pre-service teachers can apply the selves into actual teaching (Ronfeldt & Grossman, 2008, p. 49). In other words, untried possible selves would not help the pre-service teachers construct new roles as teachers even though the possible selves included strategies to approach the hoped-for selves. What was necessary for pre-service teachers was, according to the researchers, an opportunity to experiment with their provisional selves and then to use their successful experiences to make their possible selves a part of their professional identities. In order to realize this, modeling, guidance, and feedback from instructors and peers are necessary (p. 57).

Unfortunately, the research revealed that the pre-service teachers had few opportunities to try out their provisional selves in the model lessons in the university-based program because the instructors usually taught the lessons while the pre-service teachers were in the pupil role. Moreover, when the pre-service

teachers had a chance to practice teaching in class, they rarely received evaluation or feedback from the instructors and/or peers (Ronfeldt & Grossman, 2008, p. 50). The study also revealed that, when the pre-service teachers were compared with the clinical psychologists and clergy, they had a fewer opportunities to receive feedback about their provisional selves when they applied the provisional selves to their practice teaching in class (p. 50).

What happened to the pre-service teachers when they went out for their fieldwork or a practicum teaching at school where they could actually meet children and try out their provisional possible selves? Unfortunately, the pre-service teachers reported the biggest number of feared selves among the three groups while they were experiencing field work. They struggled to enact their new role at school because there was a large gap between the teacher role that the pre-service teachers learned at university and the role in reality (Ronfeldt & Grossman, 2008, p. 53).

Then how did the pre-service teachers survive in this conflicting situation? As a result of the difficult situations and tensions at school, the pre-service teachers tried to “reconcile who they want to become with who they are expected to become in particular settings” (Ronfeldt & Grossman, 2008, p. 57). One of the participants decided to put his ideal possible selves aside and try to view “sticking to the mandated curricula and pacing plan as an opportunity to learn about the ‘reality’ in schools” (p. 54). He hoped to enact a social justice identity that was endorsed by the university-based teacher education program when he became a real teacher. But

the researchers believe that some schools do not allow novice teachers to experiment with their provisional selves, and instead they try to accommodate novice teachers to their traditional environment. Furthermore, even though novice teachers are able to experiment with their provisional selves, it is not enough to make the selves a part of their professional identity. The researchers suggested that “*successful* experimentation may be necessary, and that this generally requires modeling, guidance, and feedback from others” (p. 57, italics in original).

One of the contributions of this study is that the researchers made clear the importance of experimenting with provisional possible selves to develop a new professional identity. Another contribution is that the study gave a chance to teacher educators to rethink a problem that teacher education has by showing less favorable situations of the pre-service teachers than other professions.

If different professions constitute their own factors in developing possible selves, I wonder whether subjects that pre-service teachers are to teach also will be an influential factor in the generation of possible selves and identity development as Hong and Greene (2011) suggested with the pre-service science major teachers. In fact Dörnyei and Ushioda (2011) claimed that:

L2 motivation researchers have always believed that a foreign language is more than a mere communication code that can be learnt similarly to other academic subjects, and have therefore typically adopted paradigms that linked the L2 to the individual’s ‘personal core,’ forming an important part of one’s identity. (p. 79)

Taking this linkage of the L2 to one's 'personal core' into consideration, I review, in the next section, what researchers in the ESL/EFL field have found about language teacher possible selves.

Possible Selves Studies in the ESL/EFL Field

Development of ESL/EFL teacher identity has been well studied and discussed utilizing the notions of beliefs (Farrell, 2006; Johnson, 1994; Mak, 2011; Mattheoudakis, 2007; Torok & Aguilar, 2000) and reflection (Farrell, 1999, 2001; Lee, 2007; Liou, 2001; McDonough, 1994; Orland-Barak & Yinon, 2007; Tsang, 2003; Yang & Bautista, 2008). However, few studies of possible selves can be found in the ESL/EFL teacher education field. The only exceptions I have found to date are the following studies: Kubanyiova (2009), White and Ding (2009), Hiver (2013), and Kumazawa (2011, 2013). Kubanyiova (2009) and White and Ding (2009) adopted Dörnyei's L2 Motivational Self System for their research conceptual framework. These studies targeted in-service teachers who encountered new environments at work places or who had felt a gap between their actual EFL teacher selves and ideal EFL teacher selves. I briefly introduce the research designs and findings of these four studies first. I then discuss some issues that are directly related to my research interests, mainly focusing on a gap between actual selves and ideal or ought-to selves.

Kubanyiova's study. Kubanyiova (2009) developed a concept that was called Possible Language Teacher Self. This teacher self consists of three selves: Ideal Language Teacher Self, Ought-to Language Teacher Self, and Feared Language Teacher Self. Using this concept, Kubanyiova (2009) explored how a specially designed 20-hour experiential in-service teacher development (TD) course had an impact on conceptual changes among eight non-native speaking EFL teachers in Slovakia.

The TD course aimed to introduce new strategies and approaches to in-service EFL teachers, which included “motivation-sensitive and autonomous-supporting teaching approaches and group-building strategies” (Kubanyiova, 2009, p. 317). The participants were also encouraged to take reflective approaches to their own teaching. Because the TD course input was new to the participants, it was called reform input. The data were mainly collected from 55 classroom observations and 31 interviews.

One of the main findings of the study was that the Ideal Language Teacher Self played an important role to motivate the teachers to pursue their career and to engage in the TD course. The primary career motive was “positive attitudes towards the English language and the desire to improve English proficiency” (Kubanyiova, 2009, p. 318). This finding supports Dörnyei and Ushioda's (2011, p. 79) claim of the linkage of the L2 to one's ‘personal core’ as I previously introduced. Although Kubanyiova (2009) did not specifically argue how being non-native English speaking teachers was related to their possible selves, I believe that

there should be difference between native English speaking teachers and non-native English speaking teachers in their possible selves, future goals, and professional identity development. This issue should be explored further in this study.

Interestingly, “a desire to facilitate students’ learning” (Kubanyiova, 2009, p. 319) was not the novice teachers' main incentive to pursue their career, which, according to the researcher, contradicted the conclusions that many other empirical studies had made. This result was not further elaborated because it was not a part of the research purposes. I assume that it could be explored more from a perspective of Fuller’s (1969) stage model of teacher development where teachers’ concerns change over time from self to others.

Another key finding was related to the teachers’ context-related ought-to language self. Unfavorable contexts that have a negative impact on teacher commitment and development are “pressures of the system coupled with heavy workload, limited resources, prescribed curriculum, lack of autonomy or unsupportive colleagues” (Kubanyiova, 2009, p. 324). If dissonance was caused by a discrepancy between teachers’ actual selves and the reform input, or if a teacher is a strong believer of the reform input, these unfavorable contexts were less likely to influence teachers’ implementation of the reform input because teachers tend to employ self-regulatory strategies (Kubanyiova, 2009) . This result implies that if pre-service EFL teachers employ self-regulatory strategies, they are able to deal with a discrepancy between actual selves and ideal or ought-to selves and move toward their goals.

Hiver's study. Hiver's study (2013) was of interest in two aspects: first, it was a narrative study of in-service EFL teachers' possible selves: and second, the study was conducted in Korea, where English education has been often compared with that of Japan (Butler, 2004, 2005). Hiver explored how ideal, ought-to, and feared language teacher selves motivated seven in-service Korean English teachers to initiate and engage in non-compulsory professional development. Through analyzing in-depth interview data, Hiver found that three possible selves (ideal, feared, and ought-to) integrated and functioned as motivators. Three out of seven participants showed stronger feared selves who were incompetent English users. The rest presented stronger ideal selves who were expert language users. All the participants perceived themselves as poor English users (actual selves) regardless of their high scores in the English proficiency test. This feeling of language insecurity or lack of self-efficacy as language users, according to Hiver (2013), was "the single most important factor"(p. 218) for their engagement in continuing teacher development. Their lack of self-efficacy as language users can be compared with a gap between actual selves and ideal selves that pre-service EFL teachers in Japan often perceive during practicum experiences. Becoming aware of such a gap is believed to be the first step to move toward ideal selves (Higgins, 1987, 1996; Oettingen & Gollwitzer, 2001).

Although Hiver's study was limited to a context of teachers' motivation to engage in continuing teacher development, the findings provided me with a valuable hint to consider possibility of Japanese pre-service teacher's lack of self-

efficacy as language users and its effect on their motivation in a broader context. In the final section, I discuss Kumazawa's study with four in-service EFL teachers in Japan.

Kumazawa's study. With four novice Japanese EFL teachers, Kumazawa (2011) conducted a longitudinal qualitative study to examine changing motivation through their narratives using several motivational theories such as self-determination theory (Deci & Ryan, 1985), self-efficacy theory (Bandura, 1993, 2001, 2003), goal theories (e.g. Locke & Latham, 1990) and expectancy-value theory (e.g. Eccles and Wigfield, 1995). In this study, she found “a close link between one's self-concept and motivation, which implied the utility of possible selves theory in investigating teacher motivation” (Kumazawa, 2013, p. 47). Revisiting the data set that she had originally collected, Kumazawa (2013) posed the questions of “how the participant teachers' self-concept changes in their transition from student to teacher and how their motivation is influenced by their shifting self-concept” (p. 47). A total of 21 in-depth interviews over two and a half years revealed that the four participants “were motivated at the outset of their first professional career to achieve a set of idealistic goals” (p. 50) when they were still pre-service teachers. One of the participants, who was the only male participant and the only one with a master's degree in TESOL, had an ideal self image as a teacher who “was an active and successful user of innovative teaching ideas and methods who would be highly recognized and appreciated for his teaching” (p. 49). Another

notable ideal EFL teacher self of all the participants was that of practitioners of communicative language teaching (CLT). They wanted to free students from the traditional grammar-translation method. Besides ideal teacher selves related to the subject matter, the three female participants generated ideal teacher selves who help young people grow in socially appropriate ways.

During the first year of their teaching, when the four teachers encountered conflicts between ideal and ought-to selves in a new sociocultural context (e.g., a gap between a practitioner of communicative language teaching and more conservative and traditional teaching), they needed to reshape and regain their self-concepts. In spite of these adjustments, they always came back to their original ambitions and dreams. Kumazawa (2011) illustrated this process as a spiral within which “their motivation returned anew with the same goals recognized at a high degree of self-awareness” (p. 275). This spiral image well depicts a non-linear, dynamic professional identity that becomes stronger and deeper over time.

Another noticeable finding was that when the teachers experienced difficulties, their motivation was related to how they viewed and conceived their current, ought-to, and ideal selves. It seems that filling a gap between ought-to and ideal selves or current and ideal selves was a difficult task for the teachers, one that caused stress, sleeplessness, and even illness in some cases. Although researchers have argued that people become motivated when they need to fill a gap between current and ideal selves (Higgins, 1987; Oettingen & Gollwitzer, 2001), there was

evidence that the teachers in Kumazawa's (2011, 2013) study found the gap too big to fill and so had little energy left to nourish their motivation.

Although the novice teachers in their early days were more concerned about the day-to-day matters than future issues, being filled with many burdensome duties to be completed, they started deepen sense of conflicts, “feeling tension between their ideal and the reality of their teaching lives”(Kumazawa, 2011, p. 238). The four teachers experienced their motivation to teach went up and down at various occasions during the two and a half years and Kumazawa (2011, 2013) was able to see changes in their self-concept during this period. The rather passive and static self-concept of the teachers in the early days became more personalized and dynamic as time passed while they developed resilience and became more reflective. For example, one left the school and became a graduate student to study TESOL in Tokyo, two started thinking about leaving their profession, and two quit club duties that they had to spare much time for.

These findings of Kumazawa's (2011, 2013) study of novice teachers provide me with hints about how pre-service EFL teachers in Japan experience and perceive their first practice teaching experience at school. As many researchers have reported, pre-service teachers also are shocked to find large discrepancies between what they have expected and what they actually witness and experience at school (Allen, 2011; Cole & Knowles, 1993; Farrell, 2007, 2008; Johnston, 1994; Trent, 2010, 2011). However, there are major differences between in-service and pre-service teachers in various aspects. First, in Japan pre-service teachers'

experience at school is limited to a period of three or four weeks. Even though they are treated as teachers at school during a practicum, they know they will return to their role as students when they come back to college. They also know that they still have an alternative, to be or not to be teachers at that point in time. And more importantly, they have time to reflect and view themselves objectively before making their decisions. These differences might influence their self-concept and professional identity development during the period of pre-service activities.

As Kumazawa (2011) pointed out, research on EFL teachers' motivation is scarce, as it is on the motivation of pre-service EFL teachers. Kumazawa (2011, 2013) made an important contribution to the studies of Japanese EFL in-service teachers' motivation. I hope my study with Japanese pre-service EFL teachers adds another piece to the picture of EFL teacher motivation and identity development. Before I start exploring pre-service EFL teachers' possible selves in my own study, there are other issues to take into consideration. I introduce some methodological issues related to possible selves studies in the following section.

Methodological Issues in Possible Selves Studies

After Hazel Markus and Paula Nurius introduced the concept of possible selves in the 1980s, a large number of studies explored the dimensions, sources, and motivational functions of possible selves in various academic fields (Kerka, 2003; Rossiter, 2009).

Because this concept was first developed by psychologists, most of the leading scholars in the study of possible selves have adopted quantitative approaches and examined the possible selves of their psychology major students (Cross & Markus, 1991, 1994; Dunkel, 2000; Dunkel & Anthis, 2001; Higgins et al., 1985; Strauman & Higgins, 1987). However, recently more diverse approaches have been taken up by scholars in different academic fields: career exploration narratives of the youth (Marshall & Shepard, 2002); possible selves mapping of young adolescents' life-career (Shepard & Marshall, 1999); a mixed method with ninth grade Latino students about their education and career possible selves (Yowell, 2002); and a longitudinal qualitative study about adolescent girls' science career-related possible selves (Packard & Nguyen, 2003).

Packard and Conway (2006) reviewed 141 empirical articles that used a concept of possible selves. The selected articles appeared in peer-reviewed journals, conference presentations, book chapters, and dissertations over the previous 20 years. Methods used in these studies were clustered into four groups: structured surveys and interviews, narrative, visual methods, and drama. Semistructured interviews were distinguished from structured ones and clustered into narrative method because data from semistructured interviews were not analyzed numerically, but qualitatively. Packard and Conway (2006) found that the most frequently used approach was a quantitative one, followed by narrative methods. The visual and drama methods were rather small in number.

Major quantitative works have contributed tremendously to our understanding of some important features of possible selves and how possible selves are related to motivational behaviors (Cross & Markus, 1991, 1994; Dunkel, 2000; Dunkel & Anthis, 2001; Higgins, 1987; Higgins et al., 1985; Oyserman et al. 2004, 2006; Oyserman & Fryberg, 2006; Oyserman & Markus, 1990a, b; Oyserman & Saltz, 1993; Ruvolo & Markus, 1992; Strauman & Higgins, 1987). In the field of language learning and teaching, some researchers used the concept of possible selves in their quantitative studies to measure possible L2 selves (Ryan, 2009; Taguchi, Magid, & Papi 2009).

However, in order to have a more detailed understanding of other aspects, such as how possible selves change over time and how these changes are related to one's emotional or behavioral changes, qualitative approaches can also contribute in important ways (Conway & Clark, 2003; Hamman et al., 2010; Hong & Greene, 2011; Ibarra, 1999; Pizzolato, 2006; Ronfeldt & Grossman, 2008). Packard and Conway (2006) pointed out that:

[a]lthough structured methods do allow for greater researcher control, they do not encourage input from the participants themselves apart from the answers to the predefined questions. Thus, a disadvantage is that the researcher may not learn about aspects of possible selves not originally conceived by the researcher. (p. 258)

In her study of possible selves, Whitty (2002) compared three methods to examine the usefulness of a story-writing methodology in the study of young adults' hopes and dreams for the future and obstacles to these dreams. The three methods were: a story writing method, an interview method, and a questionnaire method. In order to compare these three methods, she conducted three studies with different participants. The participants for the first study were 140 men and 140 women from Sydney. Because she was interested in differences between older adolescents (17 to 22 years) and young adults (28 to 33 years) as well as gender differences in terms of their hopes and dreams, she included, in the total of 280 participants, 140 older adolescents and 140 young adults. They were asked to write a story within one hour about how they would like to see themselves in 10 years. The number and types of dreams and impediments were analyzed. Themes generated from the first method were used as prompts for the second study.

In the second study, a semistructured interview was conducted with 24 men and 24 women with the same number of older adolescents and younger adults. The participants were asked to describe the dreams they had for the next 10 years in as much detail as possible, what they would be doing to realize the dreams, and what obstacles they would have. These interviews were audiotaped for analysis. Themes generated from the first two studies were used as prompts for the third study.

In the final study, 100 men and 100 women participated and again they consisted of the same number of groups of older adolescents and younger adults. The participants were asked to rate their agreement on a 5-point Likert-type scale to

questions such as “In 10 years, how important will a career be to you?” (Whitty, 2002, p. 218). They were also asked to indicate how important particular dreams were and how often they thought about them. There was also an open-ended question so that the participants could add any further comments to the questionnaire.

After comparing the results from the three different approaches, Whitty (2002) found that a story writing approach was very successful at elucidating the complexity of people’s dreams compared to other methods. She concluded that “the strengths of the story-writing method were its abilities to generate themes and to uncover ideal or hoped-for selves” (p. 225).

In fact, how to elicit and measure possible selves is problematic and it is sometimes not clear whether researchers are trying to elicit actual selves, hoped-for selves, expected selves, ought selves, or other related selves because some of the terms are not well defined and sometimes they are used interchangeably (MacIntyre, Mackinnon, & Clément 2009; Whitty, 2002). Furthermore, researchers find it difficult to distinguish between ideal self and ought-to self because there is certainly an overlapping area between them (Ryan & Irie, 2014, p.112). There might be some cases when one’s ideal selves match his/her ought-to selves, but there might be also some cases when the two kinds of possible selves conflict, “where other people’s versions of what an individual’s ideal self should be differs from that of the individual” (Ryan & Irie, 2014, p. 113). However, MacIntyre et al. (2009) warned that if we pay too much attention to the details of the nuances of

different self-related terms, we might lose sight of a big picture of language learning.

Another problem that Conway and Clark (2003) pointed out was a difficulty in deciding how long the intervals should be that researchers take between data collection with the same of group of teachers. When researchers are conducting a cross-sectional study with teachers at different points in their careers (e.g., pre-service, novice, and experienced teachers), they tend to emphasize differences between these groups rather than similarities, which might lead to a distorted image of teacher development. On the other hand, if researchers conduct a longitudinal study, following the same group of teachers for several years but interviewing them only once a year, they might miss subtle but important changes occur during the intervals (p. 478).

Although some issues exist in methodology of possible selves studies as I have reviewed above, the concept of possible selves, I believe, can productively be used more widely not only to examine the motivation of L2 learners and teachers, but also to explore L2 pre-service and in-service teachers' professional identity development. As MacIntyre et al. (2009) developed a new scale to assess possible selves more accurately in order to complement qualitative approaches (p. 196), I hope narratives of possible selves used in this study present an insightful way to elicit more elaborated possible selves from research participants and to complement quantitative approaches.

Chapter Summary

In this chapter I have introduced the concept of possible selves and how it has been applied to various academic fields, in relation to students' academic and career goals, pre-service teachers' professional identity development, and EFL teachers' motivation and professional development. I also reviewed some methodological issues and introduced a narrative method as an effective way to elicit elaborated possible selves from research participants.

Taking the methodological issues into consideration, I explore the little known areas in the studies of pre-service EFL teachers' professional identity development using the conceptual framework of possible selves. In the next chapter, I present a rationale for choosing a qualitative case study approach using narrative data in my study, and describe how I collected and analyzed data.

CHAPTER 3

PROCEDURES IN THIS POSSIBLE SELVES STUDY

In this chapter, I explain what a case study is and why I chose narrative as a primary data source for my study, and then detail my research location and participant selection. Following this explanation, I describe what methods I used to collect data and how I implemented the methods to answer the following four research questions:

1. What possible teacher selves did the participants describe in the spring of 2012 and what had influenced the generation of their possible selves?
2. How did the participants' experiences during the practicum affect the generation and modification of their possible selves?
3. How did the participants get motivated to learn English in relation to the possible selves?
4. What possible selves did the participants describe in the winter of the following year (10 months later) and what affected the generation and modification of the possible selves?

I then explain data analysis and end this chapter with comments on ethical issues, credibility, and positionality.

Case Study

The most distinguishable feature of case studies is that they are a bounded system that tells us what is and what is not the case (Casanave, 2009; Duff, 2008; Merriam, 1988; Stake, 1978, 1995, 2005; Yin, 1981, 1992, 2009). Moreover, “the cases are of prominent interest before formal study begins” (Stake, 2005, p. 450). A case does not have to be a person. A program, a classroom, or a school can be a case as long as they are bounded and have distinctiveness that separate them from others (Stake, 1978, p. 7). In this sense, case studies can be either quantitative or qualitative.

What features, then, besides a bounded system, are required for a study to be recognized as qualitative case study? They include in-depth description, emphasize the importance of context, and attend to developmental factors (Casanave, 2009; Creswell, Hanson, Clark, & Morales, 2007; Flyvbjerg, 2011; Merriam, 1988). Descriptions in case studies are “intensive” (Flyvbjerg, 2011, p. 301) and “complex, holistic, and involving a myriad of not highly isolated variables” (Stake, 1978, p. 7). Unlike in a quantitative approach, qualitative case studies usually do not “provide experimental treatments or interventions that might modify the normal process of change” (Duff, 2008, p. 41).

For a qualitative case study, the context where the case is situated or embedded plays a crucial role enabling researchers to interpret the particularity of the case (Casanave, 2009; Simons, 2009). Detailed description is also required for the context because “the relation to environment” (Flyvbjerg, 2011, p. 301) is

emphasized in case study. For example, if a school is selected as a research site, researchers need to describe what kind of institution it is to readers by offering information such as its history, structure, missions, policies, size, and environment. Information about schools can be obtained easily from their websites and public documents these days. However, if there is any possibility that someone or some institution should suffer disadvantage because of being identified, the identity of the research setting or school should remain anonymous.

At last, in case study, researchers often examine a limited number of events or cases over a period of time. Case study is believed to “allow for a highly complex and nuanced understanding of the subject of inquiry” (Hesse-Biber & Leavy, 2011, p. 256). Events and cases evolve and develop over time, “often as a string of concrete and interrelated events that occur ‘at such a time, in such a place’ ” (Flyvbjerg, 2011, p. 301).

Although Yin (1981) called case study a research strategy, Creswell et al. (2007) interpret it with a broader view “as a methodology, a type of design in qualitative research, an object of study (Creswell et al., 2007), and a product of the inquiry” (p. 245). With this view they define case study research within qualitative inquiry as:

a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple sources of information (e.g., observation, interviews, audiovisual material, and documents and reports)

and reports a case description and case-based themes. (Creswell et al., 2007, p. 245)

Within the field of applied linguistics, the case study approach “has been very productive and influential” (Duff, 2008, p. 36). Besides providing us with detailed and holistic analysis of target phenomena, the case study approach in the applied linguistics field “may generate new hypotheses, models, and understandings about the nature of language learning or other processes” (p. 43) and might confirm findings of language learning and professional identity development of language teachers from quantitative studies with larger samples.

Because the purpose of my study is to explore and understand the details and meanings of EFL pre-service teachers’ one-year experiences in relation to possible selves, case study, which requires rich and deep contextualized description, matches well this study as a research approach.

Although there are many advantages of qualitative case studies, some limitations and disadvantages of case studies exist. Because researchers need to collect rich data from multiple sources, case studies become time consuming and data analysis might become unfocused and overwhelming if researchers do not apply systematic analytic techniques (Merriam, 1988; Yin, 2009). There is also criticism of lack of generalizability. Because a single person cannot represent whole population, case study can be seen to provide a poor basis for generalization (Flyvbjerg, 2011). Nevertheless, we can speak of generalization in case study research, but to theoretical propositions (Yin, 2009) or concepts (Simons, 2009), to

the kinds of vicarious experiences in readers that Stake (2005) calls naturalistic generalization, or to the situation being studied (situated generalization; Simons, 2009). By exploring the details and meanings of phenomena or experiences of one group of pre-service teachers, this qualitative case study will be able to connect to theories, concepts, and readers' experiences and thus be said to generalize in those ways.

Narrative in Possible Selves Studies

Narrative is a fundamental structure in which humans make meaning of their experiences in life (Barkhuizen, 2008, 2011; Bruner, 1987; Polkinghorne, 1988; Webster & Metrova, 2007) because “humans are storytelling organisms who, individually and socially, lead storied lives” (Connelly & Clandinin, 1990, p. 2). Barkhuizen (2011) further argues that, using a verbal progressive form of a noun, the concept of narrative knowledging “recognizes the active, fluid nature of meaning making, and aims to avoid conceptions of narrative knowledge as stable, permanent, and unchangeable” (p. 396).

Unlike other types of qualitative research approaches, narrative research is characterized by stories that consist of three interrelated dimensions: time, places, and people or characters in the story (Barkhuizen & Wette, 2008; Clandinin & Connelly, 2000; Connelly & Clandinin, 2000). In other words, narrative research “is concerned with the action of one’s lives in a particular time and space and with other people” (Barkhuizen & Wette, 2008, p. 374).

The number of narrative studies on learning and teaching has been increasing partly because conventional research methods cannot reveal complexities of human experiences and behavior, and partly because how people's experience and culture influence construction of knowledge has been increasingly valued (Webster & Mertova, 2007, p. 3). In the field of language teacher education, the amount of narrative research has also increased over the last two decades (Johnson & Golombek, 2011). It is believed that teachers would benefit by participating in narrative research because "in telling their stories of experience teachers necessarily reflect on those experiences and thus make meaning of them; that is, they gain an understanding of their teaching knowledge and practice" (Barkhuizen & Wette, 2008, p. 374). As a result, teachers might make worthwhile changes in their teaching practice. In this sense, narrative research on teachers fosters teachers' growth because "narrative functions as a mediational tool that both supports and enhances teacher professional development" with its transformative power (Johnson & Golombek, 2011, p. 488).

Although narrative research sounds very promising and effective for helping us understand pre-service teachers' experiences, there are some weak points that call for caution. When people write stories only from memories, they tend to forget details and might create fictional stories consciously or unconsciously. Even though people have some concrete data from which they can tell or write stories, informants can 'fake the data' by writing fiction or use the data to tell untruths (Connelly & Clandinin, 1990, p. 10).

However, this is not only a problem for narrative study or qualitative study, but also a problem for any kind of self-report research, including quantitative studies. If people start doubting what others do and say, no communication exists. I believe people basically live and communicate based on feelings of trust among them. And also ironically I think human beings are self-contradictory by nature, even when they do their best to report their stories accurately and honestly. There is nothing certain in this world, which makes people's life interesting and valuable. In fact "uncertainty" is the heart of reflective writing (Bolton, 2010) and a key word in pre-service teacher education. Phillion and Connelly (2004) argue that:

certainty goes down as experiential knowledge goes up...Pre-service teachers want answers and methods. They want to be certain. They want to know. In pre-service teacher education, working towards habits of uncertainty and puzzlement needs to be undertaken with modest expectations. (p. 468)

Webster and Mertova (2007) also claimed that:

narrative research ... does not strive to produce any conclusions of certainty, but aims for its findings to be 'well grounded' and 'supportable' retaining an emphasis on the linguistic reality of human experience. Narrative research does not claim to represent the exact 'truth', but rather aims for 'verisimilitude' – that the results have the appearance of truth or reality. (p. 4)

Overall, I believe that using narrative approach in this study has the potential to best reveal pre-service teachers' possible selves stories in depth and to benefit pre-service teachers' professional growth.

The Context of the Study

My Background as an EFL Teacher Educator

Let me briefly state my background as a researcher and an EFL teacher educator of university students so that the readers of this dissertation will be able to hear my voice more clearly and understand the interpretation of the data better. Fifteen years have passed since I became an English teacher at university. I started as a part-time lecturer teaching general English to students of a psychology department. Because my background was science and intercultural communication without a teaching license of English, I decided to enter a master's program at a Tokyo campus of an American university to study TESOL to develop expertise in English language education. . Accumulating knowledge about TESOL related theories and practices, I gradually deepened my understanding of the art of teaching and learning English and became more confident in my profession. Two years after I started the TESOL master's program, I was luckily offered a full-time lecturer position and began teaching TESOL related subjects to English majors. I now teach five classes a week, which include Basic Skills for Academic Writing, Theories and Practices of Teaching Materials of English, Practices of Classroom English, Learning English through Songs, and Seminars for Thesis Writing I & II. All

fourth-year students are supposed to register for a Seminar for Thesis Writing II. Nowadays, around 20 third- year students sign up for my seminar to write their bachelor's theses every year. Fourth-year students who belong to an English education program to obtain a teaching licence are required to go to the practicum either in May or October for three or four weeks as an extra course. What I always ask the students in the teacher education program to consider is to become teachers who treat students fairly and are sensitive to human rights issues. I also try hard to model what I ask my students to be and find individual differences, abilities, and talents of the students.

Location of the Study

The campus of the four-year private university that was the location of this study was located in an urban city of Saitama prefecture, Japan. About 5,000 undergraduate students were enrolled at this campus. On this campus there were three departments: literature, education, and human science. This university was founded in the 1920's as a vocational school. The university celebrated its 80th anniversary in 2007. One of the noteworthy facts is that this university was the first one among private universities in Japan that established an education department. Since then the university has been one of the leading universities that has had an impressive record of actual results in teacher education in terms of number of students who passed teacher employment tests. Because of this record, the university has been appealing to students who dreamed to be a teacher in the future.

Other study locations were various schools where the participants were enrolled for a practicum. They all went to schools where they graduated from for their practicum.

Entering a Japanese University

Although some universities in Japan have fewer applicants for entrance examinations than their quota because of declining numbers of college-aged children and increase in the number of universities, most universities are still highly competitive, particularly those with a good reputation. Many high school students, therefore, go to private cram schools after hours during the regular school year to prepare for the examinations. The process by which high school students get into university is quite complicated in Japan because there are multiple selection tests that applicants can choose from. These tests include: the National Center Tests; university-specific general examinations; recommendation-based entrance examinations; and admission office examinations. The National Center Test, which is a type of standardized test, is held nationwide during a weekend in mid-January. All the national universities and most of the private universities adopt this national test system. Most universities also hold their own general entrance examinations in February and March. This university-specific general test varies widely in its types (written tests, interview tests, and / or essay tests), levels, and schedules from university to university or even from department to department. These examinations are written locally, new each year, by a committee of faculty.

Recommendation-based entrance examinations are usually held in November. This examination is a preferential treatment system by particular universities. Students who have GPA points that are higher than required ones are qualified to apply for this test if a recommendation is provided by the school. The applicants for recommendation-based entrance examinations usually take interview tests and/or essay writing tests. Admission office tests, on the other hand, look at applicants' academic abilities, including their communication skills, creative and logical thinking abilities, and academic motivations through interviews and written tests following a lecture. If the students can afford paying high examination fees, they have several opportunities to take these entrance examinations in one season. In fact many high school students take not only entrance examinations of different universities but also different types of entrance examinations held by the same university. The English Department where the participants of this study took place hold multiple types of admission examinations: the National Center Test, their own general tests (four times in February and two times in March), and two types of recommendation-based tests. Although giving multiple opportunities to apply for universities might be beneficial for applicants, university teachers usually feel stress and get worn out because of too many highly demanding entrance examination duties.

The English Language Curriculum and Teacher Certification Course

The research participants belonged to the English Department, whose *hensachi* (an adjusted standard deviation score) ranking or program ranking was 57 according to the assessment of one of the biggest private cram schools or *juku* (cram schools or *juku* are popular private schools in Japan that train students for entrance examinations for high schools and universities). This *hensachi* score indicated that the English Department ranked in the middle, relative to English departments in other schools. Students in the English Department were required to take 42 credits of basic English skills when they were first-year students. These required courses included English Research Basic Skills I and II (4 credits), Communicative English I and II (4 credits), English Reading I, II, III, IV (8 credits), and English Pronunciation (2 credits).

When the students become second-year students, they start taking more specialized elective courses. As far as the research participants were concerned, they took English Education I and II (4 credits), Theory about English Learners (2 credits), and Theory about Teaching Materials (2 credits). When they were third year students, they took 12 credits including English Education Special Lecture I, II, and III (10 credits), and Theory about Evaluation (2 credits).

In order to graduate, all the students in the English Department are required to take 128 credits. However if they choose an English teaching certificate course, they have to take 36 credits from specialized courses related to general Education. These required courses include General Education Theory, Teaching Philosophy,

Education Psychology, Education Sociology, English Education Method I and II, English Education Principles I and II, Research on Moral Studies, Education Technology I and II, and School Counseling. Beside these courses, the students also have to take a three-week practicum and have two-day experiences at a special needs school and five-day experiences at a social welfare center.

There are some students in the English Department who take an elementary school teaching certificate instead of an English teaching certificate at junior high schools. These students have to take a selection test during the fall semester when they are first-year students. Every year about 50 students apply and a half of them pass the test. Those who pass the test belong to the English Department but go to the Education Department on the same campus to take subject related courses and general education courses. Through these courses, they learn how to teach Japanese, social studies, mathematics, science, home economics, music, art and craft, and physical education.

Passing Rate of the Teacher Employment Examination

In order to teach at public schools as a full-time teacher, students need to pass the teacher employment examination, which every prefectural board of education offers. The passing rate of the teacher employment examination varies widely depending on the subject to be taught and prefecture. In the English Department where my research participants belong, the passing rates of the last three years for junior high school teaching are 18.2 % in 2010, 14.3% in 2011, and

33.3% in 2012. The passing rates of elementary school teaching are rather high: 57.1% in 2010, 50.0% in 2011, and 75.0% in 2012. It is believed that, because baby boomers had reached their retirement age, there would be more job openings in the next few years, which means the passing rates are expected to get higher in subsequent years.

Sampling

In qualitative research, one way that samples are selected is purposefully (Maxwell, 2005; Seidman, 2006; Stake, 2005.) Within purposive sampling, various sampling strategies such as critical case sampling, snowball sampling, and maximum variation sampling exist (Bloomberg & Volpe, 2008). In the first sampling stage, I chose my seminar students who were in the fourth year at university as participants for this case study, using a typical case sampling strategy. According to Bloomberg and Volpe (2008), typical case sampling is used to select participants “because they represent the norm and are in no way atypical, extreme, or very unusual” (p. 1919).

In the English Department where I work, there are about 150 students in each university year. The process of selecting seminar students was as follows. When the students were in their third year, they were required to write a bachelor’s theses plan and to meet at least three professors with their theses plan to get some advice. This was a kind of match-making process. After meeting three professors, they submitted a seminar selection form with their research theme, English

proficiency test scores, and three professors' names in order of priority. After some adjustments and negotiations among the professors, a name list of seminar students with a supervisor's name was put up on the bulletin board during the fall semester. These processes were regulated by the English Department. As of January 2012, I had nine students registered in my seminar course (approximately 21-22 years of age). They were seven female students; one of them was a pre-service high school English teacher and the others were pre-service elementary school teachers. One male student was a pre-service elementary school teacher and the other was a pre-service teacher of a school for the blind. When I met all of them in class for the first time in April 2012, I distributed a consent form (Appendix A) to ask for participation in the study. All the students were informed that their decision to participate or not would in no way affect their grades. The students all agreed to participate in the study and returned the forms to me the following week with their signature.

The participants were Japanese students who majored in English and represented the students who studied English to become English teachers of secondary schools or primary schools after they graduated. By the time they became fourth year students, they had taken the necessary number of elective subjects and all compulsory subjects except Bachelor's Thesis Writing. Therefore, theoretically the students had enough knowledge of English and ability to communicate in English as well as basic theoretical knowledge of second language acquisition and English learning and teaching. What they were required to do

during the last year at university was to write a bachelor's theses in Japanese and to engage in field practice teaching (three weeks for a high school teacher license and four weeks for elementary school teachers).

The second stage of sampling involved a criterion sampling strategy that was to select participants who “meet one or more criteria as predetermined by the researcher” (Bloomberg & Volpe, 2008, p. 191). The criterion for this study was that the participants should teach English during their practicum and only four out of the nine seminar students met this criterion. Consequently I had to reduce a sample size from nine to four. However I treated all my nine seminar students equally regardless of their participation. In other words, I met individuals for the same amount of time and gave them the same assignments because participating in this study was a kind of learning opportunity and I did not want them to feel that only the participants were getting my special attention. The only difference between those who participated and those who did not were the contents of interview questions and utilization of the data for this study. I was aware that my deep involvement with the participants as a researcher and teacher might affect findings of this study. The rationale of my non-neutral stance is stated in the section on Credibility in this chapter.

Participants

After the practicums in June 2012, the number of research participants was four: Satoko, Yumi, Akiko, and Takashi (all pseudonyms) because they met the

criteria for the second stage of sampling as I described in the previous section. They all taught English for demonstration lessons during the last week of their practicums. Satoko was the only one who was studying to take an English teacher license for secondary school. The other students were studying to become elementary school teachers. Although all the participants were still students, I call them pre-service teachers in this study because I mainly focus on how they developed their possible teacher selves while they were experiencing teaching during their practicums. They were all 22 years old and had some experience as volunteer teaching assistants at school and all but Akiko had teaching experience at Juku or cram schools (Table 1).

Table 1. *Teaching Experience of the Four Participants*

Participant	Age	Cram school teaching experience	Length as a volunteer assistant teacher
Satoko	22	Taught English for four years	Six months at secondary school when third-year student
Yumi	22	Taught Japanese and arithmetic for one year	Three days (a day/year) when high school student One week at elementary school when second-year student
Akiko	22	N / A	One year at elementary school when third-year student
Takashi	22	Taught English for two years	Six months at elementary school

The participants all belonged to an English department at university where I worked as an associate professor. Their English proficiency level varied from intermediate to high-intermediate in January 2013 (Table 2). Satoko scored 600 in

CASEC test that has been popular among Japanese universities. CASEC is an abbreviation for Computerized Assessment System for English Communication. Takashi and Akiko passed the second level of EIKEN. EIKEN is one of the most popular English proficiency tests among high schools in Japan, which is conducted by Japanese non-profit organization, the Society for Testing English Proficiency, Inc. and backed by the MEXT. Yumi scored 730 in TOEIC®. In order to compare their English proficiency, corresponding reference scores for TOEIC® are displayed in Table 2.

Table 2. *English proficiency of the Four Participants*

Participant	Test scores or level	TOEIC scores: Corresponding reference scores	Proficiency level
Satoko	CASEC 600	545	Intermediate
Yumi	TOEIC 730	730	High-intermediate
Akiko	EIKEN 2nd level	530	Intermediate
Takashi	EIKEN 2nd level	530	Intermediate

Data Collection

The following data collection methods were used in this study. All written and oral data were in Japanese. Multiplicity of data collection methods was beneficial for this study because it gave different angles to look at participants' possible selves and complement each other.

Main data sources:

- Participants' two written possible selves stories
- Multiple semi-structured interviews (Four times for each participant)

- Short e-mail messages with emoticons from participants during the practicum

- Official practicum reports

Supplementary data sources:

- Follow-up e-mails

- Observations of participants' practice teaching at schools

- A survey with open-ended questions

- Documents (handouts from the Practicum Committee of the university, Guidelines of the Practicum compiled by the university, and the MEXT documents)

- Participants' bachelor's theses

- Informal conversation with participants

- My field notes and research journal written in Japanese

I next discuss purposes and theoretical underpinnings of these data sources and how I implemented each method.

Main Data Sources

Possible selves stories. Narrative writing is used as one of the primary methods for data collection in this study because the narrative writing method seemed to have the potential to elicit elaborated possible selves (Whitty, 2002) and writing gives people time to “rethink and revise ideas over” (Hoover, 1994, p. 84).

Two possible selves stories were written in letter form by the participants in Japanese: The first ones were written in April 2012 and the second ones were written in January or February 2013 (Table 3). I adapted instructions in King and Hicks (2006) and Whitty (2002) as the following instruction (Appendix B):

“Please write a letter about yourself being a teacher to your friend (can be an imaginary person). How do you see yourself developing professionally? Include what you look forward to as well as what you worry about. Include your hopes as well as your fears. Try to include details to make it as vivid as much as possible. Start the letter with ‘Dear ○○,’ or ‘Hi ○○,’, referring at the sample letter. Please send it to me as an attached file by your interview day. You are asked to write more than 800 Japanese characters. Thank you.”

I sent this request letter as an attached file through e-mail to all the participants and asked them to bring their possible selves stories for follow-up interviews. For the second possible selves stories, I slightly changed the instruction so that the participants should write a letter to another friend (Appendix C).

Table 3. Dates of Collecting Possible Selves Stories

	First story	Second story
Satoko	April 24, 2012	February 3, 2013
Yumi	April 20, 2012	January 31, 2013
Akiko	N/A	January 30, 2013
Takashi	April 20, 2012	January 31, 2013

Semi-structured interviews. Semi-structured interviews were conducted four times for each participant over ten months of the data collection period (Table 4). All the interviews except two were conducted in my office at the university. All the interviews were conducted in Japanese and recorded in two IC recorders. The two exceptions were Satoko's fourth interview at my house and Yumi's fourth interview at a coffee shop near her house.

I was aware that being an associate professor who had taught English education courses and dissertation writing courses to the participants might affect what and how they told me in the interviews. In order to lessen the authoritarian atmosphere, I started the interviews with a casual conversation to relax the interviewees. I also tried to talk in a friendly tone with smiles.

I was also aware that conducting a narrative inquiry meant that I was co-constructing stories with the interviewees (Connelly & Clandinin, 1990). In the interviews, the participants told me what they experienced and how they felt about the experience. I then responded to their stories and asked them to elaborate on the stories to have deeper understanding of their experience.

The first interviews were conducted in April and May, 2012, which were mainly to follow up the first written possible selves. Questions for the interviews were generated from the written possible selves that participants had submitted.

The second interviews were conducted right after the participants came back from the practicums in June or July. I asked the participants about their experience during the practicums to obtain more detailed information about how

possible selves had changed over time and what factors had affected the changes. Because I had received emotion memos by e-mails during the practicums, I was able to confirm their emotional changes through these interviews. I also asked them to bring official practicum reports they had kept during their practicums so that I could go over the reports with the participants. Although pre-service teachers were required to write an official practicum report every day, it might have been difficult for them to write something negative in the official report. This was because they knew that the report counted for a lot in grading of the practicum course, although I was not the one who gave a grade for the practicum. In the second interviews, therefore, I encouraged the participants to talk about more personal and honest feelings, ideas, and opinions about their experiences in the practicum. The main focuses of the second interviews were their relationships with a cooperating teacher and pupils, role models, negative role models, and unpleasant or unexpected experiences. I copied the whole pages of their official practicum reports after the second interviews.

The third interviews were conducted after the employment examinations. I interviewed Satoko and Akiko for the third time before the summer vacation began. However, I had to wait till October to interview Yumi and Takashi because of my tight schedule at work. I mainly asked them how they prepared for employment examinations and how their possible selves were influenced during that period.

The last interviews were held about a month before the participants graduated from the university. By then, they all had finished course work and

submitted bachelor's theses. I asked them to reflect on their last year at university and talk about their future dreams, referring to their second written letter about possible future selves.

Table 4. *Dates and Duration of the Interviews*

Participants	Dates and Time			
Satoko	May 2, 2012 27 minutes	June 18, 2012 47 minutes	July 26, 2012 45 minutes	February 3, 2013 49 minutes
Yumi	May 9, 2012 40 minutes	July 26, 2012 40 minutes	10/04/2012 63 minutes	January 31, 2013 60 minutes
Akiko	April 19, 2012 37 minutes	June 11, 2012 45 minutes	August 1, 2012 74 minutes	January 30, 2013 69 minutes
Takashi	May 10, 2012 26 minutes	June 18, 2012 47 minutes	October 8, 2012 33 minutes	January 31, 2013 36 minutes

Official practicum report. All the participants were requested to keep reflective journal in a designated notebook by the university. They were supposed to write one page of a daily schedule in Japanese that included subjects they observed or taught and to write another page of reflection journal. Cooperating teachers read the reports everyday and wrote a few sentences of their comments in the bottom of the second page. The participants also wrote two pages of final reflection in the last part of the report. Cooperating teachers wrote one page of final comments in the next page. Cooperating teachers of schools where the participants went for their practicums were in charge of grading the participants for their performance. The participants brought back the reports and showed them to designated teachers at the university for their signature. After getting signatures from the teachers, the participants then had to submit the notebooks to the

university so that they could obtain required credits. I was assigned to be a supervisor for Satoko and Takashi by the university. Therefore, officially I read their practicum reports and gave a signature. As for Yumi and Akiko, other professors were assigned to be their supervisors. Therefore, I made sure that I could read and copy their reports before they submitted them to the university.

Participants' short e-mail messages with emoticons. What discrepancies did the participants encounter during the practicum, how did they encounter the discrepancies, how did they perceive them, and how did they deal with them emotionally and behaviorally? Because a practicum was such an influential event in their possible selves and professional identity development (Hoover, 1994) that was accompanied by emotional challenge (Cole & Knowles, 1993; Johnston, 1994), I collected detailed data about events and emotional changes. I asked the participants to write in Japanese and send me, by cell phone or pc e-mail, a short message every day that included an emoticon of facial expressions about their experiences and feelings (Appendix D). I believe this method worked well with the young generation whose daily life starts and ends with cell phones and other portable devices. They also loved using emoticons to express their feelings and to smoothen communication. I replied to each message by e-mail to support and encourage them by saying such as, "Thank you for sending me a message. Glad to hear that you are doing OK. Take care". I tried not to be authoritative using an informal writing style.

Supplementary Data Sources

Follow-up e-mails. While I was writing findings of this study in summer 2013, I realized that I needed to gain clarification and further explanation of the collected data from Yumi and Takashi. Obtaining further information through e-mail was less time consuming and more economical than interviewing them because both participants had graduated from university and were busy working as an elementary school teacher and studying as a graduate student respectively.

Observations. Unfortunately I could observe only Takashi's and Satoko's demonstration lessons during their practicum because I was officially assigned to be their supervisor. I went to an elementary school to observe Takashi's demonstration lesson on June 5th in 2012. Takashi taught 28 six graders English for 45 minutes. He had prepared six pages of a lesson plan. I sat in and took notes while he was teaching. His cooperating teacher, three other teachers, and a principal were in the class. After the class, I was guided to another room to comment on Takashi's performance in the presence of Takashi and the principal for about 20 minutes. The principal was very friendly and sociable. However, participation of the principal in a consultation was exceptional. Usually teachers are too busy to sit with me for consultation.

As a demonstration lesson, Satoko taught English to 43 first year-students at a private high school on June 8th. Before the lesson started, Satoko gave me two page-lesson plan and two worksheets. I sat in on the lesson and took notes with

other teachers including Satoko's cooperating teacher, another English teacher, principal, and other pre-service teachers. Although I wanted to talk with Satoko and the cooperating teacher about her performance, I had to leave the school because they had a faculty meeting of the English department right after the demonstration lesson. The data from these observations provided me with not only more detailed contextual data but also actual conditions of practice teaching and issues related to interpersonal relationships. Therefore they became very important to interpret Satoko and Takashi's emotion memos, interview data, and official practicum reports.

Survey with open-ended questions. I conducted a survey at the end of the semester. The participants were instructed to write their responses in Japanese to open-ended questions (Appendix E).

This was intended to collect mainly data of participants' teaching experience besides the practicums, the most influential people or events in participants' development as pre-service teachers (critical events and critical persons), and how the participants perceived their English ability. Knowing the participants' critical events and influential people was very important because a "critical event as told in a story reveals a change of understanding or worldview by the storyteller" (Webster & Mertova, 2007, p. 74). Having studied teachers' autobiographies, Kelchtermans (1993) also argued that "critical persons are referred

to by the teachers as having had an important impact on their career” (p. 446). I conducted follow-up interviews after collecting data from the survey.

Documents. Documents included handouts from the Practicum Committee of the university, Guidelines of the Practicum compiled by the university, and the MEXT documents. These documents provided with informative official data. I was able read the latest press released news about English education in Japan in the MEXT web-site pages.

Participants’ bachelor’s theses. The participants were required to write a bachelor’s thesis in either Japanese or English during the last year of a teacher education program. Writing a bachelor’s thesis was presumed to be influential on the development of the participants’ identities and possible selves because through studying deeply about a topic they had chosen in the education field they obtained further knowledge of teaching and English, and had an opportunity to reflect on their past and future. All the theses were kept in my office at university and the word files of the theses were also saved in the computer.

My field notes and research journal. I kept field notes of informal conversations with the participants and observations of my own class, and a research journal until the end of the research journey in Japanese. Field notes and a research journal became not only actual records of facts such as dates, locations,

and feelings, but also be a trigger to generate ideas, doubts and questions from the data, and to assist and record decision making (Duff, 2008, p. 142). Newman (2000) suggested that the field log is “a valuable tool in which concerns could safely be raised, doubts could be expressed, tentative relationships could be drawn, and frustrations could be vented” (p. 142). Duff (2008) further argued that “journal keeping becomes part of the analysis and interpretation process itself as researchers start to mull over new data and themes” (p. 142). In fact, I had been keeping a research journal for years mainly to develop research questions and select a methodology before collecting data for this study. These various data were valuable and helped me interpret and analyze the main data.

Data Analysis

Data collection started from April 2012 and ended in March 2013.

Analyzing collected data was “iterative, cyclical, or inductive” (Duff, 2008, p. 159) and done simultaneously during the data collection period and was continued in the following year. The main purpose of data analysis was to reduce the vast amount of raw data into manageable and meaningful sets of data so that the data could be interpreted and made sense of (Stake, 1995, p. 72). Through the process of data analysis in this study, I was able to generate and construct versions of the possible selves of each participant.

Narrative data can be analyzed in various ways. For example they are often analyzed for their content, context, and form (Pavlenko, 2007). Riessman (1993)

presented “reduction to the core narrative” and “the analysis of poetic structure” (p. 60) as two strategies for data reduction and interpretation. Mishler (1999) talked about the difficulty of selecting and organizing for presentation the vast amounts of data and introduced a case-centered comparative approach (p. 152). Narrative data are also analyzed to construct stories with participants or to be restoried “into a chronological presentation” (Creswell et al., 2007, p. 244), which involves obtaining text data, transcribing the data from interviews, and reshaping the data into a story (Ollerenshaw & Creswell, 2002). Knowing these various approaches to conducting narrative analysis, I decided to adopt a content analysis to extract the themes from the qualitative data.

The main data sources for this study were two sets of possible selves stories, four interviews, official practicum reports, and e-mail messages with emoticons. Methods of data analysis varied according to the data sources. Interview data were the major data source because I interviewed each participant four times during 10 months. Through analysis of the interview data, I tried to listen to voices of the participants who told me their stories including possible selves stories.

After I finished the first interview, I always carried an IC recorder with me with the interview data so that I could listen to the interviews whenever I had time. In fact, I used my two and a half hour commuting time for transcribing the interview data. I made sure that I listened to the data at least three times. At first I took rough notes about topics in a notebook while listening to the interviews without stopping the recorder. Then for the second time, I focused on important

events and topics and transcribed word by word referring to the topic notes that I took when I listened to the recorder for the first time.

At the same time, I asked a professional transcriber to transcribe the data. There were two types of verbatim transcripts I could choose from for transcription of interview data. One is called clean verbatim, which omits the non-verbal utterance such as 'uh', doubled words, and stutters. The other type is called true verbatim, which transcribes every sound including non-verbal utterance. Although the latter type costs more, I chose the true verbatim because I thought non-verbal utterance helped me understand the atmosphere of the interviews and a nuance of the utterance. It cost me 200 yen / minute. In total I spent about 100,000 yen (1,000 dollars).

And I listened to the interviews for the third time to double check the transcription. As a result I found that I could transcribe more accurately regarding technical education related terms such as practicum than the transcriber. Nonetheless, outsourcing of transcription could save time for me to feed hand written data into a computer. After I had all the printed transcriptions at hand, I read them repeatedly while underlining key words and phrases with a color marker and writing memos about topics and my thoughts in the margins and a notebook. In the literature, shortening the text data is called distillation, reduction, or condensation (Graneheim & Lundman, 2004). While reducing the volumes of data to be manageable, I made sure not to lose any key elements that were related to research questions and tried to capture participants' stories as a whole.

I basically followed a similar procedure with official practicum reports that were daily journals that the participants kept every day for three or four weeks about what they experienced. I read text data repeatedly and marked phrases, sentences, and paragraphs with colored pens in the margin and a notebook that were related to research questions of this study such as learning how to teach, losing confidence in teaching, meeting a role model, and interacting with children.

As for short e-mail messages with emoticons, I abstracted emotions and classified them according to their facial expressions. I also counted how many emoticons each participant used in the messages. All the e-mail messages were compared with the contents of official practicum reports of the same date. Adding interview data, I was able to capture what was happening to the participants during their practicum from three different data sources. For example, although all the participants wrote, in their official practicum reports, what they had learned, how much they had been motivated to strive further, and how wonderful they felt when they could develop a rapport with children, they did not mention any negative feelings toward cooperating teachers. These negative feelings and complaints about the practicums were only presented in e-mail messages and follow-up interviews. I would argue that this was one of the strongest parts of multiple data sources in this study.

As a final step of data analysis, I needed to organize and synthesize key concepts to answer the research questions. I used a card system and a cognitive mapping as strategies to organize, categorize, and relate concepts that had been

generated from the data. I found that these strategies were very useful to deal with multiple data sources.

I first wrote key ideas and themes from all the text data in 3 x 5 index cards in Japanese and literally spread them on the floor for each participant or for each event so that I could visually understand what had been happening to the participants. This kind of card system has been developed and well known as a data sorting system (Roth, Finch, Blanford, Klippel, Robinson, & MacEachren, 2011). Although many web-based sorting tools such as Simple Card Sort and OptimalSort were available, I preferred a floor-spread low-tech method with handwritten cards to a computer-based one because the former gave me more dynamic images of the world and in fact was easier to see and change the position of cards.

Another technique I used for data analysis in this study was cognitive mapping that “described a large amount of information in a one-page ‘snapshot’ representation” (Michelini, 2000, p. 318). Several similar cognitive mapping methods have been developed and applied in various fields including business and education (Budd, 2004; Eppler, 2006; Michelini 2000). Eppler (2006) compared four visual cognitive tools: concept maps, mind maps, conceptual diagrams, and visual metaphors and reported that each method had some advantages and disadvantages. Among them, I adopted Mind Map[®] (Buzan, T. & Buzan, B., 1993), which helped me understand concepts and ideas, relate them, and structure the main contents of a topic hierarchically (Eppler, 2006; Michelini, 2000).

According to Buzan and Buzan (1993), in Mind Map, we begin by writing or drawing a key image or concept in the center of paper and then, as we associate the central image with sub-topics, we draw branches that radiate from the central image. Each branch is labeled with a key word or image. We can emphasize our ideas by drawing thicker branches and larger letters. Arrows can show how different branches relate to each other. The use of images, signs, and symbols is very much recommended because these could convey multiple possible meanings and can promote our imagination.

For this study, I used 788×1091mm paper and drew several Mind Maps with key words in English and Japanese repeatedly until I became satisfied with the construction of ideas. This mapping technique made me see the whole picture of the participants' possible selves stories and how each concept related to each other. While I was analyzing the data using the above mentioned card system and mind mapping, I had a criterion for judging whether a statement of the participants could be considered as possible selves. A statement such as "I want to be a teacher" can only be considered as a possible self if the participant can describe in detail what kind of teacher he/she would like to become because they need to have clear future images of themselves in order to generate possible selves. For example, Yumi described her teacher image when interviewed, "...I still hope to be a teacher who is always surrounded by the children. The children would say to me, pulling me by the hands, 'Teacher, teacher! Play with me!' ...". This indicates that Yumi was able to clearly visualize her future teacher self. I labeled this as "an ideal teacher self."

Similarly, when Takashi visualized a strict teacher self as “I learned that I should remember not to spoil the pupils even though they are cute, but to strongly admonish the pupils” in his comment, I labeled this statement as “an ought-to teacher self.” I identified feared selves when the participants failed to communicate well with an ALT and lost their confidence in English ability. Yumi, for example, imagined her teacher self who would be embarrassed in front of the parents of her future pupils because of her poor English ability. She described a feared self when she said “I think parents of elementary school pupils interfere in school affairs more often than those of high school students. If I say to them, ‘I majored in English and my TOEIC score is such’, they would say, ‘So what?’...” This was labeled as “a feared EFL teacher self.”

After I finished analyzing the data written in Japanese, I had to translate the Japanese excerpts into English. Although I had worked as a professional translator for six years in the past, I asked a translation company to translate a portion of the excerpts to enhance credibility of my translation. I informed the company that the data was an official report written by a student. Translation of the data cost me 6,000 yen / 400 Japanese characters. I spent about 20,000 yen in total.

Ethical Considerations

There were several ways to consider ethical problems. At the beginning of the semester, I gave out a consent form to all the prospective participants and orally explained the contents of the consent form in Japanese. I emphasized that they had

a right to withdraw from the research participation any time they wished and that grading of the Seminar Course had nothing to do with their participation of the study. I also emphasized some advantages of participating in the study as future teachers who might conduct action research or any other kind of research for their professional development. All the data collected from the participants were stored safely so that the confidentiality of the participants was secured.

Credibility

As validity and reliability are central concepts to attain rigor in quantitative research and thus make it as credible as possible, researchers in a qualitative paradigm also believe that obtaining rigor in research is inevitably important (Creswell & Miller, 2000; Holliday, 2004; Polkinghorne, 2007). In the last few decades, some qualitative researchers have developed and implemented new terms and criteria regarding verification, such as trustworthiness, credibility, transferability, dependability, and confirmability, to be distinguished from a quantitative paradigm (Agar, 1986; Lincoln & Guba, 1985). However, unfortunately the efforts to establish its own paradigm apart from the quantitative paradigm by generating too many terms and concepts made the situation confusing and it resulted in “a deteriorating ability to actually discern rigor” (Morse, Barrett, Mayan, Olson, & Spiers, 2002, p. 5). Creswell and Miller (2000) worry that “novice researchers, in particular, can become increasingly perplexed in attempting to understand the notion of validity in qualitative inquiry” (p. 124).

Morse et al. (2002), therefore, suggested that “the terms reliability and validity remain pertinent in qualitative inquiry and should be maintained” (p. 8), arguing that “strategies for ensuring rigor must be built into the qualitative research process per se.” (p. 9). Holliday (2004) also stressed the importance of the research process and advised that “a major area of accountability must be procedure” and that the process “must be more transparent” (p. 732).

Polkinghorne (2007) made clear that the issue was not whether a knowledge claim was either valid or invalid. Validation of knowledge claims, therefore, is determined by how strongly researchers can make arguments with sufficient supporting information. In other words, researchers need to convince readers that their knowledge claims are trustworthy so that readers understand the argument “enough to make their own judgment” (Polkinghorne, 2007, p. 476). A study is “not intrinsically valid” but validation of the study is “dependent on the kind of claim that is made” (p. 474).

Various strategies to obtain trustworthiness, such as detailed description, triangulation, prolonged engagement, and member checking, have also been recommended by researchers in the qualitative paradigm (Creswell & Miller, 2000; Guba, 1981; Holliday, 2004; Lincoln & Guba, 1985; Polkinghorne, 2007). Because qualitative research includes various approaches with various data collection methods, there should be different ways to determine trustworthiness of each study. As Krefting (1991) warned, we should not assume that “all qualitative studies should be evaluated with the same criteria” (p. 215).

Knowing the existing issues and importance of trustworthiness in qualitative research, I tried to increase trustworthiness of this study using several strategies. First, I described the participants and the procedures of data collection and analysis in detail. Second, I used triangulation of data-collection and exemplified the data from multiple sources. Third, I kept research journals to reflect on the procedures of the study in Japanese or English. Fourth, as I mentioned earlier, I used a professional bilingual translator for the final check of a portion of the data although I worked as a professional translator, mainly English to Japanese, for six years in the past.

Positionality

Another issue I was concerned with during the research procedure was my position as both a researcher and teacher of the research participants. Trustworthiness in qualitative inquiry requires that this position be transparent. I had to admit that there was a power relation between the participants and me as their teacher. In order to lessen my authority over the participants, I made clear that participation in the research had nothing to do with my grading of the participants. I also tried to develop and maintain rapport with the participants. When I started this research, I had already known them for three years through teaching and other university activities. For example, Satoko participated in a study abroad program of which I was a group leader when she was a first-year student. We became close during a three-week stay in London. During the data collection period, I also had

many opportunities to have personal talks with her and the other participants. We made a short study trip with all other seminar students during a summer holiday. I also invited the participants to my house. As a result, I believe that they came to trust me and disclose themselves frankly.

Although maintaining rapport with the participants is beneficial for hearing unreserved voices, I was aware that the close relationship made it difficult for me to be objective and would affect how I interpreted the data. However, Guba and Lincoln (2005) stated, “objectivity is a chimera: a mythological creature that never existed” (p. 20). Okada (2009) also argued, “upon conducting qualitative research, no matter how much we may desire, we cannot become invisible, nor can we neutralize our biases and interpretations” (p.93). I, therefore, made my biases transparent by continuously reflecting on my dual roles as a researcher and teacher at the same time.

Chapter Summary

This chapter provided a description of the methods for this study. A qualitative case study approach with narrative stories was employed to understand how and why EFL pre-service teachers’ possible selves changed over time, what kind of emotional conditions they experienced during a practicum, and how English, the subject the participants were to teach, was related to their possible selves. The research participants were four fourth year university students who signed up for my seminar course. Four main data-collection methods were

employed: two versions of possible selves story writings, four sets of interviews during 10 months of data collection period, e-mail messages with emoticons, and official practicum reports. I analyzed data simultaneously which involved reduction of the data to a manageable size by reading them repeatedly and finding patterns and themes. During the process of data analysis, I used two techniques: a card sorting technique and a cognitive mapping technique. Using these two techniques, I abstracted key themes and concepts of the participants' stories including possible selves stories.

Throughout the research process, I was concerned about ethical issues and trustworthiness of the study while reflecting on my position as a researcher and teacher educator. In the next three chapters, I present findings of this study.

CHAPTER 4

BEFORE FACING REALITIES

In this chapter, I describe why each participant decided to become a teacher, introducing his/her experiences as a pupil, student, and/or part-time teacher, and presenting influences he/she acquired from his/her teachers and family members. Then I present their possible teacher selves in the spring of 2012 when they became fourth year students. Original Japanese of the excerpts is presented in Appendix F.

Satoko's Case

Unlike the other three participants who obtained an elementary school teachers' license, Satoko became a secondary school English teacher. When I collected data from her when she was a fourth year student, she was confident in teaching English grammar because she had been teaching English at a cram school for more than three years. In this section, I mainly describe why she decided to become a secondary school English teacher and how her possible teacher selves were influenced by her teaching experience at the cram school.

Background of Satoko's Decision to Become a Teacher

Satoko had a future dream of becoming a teacher when she was an elementary school pupil. With a mother who was an elementary school teacher and a grandfather who was a principal of an elementary school then, she naturally

developed an idea that she would be a teacher in the future. She said that it was not that she wanted to follow this career but rather she felt she would become a teacher as a matter of course. She explained how natural it was for her to decide to become a teacher as follows:

Well, my grandfather was a teacher, too. Because my grandfather, mother were teachers, you know, it was like, 'I will be a teacher', and I've had that idea since I was little. It was not like, 'I want to,' but it was like, 'I will be'. I had that kind of feeling when I was an elementary school pupil. (Satoko 05/02/2012 Interview)

Being an only child, she felt that if she did not become a teacher, a teacher lineage in the family would be extinct. In the interview, she said "I am an only child. So I thought if I did not become a teacher, a teacher lineage of my family would end. . . ." (Satoko 05/02/12: Interview). Then, she became more positive and definite about becoming a teacher when she was a junior high school student.

And, my junior high school days were so much fun. I did not like school when I was an elementary school pupil. But I came to like school life very much when I became a junior high school student. I invested my energy in a club activity, too. Then I thought, because I had a great time, I would become a junior high school teacher who could create a joyful place for students. That was the time when I really thought consciously I wanted to become a teacher. (Satoko 05/02/2012: Interview)

Furthermore, Satoko was aware early on that she liked teaching. She still remembered how helpful she was to classmates and enjoyed teaching them:

Since I was a junior high school student, I've enjoyed teaching. For instance, if I found someone next to me having a difficult time to solve some exercises, I became a meddler to teach her. (Satoko 05/02/2012: Interview).

Despite Satoko's decision, her mother did not want Satoko to be a teacher, knowing how hard the job can be. However, Satoko's family circumstances influenced her decision, too. Her father had his own business, but his income was unstable and not enough to support the family. Satoko knew that she could lead a life without any economical problems thanks to her mother's income. Being a teacher meant a stable income to her. She explained her concern about household economy as follows:

Why I've decided to become a teacher even though my mother did not want me to be one, well, that's because, my father runs his own business, but my mother earns much more than my father. She won't be laid off for sure. So, thanks to my mother, I can enjoy a life now. I started thinking that teachers should be paid well. So with this reason, even though my mother told me that a teaching job was hard, I thought I'd rather go for it, because it's a well-paid job. (Satoko 05/02/2012: Interview)

Satoko also told me that she was confident of handling job-related difficulties much better than her mother, mentioning differences in their personalities.

My mother, she is very, how can I put it, she was an elementary school teacher. She was very fussy. For instance, when a pupil got injured, she worried so much that she could not eat dinner, kept worrying if the kid was ok. When she had a problem with a pupil's parent, she got very depressed and became very silent. She was a natural worrier, so I thought she was not adequate to the job. I thought if I had been her, I would have not taken the matters that seriously. I thought, even though she said it was a hard job, it might not be such a hard job for me. (Satoko 05/02/2012: Interview)

Becoming a teacher, therefore, had been Satoko's long-held dream. It was not just a yearning. She knew well how hard the job could be through her mother. Upon deciding on her future occupation when she was a junior high school student, she had a calm judgment taking into consideration her family circumstances and her personality.

Although her mother had been an elementary school teacher, Satoko decided to become a secondary school English teacher. When I asked her when she had come to like English and when and why she had decided to become a secondary school English teacher, she explained as follows:

I could rarely feel 'I can do it' in English activities at elementary school. I was shy about speaking English. I did not like English. But when I became a secondary school student, there were English tests. I think the experience of getting good points in the tests became an incentive for me to study

English harder. Furthermore, as far as test scores are concerned, I could get higher points in English than other subjects.

I was a third year high school student when I decided to become a secondary school English teacher. I had wanted to become a teacher for a long time. I wanted to coach a club activity, and I felt, through my mother's working situation, that I did not have an aptitude for an elementary school teacher. I also wanted to teach a subject as my specialty. That's why I decided to become a secondary school teacher. But it took me long to decide English as my specialty. It was the last minute when I had to decide on the course to take after graduation. A reason why I delayed my decision was that although I had believed that English teachers must speak English fluently, I was not confident in speaking English. When I practiced reading English aloud at home, my mother often said, 'Your pronunciation is not so good.' Because such comments of my mother's, I further lost my confidence. But after all I decided to become an English teacher because I liked it, even though there was something I was weak at. (Satoko 08/08/2013: e-mail)

In short, upon deciding to become a secondary school English teacher, Satoko considered her family circumstances and regarded her personality as apt at teaching. She also kept her self-confidence and self-efficacy in teaching grammar through teaching experience at a cram school for a long time, which seemed to help her decide her future goal.

Possible Selves in the Spring of 2012

Before Satoko went to a practicum, I asked her to write about her future teacher images in a letter format to elicit her possible teacher selves. I also conducted a follow-up interview to have a deeper understanding of her teacher possible selves. Satoko's possible teacher selves in the spring of 2012 mostly related to a three-year teaching experience at a cram school. Right after she graduated from high school, she started working as a part time teacher at the cram school where she had been a student before. She had been teaching English five days a week at the cram school and felt it was enjoyable and fulfilling.

I devoted myself to the part time job too much. And then I started feeling that teaching at a cram school was a great job. Now I don't have much knowledge about entrance examinations, but if I gain more experience in giving advice to the students about entrance examinations, then, the students will really rely on me. Oh, how wonderful it will be. I thought so. (Satoko 05/02/2012: Interview)

This experience at the cram school influenced Satoko's possible teacher selves. She admitted that her teaching philosophy and an ideal image of a teacher had generated from her involvement in the cram school teaching job.

Maybe, I've got involved in it [a teaching job at the cram school] too much. To be honest, I have wanted to be a teacher since I was a junior high school student. But an ideal image of teachers has changed. I wanted to spend much time with students, enjoy a school life with them, well, how can I say,

I wanted to have fun with students before. But, because I got into the job, totally absorbed in it, I started thinking children can grow through studying for entrance examinations. I've come to think that way. So now, I don't know, I say my idea has been changeable. (Satoko 05/02/2012: Interview)

Furthermore, Satoko was trained not only to be an English teacher but also to be an advisor of entrance examinations, which developed self-efficacy in her. She said to me in the interview: "Well, I was fully taught and trained. Maybe, I, well, I felt I was needed. So, I think I found the job was fulfilling" (Satoko 05/02/2012: Interview).

She even thought of working for a cram school after she graduated from college. However her mother was against the idea of her becoming a full-time teacher at a cram school. Satoko explained as follows:

I really want to get a job at a cram school. But, now I am a student. So my mother told me she did not think it was a good idea to choose a job that even a student can do as a life-long career. (Satoko 05/02/2012: Interview)

Satoko then consulted with full-time teachers at the cram school about her idea of being a teacher of a cram school and learned that the situation was not as appealing as she expected in terms of the salary and workload. She eventually gave up the idea of becoming a full-time teacher at a cram school. However, her teaching experience at the cram school had affected her in various ways.

When she was a third year college student, she had an opportunity to go to a public junior high school for a half year as a volunteer teacher. She was very shocked to see idle students who were chatting or taking a nap during a class.

When I observed a class, maybe because it was a public school, there were unmotivated students. Some were having private talk in class and some were taking a nap. I thought, 'Wow! It's impossible at the cram school.' I wondered why there were so many unmotivated students. But, I thought it could be interesting to give attractive lessons to these students. Just I thought that was completely different from the cram school. (Satoko 05/02/2012: Interview)

In other words, Satoko did not get completely discouraged. Rather her teaching experience at the cram school positively affected her future image of herself as a teacher.

I would like to utilize my teaching experience at a cram school to teach after-school class for supplementary lessons or special lessons during a summer holiday. Because I went to a cram school when I was a junior high school student, I felt lessons at a school were boring, to be honest. I thought they were useless for entrance examinations, like a recreation. So now, if I become a teacher, I want to give lessons that can attract even unmotivated students like once I was. (Satoko 04/24/2012: Possible Selves Letter)

In other words, Satoko generated an ideal teacher image of herself who was enthusiastic and gave interesting lessons so that she could motivate students, expecting to have a similar atmosphere to that at a cram school.

Yumi's Case

Becoming a teacher had been Yumi's long dream since she was little. Through favorable circumstances, she made her dream come true. I present in this section why she decided to become a teacher, and what kinds of possible selves she generated at this early stage in her path to becoming a teacher. These selves shifted and developed with each set of experiences.

Background of Yumi's Decision to Become a Teacher

Yumi realized her long-kept dream of becoming an elementary school teacher. The influences on her becoming interested in a teaching job included her volunteer experiences in elementary school, her teaching experiences in two cram schools, and her family connections.

When Yumi was a high school student, she participated every year in a program of visiting an elementary school that was organized by the high school. She spent a day with pupils and had a great time each time. The pupils came to Yumi and held her hands, begging her to play with them. Yumi felt very happy because the pupils were attached to her. That was the moment she decided she wanted to be an elementary school teacher who was kind and popular.

I participated in the program every year. I stayed only one day and I did not scold them because I was a high school student. So, for the pupils, I was like their big sister who came to play with them. And also I was new to them, so they were curious about me. Then they came to me, saying, “Play with me!” Well, it was like I was too popular. And they were cute. I knew they came to me because I was like a tender sister. But they were just so cute. I thought I wanted to be a teacher then. (Yumi 05/09/2012: Interview)

When Yumi was a sophomore, she again had an opportunity to visit an elementary school not as a playmate for one day but as a volunteer teaching assistant for one week this time. When she was an elementary school pupil herself, she liked every aspect of the school: the teachers; friends; and studies. She had had only a good image of elementary schools until she visited the school this time.

She explained that the school existed as a school when children were present, but when children were not at school in the early morning and afterschool, the school became just like a company office. She was shocked to see that all the smiles from the teachers were gone and the teachers were busy moving around, preparing for classes. Yumi felt that the teachers became ordinary people when they were backstage.

Well, after I visited the school for one week, an image of elementary schools became like an office, not a school anymore. When there were children, it was a school, but it changed to a common office in the morning and after school. It was quite shocking, I was like, “Oh, no!”... Teachers

were always smiling and lively in front of the pupils. That was an image of school teachers I had when I was a pupil. But teachers were very busy in the morning, and they spoke over a public address system, like, “Mr. A, please, do this,” “Miss B, draw lines on the ground, please!”, “Miss C, do this, do that!”, and “There is a meeting for the chiefs now.” I thought how busy teachers were. It was just like an office. (Yumi 05/09/2012: Interview)

Although Yumi was shocked to see the backstage of the school, that did not discourage her from becoming a teacher.

Well, so I visited the school for one week and found out...teachers were, how can I put it, they were normal people, well, they were not teachers, you know. So, it was shocking, and I thought, “Oh, OK, schools are such places.” But this doesn’t mean I don’t want to become a teacher anymore. I was just shocked because the school was different from the image I had before. (Yumi 05/09/2012: Interview)

Besides being a volunteer assistant teacher at elementary school, Yumi also taught children at two cram schools as a part-time teacher. When she was a freshman, she worked as a tutor at one of the major cram schools. She felt she spent more time at the cram school than at university at that time.

My duty was called tutor or study consultant, I had five or six groups of students, and I had to meet them once a week to give them advice. So regularly I went to the cram school three times a week when I was a freshmanIt was quite a tough job. I think I went to the cram school

more often than to university when I was a freshman. (Yumi 05/09/2012: Interview)

At the cram school, she did not teach English in class at all, but rather she was a tutor who gave some advice privately on how to study at the cram school and how to study English. She sometimes walked around in the room and woke up students who fell asleep. However after she witnessed the down side of the job, she decided to quit the job.

If I keep working there for another year or so, I would be doing parent and child meetings and telling them, for example, “I think you should take these courses in the next semester” and try to get a contract...If we get a contract, like a million yen contract, well, usually they pay about one million yen, I saw my friends got excited and said like “I’ve got a million yen!” But, I did not do such a thing...to be honest, I thought those who could give advice to parents were superior. But I thought it was a little scary. We were students, but it was a secret to the parents. (Yumi 05/09/2012: Interview)

After she quit the tutoring job, Yumi started teaching at a small cram school in her hometown. She taught Japanese to junior high school students and arithmetic and Japanese to elementary school children. She did not have an opportunity to teach English because the headmaster of the school was specialized in English. She worked as a part-time teacher there for one year, but she quit it and got a job at a restaurant when she became a third year student because she felt somewhat out of place there at the cram school.

They gave a very strict training, like, they instructed us how to intone sentences, how big letters should be. It was like a religion. For example, we had to speak very loudly. Really loud, and big gestures, like this big. We had to exaggerate. I was like, “What?” I did not like it, so I found a part-time job at a restaurant. I did what I was told to do at the training but did not do it in actual teaching, because I did not like it. I thought it would not come out that I was not following their instructions. (Yumi 05/09/2012:

Interview)

As a result, Yumi quit working at a cram school two times. Considering reasons for her quitting jobs, she might have been generating her teaching philosophy through her actual teaching experiences at the cram schools.

Yumi had kept her dream of becoming an elementary school teacher since she was a high school student. Through her various teaching experiences during her college life, her long kept dream became more concrete and realistic. Accordingly her image of the ideal teacher had changed. In the following section, I present what kind of ideal teacher selves Yumi generated when she became a fourth year student.

Possible Selves in the Spring of 2012

In April 2012, I asked Yumi to write about her possible teacher selves in a letter format. In the letter to her imaginary friend, Yumi wrote about the moment she decided to become an elementary school teacher when she visited a school

when she was a high school student. From that pleasant experience Yumi came to think that she would like to become a popular teacher among pupils.

If I become a real teacher, I see the children everyday, and I cannot be “a generous big sister” then. When the children misbehave, I have to scold them strictly. I would be very busy and might not have enough time to interact with the children besides lessons. But I still hope to be a teacher who is always surrounded by the children. The children would say to me, pulling me by the hands, “Teacher, teacher! Play with me!” I know it is important to give good lessons to the children and guide the children. But more than that, I would like to be a popular teacher who is liked by the children. That is my, for now, final goal! lol . . . Now I have a final goal, but I don’t think I can be a popular teacher who can give good lessons and guidance to the children right away. So, for the first few years, at first, I will try to understand the children, do things with them, play with them, and interact with them actively. And I will also try to smile all the time. If I try hard and care for the children, they would think, “Wow, this teacher pays attention to me. I like her.” I will accumulate my efforts step by step to reach the goal. (Yumi 04/20/2012: Possible Selves Letter)

Although she admitted that she did not know yet how harsh real teaching situations could be, she longed to be a tender and popular teacher. She believed that it was impossible for a new teacher to become a perfect teacher in a couple of years who can prepare teaching materials well, manage the class well, and still be very

popular among the children. What she prioritized was to be popular. However, after ten months, her possible teacher selves changed, which is presented in Chapter 6.

Akiko's Case

Background of Akiko's Decision to Become a Teacher

It was not so simple for Akiko to decide to become a teacher. It seemed like there were at least two contradicting selves in Akiko: One was one who longed to be an English teacher; and the other was one who disliked the idea of being a teacher. She explained how she had come to a final decision through complicated feelings and contradictions. First I present why Akiko got interested in becoming an English teacher, but changed her mind and decided to become an elementary school teacher instead. Then I explain why she came to dislike a teaching job and did not want to be a teacher.

When Akiko was a junior high school student, her English grade was good and she was confident in speaking English. She thought she was a better speaker of English than any other students in class. One day she saw her English teacher speaking with an assistant language teacher (who was a native speaker of English) in English. Akiko was very impressed and admired the teacher, hoping to become like her in the future.

Then Akiko realized that she needed to study more about English grammar and vocabulary in order to speak with foreigners. When she had to decide which

universities she would apply to, she looked for universities where she could obtain a junior high school English teaching license.

However, Akiko's mother, who had been an elementary school teacher, suggested that Akiko become an elementary school teacher because her mother believed that her daughter was more suited to being an elementary school teacher. Akiko followed her mother's suggestion in the end. However, she could not give up a dream of becoming a teacher who can speak English well. Therefore, she searched for universities where she could study English and could obtain an elementary school teaching license at the same time. Akiko explained how her mother influenced her decision to become a teacher as follows:

Maybe because my mother is an elementary school teacher herself, I guess, from her own experiences, she said to me, 'You are suited more to be an elementary school teacher, aren't you?' Then, I thought, from the inside of me, which is better. When I thought about it, oh, maybe, I thought an elementary school was better. It's better than teaching junior high school students who are at difficult ages. So I thought I would be an elementary school teacher, but still inside me, I wanted to study English. Well, maybe I had a longing for it, I wanted to study English more. That's why I looked for universities where I can obtain both elementary and high school English teaching licenses. (Akiko 04/19/2012: Interview)

In the same interview, she also told me a different story about generating a dream of becoming a teacher when she was a junior high school student. She was very passive about her decision, as she explained below:

When I was a third-year junior high school student, we were required to write our future occupations and submit it. I did not have any particular occupations in my mind. I did not have any ideas about what I would like to be or what I would like to do in the future. But I had to write it down and submit it. So, I kept wondering what I should write until the last moment. By any means, I did not want to tell a lie. I mean, even if not lies, I did not want to write that I did not have any ideas about my future occupation. But I could not just write something. Maybe I was a serious person, so I could not write randomly. Driven into a corner, I wrote ‘an elementary school teacher’ and submitted it then. (Akiko 04/19/2012: Interview)

Akiko finally wrote ‘an elementary school teacher’ as her (half-hearted) dream maybe because her mother was an elementary school teacher. Her memory then shifted to her senior high school days when she was still not sure about her future plan.

I still did not have any ideas about my future dream even after I went on to senior high school. But the time had come for me to think about universities and entrance examinations. I had to determine which universities I would like to apply to. I wondered which academic field I should study. Then, because I remembered that I had written ‘an elementary school teacher’ as a

future occupation when I had been a junior high school student, an elementary school teacher, or a teacher for a future occupation, crossed my mind. So I thought I could study education for the time being, and I would have time to think about my future occupation later. So, I thought I would study to be a teacher for the time being. As I said before, I looked for universities where I could obtain an English teaching license. So there was no particular thing, no incentive that prompted me to become a teacher.

(Akiko 04/19/2012: Interview)

Although Akiko decided to become an English teacher when she was a high school student, she was still not happy about the idea of becoming a teacher. She insisted that she disliked the occupation of a schoolteacher because she thought becoming a teacher meant to be like her mother, who treated a mature person like a child. In fact her mother treated Akiko like a small child when she scolded or nagged at her.

I really did not like the way my mother nagged at me. I was a junior high school student, but she treated me like an elementary school kid. I, somewhere, inside me, there was a thought that she could not help but nag because she was a teacher. That's why I don't want to be a parent like her, that's why I don't want to be a teacher. I have been thinking that way for a long time. But I long to be an English teacher. That's where I found the contradiction. (Akiko 04/19/2012: Interview)

Akiko admitted that, when she was a junior high school student, she was at a rebellious age and was disobedient to her mother. But even after she became a high school student, her mother still scolded her as if she were a little child.

When I became a senior high school student, I could let it go and used to say to her like, ‘OK, OK, I see, I will go upstairs.’ So, even though I changed my attitude toward her, the way she spoke to me did not change. Then I thought if I became a teacher I would be like her. Well, I saw my future image negatively. . . .That’s why I really don’t like a teaching job. I don’t know why, but I am trying to be one. (Akiko 04/19/2012: Interview)

There was another aspect of Akiko’s mother that had been annoying Akiko. According to Akiko, her mother did not apologize if she did something wrong. Akiko generalized that teachers became the center of homeroom and tended to become more dictatorial as they became more experienced as follows:

Maybe, especially at elementary schools, a teacher is the center. I think a teacher becomes the center. I’ve thought that way for a long time. Teachers, the more experiences they acquire and add to, the harder it becomes for them to apologize to their pupils if they made mistakes. Well, maybe young teachers can say, ‘Oh, that’s right. I was wrong, sorry,’ to the children. But when they reach their 40s and 50s, definitely, they say, ‘So what?’ and finish the conversation. I really think so because I have seen my mother’s attitude. She never admits her own faults. (Akiko 04/19/2012: Interview)

Akiko was sure that her mother's dictatorial attitude was not justified. Therefore, she was happy to confirm that her dislike for her mother's attitude was reasonably right while she was working as a voluntary assistant teacher at an elementary school. She told me what she experienced at the school when she was with some girls who were sixth graders during a cleaning time in a classroom. The girls started talking behind their homeroom teacher's back. Akiko said:

The girls were saying, 'Our teacher is disgusting, you know, she does not admit her mistakes.' I was cleaning the room near them, and I thought what they felt about their teacher was the same feeling as I had had about my mother. (Akiko 04/19/2012: Interview)

What Akiko experienced in the elementary school must have been very impressive for her because she repeated the same story again ten months later in another interview.

The girls were saying angrily, like, 'Our teacher never says sorry, even though she believes she is wrong. She says we are all wrong and gets mad.' When I heard them complaining about their teacher, I thought what I had felt about my mother was all right. It was OK, or it was a natural feeling. I realized children were disgusted with teachers who don't say they are sorry. So I thought I really would say sorry when I felt I was wrong. (Akiko 01/30/2013: Interview)

In Akiko's case, her relationship with her mother had a very strong influence on her decision to become an elementary school teacher. Akiko had ambivalent feelings

toward her mother: On the one hand, she did not want to become a teacher because she did not want to be like her mother; on the other hand, she respected her mother as an experienced teacher. These feelings hindered her from developing clear and positive possible teacher selves, which are described in the next section.

Possible Selves in the Spring of 2012

In April 2012, Akiko still had a negative image of a teaching job and she was not sure whether she really wanted to become a teacher. With such complicated internal conflict about becoming a teacher, she could not write her future teacher images when I asked her. However, during an interview with her, Akiko mentioned that she could build up images of teachers from her mother. She said, “Well, you know, the closest teacher is my mother. Maybe there is an influence of my mother. I don’t know whether I want to be like her, but I can imagine teachers through my mother best” (Akiko 04/19/2012: Interview).

For Akiko, her mother was one of the closest persons from whom she could obtain information about a teaching job and who she could ask for advice regarding a teaching job. In fact, she introduced me to one incident as follows when she asked her mother for some advice. Akiko went to an elementary school as a volunteer assistant teacher for one year in 2011. While she was playing with some children, a girl teased her about her short height. Akiko regretted that she could not respond to the girl’s teasing properly. When she recounted a similar incident that had

happened to her mother, she was convinced that her mother was a well-experienced teacher who deserved respect. She said:

When I was told, 'you are small', I did not know how to respond to, or how to deal with it. I did not know what to say to the child's comment at all. But when I told my mother what a child had mentioned about me, my mother said to me, 'I also get teased about my height. And I usually respond to it in such a way...' When I heard this, I thought I would like to respond to children as she did. (Akiko 04/19/2012: Interview)

In fact Akiko clearly stated that "well, I think my mother is great. I just really think so because she has long teaching experience. No doubt about it" (Akiko 04/19/2012: Interview).

However Akiko also added a negative comment about a teaching job as follows:

In general, or my friends, they think a teaching job at an elementary school is joyful, even though there might be some difficulties, they think it should be fun. But having been a daughter of a teacher, I have seen hardships. So I only have an image of a hard job. (Akiko 04/19/2012: Interview)

After all, a teaching job was not so exciting for Akiko and the idea of it continued to be full of contradictory feelings. She was not active in generating ideal possible teacher selves. Instead, she developed an elaborated feared teacher self through the influences of her mother.

Takashi's Case

Takashi developed his dream of becoming a teacher when he was still an elementary school pupil. He kept the dream for a long time and achieved it. In this section I present how he generated the dream of becoming a teacher and how his parents, especially his father, influenced his career plan.

Background of Takashi's Decision to Become a Teacher

When Takashi was a fourth grader, he was a problem child. A teacher strongly admonished him to mend his ways. It seems that this teacher exerted a favorable influence on Takashi's future dream.

At that time, I did not sit still in the class. Instead, I used to come out of the classroom and wander about the school buildings. I often had a fight with friends and resorted to violence. There was a teacher who one day scolded me roundly, telling me that my misbehavior had caused trouble for many people and given much anxiety not only to the teachers, but also to my parents and friends. That was very shocking to me. So since then I have never run out of the classroom and had meaningless fights with friends. Because I met the teacher, I determined to be a teacher then, hoping to be like him in the future. Of course, I wrote, "an elementary school teacher" in the column of future dreams of the graduation photo album. No other occupation has ever crossed my mind. A teaching job was such a brilliant one for me. (Takashi 04/20/2012: Possible Selves Letter)

Another event strengthened his dream of becoming a teacher when he was a sixth grader. There was a class period at school in which he was asked to study about an occupation that he wanted to take up in the future. Through studying about how to become a teacher, he was able to clearly visualize the way to realize his future dream.

When I was a sixth grader, there was an integrated study class, you know, we had some future dreams occupations, and we had to research on what we really need to do in order to become one, using internet and books. Well, I already had an elementary school teacher as a future dream in my mind, so I wrote it down and then, I wrote I would go to high school, university to study necessary subjects, and take a teacher employment examination. . . . I wrote them all down. Yes, a teacher was what I really wanted to be.

(Takashi 05/10/2012: Interview)

Although Takashi wanted to be an elementary school teacher when he was an elementary school pupil, after he became a junior high school student and belonged to a volleyball club, he started thinking of becoming a junior high school teacher to coach a volleyball team and tell students the enjoyment of playing volleyball. Because he liked English, he decided to become a junior high school English teacher.

However there was another turning point for Takashi later. He found out, when he was a freshman at university, that there was a chance to be an elementary school teacher if he could pass a selection test. In the same campus, there were

three departments: education, literature, and human science. A total of fifty students from the literature and human science departments were granted the opportunity to take primary education courses at the education department. Every year there are over one hundred freshmen who apply to this system, which makes the selection test competitive. Although Takashi had to give up obtaining a junior high school English teacher certificate, this system was very appealing to him. Still being of two minds, he consulted his parents.

So my parents, of course, worry about my getting a job, and they said if I become a junior or senior high school teacher and coach a club, I won't have any private time. And if I get married and have a family, it gets worse, they said. Well, but...I really could not decide which to choose. And you know the rate of passing teacher employment examinations is quite different if you compare an elementary school teacher and junior high school English teacher. So my parents' expectation was basically, of course, they want me to be a teacher, but if possible, they said, it's better to choose an elementary school teacher. (Takashi 05/10/2012: Interview)

Takashi often mentioned, during the interviews, that his father had been the center of his family and had interfered with everything. Although Takashi thought his father had been a nuisance, he respected his father as a breadwinner and often consulted with his father about important matters.

Takashi finally determined to take a selection test in the fall when he was a freshman. He thought if he failed, that would be fate to be a junior high school

teacher, if he passed, that would also be fate to be an elementary school teacher. As a result, he passed the selection test and aimed to be an elementary school teacher. However, he also had an idea of going to graduate school to study developmental disorders. This idea became stronger after he experienced practice teaching in the practicum, which I will explain more in detail in Chapter 5.

Possible Selves in the Spring of 2012

Takashi's ideal teacher image was one whose students would envision what they want to become. In order to become an ideal teacher, Takashi thought it was important to always keep the heart of a child.

I think a reason why adults cannot understand children is that they forget how they felt and what emotions they had when they were children themselves. That's why they don't notice children's crying hearts and they don't understand what children really want. In order to avoid this situation, adults need to keep the heart of a child and they should always try to put themselves in children's shoes. That's why I want to try not to forget how I felt when I was little even though I get older and older physically and psychologically. (Takashi 04/20/2012: Possible Selves Letter)

Through his own experience, Takashi had concrete images of teachers who he wanted to avoid becoming. One day when he was a freshman, he went to an elementary school where he had graduated from, on the day of his younger brother's graduation ceremony. He stopped by at the teachers' room to greet his

brother's homeroom teacher. He could not forget what some teachers there told him and how that annoyed him.

When I went into the teachers' room to greet the teachers there, my brother's teacher said to me, "What would you like to be in the future?" So I answered proudly, "An elementary school teacher." Then some teachers said that I should not be one. I asked a reason why I should not become one. They said it was a very busy and hard job. I am sure they gave me their genuine opinions as in-service teachers who know the job. But it was very shocking to me. How could they say, "You should not become a teacher because it's a hard job" to a student who aimed at becoming a teacher as his lifetime career? I wanted to hear a word such as "It's a tough job, but let's make the best of it." I felt that a dream I have kept since I was ten years old was disapproved. That's why I felt very annoyed. So I don't want to be a teacher who comments negatively on youngsters' dreams. (Takashi 04/20/2012: Possible Selves Letter)

Takashi had wanted to be a popular teacher who was understanding towards children. However his ideal teacher selves changed after he experienced practice teaching in a practicum. He did not want to be a teacher who tried to please children just so that he could be popular among them. This part of Takashi's story continues in the next chapter.

Chapter Summary

In this chapter I presented evidence of how each participant decided to become a teacher and what possible selves they generated at this early stage. Although all but Akiko visualized positive images of themselves as future teachers, their ideal teacher selves were not yet fully grounded in realities at school. Satoko felt she would become a teacher as a matter of course because her mother and grandfather were teachers. Satoko's ideal teacher selves were developed through her teaching experience at a cram school where all the students were motivated. Yumi liked children and becoming an elementary school teacher had been her long time dream. Her possible teacher self was one who was popular among children. Akiko was not certain whether she wanted to become a teacher or not when I interviewed her in April because she had developed contradictory feelings about a teaching job. Her mother, who was an elementary school teacher, represented Akiko's feared self who she wanted to avoid becoming. Takashi decided to become a teacher when he met a very influential teacher in childhood. Since then, he had been wanted to become a teacher, particularly at the elementary school level. As was the case with Yumi's possible self, Takashi also envisioned a possible teacher self who was popular among children.

After I interviewed the participants in the spring of 2012, they all went to school for their practicum. Their practicum was one of the most influential events that affected their possible selves. In the next chapter, I introduce details about what each participant experienced through the practicum and how they perceived

and reflected on their experiences. I also present how their possible selves in the spring of 2012 were modified and how they became more grounded in the reality of what a teaching life might be like.

CHAPTER 5

PRACTICUM AND DEVELOPING NEW POSSIBLE SELVES

In this chapter I describe participants' experiences in the practicum, how they perceived and reacted to the experiences, and how they developed new possible selves through experiences that were grounded in the realities of teaching and managing classes of young students.

I collected data through daily e-mails during the practicum, official practicum reports that the participants kept daily and submitted to the university after the practicum, and follow-up interviews after the practicum. Because each participant had different experiences, I organize their experiences according to noteworthy themes for each participant.

Satoko's Case

For her practicum, Satoko went to a private senior high school that she graduated from for three weeks from May 21 to June 9 in 2012. The school was a preparatory school with more than 1,200 students. Satoko's experience in the practicum is characterized by the following five key themes: (a) feelings expressed with emoticons; (b) losing and regaining confidence in teaching, (c) learning how to become a skillful and attractive teacher, (d) becoming motivated to improve English ability, and (e) resilience.

Feelings Expressed with Emoticons

I encouraged Satoko to include emoticons in her short messages that were sent to me almost everyday during the practicum, hoping that emoticons would help her express her feelings and allow her to feel comfortable to talk about her true feelings.

In her 16 short messages, Satoko used 28 emoticons of 14 kinds. These messages with emoticons indicated that her experience in the practicum evoked various emotions. In this section I briefly present Satoko's experience and the emotions that were expressed in the short e-mail messages. The details of her experience are described in the four sections that follow this section.

Satoko was enthusiastic and excited about her new experience in the practicum. She used happy smiling emoticons such as o(^▽^o), p(^▽^)q, p(^_^)q, (´ω`), (*´▽`), (*^_^*), and (*^^*) to express her positive feelings toward the practicum. However, on the first day of the practicum, May 21st, she used a modest smile emoticon, (´`), which might indicate that she felt a little worried about the practicum. The following examples indicate her worries.

May 21: I want to teach class as soon as possible (´`).

May 22: I am getting closer to the students through preparation for a sports festival that will be held the day after tomorrow o(^▽^o) (o^▽^o).

May 28: I'll be teaching from tomorrow. I will do my best p(^▽^)q.

May 29: I'll do my best p(^_^)q.

May 30: The demonstration lesson is scheduled in the second period on Friday (*^^*).

June 1: I would like to give a demonstration lesson that you can be proud of me next week. (*'▽`)! !

June 5: I taught a class yesterday to cover the teacher who was sick. I was glad that my cooperating teacher praised me about it. (*^^*)

June 6: I got tired but attending a club activity was fun ('ω`).

June 9: I will be happy if I can talk with you the day after tomorrow (*^_^*).

A particular worry concerned one of the two teachers who directly supervised Satoko's practicum. He was a homeroom teacher of the first year students who mainly taught Satoko classroom management. According to Satoko, he was a very harsh teacher who sometimes used violence against the students. She witnessed that he hit some boys on the heads with a hard book in the classroom and kicked some boys during a morning assembly on the school grounds. He was also very severe with her. Satoko expressed her worries about the teacher with crying emoticons such as (;_;) and (>_<). She showed her relief with (^_^;) when the teacher stopped interfering.

May 23: I received very severe lesson from a homeroom teacher (>_<). I was glad when a student said to me, "Cheer up!" who learned that I had been scolded by the teacher till I cried (;_;).

I wrote her back as “Satoko, Thank you for your e-mail. I wonder why the teacher had to give you a severe lesson. Anyway, cheer up and do your best.”

May 25: It seems like I get scolded from him for whatever I do. But I’ll try hard and be practical about anything happens to me (;_~;).

I sent her an e-mail again to encourage her saying “ Satoko, thank you for your e-mail. It seems like the teacher is very unfair and rude. I hope you find a way to survive this unlucky situation. I am always on your side.”

May 28: Thank you for sending me an e-mail again yesterday (;_~;). Seems like the homeroom teacher does not care about me anymore (^_~^;).

Negative emoticons about the severe teacher appeared only in the first week. Her concern then shifted from the teacher to herself, mainly her inexperience and incompetence in teaching from the second week. She used various kinds of emoticons to express her concerns as follows.

May 26: Thank you for your e-mail (;_~;). I feel impatient because I haven’t studied for the teacher employment examination (>_<). I will do my best tomorrow (‘Δ`).

May 29: My cooperating teacher suggested me to do a demonstration lesson with my homeroom students (>_<).

May 30: It is a very shocking scene because it is impossible at the cram school. At the same time, I really feel that I am incompetent (;△;). [Some students fell in sleep while she was teaching.]

June 6: I got tired because I also had to attend a club activity (>_<).

June 7: I am sorry for writing you late at night (>_<). I am a little nervous, but I'll do my best (;_;) ! [She had a demonstration lesson next day.]

In this section I presented short e-mail messages that Satoko had sent me during the practicum and reviewed what Satoko experienced and how she perceived and reacted to the experience. Although the three-week practicum was rather short, she began learning not only teaching skills but also how to relate to students. Furthermore, she overcame various difficulties and kept high motivation to be a teacher till the end of the practicum. In the next four sections, I describe Satoko's experience in the practicum more in detail.

Losing and Regaining Confidence in Teaching

Satoko showed enthusiasm in teaching on the first day of the practicum. She took advantage of attending a private study hour when the teacher was out of town on business.

Good evening! The practicum started today. I was asked to just observe classes all day. I want to teach English as soon as possible. But when I was asked to attend a private study hour of English class (because the teacher was absent), I had a nerve to give an English lesson. (lol) I would like to learn as many teaching skills as possible from the teachers and try best to master them. (Satoko 05/21/2012: Short Messages)

Satoko officially started teaching on the second day of the second week. Although she was confident in teaching because she had already been teaching at a cram

school for more than three years, she lost her confidence as soon as she started teaching because she found some students were inattentive. This seemed to be a new experience for her as she wrote in the Official Practicum Report.

I was sorry because two students were sleeping in class. . . I will improve my teaching because some students looked bored. (Satoko 05/29/2012: Official Practicum Report: Week2_Day2)

Because there were students who were sleeping, although there were only a few, I think my teaching was not interesting. I will try to make lessons more interesting so that the students can feel “English is interesting”, and “I can do it.” (Satoko 05/30/2012: Official Practicum Report: Week2_Day3)

Satoko was shocked to see that some students fell asleep while she was teaching. She blamed her inexperience. A short e-mail message sent to me on the same day also indicated how shocking it was for her to see students sleeping during class.

I teach two or three lessons everyday, but I find some students in each class fall asleep. It is a very shocking scene because it is impossible at the cram school. At the same time, I really feel that I am incompetent (;△;). Teaching 40 students was much more difficult than I had imagined. But, I am getting to a halfway point. So I will try much harder. (Satoko 05/30/2012: Short Messages)

Because of the contrast with her experience at the cram school, she came to lose her confidence in teaching. Satoko also felt her insufficiency when she taught her homeroom class English by herself as she explained below.

A disappointing thing happened today. I taught a homeroom class without a cooperating teacher. The class became noisy with students' private talks. I realized that the students had been quiet not because of my presence but the cooperating teacher who had been in back of the classroom. The tears fell because I was shocked to realize that there was still a distance between the students and me. Even though they are my homeroom students. (Satoko 06/05/2012: Short Messages)

Satoko, however, analyzed the situation and differentiated students who fell asleep in class from others in a follow-up interview after the practicum. She told me in the interview as follows:

Well, what I was lacking most was, I think... I can tolerate students who fall asleep right away. So I just let them sleep. But there are some students who fall asleep after a little while. That means my lesson is not interesting. So, well, that's a big future task for me. (Satoko 06/18/2012: Interview)

From the latter half of the second week, Satoko started feeling more confident in teaching because fewer students fell asleep in class. She reflected on her teaching and tried to improve it in the lessons that followed. A half year later Satoko recalled the situation and came to a conclusion why she was so shocked to see the students sleeping in class.

Well, confidence, maybe, I think because I had confidence in teaching, I was annoyed when I saw the students who were not paying attention.

Maybe, I was overconfident in myself, maybe, a little bit, I think I was.

(Satoko, 02/03/2013: Interview)

As she experienced practice teaching during the practicum, she faced a challenge to change her teaching philosophy and her belief about what English ability consists of. At the cram school, it was important for her to teach many grammar rules and patterns to the students. However she realized that what teachers at the cram school had been teaching was superficial knowledge. It was all for passing entrance examinations.

Before I went to the practicum, I had thought being good at English meant, for instance, you can change a sentence starting with “let’s” to a sentence with “shall we”, or how many patterns of superlative you know. But in the practicum, I found, because communication abilities were emphasized, how much the students could communicate with each other in English or how much they voluntarily speak English was important. That’s what schools require. Maybe, what you are good at in English means...or what English ability means....There was a big gap. I found there was a big difference....(Satoko 07/26/2012: Interview)

Although Satoko lost her confidence in teaching at the beginning because of a new experience with some unmotivated students, she improved her teaching skills and eventually regained her confidence. She also perceived a significant gap between

English education at the cram school and at the regular school in terms of the purpose of education and thus started adjusting her teaching philosophy.

Learning How to Become a Skillful and Attractive Teacher

During the three-week practicum, Satoko spent 18 days including Saturdays at the school. Except for the day of the Sports Festival, she either observed lessons or taught English everyday. She observed 26 English classes during the first week and five English classes during the second week. From the second week, she started teaching English. She taught seven hours of reading and six hours of grammar. During the third week, she taught 14 hours of English (seven hours of reading and seven hours of grammar) and observed other subjects such as world history, Japanese, mathematics, and chemistry. She had her demonstration lesson on the fifth day of the last week.

She wrote some details in the Official Practicum Report about teaching skills that she learned during the first week, with the regular teachers as models. The contents varied, including how to teach pronunciation, how to explain English rules, how to praise students, and how to write on a blackboard. She indicated her enthusiasm for utilizing the skills and knowledge of teaching she learned in the future. However what she learned were not only the skills and knowledge of teaching but also how to interact with and relate to students. She observed closely how teachers relate to the students, as can be seen in the following excerpts.

The teacher was giving a comment to each student when she returned tests. I would like to follow her example. (Satoko 05/21/2012: Official Practicum Report: Week1_Day1)

The teacher talked to the students in a way so that he could motivate them. I would like to be a teacher like him who can encourage students. (Satoko 05/22/2012: Official Practicum Report: Week1_Day2)

The teacher tried to be fair to every student by making different short quizzes for each class. I will be a teacher who keeps such concern in mind. (Satoko 05/28/2012: Official Practicum Report: Week2_Day1)

Vocabulary words (the teacher used in class) were vegetables and fruits, which were familiar to the students. I would like to obtain skills to attract as many students as possible. (Satoko 05/28/2012: Official Practicum Report: Week2_Day1)

Becoming Motivated to Improve English Ability

Satoko became motivated to improve her own English speaking ability when she found a role model as the following excerpt shows.

The teacher checked the vocabulary thoroughly. Her pronunciation was beautiful. I thought I would practice pronunciation, too. (Satoko 05/25/2012: Official Practicum Report: Week 1_Day5)

Her willingness to speak English and her inferiority complex were inseparable like the two sides of the same coin. When she went to the practicum, she found it difficult to communicate with an ALT. She was convinced that she could not speak English well enough to be an ideal English teacher.

An ALT talked to me on various occasions, but I could only nod or ask the ALT to repeat the questions. So I thought if I could not speak English well when I became an English teacher at a senior or junior high school, it could be embarrassing in front of the students. I really can't speak English well, so there could be a case that students who are practicing English conversation speak better than I do. (Satoko 07/26/2012: Interview)

In fact when she observed English classes during the practicum, it was obvious which teachers were good at speaking English and which ones were not. Of course she did not want to be a teacher who was not good at speaking English and who embarrassed herself in front of students in the future. In order to avoid becoming such a feared self, she felt she needed to improve her speaking ability.

So those teachers who are good at speaking can respond well to ALT's ad-libs. But those teachers who need to practice more, I am sorry I may sound rude, but there are teachers whose listening ability is not so good. I think it is obvious for the students that those teachers can't understand what ALTs are saying. (Satoko 07/26/2012: Interview)

She also realized that there were some cases when English teachers needed to speak English besides teaching in class. She felt that she should try hard to improve her speaking ability to prepare for the cases.

You know we have English speech contests or things like that at schools. I think English teachers will be in charge of those events and need to instruct the students. My pronunciation is not good enough to be a model. So I think acquiring a high speaking ability is one of the most difficult tasks for me.

(Satoko 07/26/2012: Interview)

Although Satoko was motivated to improve her English and teaching ability, there was one thing that was almost impossible for Satoko to obtain. That was the experience of living in foreign countries. A follow-up interview after the practicum revealed that a cooperating teacher who taught English usage referring to his study abroad experience impressed Satoko a great deal.

Mr. Arai often talked about his study abroad experience to introduce foreign cultures. For example, he said if we say of sunburn or tans “Turn black” to mean 「肌が焼けた(Hada ga yake ta)」, it could sound racist, so we should say, “Turn red” instead. He learned this through his own experience. He told the students such stories a lot, so the students got interested in learning English. So, well, if I have such experiences, I can enjoy teaching, and students also enjoy learning. I think I can please them. But I don’t have such experiences now, so I think, maybe, I can’t reach that level yet.

(Satoko 07/26/2012: Interview)

In fact Satoko went to London for one month when she was a freshman in a study abroad program at university. However, she thought one month was not long enough for her to improve speaking ability and see real lives of the people there. Since then she had kept a dream of studying abroad for a long period, which so far has not yet been realized.

Resilience

As I mentioned earlier, Satoko had a very hard time during the practicum because her homeroom teacher scolded her for minor things such as using slang for a bicycle to the students.

She wrote in a short e-mail message:

Good evening! I attended a homeroom meeting for the first time today.

There I received a very severe lesson from a homeroom teacher. (>_<) I was glad when a student said to me, “Cheer up!” who heard that I had been scolded by the teacher till I cried. (;_;

We’ll have a sports festival tomorrow. I’ll do my best!

(Satoko 05/23/2012: Short Messages)

Good evening☆ I made a poster using photos of the sports festival today.

But the teacher scolded me about it, saying that it was unnecessary. I wailed in the teachers’ room. It seems like I get scolded for whatever I do. But I’ll

try not to worry about it too much and be practical about anything happens to me. (;_;) (Satoko 05/25/2012: Short Messages)

Although Satoko cried several times because of the teacher's scolding during the three-week practicum, she was actually very tough and resilient. In her 16 short messages through e-mails, she used a word, *Ganbaru*, which literally means "I'll do my best," 11 times. Although Satoko also wrote negative feelings in the short messages that were sent to me during the practicum, she did not indicate them in the official practicum report at all, which was very understandable since the official practicum report was submitted to the university and evaluated and graded later.

She told me in the interview that she was tough and did not worry too much. Because of her resilient personality, she was able to have a successful practicum.

Well, not so much, but, well, if I cry once, well, then, I won't get depressed so much, like "Oh, no, I can't live any longer!" Of course, I get an unpleasant feeling, but I think I'm OK. (Satoko 02/3/2012: Interview)

When Satoko decided to become a teacher, she compared her tough and rough personality to that of her mother. As she anticipated, her resilient personality was a necessary trait for her future survival as a teacher.

Observing and teaching classes during the practicum directly helped Satoko generate new concrete images of possible teacher selves because she witnessed unmotivated students, observed experienced teachers teaching skillfully and effectively, lost confidence in her English speaking ability, and realized how important it was to teach English for communication. She also developed an ought-

to EFL teacher self who was a fluent user of English although she preferred becoming a teacher who only teaches English grammar using Japanese in class.

Yumi's Case

In this section, I cover Yumi's experiences during her four-week practicum in an elementary school focusing on the following five themes: (a) feelings expressed with emoticons, (b) facing realities, (c) taking dual positions, (d) developing possible teacher selves, and (e) becoming motivated to become an ideal EFL teacher.

Feelings Expressed with Emoticons

In her 18 short messages, Yumi used 19 emoticons of six different kinds. Various feelings such as happiness, surprise, disappointment, enthusiasm, or sadness were emphasized or modified by the emoticons. The most frequent feelings were positive ones that were accompanied by happy faces such as (*^^*), (^ ^), and (^0^). On one occasion a neutral or multifunctional emoticon, (>_<), was used to express a positive feeling. I present the emoticons that express positive feelings below.

May 14: I think this is going to be a pleasant practicum (*^^*).

May 16: My fever has come down and I feel OK now (^ ^).

May 17: After I took some medicine, I became good in shape (*^^*).

May 18: I feel I have become used to new surroundings in these two days (^ ^).

May 24: I will do my best, turning today's misses to advantage (*^^*).

May 28: I feel I can grow (^0^).

June 5: I went to see the planetarium today (^0^).

June 7: There was a little goodbye party for me today. I am going to read letters from the children now (*^^*).

During the first week, from May 14th to May 18th, Yumi tried to adapt to the new environment. She expressed her enthusiasm with the emoticons of happy faces. From the second week, happy faces indicated her excitement about her teaching and learning because she actually started teaching on May 21st.

Through the four weeks of the practicum, Yumi expressed negative feelings only four times and they were accompanied with the emoticon of (>_<) as follows:

May 23: For my demonstration lesson, I will be teaching English conversation to my homeroom class. I will do my best (>_<).

May 26: Because the pupils are too good, I feel sad on weekends when I cannot see them (>_<).

May 27: They are very obedient children but not so smart. They did not remember even this one sentence they learned the other day (>_<).

May 30: I am in trouble because a good teaching plan for my demonstration lesson hasn't come to mind yet (>_<).

In the above messages, Yumi expressed her negative feelings such as sadness and disappointment on the 26th and 27th. It was obvious that these feelings

occurred because of her consideration for the pupils. On the other hand, she showed nervousness using the same emoticon (>_<) on the 23rd and 30th, worrying about the demonstration lesson.

Although she felt a little impatient on May 30th because she had not come up with a satisfying teaching plan, she sent me a message on June 1st to report that she had been able to finish writing up her plan as follows.

June 1: Three weeks have passed already. I really feel that time flies. I could finally complete a teaching plan for my demonstration lesson! I am glad that it is going to be fun ♪.

Overall Yumi's practicum was very successful and she was always positive and enthusiastic about learning how to teach. She assured herself that she would like to become an elementary school teacher. In the following sections, I describe Yumi's experience more in detail.

Facing Realities

Yumi was very excited and enthusiastic about the practicum until she realized how heavy the responsibility and working load of a teaching job were. On the first day, she was very happy to meet lively children and strengthen her will to become a teacher.

The children are very cute. I feel once again that becoming an elementary school teacher is a great idea. (Yumi 05/14/2012: Official Practicum Report: Week1_Day1)

On the same day, Yumi sent me a short message that told me of her excitement.

The first day of the practicum has finished! The fourth graders are cute, the teachers are nice, and the other two pre-service teachers whose major is physical education are funny. I think I can enjoy this practicum (*^^*). I will learn many good teaching skills from the teachers! (Yumi 05/14/2012: Short Messages)

Although Yumi had witnessed when she was a second year student how busy teachers were while visiting an elementary school for one week as a volunteer assistant teacher, she was surprised to see the reality on the third day of the practicum.

Although I noticed this from the first day of the practicum, I really felt strongly today that the teachers were very busy. They were driven by various duties such as giving lessons, marking quizzes, and taking care of the children. So I think they don't have enough time to change clothes, go to the restrooms, and even to drink water. (Yumi 05/16/2012: Official Practicum Report: Week1_Day3)

In her short message on that day, she mentioned that she felt feverish and went to bed early. I can imagine that the first few days were very stressful for Yumi. On the last day of the second week, she wrote in the official practicum report that she keenly realized, after observing a class and attending a teachers' meeting, how hard teachers had to work in addition to preparing teaching materials.

I really learned that there were so many important things for teachers besides preparing teaching materials. For example, it is important to guide and lead children to goals of each lesson, and it is also important to maintain learning discipline. (Yumi 05/25/2012: Official Practicum Report: Week2_Day5)

On the last day of the practicum, Yumi had to teach all class periods. She could imagine how teachers were busy through her own experience. She wrote:

Today was the last day of the practicum. Because I had to teach all day today, I was busy, but at the same time I enjoyed it. The second period was music, so I could take a break during that time (because a music exclusive teacher taught the class). But teachers usually have to teach all day without a long break. I felt teaching at school was a tough job over again. (Yumi 06/08/2012: Official Practicum Report: Week4_Day5)

Yumi became assured on several occasions that teaching at elementary schools was a very busy and challenging job with many responsibilities. However facing this reality did not discourage her against becoming a teacher.

Taking Dual Positions

From the first day of the practicum, Yumi felt that she should keep in her mind that she was a student who was learning to teach but at the same time she was a teacher for the children.

It is important not to forget that I am a student teacher, but for the children I am a “real teacher.” Children came to me smiling and pulled my hands. I was very happy about it. As a result I could not draw a line between right timing and wrong timing during class time, lunchtime, and recesses. I know it is important to smile at the children, but when necessary I think I need to take a resolute attitude. (Yumi 05/14/2012: Official Practicum Report: Week1_Day1)

On the third day, she imagined herself standing behind a podium in a classroom and balancing popularity with discipline.

I am a student teacher now, but I will be a real teacher next year and in charge of a homeroom class. So, I need to be able to always work efficiently and to handle multiple tasks at the same time. (Yumi 05/16/2012: Official Practicum Report: Week1_Day3)

However when Yumi felt weak, she excused herself by claiming her status as a mere student teacher.

I am just a student teacher who hasn't given any lessons to the children yet and who hasn't been able to scold them appropriately yet. They might consider me as an “older sister.” (Yumi 05/21/2012: Official Practicum Report: Week2_Day1)

Although Yumi understood that she needed to be strict with the children when necessary, it was difficult for her to do so as a student teacher. I assume that it was partly because she liked the children very much and wanted to be popular among

them, and partly because she was not fully ready to bear responsibilities as a teacher.

Developing Possible Teacher Selves

As Yumi accumulated considerable experience, she was able to generate new possible teacher selves. After one week of the practicum passed she developed an ideal teacher image who was not only kind but also strict with children when necessary.

When I went out to the playground, children who had been gathered there already hurried toward me shouting for joy. When I saw them coming toward me, I thought I would like to be a popular teacher who can always attract children....I hope I can be a teacher who knows when to be kind and when to be strict with children. So, I can laugh with children, scold them appropriately, but still attract children. Even if it takes years and years, I would like to reach this goal. (Yumi 05/21/2012: Official Practicum Report: Week2_Day1)

Whenever Yumi failed to give satisfactory lessons to children, she reflected and learned from the failure. She was motivated to prepare more for the future.

I really realized that teaching something that I take it for granted or teaching arithmetic that I can do mentally to those who are new to them was very difficult. . . . I think this teaching ability is something I can acquire while I

accumulate experience in the coming years. (Yumi 06/04/2012: Official Practicum Report: Week4_Day1)

When Yumi saw that a child with a developmental disorder was treated harshly by other classmates and the child looked very disappointed when he could not complete a task, she found a new objective in the future.

People have their own pace, and of course they have human rights. I think I have to be a teacher who can teach these issues well enough to children.

(Yumi 06/04/2012: Official Practicum Report: Week4_Day3)

Two days before the practicum was over, the children and the homeroom teacher held a goodbye party for Yumi. Yumi developed her ideal teacher selves and strengthened her intention of becoming a teacher when she read and heard messages from the children.

I was surprised that the children really had been watching me very well. So I want to become a teacher who can give a sense of security to children, facing each of them to send a message like “I am watching you”....After I read and heard messages from the children today, I’ve got energized and became more enthusiastic about passing employment examinations. (Yumi 06/07/2012: Official Practicum Report: Week4_Day4)

Overall Yumi greatly enjoyed teaching and realized how much she could learn during the practicum. However, at the same time, she found how difficult it was to become her ideal teacher self, that is, to become a teacher who makes a class where

every child can feel at home. In the last part of the official practicum report, she wrote:

My goal as a teacher is to make a class very comfortable so that every child can feel that there is a home at school. Through the practicum, I realized that it is very difficult to achieve my goal. But I would like to strive to reach my goal. I will try to stand in children's shoes, draw close to them, and become a teacher who can make each child feel that the teacher always cares about her (him). (Yumi 06/09/2012: Official Practicum Report: Week4_Day6)

Through her four-week practicum, Yumi enjoyed being with children and felt teaching was a worthwhile and fulfilling job although she found as well how challenging a teaching job was. She could reinforce her will to become an elementary school teacher because she was able to generate more concrete ideal teacher selves who were always on children's side.

In the next section, I present how Yumi prepared for a demonstration English lesson from evidence mainly based on interview data.

Becoming Motivated to Become an Ideal EFL Teacher

Giving an English lesson. From fiscal 2011, English lessons became compulsory for all fifth-graders and sixth-graders at public schools. Although officially English lessons have been called *Gaikokugo Katsudo* (Foreign Language Activities), English is the priority. Practically English is taught in 35 lessons a year. In this section, therefore, I will call Foreign Language Activities English lessons.

When Yumi went to the school for a practicum, children already had had the first English lesson of the school year. Yumi observed the second lesson and taught the third lesson in June as a demonstration lesson.

According to Yumi, a Japanese female part-time teacher came to school twice a week to teach English to the fifth and sixth graders with an assistant language teacher (ALT), Keith, who was from Jamaica. Homeroom teachers were just bystanders during English lessons. However, for the fourth graders, team-teaching by homeroom teachers and the ALT was conducted. In this case, homeroom teachers made lesson plans, prepared for English lessons, and acted as co-teachers.

After Yumi observed two English lessons, she had to prepare for an English lesson, which was a demonstration lesson that the principal, teachers of the school, and a teacher from Yumi's university would observe.

On June 5th, Yumi gave her demonstration English lesson. Yumi chose sports as a main theme and "What sports do you like?" as a main sentence for the demonstration lesson. On that day, in the official practicum report, Yumi expressed her gratitude to the homeroom teacher, Ms. Goto, for giving her advice about the introduction of the class. Yumi wrote:

Today was the day of a demonstration lesson....I had many things to worry about. I had not met Keith, an ALT teacher, often enough. Furthermore, this lesson was the first and the last one of English activity lessons I taught during the practicum. But I think the children and I could start the lesson

naturally thanks to a *Junken* game that Ms. Goto suggested to do. (Yumi 06/05/2012: Official Practicum Report: Week4_Day2)

Yumi was glad that the children who had claimed that they did not like English lessons before participated in the introduction activity joyfully. Yumi showed the children photos of popular baseball players such as Ichiro and Mr. Sawa to make the activity interesting. On the other hand, she regretted that she could not find a way to help a child who was left alone in a Friends Making Game. Yumi wrote:

One of the children who was left alone in the Friends Making Game was the one who, in the early questionnaire that I had conducted, answered that she did not like English because she did not like pair work. I failed to talk to the girl (during the activity) even though I knew she did not like pair work.

(Yumi 06/05/2012: Official Practicum Report: Week4_Day2)

Then Yumi remembered why she had come to like English when she was a child and decided to pay more attention to each child in the future.

I came to like English because I liked the teacher and could feel that the teacher cared about me. So like my old English teacher, I would also like to pay attention to each child and lessen their feelings that they are not good at English. (Yumi 06/05/2012: Official Practicum Report: Week4_Day2)

When I interviewed her about her ideal EFL teacher selves after the practicum, she envisioned an ideal English teacher self who offers joyful English classes.

If I can truly become a teacher, English is, of course, important for children, but through English, it is nice if children can make friends with, you know,

with someone, with classmates they usually don't talk to. They will hold each other's hands and sing together. Such lessons, I hope I can give joyful lessons like that. (Yumi 07/26/2012: Interview)

She wanted children to feel that English is fun and keep that feeling even after they go to junior high school.

When I was a pupil, I mean, I had been studying English at an English conversation school since I was little. Then when I became a junior high school student, English lessons suddenly became grammar lessons. Then I almost came to hate English. I hope I will be able to give lessons that children won't be reluctant to study English. But I think it's hard. (Yumi 07/26/2012: Interview)

Although Yumi did not have many opportunities to observe English classes and to practice teaching English, her demonstration lesson was satisfying for her. She reflected on her demonstration lesson and developed a teaching philosophy that she should attend to each child and help him/her gain self-confidence.

Gaining and losing motivation to improve her own English ability.

When Yumi was doing her practicum, she had to work with the ALT who was Jamaican. She was not familiar with his Jamaican accent. This made it difficult for her to communicate with him in English. However, she also admitted that one of the reasons for the difficulty in communication with the ALT was her lack of

English ability. Facing this reality during the practicum, Yumi became motivated to improve her own English speaking ability.

Yumi introduced me to one incident when she felt that she lacked speaking ability to communicate well with the ALT. When she tried to explain how important a final demonstration lesson was for her to the ALT and wanted to ask him for his cooperation in class, she realized that she did not know some education related terminology in English and she was not sure whether she succeeded in conveying her intentions to him. She said:

Well, I could not make myself understood with my English. With my poor English, and, well, because I had to give a lesson, it was not just a common conversation class. How can I put it? Let me see. That was a practicum, a demonstration lesson. So I wanted to ask him (the ALT) to cooperate with me. But I did not know how to say *Kenkyu Jugyo* (a demonstration lesson) in English. I wondered how to say *Kyoiku Jissyu* (a practicum) in English. I did not know them in English. So, I said to him, like, this is an important lesson for me. (Yumi 07/26/2012: Interview)

Yumi also decided to study harder when she felt embarrassed about her English ability and realized that she could not meet others' expectations. Because the teachers at the elementary school where Yumi had her practicum knew her major was English, they expected that Yumi could interpret what the Jamaican ALT was saying. Unfortunately she failed to meet their expectations and felt that the teachers were surprised to hear how little she could speak English.

What I felt when I went to the practicum was...the teachers might have expected that, at their own discretion, I was like an English professional. Maybe, that's natural, I can't blame them, but their expectations were too high. I worried that I would fall short of their expectations. (Yumi 01/31/2013: Interview)

Becoming impatient at her incompetence during the practicum, she decided to listen to English songs to improve her English.

I thought my English ability really had become poor because I hadn't had opportunities to use it in the last three years at university. So in haste, I did not know if it worked or not, but I started listening to English songs intensively. I like English songs. I like singing songs. I listened to many songs sung by various artists. I especially like Back Street Boys' songs. I think their English sounds clear and is easy to understand. I can pick up some words even though I am listening to the songs unintentionally. I was hoping that my English ability would improve by listening to the songs during the practicum. (Yumi 07/26/2012: Interview)

Yumi feared for not only the other teachers' expectations but also pupils' parents' expectations of her English ability in the future. In order to prove her ability she wanted to pass the pre-first level of the STEP test, which is one of the most well known English tests among Japanese. Although she already had passed the second level of the STEP test, she assumed that the second level was not high enough to impress the parents of her future students. Although she had a feeling of high pride

in herself, she feared failure. This personality trait had prevented her from taking the pre-first level of the STEP test.

I think parents of elementary school pupils interfere in school affairs more often than those of high school students. If I say to them, 'I majored English and my TOEIC score is such', they would say, 'So?' because they have no idea about TOEIC scores... Then if I say, 'I've passed the second level of STEP test,' they won't be impressed and would say, 'So what?' That's why I wanted something to prove my English ability to the parents. Oh, I mean, I want something. I know I should study for sure. But I don't have confidence to pass the pre-first level of STEP test. So I haven't taken it yet. (Yumi 01/31/2013: Interview)

However, after the practicum, she had to study for the employment examinations that did not include an English subject, which reduced her motivation to study English. After she passed the second stage of the employment examination in August 2012, she began finishing up her bachelor's thesis and submitted it in January 2013.

When I interviewed Yumi on the last day of January 2013 when she had just two months before starting her teaching career, she told me that she did not feel like studying at all because she knew that she would lead hectic days from April. Until then she wanted to rest and enjoy going out with friends. She might have felt burned out at that point.

Akiko's Case

Akiko spent four weeks in the practicum at the elementary school that she graduated from. The school was rather small with only about 200 children. It was located in a small fishing village in a famous national park in Chiba prefecture. Her mother was an in-service elementary school teacher in that area.

Akiko was not so excited about going to the practicum partly because she was still not sure whether she wanted to become a teacher, and partly because she thought she had already learned about a teaching job through her mother and through her one-year experience as a volunteer assistant teacher in an elementary school when she was a third year student.

Although Akiko did not have much expectation of the practicum, she spent a fruitful four weeks and began to learn how to teach and how to deal with children. However, she sometimes felt nervous and depressed on several occasions. In this section, therefore, I present Akiko's experience according to the following themes: a) feelings expressed with emoticons, b) beginning to learn how to teach English, and c) becoming motivated to improve English ability.

Feelings Expressed with Emoticons

Akiko sent me 13 short messages and used 25 emoticons with the messages during the practicum. These messages indicated that she felt happy on some occasions and depressed on some other occasions. In this section, I provide evidence of her unstable emotional states, categorizing them into three themes: (a)

establishing rapport with the children, (b) reflecting on her practice teaching, and (c) preparing for a demonstration lesson.

Establishing rapport with the children. Because Akiko was very nervous on the first day worrying whether the children would welcome her, she was happy to get closer to the pupils during the first week as the following excerpts from her e-mail messages show:

May 7: I got very nervous today because it was the first day of the practicum (x_x). . . . I could not sleep well last night because I was nervous, so I would like to go to bed early tonight and be ready for tomorrow (^0^).

May 8: I was happy that I remembered more pupils' names today than yesterday (*'V`*).

May 11: I was glad because I could talk with not only my homeroom pupils but also pupils of other classes and other grades today (^0^). I have a feeling that the children have talked to me like a friend since yesterday. I have a worry about what to do with it (´ - ω - `).

May 15: I had a great time during lunchtime today! . . . Group leaders of the pupils did a rock-paper-scissors to decide an order of welcoming me so that each group can eat lunch with me (fairly) (*'V`*). I was so happy because that was the time I felt really strongly that I was accepted (´ 卍 `).

The above messages indicate that it took about one week for her to feel that the children accepted her. Then her concern shifted to her practice teaching as follows.

Reflecting on her practice teaching. Akiko learned on the second day that she might be teaching English the next day, which made her worried.

May 8: I feel at a loss because I might be a T2 or T1 in an English class tomorrow (° ∩° ;).

As Akiko was notified, she started teaching on the third day. Whenever she finished teaching for the day, she reflected on her teaching and tried to improve it next time. Her emoticons show that this was a period full of emotions.

May 9: I gave an English lesson today. I fumbled with the digital material because I had not checked it beforehand (´ - ω - `). I'd like to prepare for the next week thoroughly (>_<).

May 16: I gave an English lesson again today. Although I was glad that the children became very active in a game, they got too excited and begged me to play the game another time. As a result, I could not finish the materials I had planned to do (/_ • °)....I will make a better lesson plan next week so that I can conduct a lesson more flexibly (>_<).

May 17: . . .Even though I thought I had paid attention to how teachers use the blackboard and how to proceed, it was difficult to write letters in an appropriate

size on the blackboard and to lead a class (´ - ω - `). I thought I would do my best to improve my teaching of not only English but also other subjects (>_<).

May 18: I use an electric blackboard only for English lessons. I think I could act according to circumstances today (*´V`*). I'll do my best during the third week,

too. May 21: The third week has started. I felt that the children lost their concentration after the weekend (´ - ω - `). It was difficult to manage the class (/ _ · °), but I will do my best from tomorrow, too ♪

May 23: I taught English for the third time today! But I could not do it well because I had been fully occupied with making a demonstration lesson plan and could not prepare enough for today's lesson (/ _ · °). I regretted it(/ _ · °). I'll do my best in the demonstration lesson next week so that I won't regret like I did this time (>_<).

These e-mail messages with the emoticons indicate that Akiko struggled hard to learn teaching because everything was a new experience for her. Whenever she failed or was not satisfied with her performance, she reflected and decided to do better next time.

Preparing for a demonstration lesson. Akiko had to demonstrate a lesson on the first day of the last week of her practicum. When she started making a lesson plan for her demonstration lesson, she felt a great deal of pressure and wanted to escape from the duty. The closer she got to the day of the demonstration lesson, the more depressed she felt. The following e-mail messages from Akiko show how her feelings changed toward the demonstration lesson.

May 19: I feel very depressed because I have to submit a lesson plan soon (´ ㄩ ˘).

May 26: Although I had a good day today, I am full of negative feelings because the day of the demonstration lesson is getting closer (´ ㄩ ˘). I have to go to school tomorrow afternoon (Sunday) to attend a meeting for the demonstration lesson. I'd rather sleep all day long (/ _ • ◦).

Even though I understand that giving a demonstration lesson in front of other teachers is very stressful, I think Akiko reacted especially negatively to the situation and felt more depressed about this part of her practicum than did the other participants. Knowing her well in person, I would say she was rather pessimistic and tended to undervalue herself.

I have briefly introduced Akiko's practicum, focusing on her emotional states. In the next section, I describe her experience in the practicum more in detail, focusing on the two themes: how she began to learn to teach English and how she prepared for the demonstration lesson.

Beginning to Learn How to Teach English

Even though Akiko complained that she had more classes to observe than to teach, she had an opportunity to teach English three times before her demonstration lesson. Below I present what she wrote about preparing for and giving English lessons in the official practicum report. I also add short messages about her experience sent to me on the same day.

Akiko was given an opportunity to teach English on the third day of the practicum. Her supervisor might have considered that she was majoring in English at university and so could start quite early. Because it was her first time to give an English lesson, she reflected on many points about her performance and became motivated to improve her teaching for the next time.

I had an opportunity to give an English lesson today. However, I could not conduct a satisfactory lesson because I had not prepared well enough. There were many points I need to reflect on and improve, especially the order I pointed to the animals, the way I proceeded, and the way I allotted the class time....I spoke most of the time, and as a result I failed to let the children practice pronouncing repeatedly. I would like to continue developing teaching skills so that I will be able improve these reflection points in the lesson next week. I wrote names of the animals on the blackboard during the lesson. However, it was difficult to read them because my writing was very sloppy. So I would like to practice writing on the board utilizing spare time. In order to do so, I will make efforts to use time effectively. (Akiko 05/09/2012: Official Practicum Report: Week1_Day3)

I gave an English lesson today! I fumbled with the digital material because I had not checked it beforehand (´ω-`). I would like to prepare well enough for the next week (>_<). (Akiko 05/09/2012: Short Messages)

On the third day of the second week, Akiko had another opportunity to teach English. Although she prepared better this time she found a new issue, namely that she could not manage time. Again, my excerpts are from two different sources, written by Akiko on the same day.

I gave a foreign activity lesson for the second time today. Although I prepared for the lesson, I could not proceed well. I felt that I needed to study more. Specially, I could not cover the parts I had planned to do. I would like to prepare for the next lesson thoroughly. There were some occasions when what I was expecting from the children differed from how the children actually reacted. In those cases, I tended to be at loss. I would like to try to respond flexibly to unexpected reactions from the children. (Akiko 06/16/2012: Official Practicum Report: Week2_Day3)

I gave a foreign activity lesson today for the second time today. Although I was glad that the children became very active in a game, they got too excited and begged me to play the game another time. As a result, I could not finish the materials I had planed to do (/_ · ◦)...I will make a better lesson plan next week so that I can conduct a lesson more flexibly. (>_<)
(Akiko 06/16/2012: Short Messages)

Akiko conducted a small-scale questionnaire targeting 19 sixth graders on May 23. In the survey she asked the children whether they liked English or not and whether they thought studying English was necessary. Although the main purpose of this survey was to collect data for her bachelor's thesis, she utilized the findings for a

possible lesson plan.

Thank you for giving me a chance to conduct a questionnaire survey and to cut cards during the valuable morning self-study period today. The result of the survey revealed that all of them think that it is necessary to study English. However the survey result also showed that the children could not use what they had learned before. I would like to take this result into consideration when I make a lesson plan. (Akiko 05/23/2012: Official Practicum Report: Week3_Day3)

On the same day she sent me a message saying that she was getting too nervous about the demonstration lesson.

May 23: I had been fully occupied with making a demonstration lesson plan and could not prepare enough for today's lesson (/ _ • ◦). (Akiko 05/23/2012: Short Messages)

Finally Akiko gave her demonstration lesson on May 28th. She effectively used an electronic blackboard and introduced how people celebrate Christmas in Australia. Although she reflected on her lesson that there were many aspects she should have done better, she sounded enthusiastic and became motivated to develop as a future teacher.

I was very nervous from the morning because I had to give a demonstration lesson today. I am happy that I could finish it without major mistakes. There are many points I should reflect on. First of all I would like to try not to speak too fast. I tend to speak fast when I feel

nervous....My mind was so occupied with the idea of conducting a lesson as I had planned that I could not pay attention to how fast I tend to speak....After the lesson, I was glad that the teachers gave me various comments and advice to improve my teaching. Especially I appreciate the suggestions that I should not ask, “Who understands this?” and I should stand in children’s shoes when conducting a lesson. I thought these ideas are really necessary for me in order to grow as a teacher in the future. I would like to make further efforts to make use of what I learned....(Akiko 05/28/2012: Official Practicum Report: Week4_Day1)

During the practicum, even though Akiko sometimes felt depressed because her performance was not as good as she had planned it to be, she made efforts to improve her teaching and finally succeeded in the demonstration lesson. In the final page of the official practicum report, she concluded that what she had experienced and learned during the four weeks became her treasure for all her life and that she would like to make use of what she had learned there in employment examinations and in her future life as an in-service teacher. It seems that the feared teacher self that she had developed through her mother's influence was weakened, according to the official practicum report.

Becoming Motivated to Improve English Ability

When Akiko was a sophomore at university, a professor told her in class that her English sounded terrible. She was hurt and since then she had lost her

confidence in pronunciation. Therefore, when the teachers in the practicum praised Akiko for her pronunciation, she could not take it genuinely and instead she felt embarrassed. When she came back from the practicum, she insisted that she felt awful when other teachers praised her for her pronunciation.

You know, my hometown is very small with a limited budget. There were assistant teachers for English class at elementary schools last year, but not this year. And ALTs come only once a month. So the homeroom teachers have to teach English indeed. I might have a scarcity value by being an English major. Maybe because of that, the many teachers really praised me for my really terrible pronunciation, my awfully bad pronunciation. I felt very sorry for my poor pronunciation. So I kept saying, ‘Please don’t praise me for such poor pronunciation.’ Really, I felt so bad. Teachers teach pronunciation in English activities at elementary schools. So I wish there were pronunciation courses at my university. I wish I could have studied it.

(Akiko 06/11/2012: Interview)

Two months later after the practicum, Akiko explained, another time, how embarrassing it was to be expected to be an English expert.

Well, when I went to the practicum, one of the teachers said to me, “We can rely on you because you’re majoring in English.” I did not think I could meet their expectations because I had studied mostly about English (but not practical English). So I said to them like “I am sorry but what I am studying

is about English education. It has nothing to do with speaking English.”

(Akiko 08/01/2012: Interview)

In fact, there was a course that focused on English pronunciation for freshmen at her university. But unfortunately, when the students proceeded to the third and the fourth year in the curriculum, they had to take more theoretical courses about education that were taught in Japanese. Furthermore, the students those who were in the elementary school teacher license program like Akiko, even though they belonged to the English Department, had to study other subjects such as Japanese, mathematics, science, and social studies instead of English related courses.

I imagined, before I entered the university, that classes in the English department must be taught in English. But in fact the more years I spent at university, the more classes became specialized subjects that were taught in Japanese. For example, literature, cultures, and linguistics were taught in Japanese. So, those classes did not help me improve speaking English. They rather focused on the contents. We would have rather studied about English. (Akiko 08/01/2012: Interview)

Akiko felt that she needed to improve her speaking ability because she was to teach English at elementary school in the future. She said in the interview:

You know, because I am getting an elementary school teaching license, I think I need English lessons or lessons about English pronunciation because I am studying to be an elementary school teacher. (Akiko 06/11/2012: Interview)

After she came back from the practicum, she bought a pronunciation textbook with a CD to practice by herself. She thought she could study with the book after the employment test was over. But in reality, she had never opened the book and she did not know where it was when I interviewed her in January 2013.

I bought a book with a CD to study English pronunciation before. Then I put it away somewhere while I was preparing for the employment exams and cleaning my room. Because I bought such a book, I am thinking of studying pronunciation in February....Well, when I think about worries and write them out, I get more worried and feel like 'what should I do'. So, if I practice (pronunciation) a little (in February), I think I will be relieved because the more I think about my worries, the more I get worried. (Akiko 01/30/2013: Interview)

One of the reasons Akiko was not eager to study English was that she believed that it was more important for her to prepare main subjects such as Japanese and arithmetic before she became a real teacher.

So I think it is not realistic to prepare only for English activities, I know I have to prepare for other subjects, too. Or rather, even if I become in charge of the fifth graders, we have English activities class only once a week, but we have arithmetic and Japanese everyday. So surely I would say, I need to prepare for the main subjects rather than English activities. In that case, maybe I will practice pronunciation a little bit in early February. Maybe I

won't do it anymore after that. That's what I think now. (Akiko 01/30/2013: Interview)

Akiko thought a great deal of preparing for other subjects instead of English because she believed that she had not learned enough about how to teach main subjects such as Japanese and arithmetic during the practicum. She complained that her supervisor was a homeroom teacher of the sixth graders and a chief curriculum coordinator, which made him hectically busy and left little time for Akiko.

Well, although the teacher told me that he would take care of me, he did not help me that much. Or I would say he was too busy. So because he was like that, I could practice teaching only once, that was an English lesson. On the contrary, other classmates told me they had become a one-day homeroom teacher, they had taught tens of hours, and various subjects. (Akiko 01/30/2013: Interview)

Another reason why Akiko was not enthusiastic about studying English was that she somehow had felt a sense of superiority to the other teachers of the elementary school about English ability during the practicum. Akiko had her practicum in a small school in a countryside that had little budget for English education. The school did not have JTEs (Japanese teachers of English). ALTs only visited the school once a month. Therefore the homeroom teachers whose major was not English were in charge of English lessons there.

Being in such an environment, Akiko must have thought that her English ability was good enough to give English lessons. When I asked her the question,

‘Do you think you have more knowledge and experience of English than elementary school teachers who were not English majors?’, she said yes to the question and continued as follows, “I know how to give English lessons because I taught English in the practicum.” (Akiko 01/30/2013: Interview)

Although Akiko was enthusiastic about teaching English to children, she had mixed feelings about brushing up her English because she felt she had to prepare to teach other subjects including her weak subjects such as physical education, art and craft, and home economics. As a result, she decided to practice only her weak point of English abilities, namely, pronunciation, before she started teaching. Moreover, it seemed like studying English meant to Akiko that she should prepare for English lessons, but it did not necessarily mean she had to improve all of her English abilities.

To conclude, Akiko started her practicum without high expectations because she was not sure about her future dream. However, she worked earnestly to gain new knowledge and skills during the four weeks and gave a successful English demonstration lesson in the end. As a result, she gradually developed an ideal teacher self who would be ready to teach all the subjects.

Takashi’s Case

Takashi spent four weeks at an elementary school that he graduated from for his practicum experience. In this section, by focusing on the following themes I present how he modified old possible teacher selves and developed new ones: (a)

feelings expressed with emoticons, (b) finding a gap, (c) being in a dilemma between his role as a pre-service teacher and a real teacher, (d) teaching English to the pupils, (e) becoming motivated to improve English ability, (f) going to graduate school, and (g) Takashi's reflection on the practicum.

Feelings Expressed with Emoticons

During the practicum, Takashi sent me 11 short messages, which was the least number among the participants. In the messages he often mentioned how physically tired he got from working in a new environment, which he did not write in the official practicum report at all.

May 24: Fatigue that had been building up seems to be catching up with me these days...(T_T). I feel very sleepy and blah (´ • _ • `) . A holiday is coming soon. This is where I need to make my best effort!

May 29: I have come halfway through. I think I've been accumulating fatigue (; ´ ɹ `). Seems like I have caught a cold (>_<).

Although he used a word “tired” five times with faces such as (T_T) or (; ´ ɹ `), it does not mean that he did not enjoy new experiences at the practicum. Rather, he seemed to be satisfied with the practicum and tried very hard to learn. In his 27 emoticons, 15 emoticons were happy faces such as (^ ^), (^_^), \ (^0^) and (*^0^*).

May 14: [...] The 6th graders are impudent but they are very cute (^_^). I'll do my best again tomorrow!

May 21: [...] I observed annular solar eclipse with the pupils today (^_^). I think they all had a great experience (^^.)[...]

May 22: [...] I observed a period for integrated study of the 4th graders today (^^.). The 4th graders are still small pupils and very innocent (^_^), which is different from the 6th graders. It seems like I will be teaching foreign language activities for a demonstration lesson \ (^0^). [...]

Being in a Dilemma between his Role as a Pre-service Teacher and a Real Teacher

Finding a gap. Takashi was very nervous and worried on the first day of the practicum. But at the same time, he had high expectations that he would be able to learn a lot during the practicum.

I was very nervous today because it was the first day of the practicum....At the same time, I was totally convinced that I could make this practicum very meaningful and fruitful for me. (Takashi 05/14/2012: Official Practicum Report: Week1_Day1)

However, on the first day of the practicum, he was shocked to see pupils who did not listen to the homeroom teacher and who kept misbehaving, which was different from an image he had before. Finding a gap between what Takashi had learned at university and what he found at the school was the first step of learning the reality of the classroom context.

I became in charge of the 6th graders this time. I was very surprised to see a class that was completely different from an image I had before. There were some pupils who did not stop misbehaving until the homeroom teacher scolded them severely. The deepest impression was that the 6th graders were still small children....I keenly realized that I had to change the image of an elementary school that I had constructed through education at university. (Takashi 05/14/2012: Official Practicum Report: Week1_Day1)

On the second day, he already felt more relaxed. However he was surprised again at the pupils who were wilder than he had imagined.

Today was the second day of the practicum. I was able to communicate with the pupils feeling more relaxed....I thought the pupils were restless and noisy. I was surprised to see how the pupils change their behavior depending on a teacher. This was a good opportunity for me to think afresh about how to manage the class in the future. (Takashi 05/15/2012: Official Practicum Report: Week1_Day2)

After confronting the reality of classroom teaching, Takashi's concern shifted to how much leadership he should exercise over the pupils to manage the class. His willingness to control and lead the pupils as a real teacher seemed to contribute to his sense of dilemma.

Facing a dilemma when meeting with misbehaving pupils. After Takashi witnessed misbehaving pupils who were out of control of the teachers, he thought

that he would like to improve the situation, but did not know what to do as a pre-service teacher. At this point he was caught between two different selves: actual teacher self and ought-to teacher self.

There were two different selves of me: one self thought that I should not scold the pupils severely because I was not a teacher, and the other self thought that I should be strict when needed even though I was a pre-service teacher. I was caught in a dilemma and felt distressed. My thoughts that I want to be a real teacher soon and lead the pupils properly have become stronger. (Takashi 05/16/2012: Official Practicum Report: Week1_Day3)

The next day Takashi was happy that he had an opportunity to demonstrate leadership over the misbehaving pupils. He wrote in the official practicum report as follows:

Because the homeroom teacher was not present then, the pupils started making practical jokes and only a few were cleaning the classroom seriously. So I warned them. The pupils who did not used to listen to me or admit me as a teacher listened to me quite well this time. I guess that they have come to know me and admitted me as a real teacher even though I am a pre-service teacher. I was very glad about it. (Takashi 05/17/2012: Official Practicum Report: Week1_Day4)

The next day, developing his ought-to teacher self, he assured himself that he should be strict with the pupils when necessary. He wrote in the official practicum report as follows:

I learned that I should remember not to spoil the pupils even though they are cute, but to strongly admonish the pupils (when necessary). (Takashi

05/18/2012: Official Practicum Report: Week1_Day5)

He mentioned, in the official practicum report, his interest in classroom management several times. He seemed to come to value teachers' leadership highly through the experience in the practicum.

I am now in a position of a pre-service teacher, but I should not forget that I am a teacher in the pupils' eyes. So I want to treat the pupils without any compromise. (Takashi 05/22/2012: Official Practicum Report:

Week2_Day2)

On another day, he witnessed a situation where the pupils became very noisy and out of control. The teachers had hard time to get the pupils to listen to them. Finally Takashi also gave a warning to the pupils. However his own identity seemed located halfway between that of a student and a teacher. This sense of being only halfway toward his goal made him refrain from scolding the pupils as he wanted, which made him frustrated. He was still caught between his actual teacher self and ought-to teacher self.

I also gave them a warning, but they did not listen to me at all and kept misbehaving. In such a case, I wish I could warn them more severely, but as a pre-service teacher now, I could not do it, which made me very frustrated.

(Takashi 05/31/2012: Official Practicum Report: Week3_Day4)

Takashi learned that it was very difficult but necessary to discipline the pupils. Takashi's supervisor during the practicum became his role model and influenced him to modify his ought-to teacher self into a new ideal teacher self who is kind to pupils but can discipline pupils when necessary. He explained:

She knows how to scold children. She changes her attitude accordingly. When she should be kind, she really shows her affections. But once she needs to discipline the children, she gets very strict with them. I was amazed by the way how she let the children be aware of their misbehavior....She was very cool, I thought. (Takashi 06/18/2012: Interview)

However, as a pre-service teacher, he felt what he could do about it was limited, which was frustrating for him. He also felt a dilemma when he was teaching, which I describe in the next section.

Facing a dilemma when he was teaching. On the third day of the practicum, Takashi learned that he would be actually teaching from the following week. He was excited and enthusiastic about teaching.

I was asked to teach Japanese and science from the next week. Using what I learned at university and from the first week of this practicum, I would like to prepare well and give attractive lessons that interest the pupils. (Takashi 05/16/2012: Official Practicum Report: Week1_Day3)

Although Takashi had been enjoying teaching from the second week, there was a shocking incident when he taught English with help of an ALT in the third week.

Just one comment from a child affected his feeling a great deal after the class.

After the class, I was so delighted when a pupil said to me, “It was so much fun. I want you to do it again.” But another pupil said, “You cannot become a teacher if you teach in that way.” I was so disappointed. I tried not to take it seriously because it was just a comment from only a child, but I could not get rid of a gloomy feeling. I want to become a real teacher soon. (Takashi 05/31/2012: Official Practicum Report: Week3_Day4)

Although Takashi experienced a dilemma and frustration, he took the situations positively and strengthened his desire to become an elementary school teacher.

But, I believe, after a hard struggle, that I will have the happiest moment that I cannot experience at any other place when the pupils show their understanding and progress. I would like to have that kind of feeling someday. (Takashi 05/23/2012: Official Practicum Report: Week2_Day3)

Later on, he seemed to be developing his teaching philosophy about communication between teachers and pupils.

I thought the important thing was not how well teachers can convey their intention, but how well the pupils can grasp teachers’ intention. (Takashi 05/30/2012: Official Practicum Report: Week3_Day3)

Over all, Takashi seemed to develop new possible teacher selves that stemmed from realities at school during the four weeks of his practicum. When he started the

practicum, he was surprised to see gaps between what he had imagined and what actually he witnessed at school and generated an ought-to teacher self who should disciple pupils. However he quickly entered into a new environment by interacting with the children, observing classes, and teaching classes. He also learned a lot not only from the cooperating teacher, but also from the children. Through the experience in the practicum, Takashi's possible teacher selves became more realistic. He modified his ought-to teacher self into an ideal teacher self who cares about pupils and also discipline them when necessary. He started attending to his relationship with children more seriously and became interested in studying further about children and education. I believe this was because he clearly perceived a discrepancy between actual possible teacher selves and ideal possible teacher selves.

In the next section, I introduce how Takashi taught English to the children and how he reflected upon his teaching. I also look at how Takashi developed his possible EFL teacher selves through the teaching experience.

Teaching English to the Pupils

Takashi's practicum was very successful in every aspect. One of the factors for his great success in the practicum was the existence of an excellent homeroom teacher who had been in charge of foreign language activities for a long time. Knowing that Takashi's major at university was English, the homeroom teacher gave Takashi many opportunities to observe or give English lessons during the practicum. The number of classes Takashi either observed or taught was twelve,

which outnumbered that of the other two participants in this research who went to elementary schools for their practicum. Yumi had three foreign language activities lessons and Akiko had four of them. The following is a list of the days when Takashi either observed or gave English lessons, as written in his official practicum report:

May 16(1st period) : Observed a lesson conducted by a JTE.

May 18 (1st period) : Taught an English song. (Found many points to be improved because it was the first time for me).

May 23 (4th period): English activities. An AET came to class and talked about her home country, Australia, and introduced herself. The pupils looked very curious.

May 23 (5th period): English activities for the 5th graders.

May 25 (3rd period): English for the class 2 of the 6th graders. I went to the class and taught a Carpenters' song, "Sing." I could teach better this time, turning my bitter experience of the first lesson to advantage.

May 28 (5th period): Showed a video and tried to get the pupils to understand a core meaning of "can."

May 29 (2nd period): Participated in a lesson as a JTE. Played games in order to introduce "can."

May 30 (2nd period): Observed a class that was taught by a JTE, Ms. B. The pupils were joyfully learning how to say their birthdays.

May 30 (4th period): I practiced teaching to prepare for a demonstration lesson. I found new issues to solve. I want to improve them little by little.

May 31 (5th period): Conducted an English lesson with an AET, Ann.

June 1 (1st period): Foreign language activities. I gave a lesson to teach how to use “can.” I think I am getting better, but I still have hesitation, which I want to get rid of.

June 5 (5th period): A demonstration lesson. English activities.

Now let me present some details of Takashi’s experiences related to the English lessons he observed or taught. Although he had to learn how to teach many subjects as a future elementary school teacher, he especially enjoyed learning how to teach English because it was his major at university. On the third day of the practicum, he had an opportunity to observe an English class. He was impressed by a JTE who used English most of the time in class.

I was excited today because the first period was English class. The English class was very cheerful and joyful. A JTE used English for over a half of her instructions, which, I thought, gave a very good environment to the pupils. I think today’s experience will have a good influence on my demonstration lesson and practice teaching in the future. (Takashi 05/16/2012: Official Practicum Report: Week1_Day3)

When he had to use English in front of the pupils for the first time, he mostly worried about pronunciation. However, lack of self-efficacy worked positively in this case. He became motivated to study English harder.

I taught lyrics of the Carpenters' "Sing" in the first period today. When it came to the point in front of the pupils, I started worrying whether my pronunciation was all right. I reassured myself that I should study much harder. (Takashi 05/18/2012: Official Practicum Report: Week1_Day5)

He had been interested in one of the controversial issues of teaching English at public elementary schools. That is, teachers in principle should not teach reading and writing English, but instead focus on oral activities and playing enjoyable games. Takashi had decided to study this issue for his bachelor's thesis. Once he started practice teaching at school, he had to face this controversy as a personal issue.

I understand that according to the Curriculum Guidelines, we should not teach reading and writing in principle. But I felt like using letters in teaching. I have to be careful not to use them. (Takashi 05/28/2012: Official Practicum Report: Week3_Day1)

He conducted a questionnaire survey to ask the pupils what kind of English activities they like best. As a result, he confirmed that the pupils liked games and songs. Although a main purpose of the survey was to collect data for his bachelor's thesis, he took into consideration the results and introduced games in class. The pupils seemed to enjoy the games.

But, not so many games are used in English lessons at junior high schools. I want to lessen the number of students who come to dislike English after entering a junior high school. So I want to give English activities that the

pupils can be aware that English activities are not just to have fun, but also to study. (Takashi 05/29/2012: Official Practicum Report: Week3_Day2)

On the day of a demonstration lesson, I visited the school to observe the lesson. Takashi looked very alive and conducted the lesson smoothly. He used English most of the time. The pupils enjoyed singing a song, “Sing,” and watching an NHK video program. They also actively participated in an interview activity to ask what other classmates can do. I noticed that Takashi wrote some English sentences that included “can” on the blackboard and let the pupils look at the sentences while they were repeating after him. Overall the lesson was very successful, as Takashi himself confirmed in his Practicum Report.

I think the pupils actively participated in the demonstration lesson, which helped me a lot. I am confident that my demonstration lesson went pretty well, but of course there are many things I need to improve. So it was a fruitful experience for me. Many teachers praised me for my English pronunciation, classroom English, and a flow of the lesson. That gave me confidence in myself...I think what is important is to prepare well so that I can teach anytime. I should not spoil myself just because I am still a student.

(Takashi 06/05/2012: Official Practicum Report: Week4_Day2)

After the lesson I had a chance to talk with a vice principal and a homeroom teacher. The teachers praised Takashi for his aptitude for teaching and efforts he had made. The vice principal highly valued Takashi’s work and jokingly begged me to let Takashi stay at school even after the practicum. In fact it turned out to be

partially true. Takashi decided to go to the school once a week as a volunteer assistant teacher after the practicum was over. He continued this volunteer activity till he graduated from the university in the following year.

Becoming Motivated to Improve English Ability

Takashi's motivation to study English was influenced by three teachers whom he met during his practicum: an ALT, a JTE, and a cooperating teacher. Among them, the cooperating teacher was most influential.

Takashi gave an English lesson with the help of Ann, an ALT from Australia during the practicum. While he was working with Ann, he perceived a gap between his ought-to L2 self and actual L2 self in his speaking ability. In the short questionnaire I gave him on January 31, he stated that he did not think he had sufficient English abilities to conduct English lessons. According to him, what was missing most was an ability to negotiate with Ann in English. He became motivated to improve his English through the experience of working with Ann.

On the third day of the practicum, Takashi had an opportunity to observe an English lesson taught by a JTE. The fact that the JTE conducted English lessons almost entirely in English also became an incentive for Takashi to study English so that he would be able to use English more often in class.

The cooperating teacher also provided a strong incentive for Takashi and she became his role model in many aspects. One of the reasons why Takashi admired and respected her was her positive and active attitude toward English

lessons even though her proficiency level was not so high. When he observed English lessons of other classes, most homeroom teachers were inactive and became observers in the presence of the JTE or ALT even though they were supposed to be active cooperating teachers. He said the following about his cooperating teacher:

She was very actively using English with the children. When I observed English lessons of other classes, I noticed that the teachers mostly stayed in the back of the room with their arms crossed. And they watched children standing near them with their arms crossed. And they translated what a JTE (Japanese teacher of English) said in English into Japanese. ‘That’s what it means’ like. They said it to the children. But, my supervisor, she was the center of English activities. That kind of teacher she was. So, that’s why, I feel like acquiring classroom English expressions. Then I can use them much more naturally because they are just patterned expressions. (Takashi 01/31/2013: Interview)

Another reason why Takashi’s cooperating teacher became his good role model was that she established a good rapport with him. She trusted him and counted on him. She asked Takashi to help her set up a room for English activities after the practicum was over. He decided to go to the school to help her once a week as a volunteer teaching assistant. Takashi joyfully told me how kindly the teacher took care of him even after the practicum.

So she has been very enthusiastic about English education. And I have been helping her once a week as a volunteer. She said to me, the other day, ‘I was allowed to set up an English room. So I am very excited about it. Will you help me?’ So I’ve been helping her make posters and decorations and put them up. She wants to decorate the walls with pictures of foreign countries and greetings. But you know, that’s extra work and she has other regular obligations. She is too busy. That’s why I help her make cards or other materials. Then I told her about my bachelor's thesis. Because I told her that I was majoring in English and studying English education, she taught me a lot about English education. She gave me a lot of documents and lesson plans. The other day, she ordered English textbooks, ‘Hi Friends!’ and the teaching materials, too, for me. I was so happy. She said like, ‘These are for you....Thank you for everything.’ I was so delighted. (Takashi 01/31/2013: Interview)

Takashi considered improving his speaking ability of English. But he did not intend to study English sitting at desk, but rather he believed that he could learn while actually teaching and using English in class. This belief seemed to be developed and influenced by the existence of the supervising teacher at school who had learned classroom English through her long-term actual teaching experience. However, meanwhile, Takashi decided to study special needs education at a graduate school and acquire broader knowledge about education.

Going on to Graduate School

Takashi went on to graduate school to study developmental disorders at a national university, which differed from the other three research participants who started teaching at school right after they graduated from university. After he started studying at the graduate school, I e-mailed him to ask him to elaborate on his decision to go to graduate school. He explained in an email why he had become interested in going to graduate school.

My grandmother was the one who had suggested that I go on to graduate school. I think she had been suggesting this since I was a sophomore. My grandmother used to work as a cook at a school kitchen in K city. So she had known some people in the Board of Education. One day she had an opportunity to listen to a lecture by a Chairperson of the Board of Education of K city. The Chairperson argued that teachers in the future should have a master's degree. Because my grandmother knew that I wanted to become an elementary school teacher, she kept insisting that I should go to graduate school. I did not take it seriously at first because I did not have anything I wanted to study at graduate school. I wanted to become a teacher as soon as possible. But I found what I really wanted to do through experience in the practicum. That's why I decided to go on to graduate school. (Takashi 07/06/2013: E-mail)

I also wondered why Takashi decided not to study English education but to study special needs education. He had not expressed this interest during his practicum

experience. Takashi continued in his e-mail that he had found something, during the practicum, that he really wanted to do. That was going on to graduate school to study special needs education. His interest seems to have been triggered by a specific observation of a developmentally disabled child:

One day, I was observing an arithmetic class for the fourth graders. The teacher was in her 50s. There were a few pupils in the class who were different from the other pupils (I suspected them of having a developmental disorder). They hooted and jeered at the teacher who was explaining division, walked out of the classroom, or sat facing the back of the room and sulked. I shouldn't put it this way, but they were like animals that do whatever they like. The teacher seemed to have a very hard time to deal with these pupils. When I was observing that situation, I thought this (how to take care of these children) was what I need to study and what we need to consider in school education. (Takashi 07/06/2013: E-mail)

Although Takashi went on to graduate school, he planned to become a teacher, not a researcher, in two years. In fact he had passed the teacher employment examination in Saitama prefecture. According to the prefectural system, a grace period of employment is granted to those who go to graduate school. Passing two examinations, one was for graduate school and the other was for a teaching position, was what Takashi really wanted.

Takashi's Reflection on the Practicum

During the practicum Takashi had to keep an official practicum report, which tells me that he made a great effort and became a very motivated pre-service teacher, as the excerpts from this report in previous sections reveal. On the last page of the official practicum report, Takashi summarized his practicum as follows. The summary vividly described how motivated Takashi had been to become a teacher through various experiences during the four weeks. Although he had some worries at the beginning, he was strongly motivated to become a real teacher because he wanted to be recognized as a teacher by the children. He struggled to discipline the children at first, but later learned how to give warnings to misbehaving children appropriately. He was very satisfied with what he had achieved during the practicum.

On the first day of the practicum, I worried a lot, thinking like “what will it be like?”, “I wonder if I can go through till the end without giving it up.”, “I am the only pre-service teacher at the school, which is worrisome.”

However, when I reflect on the practicum now, all the worries I had before were groundless. Rather, I had a massive, satisfactory four- week practicum that seems to be a perfect experience for me..... The practicum has strengthened my desire to be a teacher. Of course getting up very early every morning was tough, but when the pupils greeted me saying “Good morning” in the morning, I just forgot about being tired and thought, “I’ll do my best today.”

If I have to tell what the most painful thing during the practicum was, I would say, it was the moment I was told that I was not a real teacher from a pupil. “As if you were a teacher!” That’s what I heard when I warned a misbehaving pupil during a cleaning time. Because that’s true, I was not a real teacher, I could not say anything back. I got very frustrated. But, because of that experience, I became more motivated to be a real teacher soon.

As I was not sure how to scold the pupils as a pre-service teacher, I did not know what to do at all at first. But later I started grasping an image of how to scold or give a warning and finally I could give a warning as I had imagined when the pupils were fooling around or not listening.... What the most delightful thing was the pupil who said to me, “As if you are a teacher!” at the beginning talked to me, calling me “Teacher!” with a smile later in the practicum....(Takashi 06/08/2012: Official Practicum Report Week4_Day6)

Through the experience in the practicum, Takashi’s original possible teacher self was modified mainly in two points. His previous ideal teacher self, which was to become a popular teacher among pupils, changed to one who had to discipline children and manage the class because he realized how important it was to control misbehaving children. He later modified this ought-to teacher self to an ideal teacher self who should be strict when necessary but was still popular among pupils. Another change in his possible teacher selves was that he postponed becoming a

teacher right after he graduated from university, and instead he decided to go on to graduate school to study more about special needs education. In other words, it could be said that his interest in learning and teaching English flagged and it was replaced by an interest in studying special needs education. A teacher who was knowledgeable about special needs education became his additional ideal teacher self. As a result, his original ideal teacher self who was popular among pupils became more elaborated and focused possible teacher selves.

As for English related possible selves, Takashi found a gap between his ought-to L2 self and actual L2 self when he talked with an ALT. He also generated an ideal EFL teacher self through a cooperating teacher who was an active user of English in class.

Chapter Summary

In this chapter, I presented what the four participants experienced in the practicum, how they perceived and reflected on their experience, and what kinds of possible selves they generated through their experience. I also presented how they became motivated to improve their English speaking ability after they realized a gap between their ought-to EFL teacher selves who should speak fluent English and communicate well in English with ALTs and their actual pre-service teacher selves who could not convey their intentions well enough in English. Perceiving the gap was the first step toward reconstructing possible selves and moving to the ideal or ought-to selves. In the final findings chapter, I present what possible selves each

participant developed and/or how they modified old ones during the seven months after the practicum.

CHAPTER 6

POSSIBLE SELVES IN THE WINTER OF 2013

In this chapter I present how the participants' possible selves changed during the last ten months at university and what affected the changes if any during the period including three or four weeks of the practicum. Main data for this chapter were official practicum reports and two sets of interviews after the practicum.

Satoko's Case

Generating Ought-to EFL Teacher Selves

Ten months after the first interview, I asked Satoko to write the second possible selves reflection in a letter format and conducted a follow-up interview. Satoko experienced a practicum in May and took the first stage of an employment examination in July and the second stage of an employment examination in August. She passed the second stage of examination, which meant that she would surely become a full-time public junior high school English teacher from the following April.

I found that there were some noteworthy changes in Satoko's beliefs about education and teaching English, which strongly affected her possible teacher selves. She had been working for the cram school where education at a public school

sometimes had been undervalued. She realized that she needed to adjust her beliefs to the new environment.

I guess, I really need to change my way of thinking. Really, cram schools, they are just, the other day, when I attended a consultation between teachers, parents and a student, a senior teacher said to the student, “You don’t have to go to school in the third term.” I thought it was not right, but at cram school, we don’t care about grades of the third term. Students just need to study for entrance examinations. So we have some teachers who undervalue education at a public school. Then that idea influences students. But when I become a teacher [of a public school] this time, I need to take a position as someone who tells those students to come to school. Well, I think it’s something difficult. (Satoko 02/03/2013: Interview)

As the above excerpts indicate, Satoko started to value public education more highly and she could visualize herself convincing students to attend classes. Satoko also started changing her beliefs about students’ purposes of learning English.

Well, before I went to a practicum, I thought being good at English meant, for example, if you are studying for entrance examinations, you can change a sentence starting with “Let’s” to one with “Shall”, or you can tell many patterns of superlative. I thought those kinds of things meant being good at English. But in the practicum, communication in English was important. Teachers needed to speak English with the students. And the students needed to voluntarily express themselves in English. That kind of stuff is

required at schools. So I found a gap in what being good at English meant or English ability meant. I thought it was completely different. What we do at the cram school is only meaningful on a sheet of paper, taking examinations To tell you the truth, there's no practical use, the English we teach at a cram school is just for entrance examinations. I really thought so through experience in the practicum. (Satoko 07/26/2012: Interview)

Even though Satoko realized that she should teach English not for entrance examinations, but for communication, she felt trapped between her real feelings and ought-to reasons. She said, "I, myself, want to be good at speaking English. So I hope I can teach communicative English to students while improving my speaking ability" (Satoko 02/03/2013: Interview). She continued, "Really, now, I guess what I need to teach at school is such a thing [oral communication]. Rather than grammar, really, I think I should give students opportunities to pronounce English" (Satoko 02/03/2013: Interview). However, Satoko did not have confidence in speaking English, especially pronouncing. If possible, she wanted to avoid teaching communicative English. She admitted it saying that, "I'd rather teach only grammar. . . .To tell you the truth, well, I will teach communicative English because I feel I'm obliged to do it. Not because I want to do it" (Satoko 02/03/2013: Interview)

After she experienced the practicum, Satoko's vision of herself as a teacher became more realistic and detailed, and yet maybe more confused than before

because she was trapped between her ideal EFL teacher self and ought-to EFL teacher self.

Willing to Acquire Study Abroad Experience

As I introduced in Chapter 5, Satoko had wanted to study abroad for a long time. For Satoko, studying abroad was one of the conditions for becoming an ideal EFL teacher self. Although her tight schedule did not allow her to study abroad while she was a student, she had a great desire to do so and regretted that she could not realize it. She believed she could improve her pronunciation while living in an English speaking country. She wrote in her second possible selves letter that was addressed to her imaginary friend as follows:

Well, although I could pass the employment examination, I feel I have many tasks that I need to solve. I'm just at the starting line. After passing the examination, you supported my idea of studying abroad to study English. I feel I was lacking in courage because I could not take the plunge and do it. But I know it's no use crying over spilt milk. I will make steady efforts. Someday, when we travel abroad together, I hope I will be able to impress you (lol). (Satoko 02/03/2013: Possible Selves Letter)

She also believed that teachers who had study abroad experience could motivate students by telling interesting stories about foreign countries. Satoko's English teacher at junior high school had study abroad experience and Satoko remembered, whenever she heard his stories, she got motivated to study English. She thought if

she had study abroad experience, she could motivate her own students to study English. She said:

I really felt like, “Wow, I want to study English more” when teachers told us their experiences in foreign countries. So one of the reasons is that I want to be a teacher who can tell students her experiences abroad. (Satoko 02/03/2013: Interview)

For Satoko, studying abroad was not only a way to become an ideal EFL teacher who could motivate students to study English, but also a way to overcome a sense of her inferiority about her speaking ability.

The ten months were a crucial period for Satoko to develop a new ideal EFL teacher self that was grounded in realities at public school. This revised EFL teacher self was different from the old one that stemmed from her teaching experience at a cram school. This change in her possible selves was accompanied by a change in her beliefs about English education. The old ideal EFL teacher self placed value in passing entrance examinations. However Satoko realized that true value of English education should be given to communication in English. However, she also developed an ought-to EFL teacher self who had to use English in class, leaving her with a sense of inferiority about speaking ability that was unresolved.

Yumi's Case

Developing New Possible Selves

The most influential event that happened to Yumi after the practicum was studying with her friends for the employment examination. She spent seven hours every day with her friends in the library studying for the first stage examination and she also spent several hours with her friend at university for engaging in mimic interviews. She stated that she truly devoted herself to studying and felt fulfilled.

In order to become a full-time elementary school teacher, she needed to pass two employment examinations. The first stage was a written test about general knowledge of education and subject matters. Those who passed the first stage could move to the second stage, which was held a month later. In the second stage test, there was a group interview, individual interview, and practical tests such as playing the piano and physical exercises on the horizontal bar.

After the first stage examination, she started preparation for interview tests. Traditionally, in Yumi's university, the students who are to take the second stage test make groups of about 10 and study together and prepare for the second stage examination. Yumi also made a study group and met her group members every day to engage in mimic interviews. Sometimes she became an interviewee and sometimes interviewer or record keeper. Interviewers tried to ask questions as sharply as possible to dig into the point that an interviewee made.

Well, everybody has unique viewpoints that I will never think of. So, everyone asked each other, "please ask me sharp questions, difficult

questions!” Yes, then, everybody said like, “What? I’ve never thought I would be asked such a question.” (Yumi 01/31/2013: Interview)

At the beginning, Yumi was tense and reluctant to be questioned by her fellow students. However, she found that studying with her friends for the second stage examination was thrilling because she saw her real rivals or competitors before her eyes and she was evaluated in front of them.

The more time she spent on the mimic interviews, the more she got absorbed in them. It was obvious to her that she had been changing in many ways. Her teaching beliefs and philosophy were refined and became clearer. Her attitude and posture became better. When she listened to others’ ideas and beliefs about education and teaching, she reflected on hers, rejecting theirs, agreeing to theirs, and/or incorporating theirs into hers.

At last, Yumi had no difficulty in disclosing herself. She became very active in expressing herself and showing her strong points. She explained in the last interview as follows:

What affected my thoughts most while I was preparing for the employment examinations was engaging in mimic interviews. When I was studying for the first stage examination (a written test), I was just sitting at the desk and I had little contact with others. (But) when engaging mimic interviews, I had to work with other students, I saw them as my rivals, and I was evaluated by them. At first I got very nervous and did not like it. But the more I engaged in mimic interviews, the more I got hooked on them. I listened to how my

friends responded to interviewers' questions and what their ideas were (about education related issues). I also listened to comments from the interviewers on my responses. I could feel that my ideas and attitude improved gradually. I think taking interviews means disclosing myself to strangers to some extent. But I've lost reluctance in doing so and become more positive about presenting my ideas and strong points. (Yumi 01/31/2013: Possible Selves Letter)

She also engaged in mimic interviews at least five times with her father who worked for the Board of Education. Although he had never taught at school, he regularly interviewed applicants for positions of public servants. He immediately found fault in her responses and seriously urged her to improve by asking her more questions. Through these mimic interviews with her father, Yumi learned to give more concrete ideas about her future profession. Yumi said in the last interview with me:

Well, my father works for the Board of Education, at the prefectural office. He interviews applicants at public service examinations. He doesn't interview applicants for teaching positions, but his job is somewhat related to education. So, he said to me, 'I would ask such questions from this standpoint.' They were like real job interviews. But because he is my father, I first could not help but giggle. But then I thought I should be serious. My father at the beginning said to me, 'No, that's not good at all. I would fail

you.’ I was like, ‘Really?’ He said such things when my responses were not concrete. (Yumi 01/31/2013: Interview)

Yumi engaged in mimic interviews with friends and her father to prepare for the second stage of the employment examination. Through this practice, she came to think more deeply what kind of teacher she would like to be in the future.

After I thought and thought and thought, I came to an answer, “ I want to make a homeroom class where I can be delighted, cry, and laugh with the children.” Now, I like this answer very much. It is easy to understand and represent myself well. (Yumi 01/31/2013: Possible Selves Letter)

Yumi could develop more concrete possible selves through engaging in the mimic interviews with her friends and father. However, as time went by and realities of actual teaching loomed nearer, she started developing feared selves, worrying if she was really ready for the job in January 2013. She said that she felt like shrinking back in front of the momentousness of the responsibility. She wanted more time to become a teacher.

I am so happy and relieved that I succeeded in passing the employment examination. It is a curious thing, I longed to become a teacher badly, but now I feel like drawing back because of the heavy responsibility of a teaching job. I want some more time before becoming a teacher. (Yumi 01/31/2013: Possible Selves Letter)

After the practicum, Yumi devoted her time and energy to preparing for the employment examinations and developed new ideal teacher selves. However, after

she passed the examinations, she felt burned out and developed feared teacher selves who were not ready to teach. The reality of what would face her in the future as a teacher had become more concrete.

Akiko's Case

Overcoming Feared Teacher Selves

Because Akiko had a contradictory feeling about becoming a teacher from early on, she could not articulate clear possible teacher selves when I interviewed her in April 2012. However, because she had passed an employment examination, she felt composed enough to think about her future teacher selves in January 2013.

I think because I passed the employment examination, I think I have some spare feelings now. How can I put it, I've become able to express future images in words now. . . .Teacher images. Teacher images are related to what I want children to become. Children, you know, I want them to become people who can say 'Thank you' and 'I am sorry' when needed. So, I also want to become a teacher who can apologize to children if I think I have done something wrong. Well, the reason why I've come to think this way is, of course, I think the experience at practicum influenced my idea, but above all my mother influenced me. (Akiko 01/30/2013: Interview)

Akiko's possible teacher selves seemed inextricable from the relationship with her mother. In other words, she wanted to be a teacher who could apologize to the pupils when she did something wrong. This image reflected how she would treat

her own future children, which was opposed to that of her mother who rarely admitted her own faults. She explained:

Let me see, teacher image and me? That image overlaps an image of me and my own future child, or how I would like to bring up my own child in the future. I have a thought that I want to bring up my children or my child to be one who says “thank you” and “I’m sorry” appropriately. So, I want to be a teacher who can say, “I’m sorry” to the pupils when I think I’ve done something wrong. Well, I came to think that way because of the practicum, of course, but I think that relates to relationship with my mother. (Akiko 01/30/2013: Possible Selves Letter)

Akiko also generated positive possible teacher selves for teaching English to children.

If I become a homeroom teacher of 5th graders or 6th graders, I will have English classes. English is fun and interesting when we can understand it, isn’t it? I want children to have that kind of feeling. I would be happy if children come to like English. (Akiko 01/30/2013: Possible Selves Letter)

This new ideal EFL teacher self arose in part because she had presented a successful demonstration lesson in the practicum using a digital teaching material. She explained to me how she used the digital material.

Well, I like toying with digital teaching materials because they have unique pictures. When I was playing with a digital material, I found a picture of Santa Claus who was on a surfing board in Australia. I was just teaching

how to say the months in English. If I am teaching now, there are Halloween pictures I can use. They are the pictures showing how people enjoy Halloween in the States. I enjoyed using the digital materials and thought it was nice to use them. I want to have that kind of teaching materials. (Akiko 01/30/2013: Interview)

Akiko further expanded an image of her EFL teacher self who would be using a digital material in English class. Because she loved Harry Potter movies, she also thought it was a good idea to use the movies in class. However, she anticipated that she would be too busy to realize this idea. She said:

What I would like to do is to use the movies. But it's a very special and exceptional (way of teaching English). So, maybe, I think I can put my hand to this idea about ten years later because I won't have enough time (to prepare the teaching material) for the time being. So, at first, I will teach, maybe, in a conventional or traditional way. Then, later I will be able to manage time and have my own pace. Because I know it's impossible to use the movies without knowing how to manage time, I think, well, it would be nice if I can use them someday. (Akiko 01/30/2013: Interview)

Akiko could generate at least two concrete possible teacher selves in January 2013: One was a teacher who could apologize for her faults; and the other was a teacher who gave a message to children that learning English was fun using digital teaching materials and movies. However, knowing that she would be too busy to create

unique teaching materials as a novice teacher, her ideal EFL teacher self, although more elaborated and concrete, was a temporally distant one.

Takashi's Case

Developing New Ideal Teacher Selves

In April 2012, Takashi thought 'a good teacher' was one who was popular among children. However he generated an additional possible teacher self by January 2013 and thought he did not want to be lenient with pupils. He explained:

I had thought that 'a good teacher' must be popular among children before I went to a practicum. But this thought has changed through the practicum and other experiences. Before, I thought it was important for teachers to develop a trusting relationship with children so that children can say anything to the teachers. And I thought 'good teachers' should play with children during a recess. But now I think that only means becoming a generous brother of the children. What I want to be is not a 'generous brother'. (Takashi 01/31/2013: Possible Selves Letter)

Experiences Takashi had during the practicum influenced the generation of new possible selves. For example, his supervisor in the practicum gave Takashi a piece of advice that changed Takashi's possible teacher selves.

My supervisor during the practicum told me that new teachers should not smile for the first three months. . . .New teachers, because they are in charge of a class for the first time, they tend to be too easy and permissive teachers.

As a result, children make light of them and do not listen to them. In order to avoid this situation, new teachers should not smile at the beginning and should impress a severe image of themselves on children's minds. They can keep a tension and authority by doing so. (Takashi 01/31/2013: Possible Selves Letter)

Then Takashi looked back his school days and was convinced:

I recall that there were teachers who were respected and trusted by children even though they were strict and severe because they did reasonable things and they were persuasive. (Takashi 01/31/2013: Possible Selves Letter)

Another noticeable experience Takashi had after his practicum was a part-time teaching assistant job at a public high school. One day he met one of his old high school teachers at a coffee shop. The teacher asked Takashi whether he was interested in working part time for the high school. Although Takashi knew the school was one of the most troubled schools, he decided to take the job partly because the pay was good and partly because he wanted to learn something about teaching from the job.

I go to the high school now once a week as a part-time teacher. Well, maybe it's rude to say this way, but the students are the poorest academically in this prefecture. And there are many insubordinate students. I haven't heard them using honorific language to the teachers at all. A teacher said, 'You are not wearing a tie, are you?' Then a student replied, 'Nope.' I don't think 'Nope' is appropriate at all. Then it went, 'Why don't you have it?' 'I looked for it,

but could not find it.' They sounded like two friends talking. They talked like that way without any hesitation. Then I thought those kids had never been taught that they should have at least minimum manners when they speak to older people or teachers since they were elementary school pupils.

(Takashi 01/31/2013: Interview)

Takashi, then, shifted his story to an experience at an elementary school, remembering what he witnessed during the practicum. He saw two different types of teachers as he explained below:

Then when I went to an elementary school for the practicum, I saw a teacher who allowed children to speak to her very casually. But there was another teacher who disciplined a child who talked to him casually in peer language, saying 'How are you speaking to me?' And the teacher let the child say it again appropriately with honorific forms. I preferred the latter teacher. I think it's important to teach children how to speak to teachers. . . .Later, after children graduate, they would say, "I did not like the teacher that much then, but after I graduated, now I think back. The teacher worked hard for us." That's the teacher I want to be. Now when I look back, I can think of a teacher who was strict then. I thought that the teacher was strict at that time, but if I look back now, that was kind of love s/he gave us. I can think this way now. When I look back, now I understand s/he intended to direct me with some reasons. I want to be a teacher like that, who later can be understood by the children. (Takashi 01/31/2013: Interview)

In other words, Takashi realized that substantial learning to be a teacher was not obtained in a university classroom, but in a real field, a school. He told me that he became highly motivated because he had experienced and witnessed both difficulties and pleasures of a teaching job during the practicum as follows:

I think the practicum and volunteer work after the practicum (at the same school) have had most influence on me since last April. Before I went to the practicum, I only had studied theories about teaching at university. But when I went to the practicum, I had to face my inability and ignorance of teaching and was acutely aware that real learning would start in a real field. And I got highly motivated to become a teacher because I had experienced and witnessed both challenges and pleasures of a teaching job during the practicum. (Takashi 01/31/2013: Questionnaire)

Takashi's ideal teacher self in April 2012 was to become a popular teacher. However, he generated an additional ought-to teacher self and modified it to an ideal teacher self in January the next year. That was to become a strict teacher who could discipline children, but earn their respect at the same time. His new teacher selves were more realistic and more elaborated than one in April 2012. Although he realized some difficulties of a teaching job, he sounded more confident and enthusiastic about becoming a teacher at last.

Chapter Summary

In this chapter, I presented what kind of possible selves each participant generated just before they graduated from university, what events most influenced the generation of the possible selves, and how the participants reflected on their experiences in the last ten months at university. In all cases, they developed, refined, revised, and elaborated their visions of themselves as teachers, reflecting a firmer grounding in the realities of what it would be like to be a teacher. These revised possible selves were not always in the direction of more positive, more ideal selves, but also toward feared and ought-to teacher selves.

Satoko started to value more English education at public schools and a communicative way of teaching although she generated an ought-to EFL teacher self who had to teach communicative English. Yumi generated new ideal teacher selves after she experienced the practicum and employment examinations. However, after she passed the employment examinations, she newly developed a feared teacher self who realized she was not ready to teach. Akiko had been rather negative about becoming a teacher because of negative teacher images from her mother before she went to the practicum. After she passed the employment examinations, she was able to become positive about becoming a teacher and to generate ideal possible selves. Takashi generated additional possible self after the practicum. It was first ought-to teacher self who should be strict and discipline students. But later he modified it to an ideal teacher self who could discipline children and earn their respect. In the discussion chapter that follows, I discuss how

the pre-service teachers' possible selves functioned as motivators that moved them toward their ideal selves or ought-to selves and what influenced the generation and modification of their possible selves. This discussion ties the issues to the concepts and empirical work on possible selves that I covered in Chapter 2.

CHAPTER 7
DISCUSSION: DEEPENING MY UNDERSTANDING
OF POSSIBLE SELVES

Through this study, I explored what kinds of possible selves the four pre-service teachers generated through their various experiences, especially experiences during practicums, and how their possible selves functioned as future self-guides to move them toward their goals. In this chapter, I present discussions organized around the following two main themes. First, I discuss conditions for possible selves to be activated. Even though all the pre-service teachers found a gap between their ought-to L2 selves who were fluent in English and actual L2 selves, the ought-to L2 selves did not move them to improve English speaking ability. This result contradicts results of most of the previous possible selves studies that claimed the motivational function of possible selves (Oyserman et al., 2004; Oyserman & Markus, 1990a, 1990b; Ruvolo & Markus, 1992). In order to understand more about why some of their possible selves did not function as motivators for the English language aspect of their final year in the teacher education program, I discuss the conditions of possible selves to function as motivators that I introduced in Chapter 2.

Second, I discuss how meeting and interacting with significant people influenced the images of possible teacher selves that the participants generated and modified. People generate possible future selves and strive to reach their ideal

selves. However, it is not so easy for young teachers to generate workable images of possible selves and regulate their behaviors without supportive environments or significant others. Recent research emphasizes the importance of interpersonal relationships that affect people's motivation and achievement (Dowson & McInerney, 2003; Martin, Marsh, McInerney, Green, & Dowson, 2007). The findings of the present research also indicate that one of the most influential factors for the participants' developing new possible teacher selves and modifying old ones was interacting with significant others such as parents, pupils at school, school-based cooperating teachers, and peers. I discuss, therefore, how interacting with these people influenced the possible selves of the participants.

Possible Factors for Inactive Involvement in Practicing Speaking English

Before I discuss the findings in detail, I should note that it is sometimes difficult to distinguish EFL teacher selves and L2 learner selves of the participants. It could be argued that EFL teacher selves encompass L2 learner selves. For example, when Satoko imagined a competent EFL teacher self who could speak English well in class, I would say that she generated an ideal EFL teacher self. However, when she imagined herself studying abroad to improve her speaking ability, she generated an ideal L2 self who could communicate well with native English speakers in their communities.

I should also state that it is a challenging task to define the interrelationship between people's ideal L2 self and ought-to L2 self as Kim (2009) stated:

It is important to emphasize that their ideal L2 self and ought-to L2 self are not in entirely antithetical positions. What can be regarded as the typical instantiation of the ideal L2 self can sometimes be understood as that of the ought-to L2 self, or vice versa. (p. 289)

Dörnyei (2009) explained that the Ought-to L2 Self “concerns the attributes that one believes one *ought to* possess to meet expectations and to *avoid* possible negative outcomes (p. 29)” in the L2 Motivational Self System, which suggests that the Ought-to L2 Self includes feared L2 selves. For the discussion in this study, however, I use ought-to L2 selves for the ones the pre-service teachers generated when they felt external expectations or pressure to speak English fluently as EFL teachers, feared L2 selves for the ones the pre-service teachers tried to avoid becoming, and ideal L2 selves for the ones they generated when they met teachers who became their role models. For example, Takashi’s cooperating teacher at elementary school who was an active user of English became Takashi’s role model. He generated an ideal L2 self who acquires English through actually using it in class, which was a part of his ideal EFL teacher self.

What is important for possible selves to function as motivators is that people need to have vivid and detailed images of possible selves. People often visualize what will happen to them in the future and the images they visualize influence their emotional states and behaviors (Holmes & Mathews, 2010; Vasquez & Buehler, 2007). Ryan and Irie (2014) suggested that generating imagined selves or visualizing one’s future selves is a key for one to become motivated and take

action toward his/her imagined ideal selves. However, I had a strong impression that it was very difficult for the pre-service teachers to develop powerful and elaborated images of possible selves that could function as self-regulators. All the participants in this study realized that a gap existed between their actual L2 speaker selves and ought-to L2 speaker selves when they spoke with ALTs at schools. However, the participants failed to gauge what they were missing in their English abilities, what state they would like to reach, and what realistically they might be able to do, because a state of being fluent in English is rather subjective and abstract. In fact, there are no definite requirements of English abilities for elementary school teachers from the MEXT. Therefore, unlike preparation for the employment examinations, which had a very concrete and near-term goal, learning how to speak a foreign language must have appeared to be an endless and diffuse task involving ongoing training, which could sometimes discourage learners.

Some researchers distinguish self-enhancing possible selves that only “allow one to feel good about the self and provide hope for a better future” (Oyserman et al., 2004, p.131) from self-regulatory possible selves that “represent a self-defining goal and include specific behavioral strategies for pursuing the goal” (Hoyle & Sherrill, 2006, p. 1677). In fact, when the participants generated ought-to L2 speaker selves who could speak English fluently, they did not have any elaborate plans or concrete strategies to improve their speaking ability. They did not even have a clear achievement goal as they had for the employment examinations. Strategies the participants took to improve speaking ability were

somewhat on the spur of the moment. Yumi listened to English songs repeatedly hoping to improve her speaking ability. Akiko bought a book about English pronunciation, but she did not open it after all. Takashi concluded that classroom English used at elementary schools was all patterned phrases so that he could learn them while actually teaching English in class. None of them seemed to become serious about improving their English speaking ability. In other words, their ought-to L2 speaker selves were self-enhancing possible selves and becoming a near native-like speaker was a mere dream for them, not grounded in the concrete realities of their immediate futures. Because the participants failed to develop a clear and concrete detailed image of themselves as fluent in English, it could have been difficult for them to invest time and energy in practicing speaking.

The participants' feared L2 speaker selves were also generated during the practicum. It has been argued that people are more motivated and facilitated to move towards their ideal selves or ought-to selves when they possess feared selves that are well-balanced with corresponding ideal selves or ought-to selves. If not, people are "more likely to act without taking into account possible negative consequences for the self" (Oyserman & Saltz, 1993, p.360). Furthermore, some studies argue that stronger feared selves motivate people more in some cases because motivating challenges exist in those cases (Hiver, 2013; Hong & Greene, 2011). In either case, generating feared selves could be an effective factor for people to become motivated and move toward their ideal selves or ought-to selves. All the participants generated concrete and detailed feared L2 speaker selves,

repeatedly expressing that they did not have any confidence in their English speaking ability, especially pronunciation, and did not want to be embarrassed in front of other teachers in the future.

However, in spite of their generating concrete images of the feared L2 speaker selves, the pre-service teachers did not actively involve themselves in improving speaking ability after the practicum. Several reasons can explain the participants' inactive involvement. First, "danger past, God forgotten," one might say. Because the participants developed their concern during the practicum when they faced reality in a classroom, the degree of their concern must have degenerated as time passed after the practicum.

Another possible factor that weakened their feared L2 speaker selves was that the participants underestimated their responsibilities as future EFL teachers. In other words, their main concern that they could not speak English well is considered to be about their own self-interest, rather than about consideration of future pupils' benefits or others' interests. If the participants could have developed future self-images as teachers who could not provide students with sufficient input because of poor English ability, they might have behaved differently. This situation connects to arguments regarding Fuller's (Conway & Clark, 2003; Fuller, 1969; Watzke, 2007) concerns-based model of teacher development. According to this model, teachers in early teaching phases including the pre-service stage are concerned with self. They worry how they look, how they are doing as a teacher. Later their concerns move outward, to include concerns about tasks and situations,

and finally concerns about their impact on students (Conway & Clark, 2003, p. 466). Likewise, the participants of this study could not be concerned about pupils whom they were to teach in the future because with little experience of teaching they were preoccupied with worries about themselves.

Third, witnessing unmotivated English teachers with limited speaking abilities in the practicum seems to be another factor that degraded feared selves. As Satoko reported, marginally competent EFL teachers could have not only generated feared EFL teacher selves the participants would try to avoid, but also created excuses for not striving hard to reach the goal. Observing such teachers might falsely make them believe that they could survive as EFL teachers with limited English speaking abilities. In fact, once they passed the employment examinations, they would not be tested or questioned on their English proficiency in the future, which meant that to study or not to study completely depended on the participants' willingness to improve their proficiency level for their own satisfaction and sense of accomplishment.

Each participant also had different personal reasons for not actively practicing speaking English after the teacher employment examinations. Satoko, for instance, gave priority to a part-time teaching job at a cram school after the employment examinations. She had devoted her energy to the job since she entered the university. She continued the job until just before she graduated from university. Yumi claimed that she was burned out from hard work in the previous ten months and did not feel like studying at all. She even wanted to quit her part-time job so

that she could relax and enjoy going out with her friends. Akiko decided to give priority to other main subjects such as Japanese and arithmetic instead of English. She told me that she had not been well trained to teach these main subjects because she belonged to the English department at the university. Moreover, she felt English education had not yet been highly valued at the elementary school where she had the practicum. And although she did not have confidence in speaking English, especially pronunciation, she thought her English was better than that of other in-service teachers who did not major in English. It seems her assessment of her English abilities was not grounded in reality, but in a false impression created by her sense of others' low proficiency. Finally, Takashi developed an additional vision to his possible teacher self rather than creating an independent possible self, a vision of one who had better knowledge of special needs education. Although he met a respected cooperating teacher who taught him how to teach English to pupils, he decided to go to graduate school. Consequently his ideal EFL teacher self changed into a distant goal.

The environment where the participants were studying to become EFL teachers was also an influential factor for generating possible EFL teacher selves. As I reviewed in Chapter 2, three out of seven Korean English teachers in Hiver's study (2013) became motivated and took part in a government-sponsored six-month training course because they had generated feared language teacher selves who had inadequate English speaking ability. However, unlike the participants in Hiver's study (2013), the participants in this study were not given a further training

course after the practicum. Considering that Yumi and Akiko blamed the university curriculum for their lack of speaking ability and Akiko's remark that she needed to be forced to study, I would suspect that if they had been offered an opportunity to take a training course after the practicum, they would have chosen to take it. If this is the case, then, a learning environment is one of the crucial factors for one's academic motivation and performance.

Dörnyei (2009) argued for the importance of learning environments as the third component of the L2 Motivational Self System. In his concept, the learning environment that influences learners' motivation concerns the impact of teachers, curriculum, and peer groups (Dörnyei, 2009, p.29). In this study, when the participants were preparing for the employment examinations, they were in a favorable environment where they could find supportive teachers and peer groups who had the same goal at university, which I refer to later in this chapter. However, when it came to practicing speaking English after they passed the second stage of the examinations, the participants were required to be autonomous, self-regulating learners because they were not obliged by any external forces to improve their speaking ability.

Generating Ought-to and Feared Teacher Selves

After facing realities in the practicum, all the participants generated additional ought-to teacher selves. In this study, in-service teachers that the pre-service teachers would be a part of in the future became main sources of ought-to

selves. Yumi and Takashi imagined themselves as a popular teacher among pupils. This ideal self was rather simple and vague because of the pre-service teachers' scarce experience and knowledge of the realities of a teaching job. However, they newly developed ought-to teacher selves who could discipline pupils because they found a major gap between their ideal teacher selves and ought-to teacher selves. An image of strict teachers was the opposite of their ideal image of popular teachers. However, they reinterpreted this negative image of ought-to teacher self as a necessary condition to become an ideal teacher self. They successfully internalized this ought-to self into their ideal teacher self who should be strict when necessary to manage and control class while being popular among pupils.

Satoko, who went to high school for her practicum, developed an ought-to EFL teacher self who had to use English to teach English in class. This image of an EFL teacher could have been an ideal EFL teacher self. However, because Satoko had no confidence in speaking and pronouncing English at all, this image became an ought-to EFL teacher self that was accompanied with a feared EFL teacher self who would be embarrassed in class. I believe that as Satoko improves her speaking ability and becomes more confident in speaking, she will be able to consider this ought-to self image as an ideal EFL teacher image. This internalization of her ought-to teacher self into her ideal teacher self concerns her personal values and aspirations (Ushioda, 2014, p. 134).

After the practicum the pre-service teachers generated feared teacher selves. Imagining failing the employment examinations seems to have created concrete

images of the feared selves. The participants became motivated to move away from these feared selves because if the participants had failed their examinations, it would have directly affected their future career plan. They would have been part-time teachers with a one-year contract and would have worked without receiving the one-year teacher training that was offered to full-time first-year teachers. The participants also feared losing face by failing the employment examinations because even though successful candidates are announced using examinees' numbers, their names are easily divulged soon after the announcement.

Unless people know how to avoid becoming their feared selves, they will not be able to move forward even though they are strongly motivated. Fortunately, the pre-service teachers were well informed about what they should do to avoid becoming their feared selves. That was to learn how to pass the examinations so that they would be able to become legitimate full-time teachers. For example, they were able to obtain questions from the past and there were many study programs offered by the university. Satoko even went to a preparatory school to intensively study for the examinations.

When the pre-service teachers were studying for employment examinations, they were informed that a passing rate of employment examinations of the students who graduated from the same university the previous year was around 30%, which was significantly meaningful for the participants. This passing rate offered an important hint for them to evaluate if their imagined possible selves were plausible or not before they fully invested their energy. It could be argued that the

participants of this study judged that this passing rate was challenging, but within their reach and so developed highly perceived self-efficacy (Bandura & Locke, 2003; Miller & Brickman, 2004).

Although the pre-service teachers in this study appeared to be naïve and too busy to reflect on their possible selves, especially ought-to EFL teacher selves, their earnest attitudes toward becoming teachers, regardless of their uncertainty of the future, made me feel reassured that they would eventually develop into competent teachers. For them, the last 10 months at university was a condensed period when they could generate various possible selves and modify them as they struggled to learn how to become ideal teachers. These modifications would no doubt continue as they moved into the real world of teaching.

I have discussed, so far, by introducing various requisites and factors, why the ought-to L2 speaker selves and the feared L2 speaker selves did not function as powerful future self-guides for the pre-service teachers and why the feared teacher selves functioned as a motivator for them to avoid becoming their feared selves. While the pre-service teachers were generating the new possible selves and modifying the old ones, they always interacted with people who influenced their possible selves, which I discuss in detail in the next section.

How Interpersonal Relations Influenced Possible Selves

Interpersonal relationships have been reported as one of main factors that affect students' achievement motivation: "Positive relationships with significant

others are cornerstones of young people's capacity to function effectively in social, affective, and academic domains" (Martin & Dowson, 2009, p. 351). This study also reveals that the participants developed positive interpersonal relationships with significant others at various occasions when they made crucial decisions. Even when they were unfortunate enough to meet discouraging people, they became resilient or tactical to overcome the negative situations.

In the process of developing new possible teacher selves and modifying old ones, the participants went through at least four stages that involved interpersonal relations: deciding to become teachers before entering the university; facing realities at school during the practicum; learning how to teach; and studying with peers for the examinations after the practicum. All these stages involved important interactions with others, and the interactions helped the participants generate and change their possible teacher selves.

Deciding to Become Teachers

Having parents who were teachers or education related workers seems to be one of significant factors for the participants' career choice in this study. All the participants had some family members whose jobs had something to do with school education. When I collected data for this study, Akiko's mother was an elementary school teacher, Satoko's mother had been an elementary school teacher, and her grandfather had been a principal of an elementary school. Yumi's father was a

public official of the board of education and her mother had been an office worker at a school. Takashi's grandmother used to work as a cook at a school.

Under these circumstances, the participants naturally had been exposed to information about a teaching job at home and they were aware of not only positive but also negative aspects of the job when they decided to become a teacher. In other words, the participants generated ideal teacher selves, feared teacher selves, and ought-to teacher selves based on information they obtained from their family members. These possible teacher selves helped them confirm their career decisions.

Haruhara (2010) and Sakurai (1992) also reported parental factors that influenced Japanese students' decision to become teachers. Interestingly, students whose parents were teachers in Sakurai's (1992) study showed less sense of efficacy than those whose parents were not teachers. Haruhara (2010) reported a similar result, that Japanese students whose parents were teachers tended to have high "purposeless conformity" and low teacher efficacy. In fact, Satoko, in my study, took it granted for that she would be a teacher in the future just because her grandfather and mother had been teachers. This, in a sense, indicates that Satoko developed expected teacher selves (Markus & Nurius, 1986) and had a passive, purposeless reason to become a teacher. However I interpret Satoko's expected selves as evidence of a firm decision to become a teacher because although she received some negative images of a teaching job from her mother as being very busy and stressful with many responsibilities, she took all things including her own personality and economic situations into consideration to make the decision. It

might be beneficial for students to obtain information about a teaching job from family members so as to use it as a factual basis for their career choice.

It might also be important for students to be informed of how much they are influenced by their parents on their career choice and how well they are suited to a teaching profession. In fact, during my 10-plus-year teaching experience as a teacher educator, I met many students who tried hard to meet their parents' expectations because they did not want to disappoint their parents. Some of them generated possible ideal selves to become teachers like their parents and strived to realize their future dream. In contrast, some students decided to become teachers regardless of their inaptness for a teaching job or who reluctantly decided to become a teacher, giving up their other future dreams. Research on goal theory suggests that when people have a social avoidance goal that drives avoidance of negative consequences in interpersonal relationships, they work to avoid disapproval from significant others (Dowson & McInerney, 2001, 2003). Parents should be aware that, even though they do not intentionally try to control their children, they might have a strong influence on their children's possible selves.

In this study, Akiko was the one who developed feared teacher selves because of her mother. In fact, her process of generating possible teacher selves was rather complex. When I first asked her to write her possible teacher selves in April 2012, she could not come up with any because she was not sure yet whether she wanted to become a teacher or not. In the follow up interview, she explained her conflicting feelings about becoming a teacher. For Akiko, her mother was a

feared teacher self whom Akiko never wanted to become. Akiko had a firm conviction that the reason her mother had never admitted her own faults and nagged at Akiko for trivial reasons was that she was a teacher. This negative image of a teacher convinced Akiko that she did not want to become like her mother by choosing a teaching job as her career.

However, her mother was the one whom Akiko consulted with and depended on when she faced difficult realities when she was practice-teaching at school. Akiko deepened her understanding of a teaching job and a respect for her mother as a teacher because she witnessed how hard teachers were working for pupils. When she was studying for employment examinations, she often telephoned her mother and asked questions about problems in the textbook. After Akiko passed the second stage of the employment examinations, she finally became ready to become a teacher and was able to talk about her possible teacher selves to me. She had to overcome her feared teacher selves that were generated from her mother so as to develop ideal or expected possible teacher selves.

I have so far suggested that having family members who were teachers or education related workers could have either positive or negative affects on the participants' decision to become teachers. Teachers from the past are also believed to boost students' motivation to become teachers (Kubo, 2009; Sakurai, 1992). All the participants in this study encountered influential teachers sometime in the past. Some of their teachers were role models whom the participants respected and aimed to emulate. Takashi, for instance, met a respectable teacher when he was an

elementary school pupil. Akiko also met an influential teacher when she was a junior high school student. The idea of becoming a teacher, therefore, entered their consciousness long before they became university students, and images of the profession were influenced by how they had evaluated their teachers in the past, which led to the generation of ideal teacher selves.

Pre-service teachers, once they have decided to become a teacher, become motivated and enthusiastic about teaching before they experience teaching at school (Nagamine, 2008). However, sometimes realities are so harsh that they modify their possible teacher selves and change their beliefs about teaching or their career plan (Cole & Knowles, 1993; Hong, 2010; Nagamine, 2008). The participants in this study also encountered incidents they had not expected. In these incidents, meeting people and interacting with them were important factors that generated new possible selves and modified old ones so that they could strive toward their goals. In the next two sections, I discuss how meeting pupils, students, and teachers at schools influenced the participants' possible teacher selves and how the participants modified their possible selves.

Facing Realities at School

One of the common reasons why people decide to become teachers is that they like children and are interested in educating them (Manuel & Hughes, 2006; Zhao, 2008). The participants of this study were not exceptions. They all liked

children and felt that it could be worthwhile and meaningful to be involved in pupil's growth.

However, while experiencing teaching pupils at school during their practicums, their possible teacher selves regarding teaching pupils changed. The practicum experience offered a great opportunity for the pre-service teachers to confront realities about pupils. For example, pupils did not accept Takashi, Akiko, and Yumi as their teachers at the beginning. Because the participants were much younger than the pupils' teachers, the pupils might have attached themselves to the participants as their big brothers or sisters. Although being popular among pupils was a goal of the participants' early possible ideal selves, they did not expect such a situation would happen.

Takashi repeatedly felt a dilemma between two identities, that of a student teacher and a real teacher, particularly when he could not make himself scold the pupils when they were making too much noise and became out of control of other teachers. The ideal teacher self that Takashi eventually adjusted was to satisfy the both desires: a teacher who could manage class well, but at the same time, whose discipline could be appreciated by pupils later in their life.

Some studies have reported that discipline problems or disruptive student behavior is related to teachers' burnout or emotional exhaustion (Cole & Knowles, 1993; Skaalvik, E. M. & Skaalvik, S., 2011). However, instead of being burned out, Takashi generated a new possible teacher self, one who could discipline pupils and manage the class with authority. Kaya, Lundeen and Wolfgang (2010) reported the

same result when they studied changes in discipline orientations of 220 pre-service teachers before and after the teaching experience at elementary schools in the United States. The researchers argued that the pre-service teachers might lack “a comprehensive understanding of various classroom management strategies” because many teacher education programs tended to focus only on how to teach the subject matters; the pre-service teachers preferred a more controlling discipline model because they wanted to “fulfill the expectations of school management or evaluators” (Kaya et al., 2010, p. 166).

However, I believe that reasons for Takashi’s shift towards a more controlling view are somewhat different from the reasoning of these authors. In Takashi’s case, he was shocked to see misbehaving pupils, but what bothered him more was witnessing experienced teachers who could not control the pupils. He thought he could have done better than the other teachers only if he was a real teacher, which made him frustrated. In other words, he developed a feared teacher self who he wanted to avoid becoming.

The other three participants, Satoko, Yumi, and Akiko, also had a difficult time keeping discipline at school. Satoko did not know what to do with the students who slept in class, so she blamed herself for her incompetence. Akiko and Yumi were at a loss when they faced misbehaving pupils. They did not know how strictly they should warn the pupils. Their conflicts were created by the dichotomy between the two kinds of selves: still-student selves who had no authority over pupils but

were popular among them and already-teacher selves who could manage class with authority over pupils but might not be popular among them.

Satoko's case was somewhat different from the other participants' because Satoko went to a senior high school for her practicum. For the students, Satoko might have been more like their friend because she was only a few years older than the students. When Satoko was power-harassed by a homeroom teacher and cried, a female student came to her and cheered her up, sympathizing with Satoko. The student must have felt that Satoko was on her side or a supporter, one that could sometimes counter the teachers.

Takashi faced another reality of pupils at school that also influenced his possible selves. He was shocked to see that a teacher was struggling to deal with some pupils with a developmental disorder. This experience even changed his career course eventually. Instead of becoming a teacher right after he graduated from university, he decided to go to graduate school to study special needs education. This incident became critical for Takashi because he viewed it as something significant in the wider educational context; otherwise, it could have only appeared as a typical scene at school. According to Farrell (2008), some critical incidents for pre-service teachers might not actually be critical but typical for experienced in-service teachers. Nonetheless, it might be possible for pre-service teachers "to uncover new understanding of the teaching and learning process" if they reflect on the critical incidents (Farrell, 2008, p. 3).

So far, in this section I have discussed how interactions with pupils and students affected the pre-service teachers' possible selves. Another important interpersonal relationship was found to be a mentor-mentee relationship. Working with cooperating teachers during the practicums influenced the participants' possible selves a great deal, which I discuss in the next section.

Beginning to Learn How to Teach from Cooperating Teachers

It is believed that “the most successful mentoring relationships are based on shared values, goals and understandings” (Leshem, 2012, p. 412). Therefore, if they are lucky, pre-service teachers can meet an ideal mentor or cooperating teacher at school and learn a great deal not only about teaching skills but also values of teaching from the teacher. However, mentor-mentee relationships are not so simple given that mentoring is considered to be a dynamic non-linear process and contextual (Leshem, 2012). The four participants in fact experienced very different mentor-mentee relationships during their practicums.

Takashi was a lucky one who could develop an ideal mentor-mentee relationship. Meeting a cooperating teacher who had been actively involved in English education for a long time helped Takashi develop new possible teacher selves who use English confidently in class. The cooperating teacher became his role model whom he could aspire to become.

Satoko and Akiko, in contrast, were not lucky ones. Satoko had to persevere with a homeroom teacher who power-harassed her. Akiko was unsatisfied with a

too-busy cooperating teacher who did not have enough time for her. Although they could not develop an ideal mentor-mentee relationship, they did not seem to be discouraged from becoming teachers. Perhaps because the practicum was short (three or four weeks), their negative mentor-mentee relationships did not have such an adverse effect on them.

Traditionally, mentors in pre-service teacher education have been perceived as older, wiser, more experienced teachers who take leadership roles (Ambrosetti & Dekkers, 2010, p. 44). However, recently roles of mentors and mentees have changed to be more like interconnected partnerships; mentors are thus expected to build rapport, support, give advice, and become role models to mentees (Ambrosetti & Dekkers, 2010).

Unfortunately, teachers in Japan are generally too busy to become helpful mentors and they do not appreciate the values of mentoring, which often results in disappointment or dissatisfaction of mentees. Worse than anything else, experienced teachers who are in a position to mentor pre-service teachers are often not willing to supervise pre-service teachers (Howe, 2005). Shortcomings of pre-service teacher training in Japan were reported by Howe (2005), who conducted a survey over 130 new teachers and interviewed 57 teachers in Japan to explore how Japanese teachers are trained. Howe found through his study that:

Pre-service training of teachers is not well connected to the first year of teaching. Pre-service teacher education programmes are not well developed, nor are they respected and supported by the teaching community. The

teaching practicum is limited to four weeks or less, and is usually restricted to observation, with few teaching opportunities. Learning to teach is characterized by one-way pedagogical exchanges, with little offered from the neophyte to the veteran sponsor teacher. (Howe, 2005, p. 122)

If students are lucky like Takashi in this study, they can learn something about how to teach from a cooperating teacher, but we cannot expect that they learn beyond that level.

Mentor-mentee relationships become more complicated when pre-service teachers teach classes during their practicum because a functional triad is formed among cooperating teachers, pre-service teachers, and pupils (Ritchie, Rigano, & Lowry, 2000). Within this triad, when the pre-service teachers taught pupils, they could feel that they had power over the pupils and that they were important and significant. They became aware that they should be role models of the pupils whom they taught. At the same time, however, they were also aware that they were still mere students who were learning how to teach from a cooperating teacher. Therefore, it was important for the participants as pre-service teachers to perceive what their role was at a given time.

Ibarra's (1999) concept of provisional selves helps us understand this pre-service teachers' unstable transitional stage. As I introduced in Chapter 2, when people are experiencing a transitional stage of their career, they generate tentative possible selves or provisional selves to try out their new roles before fully committing themselves to the new roles as was the case with Akiko. The important

point of having provisional selves in this stage of learning how to teach is that one still has a chance to turn back if he/she finds the provisional selves unsatisfying.

Studying with Peers for the Examinations

When the participants finished their practicums, they had to start studying for the employment examinations, which generated feared selves that arouse negative emotion because people anticipate threatening future events (Boyatzis & Akrivou, 2006, p. 626). In these stressful situations, working with peers who have the same goal became a great help. For instance, Yumi and Satoko practiced mimic interviews with their peers to prepare for the second stage. It seems that they autonomously engaged in cooperative learning (Roseth, Johnson, & Johnson, 2008), forming a small group that was characterized by “joint goals, mutual rewards, shared resources, and complementary roles” (Martin & Dowson, 2009, p. 342). However their perception about the mimic interviews differed a great deal from each other. Yumi devoted great effort to the mimic interviews with her friends and actively disclosed herself to her friends who played a role of interviewers. She was repeatedly asked "why" questions, which led her to think about her real intentions of becoming a teacher. Expressing her ideas verbally made her think more deeply of her reasons for becoming a teacher. Yumi also played a role of interviewer and listened to her friends' ideas and observed how they responded to her questions. Through this activity, she internalized others' ideas that sounded appealing to her. Interestingly, Yumi stated that her friends who practiced interview tests together

were her rivals, considering the low passing rate of teacher employment examinations.

Yumi appreciated the mimic interviews because she could deepen her understanding of herself and develop her professional teacher identity. Yumi could meet new selves by reflecting on her experiences of the practicum, expressing her ideas, and considering feedback on her ideas from others. This created an ideal reflection on action as we can find in in-service teachers who consider their past experiences “with a view toward the future: to imagine the kind of teacher they want to become, and to use their formative years as a means to project a designated sense of self as a teacher” (Urzua & Vasquez, 2008, p. 1944).

Satoko claimed that she was more influenced by part-time in-service teachers than by her friends at university. Although she also practiced mimic interviews with her friends as Yumi did, because Satoko went to a cram school that specialized in preparation for teacher employment examinations, she had opportunities to practice interviews with part-time in-service teachers who had failed interview tests in the previous year. Satoko felt that the in-service teachers were like her fellows who were striving for the same goal, which was different from Yumi who felt the peers were her rivals. Satoko was inspired by the in-service teachers’ passion for getting a full-time position and trusted them as information sources. In her case, cooperating in learning seems to develop into mentoring because the in-service teachers were more experienced and could provide knowledge and skills that Satoko wanted or needed (Ambrosetti & Dekkers, 2010).

Satoko mentioned that practicing mimic interviews with in-service teachers was significant in helping her to pass the examination. She seemed to place value more on passing the examination effectively than on deepening her thoughts about teaching perhaps because she had been working at a cram school and was interested in strategies of test taking.

Through a perspective of interpersonal relationships in the participants' professional teacher development, I believe I succeeded in forging a deeper understanding of their conflicts and growth during a transitional stage from students to teachers. The findings revealed that interpersonal relationships of many kinds played an important role in generating new possible selves and changing them while the pre-service teachers were just beginning to learn how to teach and preparing for their employment examinations.

Chapter Summary

In this chapter, I discussed the main findings of my study according to two themes: how possible selves functioned as future self-guides; how interpersonal relations influenced the generation of images of the participants' various possible selves. Because the participants were in a position halfway between students and teachers, what they were experiencing was challenging to all of them and forced them to modify their possible selves. The significant effects of these possible future selves on the motivation of the four participants were found to be complex and context-dependent. However, there were also some commonalities among the pre-

service teachers, regarding the generation of images of possible selves and under what conditions the imagined possible selves functioned as self-regulators.

They all had vague ideal EFL teacher selves before they faced realities in the practicum. After they realized there was a major gap between their ideal EFL teacher selves who were fluent in English and their actual selves, they developed new EFL teacher selves that encompassed ought-to L2 speaker selves and feared L2 speaker selves. However, in spite of the ought-to L2 speaker selves and feared L2 speaker selves that they developed during the practicum, they could not take action to improve their English speaking ability for several reasons: They failed to develop concrete, vivid, and detailed images of ideal EFL teacher selves; their feared selves became weakened as time passed; they lacked concrete goals and strategies to improve speaking ability teacher; they were too busy to reflect on what they should do to become ideal EFL teacher selves; and there was no supportive system to help them improve their English speaking ability at university after the practicum. They also realized a gap between the ideal teacher selves and the actual selves when they faced realities during the practicum and modified the ideal selves toward more concrete and realistic ideal and/or ought-to teacher selves.

The findings revealed interpersonal relations influenced the generation of images of the participants' possible selves in various ways. The participants' parents and teachers from the past helped them to generate images of teacher selves in the future. Interacting with pupils during the practicum influenced them to generate ideal and ought-to teacher selves. Some cooperating teachers at school

became influential mentors or role models for the pre-service teachers to develop ideal teacher selves. There were some cooperating teachers, however, who influenced the pre-service teachers negatively. Studying with their peers for employment examinations also influenced some of them to generate new ideal teacher selves.

In the concluding chapter that follows, I first summarize the research questions and findings briefly. I then mention limitations of this study. Next, I offer some recommendations for policy makers and suggest some ideas to improve teacher education programs in Japanese universities by introducing some practices to strengthen students' ability to imagine future possible selves. I also indicate some possible suggestions for future studies of pre-service EFL teachers' motivation. I then conclude the chapter with my own reflective remarks about this study.

CHAPTER 8

CONCLUSION: THE FUTURE OF EFL TEACHER SELVES

In this final chapter, I first summarize the findings to answer the research questions. Second, I discuss some limitations of the study. I then offer some recommendations for: (a) policy makers in Japan; (b) Japanese universities that have teacher education programs; (c) teacher educators in Japanese universities; and (d) future research. I end this chapter with my final comments and reflections on the study.

Summary of the Findings

The purpose of this case study was to explore with four pre-service teachers how their possible selves changed during their last 10 months at university in Japan and what factors were involved in developing and changing their possible selves. Possible selves are a future-oriented self-concept that includes expected selves, hoped for selves and feared future selves (Markus & Nurius, 1986) as well as variations such as ideal future selves and ought-to future selves on these categories by Higgins (1987, 1996) and Dörnyei (2009). This study also sought to learn how the participants' possible selves functioned as motivators for the participants to move toward their ideal and / or ought-to possible teacher selves and to move away from their feared teacher selves, including their visions of themselves as future English teachers.

The main findings were presented in chapters 4-6: Chapter 4 introduced how the participants decided to become teachers and what kind of possible selves they had in the spring of 2012; Chapter 5 described experiences in the practicum and newly generated possible selves and modified ones; and Chapter 6 presented what kind of possible selves the participants had developed by January 2013. Key findings are briefly presented below in accordance with the four research questions.

1. What possible teacher selves did the participants describe in the spring of 2012 and what had influenced the generation of their possible teacher selves?

The participants' teacher selves at this early stage were mainly ideal selves unconnected with the realities of teaching. Meeting influential teachers in the past, relations with parents, teaching experience as a part time teacher at a cram school, and being a volunteer teacher at elementary school affected the generation of the possible teacher selves. Teachers in the past were influential in Takashi and Akiko's decisions on their future career. Takashi met an influential teacher who showed great understanding toward him and admonished mischievous Takashi to behave when he was a sixth grader. That was the time when he decided to become a teacher in the future. Since then, he had kept the dream. Through this experience, he generated a possible teacher self who would care about pupils and would be popular among them.

Akiko met an English teacher who was a fluent speaker of English when she was a junior high school student. The teacher became Akiko's role model and becoming an English teacher became her future dream, which generated her ideal

EFL teacher self. However, interestingly, she had a completely different thought about becoming a teacher. For Akiko, becoming a teacher meant becoming like her mother who was an elementary school teacher. Akiko's mother never apologized for her mistakes and always nagged at Akiko as if her daughter were a small child. Because Akiko visualized negative images of teacher selves through her mother, she was not sure whether she wanted to become a teacher or not and could only generate feared teacher selves in April 2012.

Satoko's mother had been an elementary school teacher. Satoko was also influenced by her mother in deciding on her future career. Although Satoko learned that a teaching profession was very demanding through her mother, she recognized her mother as a breadwinner and believed that a teaching profession would guarantee an assured income. Furthermore, because her grandfather had also been a teacher, she felt it was natural for her to become a teacher in the future. In April 2012, Satoko expressed an ideal EFL teacher self who could help unmotivated learners catch up with other students by giving them supplemental lessons. This ideal self was mainly developed from her past teaching experience at a cram school.

Yumi had kept a dream of becoming a teacher since she visited an elementary school as a volunteer when she was a high school student. She loved being with children and her ideal teacher self was one who would be a popular teacher among pupils. Yumi had a very positive image of a school life because she enjoyed studying and playing with her friends in the past, which also helped her develop an ideal teacher self.

2. How did the participants' experiences during the practicum affect the generation and modification of their possible selves?

All the participants generated and revised various possible selves that stemmed from their past and on-going experiences in their sociocultural and historical contexts and from their role models. Facing realities during the practicum was the most crucial factor that generated new possible selves and modified old ones of the participants. Satoko, for example, was shocked to witness unmotivated students in class while she was teaching during the practicum. She blamed herself for her incompetence at first, but she improved her teaching skills and eventually regained her confidence. She also met very skillful English teachers who became her role models. As a result, she could generate an ideal EFL teacher self who can motivate students by giving interesting English lessons.

Takashi and Yumi were also shocked to see misbehaving pupils who did not listen to their teachers. Facing the realities at schools, they generated an additional ought-to teacher self who needed to be more strict with the children when necessary. Takashi also developed a new ideal teacher self who was knowledgeable about special needs education because he witnessed some pupils with developmental disorders and he subsequently decided to go to graduate school to study about special needs education.

Akiko was not so excited about going to the practicum because of the negative images of a teaching profession that she obtained from her mother. However, she had a successful experience and could generate an ideal possible

teacher self who could apologize to the pupils when she made mistakes, which was a counter image of her mother.

3. How did the participants get motivated to learn English in relation to the possible selves?

During the practicum Satoko newly developed an ought-to EFL teacher self who had to teach communicative English in English. Although she recognized the importance of teaching English as a tool for communication, it was not easy for her to visualize herself enjoying using English in class because she was not confident in her speaking ability. As a result, she developed a feared EFL teacher self who might find her future students better speakers of English than she was, which she thought would be very embarrassing for her.

When Yumi was preparing for her demonstration lesson at school during the practicum, she realized there was a major gap between her ought-to L2 self and actual L2 self because she could not communicate well with an ALT from Jamaica. As a result she generated a feared EFL teacher self who, like Satoko, would be embarrassed in the future in front of other teachers and pupils' parents. She started listening to English songs to improve her listening ability and thinking about taking one of the well-known English proficiency tests so that she could prove her proficiency to the parents.

Akiko recognized a major gap during the practicum between her ought-to L2 self who was fluent in English and actual self who was poor in speaking English. Because she had no confidence in her speaking, she felt very embarrassed when

other teachers at school praised her for English pronunciation, which led her to generate a feared L2 self who embarrassed herself. Akiko, then, decided to improve her pronunciation and bought a book about it. However, Akiko later thought preparing for teaching major subjects such as Japanese, arithmetic, science, and social studies was more important than improving her English ability because English was not a major subject at elementary schools. As a result, she ended up not opening the pronunciation book she bought at all and giving up the vision of herself as a more proficient speaker of English, at least for the time.

Takashi generated an ideal EFL teacher self during the practicum because his cooperating teacher was an active user of English who became his role model. Although he realized a gap between his ought-to L2 self and actual L2 self, he decided to improve his English speaking ability by actually using it in class when he became a teacher in the future. He learned that experience was the best teacher from the cooperating teacher who had learned how to speak English by speaking in class.

4. What possible selves did the participants describe in the winter of the following year (10 months later) and what affected the generation and modification of the possible selves?

The participants' possible selves in the winter (10 months later) were more concrete and precise because they had spent three or four weeks at school in their practicums and faced various realities there. They were also able to visualize themselves as real teachers because they had passed the employment examinations

and knew that they would surely be teaching at school as in-service teachers in a few months.

Satoko described two different possible EFL teacher selves: one was an ideal EFL teacher self who would teach English to students not for entrance examinations, but for communication; the other was an ought-to EFL teacher self who had to use English to teach English in class because she was still worried about her speaking ability. Yumi felt burned out after she passed the employment examination. She then developed a feared teacher self who was not fully ready to teach before she graduated from university. Akiko, who had contradicting teacher selves in April, developed an ideal EFL teacher self who gave a message to children that learning English was fun. She explained that she was finally able to become positive about becoming a teacher and could generate an ideal EFL teacher self because her mind was set to become a teacher as she passed the employment examination. Takashi was very excited about studying special needs education after he gained admission to the graduate school. He strengthened his newly developed ideal teacher self as one who possessed expertise.

Limitations

This study was limited in several ways. First of all, there were at least two concerns in data collection: how to elicit possible selves and how to categorize them. Because I was interested in how the participants' possible selves changed as time went by, I interviewed each participant four times at different points with

some intervals during a 10 month-period. However, obtaining detailed information relied on my ability as an interviewer and also on the participants' ability to imagine their future selves and to describe them orally, a potentially difficult task even in Japanese. Although I practiced interviewing people prior to this study, students' ability to imagine the future and express their thoughts orally was beyond my control, as I discussed in Chapter 7. Therefore, in order to strengthen the credibility of this study, I collected various data besides interviews, which included e-mails, written forms of possible selves, and official documents.

Second, there are different terms used to express the same or similar concepts regarding categories of possible selves in the literature and the concepts themselves have not yet been defined with sufficient detail and clarity. For example, hoped-for selves and ideal selves are both positive selves that one aspires to become. The concept of ought selves is also problematic because ought selves can be internalized into one's ideal selves when one believes that ought selves that have been imposed by others are socially valued or appropriate norms (Dörnyei, 2009, p. 20). Moreover, ought-to selves could be perceived as a negative reference and they could become similar to or the same as feared selves.

In this study, then, I used three main terms: ideal selves, ought-to selves, and feared selves to refer to the participants' possible selves, and for sub categories of these possible selves, I distinguished EFL teacher selves from L2 selves, as I explained in detail in Chapter 7. I was also aware that it was sometimes difficult to draw a line between the ideal and ought-to selves because images of ideal teacher

selves could be influenced by the social norms and the MEXT guidelines. In this case, ideal selves could be considered to be more like ought-to selves. In future research, it might be important to ask research participants why they think their ideal selves are ideal. To keep asking why-questions might reveal participants' unconscious mind and constructs of their ideal selves. Researchers might then be able to distinguish internalized ought-to selves from genuine ideal selves. The point is, however, that conceptualizing and categorizing abstract terms like a type of "self" will be always difficult and contested, which unfortunately limits the concepts in certain ways.

I should also state as a possible limitation my dual role as a researcher and teacher educator of the participants. Because my study did not aim to generalize pre-service teachers' growth, but rather to particularize each participant as a case and to understand how each of them became teachers, it was necessary and natural to develop a close relationship with them to elicit detailed stories from them. Fortunately I succeeded in developing rapport with the participants, which, I believe, helped them express their feelings unhesitatingly. However, at the same time, I was aware that there was always a danger of unbalanced power relationships between the participants and the researcher (who might also be a teacher, as in my case). In order to minimize the negative influence of my position of authority, I made clear to the students that participation in the study did not affect their grades at all. Fortunately, I was not in the position of evaluating their performance of the practicums. Furthermore, although I was an insider-researcher who tried my best to

help the participants succeed in learning as their teacher, I could avoid becoming judgmental about the participants' experiences during the practicum because I had never taught English at schools and did not have a teaching licence of the kind that the participants would have.

A further limitation of this study is that I was not able to observe all the participants' practicums. As was noted earlier, I observed only Satoko and Takashi's demonstration lessons during their practicums because I was assigned to do so by the university where I work. In other words, what I did at the schools was primarily to greet principals to maintain favorable relationships with them. If I had observed all the participants' practicums and interviewed their cooperating teachers as a researcher, I could have obtained another main data source and discussed mentor-mentee relationships more deeply.

Recommendations

The findings revealed that the three and four week practicums were too short for the pre-service teachers to visualize elaborated ideal EFL teacher selves that could function as a powerful motivator to move them toward their ideal selves. The findings also indicated that the teacher education program of the university should be reformed to support pre-service teachers' learning, especially to help them develop teaching philosophies and a sense of the value of English education and to improve their English speaking ability. In order to nurture better equipped pre-service teachers, I would like to offer some recommendations based on the

findings and discussions of this study around the following areas: (a) recommendations for policy makers; (b) recommendations for Japanese universities that have teacher education programs; (c) recommendations for teacher educators in Japanese universities; and (d) recommendations for future research to explore more about pre-service EFL teachers' experiences related to their motivation.

Recommendations for Policy Makers

What I would like to strongly recommend to the policy makers is to reform the practicum system, namely to offer a longer practicum, possibly at multiple schools so that students will be able to have a much more extensive experience than my participants had. The current three-week or four-week practicums are considered to be an "inadequate period of time for pre-service teachers to develop appropriate teaching skills and professional awareness" (Sakamoto, 2004, p. 272). In order to realize this idea, it is necessary to lay down a new law under which students who are in a teacher education program at university might need to study longer than four years to graduate. A viable teacher education program might need to be five years, with much of the final year devoted to practicum experiences and (for future English teachers) to language study.

The policy makers also need to solve in-service teachers' urgent issues concerning their supervisory responsibilities, which directly affect pre-service teachers' practicum. In fact, I have met some in-service teachers who are too busy to supervise students well enough. These in-service teachers should be freed from

too many chores that force them to work overtime. They will benefit from time for their own development and supervising of pre-service teachers.

As Kumazawa (2011, 2013) has shown, working conditions of teachers in Japan can be very harsh with endless duties everyday and unfortunately some teachers feel that the gap between their ideal teacher selves and ought-to teacher selves is too big to bridge. In such a difficult school environment, I would like to recommend creating a new type of teacher support system that will help and support teachers in need practically and psychologically. In this system, teachers would find a mentor who not only teaches new theories and skills of teaching, but also offers mental support. Such a support might be critical for novice teachers, as well as beneficial to more experienced ones.

When the policy makers reform education policies and implement new academic guidelines, they are often criticized for being ignorant of realities of schools. I would like to recommend that those who make policies should spend time at schools, observe classes, hear voices of teachers and pupils, and read the available research on teacher education in Japan so that future reforms would reflect realities of schools.

Recommendations for Japanese Universities that Have Teacher Education Programs

This study revealed that one of the factors that affected the generation of the participants' feared L2 selves was an unsatisfying teacher education program of the

university. Although I use the university where I work as an example, I believe the following recommendations can be applied to any other EFL teacher education programs in Japan that have the same or similar problems.

First, all the participants felt embarrassed when they could not speak English well enough with the ALTs. They were afraid that they could not meet expectations from other teachers. As Akiko claimed, the university should provide the students with more English courses for the fourth-year students so that they can practice speaking before and after they go to the practicums. If it is difficult to add new regular classes because of a tight schedule of the curriculum, the university can offer special English classes for pre-service teachers after school and / or on weekends. It is also possible for the university to award a grant to those who study English conversation at a commercial English conversation school. In either case, more financial and human resources are needed.

Second, I also recommend that teacher education programs at universities actively admit non-regular students who have working experiences in the past (i.e., students who are older and more experienced than the usual 18-22 year old undergraduate student). I believe that motivations of non-regular students to become teachers should be strong and mission-oriented because their motivations are grounded in their past working experiences. Moreover, these non-regular students will be able to utilize their experiences in their future teaching, which enriches students' learning. Regular students in the teacher education program

would also benefit by the existence of the non-regular students who could be their mentors or role models.

I lastly suggest that universities offer workshops to in-service teachers about supervising or mentoring pre-service teachers. With the help of university-sponsored workshops, in-service teachers would be able to reconsider and understand the value of supervising and training pre-service teachers even though they might feel that pre-service teachers lack basic knowledge of English and that pupils do not benefit from them.

Recommendations for Teacher Educators in Japanese Universities

There are also several activities that teacher educators can implement in their classroom to help their students prepare for a real teaching field. For example, knowing that generating elaborated imagined ideal selves produces slow, but powerful, long-lasting effects on motivation (Boyatzis & Akrivou, 2006, p. 626), teacher educators can help pre-service teachers generate more powerful ideal EFL teacher selves. Fletcher (2000) introduces practical activities that teacher educators can use to help pre-service teachers visualize positive EFL teacher images. The activities she uses to explore the potential of visualization in teaching include pre-teach, stimulate, create, recall, reflect, and recount stages (Fletcher, 2000, p. 239). I would suggest that teacher educators in Japan adapt her practices to their teaching situations to enhance pre-service teachers' potential. One of the key points that we should keep in mind is to include activities to develop teaching philosophies and

understand values of the profession because “engaging with the moral fabric of the teacher’s vision is ... a crucial step in facilitating a transformational change ...” (Dörnyei & Kubanyiova, 2014, p. 130).

I also believe that it is worthwhile to make opportunities for pre-service teachers to share their experiences from their practicums with other students because they can “gain additional perspectives on the realities of classroom practice” and “obtain systematic data on which to reflect, and to discuss authentic rather than textbook issues with their peers ” (Edens, 2000, p. 21). In fact, it has been suggested that sharing stories of the self with peers enables L2 learners to develop realistic ideal L2 selves (Ryan & Irie, 2014, p. 122). Furthermore, by accumulating students’ stories, teacher educators will also be able to obtain a better picture of the state of practicums, and consequently they will be able to offer appropriate advice to pre-service teachers when necessary.

In this study, meeting role models was one of the important factors that affected the generation of ideal EFL teacher selves of the pre-service teachers. Takashi was a lucky one who could meet a cooperating teacher who was actively involved in English education at elementary schools. However, pre-service teachers cannot always expect to find influential role models at school during their practicum. What teacher educators of universities can do is to introduce teaching practices performed by skillful EFL teachers through DVD teaching materials or web sites such as YouTube. Nowadays it is easy to find various kinds of TESOL

related DVDs to study not only theories of language learning and teaching but also to observe actual practices of experienced EFL teachers.

I finally recommend inviting graduates who have been working as English teachers to class to share their stories at school. I believe that listening to the stories of the graduates would help the pre-service teachers generate elaborated ideal EFL teacher selves. In order to realize this idea, teacher educators need to keep track of graduates who have been successfully working as EFL teachers. Perhaps using a social networking system such as Facebook would be useful for this purpose.

Recommendations for Future Research

In this section, I suggest several ways to improve studies of pre-service EFL teachers' possible selves in future research in terms of target participants, data collection methods, and possibilities of a concept of possible selves.

As I introduced in Chapter 2, Kumazawa's (2013) longitudinal study of possible selves revealed that four in-service secondary school English teachers in Japan regained some motivation "through self-consciousness, self-questioning, and reflexivity" (p. 51). It would be, therefore, worthwhile to conduct a longitudinal study of elementary school teachers to explore how their motivation would change from a pre-service stage to an in-service stage, especially focusing on their motivation to improve their speaking ability of English because it would add another piece to the picture of EFL teachers' motivation in Japan. In fact, I plan to continue this study by collecting possible selves data from Akiko and Yumi, who

are currently working as in-service elementary school teachers. Since the education ministry announced in the fall 2013 a plan to start obligatory English-language education in elementary schools in the third grade from 2020, research focusing on the motivation of elementary school teachers would be very much expected.

In this study, I used multiple data sources such as interviews, written possible selves, short e-mail messages with emoticons, and official practicum reports. Among them, although each one was short, short e-mail messages provided me with significant concurrent information about what the participants were doing and feeling about learning to teach at schools on specific days. I, therefore, believe longer daily journal entries from research participants during a data collecting period would give us better understandings of their possible selves stories. In fact, Sakamoto (2004), who used journal writing as one of her data methods when she studied how teacher education programs in Japan helped pre-service EFL teachers develop personally and professionally, argued that journal writing between the participants and the researcher “made learning more meaningful and personal and provided deeper insights into the learning process” (p. 270).

Adding class observations of pre-service teachers would also improve research methods because observations provide us with rich information about the context where pre-service teachers are learning how to teach. Although practicums at schools are all scheduled during a spring semester when university teachers are busy teaching classes, it is worth trying to use every opportunity to visit schools

and schedule observations. However we need to fully understand how to implement observation methods because as Wragg and Conrad (2012) argued:

skillfully handled classroom observation can benefit both the observer and the person observed, serving to inform and enhance the professional skill of both people. Badly handled, however, it becomes counter-productive, at its worst arousing hostility, resistance and suspicion. (p. 2)

Nonetheless, collecting multiple kinds of data from different sources including classroom observations would provide researchers with a better picture of the phenomena that research participants experience.

As I introduced in Chapter 2, most of the possible selves literature depends on survey data to try to understand participants' motivation. However, narrative data that were used in this study successfully depicted complicated and unstable pre-service teachers' possible selves as well as change over time. I would like to accumulate more research experience and improve my data collection skills to collect better data so that I will be able to deepen my understanding of the state of pre-service teachers' motivation in future research. I hope that other researchers will also conduct more in-depth qualitative studies of motivation to teach.

Possible selves seem to be a promising self-concept to investigate pre-service teachers' experience and their future visions. This concept could be further refined and used to understand other target participants such as cooperating teachers at school and teacher educators at universities who are involved in teacher education so that we will be able to have a comprehensive understanding of EFL

teacher education. Such an understanding might lead to an effective reform of the teacher education system in Japan. I also believe it is important to publish a version of this study and future studies in Japanese in order to reach people who are in positions to reform the teacher education system.

At last, I would like to mention what I hope to find if I have an opportunity to continue this study with the same participants in the future. I assume that Satoko, Yumi, and Akiko, who have been working as full time in-service teachers, have developed new EFL teacher selves that reflect realities of the schools where they work. Asking them to recall and reflect on the past when they were pre-service teachers, to evaluate the paths they took to arrive at the present state, and to describe possible teacher selves they have at present, I would like to deepen my understanding of a critical transitional period that all pre-service teachers have to experience. Kumazawa's (2011, 2013) work has shown how important it is to learn about novice teachers' early teaching experiences. I would also like to ask them what they could have done differently if anything when they were pre-service teachers. I am sure that all of them, even though their working conditions would vary widely, have been trying their best to come close to their ideal teacher selves while tackling their ought-to teacher selves. As for Takashi, who has been studying special needs education at graduate school, I would like to know how pursuing his interest in learning about special needs education has affected his possible teacher selves. I also wonder how he could integrate new knowledge and experience he has

obtained at graduate school into English teaching. I hope he contributes greatly to English education in a field of special needs education in the near future.

Final Comments

Through this study, I was able to deepen my understanding about how the pre-service teachers I worked with became motivated to reach their ideal and / or ought-to possible selves. Of benefit to the field of teacher education in Japan, I was able to show that during the last 10 months of their undergraduate teacher education, all the participants accumulated and enlarged their knowledge of teaching and acquired practical experience during the practicum to supplement the theoretical training they were exposed to at the university. They generated new possible selves and modified old ones through the new experiences, and in this way demonstrated how studies like this one can contribute to the possible selves literature. However, the practicum was too short to allow them to develop powerful ideal possible selves. In order to generate powerful ideal selves, the pre-service teachers needed a longer teaching experience that would help them develop teaching philosophies and understand values of their future profession. If they are aware that they will be influential in pupils' growth in the future and their influence goes beyond the pupils they teach and reaches the society and the world, they might seriously devote their time and energy to becoming their ideal teacher selves. In order to help pre-service teachers in general visualize elaborated powerful possible

selves, we should seriously improve the teacher education system in Japan, as I recommended earlier in this chapter.

Next, I would like to state that one of the impressive findings of this study was how strongly the participants were affected by significant others. Their family, teachers, friends were supportive and the participants were encouraged by them on various occasions. However, the participants sometimes had to overcome negative interpersonal influences. Akiko got over unwanted bonds with her mother. Satoko showed resilience when she was power-harassed by a teacher. Even in these difficult cases, I believe they could learn and grow as they did from other positive relationships.

Through the process of conducting this study, especially when I was writing the discussion of the findings, I often asked myself, “How about me?”, which deepened my thoughts about the issues I discussed. In other words, the process of writing the dissertation was a process of my own growth as a researcher and teacher-educator. I often reflected on my past: how I became interested in teaching English, how I reached where I am now. I also thought about my future: what possible selves I have, how I became motivated to reach the goals, and how I can reach the goals. Through this reflection, I realized I always had multiple possible selves. Sometimes they were so vague or visionary that I had to modify them to be more reachable. However, overall as I moved towards the goals, I generated new possible selves. It is as if I have been chasing a treasure that I have not reached yet,

but if I look back and look around, I notice that I have come very far. I wish the same for my participants at some point in the future.

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APPENDICES

APPENDIX A

SAMPLE CONSENT FORM

研究参加へのお願い

これは、「英語科教育実習生の可能自己： 物語られた未来の自己教師像」と題された私の調査研究へのご協力をお願いするものです。これは、私が在籍するテンプル大学での研究で必要とされている書類です。以下の同意書を読み、研究参加に同意していただける場合には署名捺印をお願いします。署名捺印していただいた同意書はコピーをして控えをお渡しします。

1. 研究の目的と内容

この研究の主な目的は、英語教員を目指す大学4年生が1年間の学びの経験、とくに教育実習での経験を通して、教師としての自覚をどのように形成し、未来のゴールに向かっていくのかを深く理解することです。

2. 研究方法とデータ収集方法

この研究は質的事象研究になり、文章ナラティブと補足の為に行うインタビューが主なデータとなります。関係書類も分析の為に集めます。

1年間にみなさんは5つのデータ収集と4回のインタビューへの協力をお願いします。最初のデータ収集は2012年に新学期が始まるとすぐに行われます。そこでは参加者の英語学習者としての過去の経験と英語の能力などが問われます。2回目のデータ収集は教育実習に行く前に行い、数年後の自分の理想とする教員像について、手紙の文章を書いてもらいます。これは信頼のおける人に手紙を出すと想定して書くこととなります。3回目のデータ収集は教育実習期間中になります。実習期間中、毎日の出来事や感情の変化についての短いメモを携帯メールで送ってもらいます。4回目のデータ収集は教育実習から帰ってきてから、教育実習での経験を振り返る内容になります。最後のデータ収集は卒業論文を書き終えた2013年1月になります。そこでは、自分の教師としての理想像について再び手紙形式で書いてもらうこととなります。最後のインタビューでは、大学生活を振り返りながら、未来の理想とする教師像について詳しく説明をしてもらいます。インタビューは主に私の研究室で行い、それぞれ1時間程度の時間を予定しています。すべてのインタビューは内容分析のために録音します。

インタビューや文章ナラティブ、その他の書類などはゼミの成績とはまったく関係ありません。この研究に参加しないと決めた人にも同じ内容で文章ナラティブを書いてもらい、インタビューも行います。それは、研究に参加すること自体が学びの機会だと考えているからです。

3. 予想される研究参加による不利益と守秘義務について

研究参加することによって不利益が生じる可能性は否定できません。例えば、触れたくないような話題によってインタビュー中に不快になるかもしれません。また、研究内容が論文として発表されることで参加者が特定される可能性もあります。しかし、このようなことが起こらないように私は最大限の努力をします。そのために、参加者から集めたデータはこの研究の目的だけに使用します。すべてのデータについての守秘義務を守ります。参加者の名前、大学、実習先の学校の名前や所在は、参加者の希望がない限り仮名を使います。これらの約束は私の博士論文だけにとどまらず、学会での発表、出版される論文などすべてに適用されます。

参加者は、プライバシーなどを懸念し、ある特定のインタビューや文章を研究に使用しないで欲しいと要求する権利があります。この研究への参加は完全に任意であり、参加、不参加は成績やその他の個人の評価にまったく影響することはありません。

4. 研究参加による利益

研究に参加することは貴重なデータを提供することになり、私の論文を通して学術的な分野に貢献する機会が与えられます。

5. 参加の取りやめとデータの破棄

いつでも参加をとりやめて、データの破棄を要求することができます。

6. 私の連絡先

もし研究参加についての質問や不安などがある場合は、いつでも以下のメールアドレス、電話番号に連絡をしてください。

メールアドレス： itoi@koshigaya.bunkyo.ac.jp

研究室電話番号： 048-974-8811 (代表)

糸井江美

私は上記の情報を読み、「英語科教育実習生の可能自己： 物語られた未来の自己教師像」の研究に参加することに同意し、署名いたします。これに署名した後も、不利益を被ることなく、いつでも参加を取りやめ、データを破棄してもらえることを理解しています。

参加者 捺印あるいは署名 _____ 氏名 _____ 年 月 日
研究者 捺印あるいは署名 _____ 氏名 _____ 年 月 日

Sample Consent Form (Translation)

This form is to ask for your cooperation in my dissertation research project, “Pre-service EFL Teachers’ Possible Selves: Constructing Stories of their Profession” I would appreciate your consent on this written form, which is part of normal Temple University procedures. If you agree to participate in the research after reading the following statement, please complete the form below the statement by signing your name. You will receive a copy of this form.

1. General purpose of research and description of the project

The main purpose of this study is to have in-depth understanding of how pre-service EFL teachers will develop professional identity and strive for their future goals through year-long learning experiences, including a practicum.

2. Research approach and data collection

This research will be a qualitative case study which involves narrative writing and follow-up interviews. Related documents will also be collected for analysis.

There will be five data collection phases and four follow-up interviews in a year. The first data collection will be conducted right after the spring semester begins in 2012. This will be participants’ learning experiences in the past and perception about their own English proficiency as future English teachers. The second data collection will be before they go to a teaching practicum. This involves writing a letter to someone they trust about their ideal possible teacher selves in the next few years and follow-up interviews. The third data collection will be during a practicum. They are asked to send a short memo about daily experiences and emotional states to me every day by cellphone e-mail. The fourth data collection will be after they come back from a teaching practicum. This will be mainly about their experiences at the schools. The last data collection will be after they finish writing a graduation paper in January 2013. This last writing involves writing a second version of their ideal teacher selves in a letter style. In the last interview, the participants will be mainly asked to reflect on the past year, and to elaborate their possible teacher selves. The interviews will be mainly conducted at my office and last one hour each. All the interviews will be tape recorded for analysis.

All the data collected through interviews and writings, and other documents will not be evaluated for grading of the course. Those who decide not to participate in this research will be asked to do the same writing assignments, and also be interviewed in the same manner, because participating in the study is considered to be a learning opportunity.

3. Possible risk and protection of confidentiality

Possible risks from participation are that the participant might feel discomfort during the interviews because of the potential sensitivity of the topics and because the participants’ identity might become known when the research is reported in my dissertation. I will try my best to minimize these risks. Data obtained from the participant will be used exclusively for the purpose of this research. All the data will remain confidential. The participants’ names and the name of their institution and its location will be identified only by pseudonyms unless the participants expressly request to be identified. This restriction will be applied to any use of the data in my dissertation, possible conference presentations,

and possible published research papers. The participants have the right to request that particular interview and document data not be used, in the interest of privacy and confidentiality.

The participation in the project is completely voluntary and the participants' grades and any other evaluations will not be affected by not participating or withdrawing.

4. Possible benefits to participants

They might be able to provide valuable data and be able to contribute to the academic field through my dissertation.

5. Withdrawal and having the data destroyed

The participants have the right to withdraw from the project at any time, and to have the data destroyed.

6. My contact information

The participants are free to contact me at any time, at the following contact e-mail address and phone number if they have questions or concerns about participating in this project:

E-mail address: itoi@koshigaya.bunkyo.ac.jp

Office phone: 048-974-8811

Itoi, Emi

I consent to participate in the research project, "Pre-service EFL Teachers' Possible Selves: Constructing Stories of their Profession" My signature indicates that I have read the information above and have decided to participate. I realize that I may withdraw and have my data destroyed without prejudice at any time after signing this form should I decide to do so.

The Participant: Signature _____ Name (in print) _____ Date _____

The Researcher: Signature _____ Name (in print) _____ Date _____

APPENDIX B

STORIED POSSIBLE SELVES 1

友だちへの手紙 (1)

名前

学籍番号

仲の良い友だちに（想像上の人物でも OK）**数年後**にどんな教員になっていたかについて手紙を書いてください。教員としてどのように自分自身が成長していると思いますか？楽しみにしていること、望んでいることだけでなく、不安に思ったり、怖れたりしていることも書いてください。

想像力を働かせて、できるだけ詳細に。例文を参考にしながら「〇〇さんへ」「こんにちは、〇〇くん」というような出だしで初めて下さい。インタビューまでに書き上げてメールで送って下さい。字数は 800 字以上とします。

例文：

恵子ちゃん、ひさしぶり。元気？ 去年、東京で会ったときに私の将来の夢の話をしようと思っていたけど時間がなかったから手紙にしました。実は、就活は止めて英語の教員になろうと思っています。2, 3 年後にはきっと私、教壇に立って英語を…。

Translation

A Letter to a Friend (1)

Name Student Number

“Please write a letter about yourself being a teacher to your friend (can be an imaginary person). How do you see yourself developing professionally? Include what you look forward to as well as what you worry about. Include your hopes as well as your fears. Try to include details to make it as vivid as much as possible. Start the letter with ‘Dear 〇〇,’ or ‘Hi 〇〇,’, referring the sample letter. Please send it to me as an attached file by your interview day. You are asked to write more than 800 Japanese characters. Thank you.”

Sample letter:

“Hi Keiko, How have you been? When I met you in Tokyo last year, I was going to tell you my future dream, but we did not have much time. So I decided to write a letter to you. I am thinking of quitting job hunting and becoming an English teacher. So in a few years, I will be teaching English...”

APPENDIX C

STORIED POSSIBLE SELVES 2

友だちへの手紙 (2)

名前

学籍番号

4月に「数年後はこんな教師になりたい」という自分の理想の教師像について手紙を書いてもらいました。別の仲の良い友だち（想像上の人物でもOK）に再度同じテーマで手紙を書いてください。

教員としてどのように自分自身が成長していると思いますか？楽しみにしていること、望んでいることだけでなく、不安に思ったり、怖れていたりすることも書いてください。

想像力を働かせて、できるだけ詳細に。例文を参考にしながら「〇〇さんへ」「こんにちは、〇〇くん」というような出だしで初めて下さい。インタビューまでに書き上げ、メールで送って下さい。字数は800字以上でお願いします。

例文：

恵子ちゃん、ひさしぶり。元気？ 去年、東京で会ったときに私の将来の夢の話をしようと思っていたけど時間がなかったから手紙にしました。実は、就活は止めて英語の教員になろうと思っています。2, 3年後にはきっと私、教壇に立って英語を…。

Translation

A Letter to a Friend (2)

Name Student Number

“In April, you wrote your friend a letter about your future dream of becoming a teacher in a few years. Please write another letter to another good friend about the same topic. How do you see yourself developing professionally? Include what you look forward to as well as what you worry about. Include your hopes as well as your fears. Try to include details to make it as vivid as much as possible. Start the letter with ‘Dear 〇〇,’ or ‘Hi 〇〇,’ , referring the sample letter. Please send it to me as an attached file by your interview day. You are asked to write more than 800 Japanese characters. Thank you.”

Sample letter:

“Hi Keiko, How have you been? When I met you in Tokyo last year, I was going to tell you my future dream, but we did not have much time. So I decided to write a letter to you. I am thinking of quitting job hunting and becoming an English teacher. So in a few years, I will be teaching English....”

APPENDIX D

INSTRUCTIONS FOR EMOTION MEMOS

教育実習期間中の出来事報告

いよいよ教育実習が始まりますね。教育実習期間中、毎日の出来事と感情を携帯メールで報告して下さい。教育実習期間中は学校で定められた実習ノートを書くことになっていますが、この報告はもっと気楽な短いメモになります（愚痴や質問などもOK）。言葉の他に好きな顔文字なども工夫して使ってみてください。期間は教育実習初日から最終日までとします。帰ってきたらクラスで教育実習での経験を報告して下さいね。では、多くを学んできてくださいね。

例文： 「あーあ、子どもたちを静かにできなかった。どうすればいいの？ シクシク (;_;)」

Translation

I would like to ask you to report me your daily experience and emotional states through e-mail every day during a practicum. I know that you have to write an official practicum report. But what I am asking is a very casual short memo about your daily experience with your real feelings (even questions and complains!) with some emoticons of facial expressions. Start from the first day of a practicum and end on the last day. When you come back to university, I would like you to share your experiences in class. I hope you have fruitful experiences at school. Keep in touch.

e.g.: "Oh, no! I could not control the class. The pupils got very wild. What can I do? Sobbing (;_;)"

APPENDIX E

OPEN-ENDED QUESTIONS

1. 家庭教師、塾の講師の経験の有・無

有る場合： 期間

教科

経験がある場合、その経験はその後のあなたの職業選択に影響を与えたと思いますか？

2. 家族、親せき、家族の親しい知人などで教育関係の仕事についている人の有・無

有る場合： 誰がどのような仕事？

有る場合、それはあなたの職業選択にどのような影響を与えたと思いますか？

3. 英語能力について

3-1. 自分の英語力をどのように評価しますか？

3-2. 学校で英語を教えるのに（小学校では外国語活動）十分な英語力が自分に備わっていると思いますか？

3-3. もし備わっていない場合、具体的に何が足りないと感じていらっしゃいますか？

3-4. 英語の実力が足りないと感じている場合、それについてどう感じ、どうしようと思っていますか？あるいはどのような対処をしてきましたか？

4. 今の「自分」に至るための成長、人生の選択には、過去においてどんな出来事と人物の存在がありますか。小学校教諭、あるいは中学高校の英語教師になる勉強をしてきた文教大学や糸井ゼミでの学びを含めます。

Translation

(Survey 1: At the beginning of the year)

1. Do you have an experience of tutoring or juku-teacher? If Yes, how long have you worked? What subject did (do) you teach? How have those experiences influenced you?
2. Do you have a parent, other family member, or close family friend who is a teacher? If Yes, who? What kind of teachers (subject and grades they teach) are they? How have those experiences influenced you?
3. English proficiency.
 - 3-1. How do you evaluate your English proficiency?
 - 3-2. If you think your English is not good enough, what do think is missing?
 - 3-4. If you think your English is not good enough, what do you think you should be doing about it or what have you been doing about it?
4. Write an essay describing how your life up until now has led you to becoming who you are today, including being a 4th year student at Bunkyo University in Itoi zemi preparing to be an elementary school or junior high school teacher. Be sure to include important events and people who have influenced your development and life choice.

APPENDIX F

QUOTED DATA IN ORIGINAL JAPANESE

Chapter 4

Satoko's Case:

Well, my grandfather was a teacher, too: そうですね、なんか私、おじいちゃんも先生なんですけど、なんかおじいちゃんも先生、お母さんも先生ってなっていて...なので小さい頃から自分、先生になるんだろうなっていう感じで。もう、なりたいとは別で、なるんだろうなみたいな感じで、なんとなくそういうのが小学校の頃からあって...(Satoko 05/02/2012: Interview)

I am an only child: 一人っ子なんで、あ、自分もならないとこのままだと、途絶えちゃうなって思ったんで...(Satoko 05/02/2012: Interview)

And, my junior high school days were so much fun: で、中学校がすごく楽しくて、で、中学校、小学校まではちょっとあんまり学校好きじゃなかったんですけど、中学校からすごい学校って楽しいって思うようになって、で、あの部活もすごい燃えたんで、で、なんかこのまま自分、楽しかった中学校で、今度は楽しい場所を作れるように、先生になろうって、そこ、中学校で、なんとなくじゃなくて、あ、なろうっていうふうに思ったんです。(Satoko 05/02/2012: Interview)

Since I was a junior high school student: 中学校の頃から、割と教えることが好きだったので、例えば隣に分からない子がいたら、おせっかいなぐらい、どこわかんないの、みたいな感じで、結構聞いてて、で、教えるのはすごい好きだったので(Satoko 05/02/2012: Interview)

Why I've decided to become a teacher: 母が勧めなかったのに、なんでってところは、うちは父が自営なんですけど...父の稼ぎより母の稼ぎのほうがよくて...絶対クビも飛ばないですし、なので、今この暮らしがあるのは...お母さんのお陰で...先生って給料もきつといいんだろうと思い始めて、それも加わって、お母さんは(先生の仕事は)大変だとは言っていたんですけど、でもそれでも給料はいいんだから、ま、多少大変でも、ま、いっかって思ったのと...(Satoko 05/02/2012: Interview)

My mother, she is very, how can I put it: お母さんって、すごい、なんだろう、小学校の先生で、神経質で、例えば子どもが怪我したっていても、あ、あの子大丈夫だったかな、夜なんか食事もあんまり食べられないぐらい心配したり、なんか保護者と例えばなんかあったときも、すごい落ち込んで、なんかもう口数が減っちゃったり、すごい神経質なんで、お母さん(教員には)向いてないなっていうのは思っていて。私だったらこんなに気にしないのって思ったんで。なんかそこまでお母さんが大変って言っても、なんか私、そんなに大変じゃないかもって思ったんです。(Satoko 05/02/2012: Interview)

I could rarely feel 'I can do it': 私にとって小学校の英語は、『できた!』と思える経験が少なく、また口に出して英語を言うことが恥ずかしく、好きではありませんでした。しかし中学生になるとテストがあり、テストでいい点を取るという経験が、英語をもっと頑張りたいという意欲に繋がったと思います。更にテストに関して言えば、私は他の教科に比べ

ると英語が高得点だったので、相性がいい科目だなと感じていました。英語教師になろうと思った時期は高校3年生。教師になりたいとはずっと思っていました。部活指導をしたかったこと、母の様子を見ていて、小学校は自分には合わないと感じたこと、教科を専門的に教えたかったこと等の理由で中学校の教師になりたいとも思っていました。ですが、専門を英語と決めたのは進路を決める最後の最後でした。理由は英語の先生は英語が流暢に話せないとだめだと思っていたのですが、話すことに関しては自信がなかったからです。家で英語の音読をしていても母に『発音がイマイチね〜』とよく言われていたのでそのことも重なって自信がなかったのです。でも、結局苦手なところもあるけれど好きな英語の教師になろうと決めました。(Satoko 08/08/2013: e-mail)

I devoted myself to the part time job too much: なんか今バイトやりすぎて、なんかそっちがすごいっていうふうに思っちゃって、今、自分がそんなに(受験に関する)知識はないけれども、今後そういうふうに受験(指導)を重ねていって、生徒もそれですごい担当の先生を頼りにするので、あ、なんかそれって素敵なことだなってちょっと思っちゃったんですよ。(Satoko 05/02/2012: Interview)

Maybe, I've got involved in it: 多分それにはまり過ぎちゃって、なんか本当はこう、いろいろ自分の中学生から先生にはなりたかったんですけど、なんか理想の像がちょっと崩れてきて、なんかもっと生徒と一緒に時間を共にしたり、学校生活、なんだろう楽しんで、一緒にいきたいなと思ってたんですけど、なんかそっち(塾)にはまりこんで、のめり込んじゃって、なんか受験を通して子どもは育てられる、みたいになんかそっちにいつちゃって、今、なんだろう、ちょっとぶれているというか。(Satoko 05/02/2012: Interview)

Well, I was fully taught and trained: なんか本格的に教わって、多分なんか自分もなんか、なんだろう、必要とされているっていうのがあったんで、なんかきつとやりがいがあったのかもしれない。(Satoko 05/02/2012: Interview)

I really want to get a job at a cram school: 私は本当はちょっとそう(塾へ就職)したいんですけど、...今、学生やっているので、結局学生でもできることを、なんかお前はそれですつとやっていくっていうの、みたいな感じで、なんかそういうのって、どうかと思う、みたいな感じでお母さんが言うので(Satoko 05/02/2012: Interview)

When I observed a class: そのなんか授業を見学させてもらったときとかも、やっぱり公立なんで、やっぱりやる気がない、言葉をしゃべりだしたり、寝たりするんで、わ、塾だったらあり得ないと思って、なんか、なんでやる気のない子がこんなにいるんだろうとか思っちゃって、でもそれを多分、どれだけ自分の授業に魅力を持たせるかって言うのも、まあ、はまりだしたらきつと楽しいんだろうなとは思んですけど、塾と全然違うって思いました。(Satoko 05/02/2012: Interview)

I would like to utilize my teaching experience: 塾での経験も生かして放課後の補修授業とか、夏休みの特別講座とかを出来たら開きたいな...私は中学校のときは進学塾に通っていたから、正直学校の先生の授業なんてつまらないし、受験に勝てないし、遊びのように思ってた。だから、今、私は先生になったら、そんな子どもたちも含めて私の授業に魅力を感じてもらえるような授業をしてきたいな。(Satoko 4/24/2012: Possible Selves Letter)

Yumi's Case:

I participated in the program every year: それに毎年参加して、小学生がその、1日しかいないし、しかも叱ったりしないじゃないですか。高校生だから。... その、例えばなんか叱られないし、ただなんかニコニコ遊んでくれるお姉ちゃんみたいな感じで、たぶん小学生はそう思っていたから、珍しいし、「一緒に遊んで、わー」とか。... うーん、たかられるというか。でもそれがすごく可愛くて。高校生ながら、その一、いや、これはやさしいお姉ちゃんだから寄って来てくれるんだろうなっていうのは思っていたんですけど、でもやっぱりすごく可愛くて、こういう先生になりたいなって思ったのがきっかけで小学校の先生になりたいって思ったんですけど。(Yumi 05/09/2012: Interview)

Well, after I visited the school for one week: その、1週間行ってみて学校ってイメージよりは職場ってイメージになって。なんか学校にいる時間って子どもたちがいる時間は学校だけど、朝とか放課後は「普通の職場」なんだって思って。結構、ショックっていうか、「あーあー」って思って。... 結構もう先生が子どもの前ではいつもニコニコして、その「みんな行くよ！」みたいな感じでやっているのに。私が小学生の時はそういうイメージだったんですけど。朝とかもう準備すごく忙しそうだし、「誰々、これやって、わー」みたいな感じで、帰ってからも放送で「誰々先生、校庭のラインがどうの」とか「引いてきて下さい」とか「誰々はこれやって、学年主任はここで会議があります」どうのとか放送して、「はあー」って思って。「こんなに先生忙しいんだ」って思って。職場だなんて思いました。(Yumi 05/09/2012: Interview)

Well, so I visited the school for one week and found out: ...なんかそれ1週間行ってみて、普通の人っていうか、なんだろう、先生ではなかったんですよ。だから、ショックだけど、「あー、こういう場所なんだな」って思って。だからといって先生になりたいとかはないんですけど。ちょっとイメージと違ったんでびっくりしました。(Yumi 05/09/2012: Interview)

My duty was called tutor or study consultant: チューターとか担当助手っていうんですけど、週に1回のグループ面談を結構5、6個持って、固定、週3で1年生の時はやっていた。「結構大変で、1年生の時はもう大学っていうよりはもうそっちの予備校のほうにいっぱい行ってた気がしますね。(Yumi 05/09/2012: Interview)

If I keep working there for another year or so: そのバイトで2年目、3年目になると三者面談ってあって、保護者と高校生の子と3人で三者面談をして、「今後こういう授業を受けた方がいいと思いますよ」とかかって契約を結んだりとか。」...それができるとすごい年間100万円ぐらいの、まあ一人当たり100万円ぐらいは払うんで。「100万ゲット！」みたいな感じでやりましたね、友だちは。私はそこまでやらなかったんですけど。...でも保護者と一緒に話せるのってすごいなって思いました、正直。私はちょっと怖いなって思ってたんで。学生ってことは内緒なんですけどね。(Yumi 05/09/2012: Interview)

They gave a very strict training: 結構研修もガッツリやってくれるところだったので。こういう抑揚はどうか。文字の大きさがどうか。とてもなんか宗教みたいでした。すごいなんか、そんなに大きな声、みたいなこととか、ジェスチャーをすごい、こんなにやらないと駄目みたいな。「ええっ？」て感じで。それが嫌になって飲食店にしました。研修ではちゃんとやりましたが、実際の授業ではそこまでやってなかったです。嫌だったんで。バレないみたいな。

(Yumi 05/09/2012: Interview)

If I become a real teacher: 本当の教師になったら、児童と毎日顔を合わせるし、いつまでも「優しいおねえちゃん」でいるわけにはいきません。悪いことをしたら厳しくしからなくちゃいけないし、常に時間に追われて、授業以外の時間で児童と関わりを持つことが難しくなるかもしれない。でも、児童に囲まれて、手を引っ張られて「ねえねえ、せんせい！」って言うてもらえるような教師でありたいと思っています。授業をしっかりすることや、生徒指導をすることはもちろん大切なことだけど、それ以上に「子どもに好かれる先生」でありたいなって。これが私の、今のところの最終目標！（笑）こんな感じで最終目標は定まっているんだけど、授業も生徒指導もしっかりできて好かれる先生なんて、いきなりなれるものではないよね。だから、新任から数年間は、まず常に子どもの目線に立って、一緒に物事に取り組んだり、遊んだりして積極的に関わりを持てる先生でありたいと思っています。それから、常に笑顔を絶やさないと努力すること。児童に対して一生懸命取り組むことで、児童自身が「あ、この先生ちゃんと見てくれる。好きだな。」って言うてもらえるようになりたい！ 小さなことからどんどん積み重ねて行って、目標を達成できたらいいな。(Yumi 04/20/2012: Possible Selves Letter)

Akiko's Case:

Maybe because my mother is an elementary school teacher: 母も小学校の教員なんで、多分、自分の経験とかからだと思うんですけど、あんた小学生のほうが向いてんじゃないのって言われて、それからその自分の中でどうなんだろうみたいな、考えて、考えた時、あ、やっぱり小学生のほうが、その中学生の難しい時期を教えるよりは、小学生のほうがいいのかなっていうふうに思って、小学校の先生になろうとそこで思ったんですけど、でもその自分の中でやっぱり英語を勉強したいっていうのは、そのやっぱり憧れはあったんで、ちゃんと英語を勉強したいっていうのはあったんで、なので、小中高の免許が取れる大学を...(Akiko 04/19/2012: Interview)

When I was a third year junior high school students: 中学3年生のときに、あの進路、進路、将来何になりたいかっていうのを提出しなきゃいけないときがあって、自分、私は特になんか、何になりたいとか、何をやりたいっていうのがなくて、でも提出しなきゃいけないんで、ぎりぎりまで悩んで、もうどうしても、なんか嘘は書きたくなく、嘘というか、自分が何も持っていないことは書きたくなかったんですけど、でもなんか適当に書けなかった。まじめなかわかんないんですけど、適当にかけなかったんで、いいやと思って、小学校の先生って書いて提出したんです、そのときは。(Akiko 04/19/2012: Interview)

I still did not have any ideas about my future dream: で、高校進んでからも、本当にやりたいってことっていうのがなくて、だけれども、その大学受験が近づいてきて、その志望校を決めなきゃいけないってときになってきたときに、どの道にすすむかってなって、で、やっぱり、その中学のときに書いたので、やっぱりその小学校の先生っていうか、先生っていう、取りあえず教師っていうのが頭の中にあっただので、取りあえず、教育を勉強しながら、大学で考えればいかなっていうふうに思って、取りあえず教師っていうか、そのさっきも言ったように、英語の免許を取れるところで探していたので、特にほんとに、これこれのことがあったから先生になりたいって思ったわけではないんです。(Akiko 04/19/2012: Interview)

I really did not like the way my mother nagged at me: [母親が]中学生の自分に対して小学生みたいに怒るっていうのが、ほんとに嫌で、自分、絶対、教師だからしょうがないっていうのは、どこかで持っていたんですけど、だからこそこんな親にはなりたくないっていうか、だから先生にはなりたくないって、ずっと思っていて、思っていたんですけど、英語の先生いいなどは思っていて、そこが一番矛盾していた時期で。(Akiko 04/19/2012: Interview)

When I became a high school student: 高校生になったら、もう、うん分かった、あの上行くから、みたいな、ほんとずっと流せたんで。なので、やっぱりずっとその自分の対応が変わっても、母の言い方というかは、変わらなかったんで、やっぱり教師になるとそうなるっちゃうんだなっていう、なんか、将来像が見えちゃって。なので、ほんとうに教師っていう職業はきらいです。なんですけど、なんか、なろうとしていて...(Akiko 04/19/2012: Interview)

Maybe, especially at elementary school, a teacher is the center: やっぱ、特に小学校だと、その、先生が一番中心なので、あの、中心になっちゃうので、昔から感じてたんですけど、あの、先生って、そのどんどん経験を積んでいくほど、自分が間違っていた時に謝れないなって感じるんですよ。あの、多分若い先生だと、あの、子どもから、先生こうだして、指摘されても、あ、そっか、ごめんねって多分言えると思うんですけど、やっぱりそれが40代、50代ってなると、絶対、その、あ、そうお、で終わっちゃうなっていうのは、母を見ていてすごい思って、その間違った時に認めないなっていうのは、あって。(Akiko 04/19/2012: Interview)

The girls were saying: その、私が教室を掃除している時、[女の子たちが]担任の先生の悪口を言っていて...「先生、先生ってやだよ、間違ってることを認めないよね」みたいな、6年生が話しているそばで掃除していて、やっぱりその自分と感じていたこと、同じなんだなっていうのは思いました。(Akiko 04/19/2012: Interview)

The girls were saying angrily, like, ‘Our teacher never says sorry: [...]先生自分が悪いと思っても絶対謝らないよね、みたいな。なんか、で、全部なんか、こっちが悪い、なんか私たちが悪いように言われて、怒っててさ、みたいな。感じで、子供も怒ってるのをやっぱ聞いてて、で、あ、私がそう、昔そうやって親に対して思ってたのは、なんか、正しかったんだ、ただ、正しかったっていうか、それも当たり前感情だったんだみたいな。捉えて、で、やっぱり、子供からしてもやっぱり、そうやっていわ、なんか、ごめんなさいって言わない先生っていうんですか。は、なんか、イヤだっていうか、むかつく、って思っちゃう対象なんだなっていうのを。思ったんで、絶対その、あ、悪いって思ったっていうか、自分に非があるって思ったときは、ごめんなさいってちゃんとやろう、伝えようっていうのは。感じました。(Akiko 01/30/2013: Interview)

When I was told, ‘You are small’: 「先生、小さいね」って言われたときに、そのいい返しとていうか、まだそのどう対応していいか、まだその全てにおいてまだその児童の言葉に対し、どう声を返していいかっていうのはわからなくて、でも母にその身長小さいって言われたっていう話をしたときに、あの、私も言われるけど、こう返すよっていう話を聞いて、あーこういう返しができるようになりたいみたいな。(Akiko 04/19/2012: Interview)

Well, I think my mother is great: そこはやっぱりすごいなと、素直に思うんですけど。経験があるので、やっぱり、そうですね。(Akiko 04/19/2012: Interview)

In general, or my friends, they think a teaching job: 周りがというか、小学校の先生って楽しいと、つらいこともあるけど、楽しいだろうなっていうふうに、なんか抽象的に感じている友だちとかやっぱりいるんですけど、自分は娘の立場からですが、その大変だっというのを見ているので、大変ってイメージしかないんです。(Akiko 04/19/2012: Interview)

Takashi's Case:

At that time, I did not sit still in the class: 当時、授業をまともに聞かずに教室を飛び出して校舎をうろついていたたり、友達とケンカして暴力を振るってばかりだった僕をビシッと叱って、僕の行為が周りに多大な迷惑をかけていること、それは先生たちだけじゃなくて両親や友達にもたくさんの心配や不安を抱かせてしまっているということを僕に説いた先生がいたんだ。それがすごい衝撃的で、それ以降僕が授業を飛び出したり、不必要に周りやケンカをすることはなくなったんだ。僕はその先生を見て「自分もこんな先生になりたいなあ」と思って、あの時教師になることを決意した。勿論、小学校の卒業アルバムの将来になりたいものは「小学校の先生」。一度もほかの職業に憧れたことはなかったね。それほど輝いていた職業だったんだ。(Takashi 04/20/2012: Possible Selves Letter)

When I was a sixth grader, there was an integrated study class: ずっと、なんか、6年生のときに、総合的学習の時間で、あの、自分の将来なりたものがあったら、それになるために、何をすればいいのかって、いうのを具体的に、あの、調べるっていうのがあって。ネットとか、本とかを使って、で、自分はもう小学校の先生って書いて、で、高校を出て、大学でそれなりの授業を受けて、試験を受けてっていうのを、全部その時点でやるぐらい、はい、なりたいてって思った職業ですね。(Takashi 05/10/2012: Interview)

So my parents, of course, worry about my getting a job: で、やっぱり親も就職のこととか考えてて、中高の先生になって部活なんか教えたら、全然プライベートの時間がとれなくなるし、家族なんか持ったら、もっとなおさらあれだよ、とかって言われて、いや、どうだろう、すごく悩んで、で、あと、採用率も全然違うじゃないですか。その小学校と中学校の英語とかだと、なんで、そのやっぱり親からの期待としても、やっぱり、ま、先生になってくれるのにこしたことはないんですけど、できれば小学校のほうがいいっていうふうに言われて。(Takashi 05/10/2012: Interview)

I think a reason why adults cannot understand children: 大人が子どもを理解してあげられない原因が、大人自身が子どもの頃の気持ちや感情を忘れてしまっているからなんじゃないかと思う。だから子どもの心の叫びや本当の欲求を理解してあげられないで、臆んでいってしまうんじゃないかな。それを防ぐためには大人が子どもの頃の心を忘れず持ち続けて、常に子どもの目線になってやれることが大切なんだろうね。だから、僕はこれからどんどん心も体も大人になっていくけど、心の一部では子どもの頃のままを残していいたいんだ。(Takashi 04/20/2012: Possible Selves Letter)

When I went into the teachers' room to greet the teachers there: 職員室で先生方に挨拶したときに「お兄さんは将来何になりたいの？」って聞かれて、僕は胸を張って「小学校の先生です」と答えたんだ。そしたら職員室にいた先生たちは「やめた方がいいよ〜」って言うわけよ。理由を聞くとやっぱり忙しいし大変だからだっ。確かに現職の先生として純粋な意見を述べたのかもしれないけど、僕にとっては衝撃的だったね。自分と同じ職業に就いてそれを生涯の仕事として頑張っていきたいって言う大学生に対して「大変だからやめた

方がいいよ」って言葉が出る。僕は「すごく大変だけど一緒に頑張ろう」くらいの言葉をもらいたかったんだ。なんだか10歳の頃から抱いている夢を否定された感じがしてすごく嫌な気持ちになったんだ。だから、自分はこういう児童や若者が抱く夢を否定から入る先生にはなりたくないなって思う。(Takashi 04/20/201: Possible Selves Letter)

Chapter 5

Satoko's Case:

Good evening! The practicum started today: こんにちは！ 今日から実習が始まりましたが一日見学のため、早く授業がしたいです(´`´)と言っても今日英語の自習監督を頼まれた際、ちゃっかり授業をやってきました(笑) 先生方の授業からできるだけ多くのことを学び、自分のものとしてできるように頑張ります!(Satoko 05/21/2012: Short Messages)

I was sorry because two students were sleeping in class: 二人の生徒が寝ていたのが残念でした。[...] 生徒が退屈そうに見える場面があったので改善させていきます。(Satoko 05/29/2012: Official Practicum Report Week2_Day2)

Because there were students who were sleeping: 少人ですが、寝ている生徒もいたので私にまだまだ魅力が足りないのだと思います。少しでも「英語っておもしろいな」「やれば自分にもできるかも」という感覚を味わってもらえるような授業を目指します。(Satoko 05/30/2012: Official Practicum Report Week2_Day3)

I teach two or three lessons everyday: 毎日2、3授業をしていますけどどのクラスも2人くらい寝てしまいます。塾ではあり得ない光景なのでショックなのと同時に、自分の力不足を身に染みて感じています(;△;)40人相手は思ったよりも手強かったです...でも、いよいよ実習折り返し地点になったので、より一層がんばります(Satoko 05/30/2012: Short Messages)

A disappointing thing happened today: でも1つ残念なことがありました。今日は担当の先生についてきてもらわず一人でホームルームクラスの授業をしました。しかし授業中もクラスはざわざわしていて、いつもきちんと授業を聞いてくれているのは私の力量ではなく先生が後ろにいたからなんだなあと思いました。ホームルームクラスなのに、全然距離が縮まっていなかったことがショックで涙が出ました。(Satoko 06/05/2012: Short Messages)

Well, what I was lacking most was: ええと、私は一番自分に足りなかったなって思うのは、号令をしてすぐに寝始めちゃう子は、もうまあそれはそれでしょうがないと思って、まあおいておくんですけど、私の授業が始まって、しばらくしてから寝ちゃう生徒については、私の授業の魅力が足りないの、それはそうですね、今後の大きな課題かなって思いました。(Satoko 06/18/2012: Interview)

Well, confidence, maybe: うーん。自信、多分、自信がちょっとあったから、多分、あの、聞いていない生徒とかいると、う、何！って思ったんだと思います。...きっとどっかしら、なんか自信過剰の部分が、多分、若干あるんだと思います(Satoko, 02/03/2013: Interview)

Before I went to the practicum, I had thought being good at English means: 教育実習に行くまでは、英語ができるっていうのは、なんか例えば受験でLet'sとShall weが言い換えられた

り、なんか最上級が何パターンか言えたりみたいなのが、英語ができるって感覚だったんですけど、教育実習に行ったら、いかにこう生徒が、やっぱりコミュニケーションに重点置いているんで、生徒が、と一緒に話せたりとか、生徒がこう自分から発言できたりとか。そういうのがこう学校で求められている、たぶん英語ができるっていうか、英語力というか。もうそこけっこうギャップというか、全然違うなっていうの思いました。(Satoko 07/26/2012: Interview)

The teacher was giving a comment to each student: 答案返却の際、一人一人にコメントをなさっていて、私も見習いたいと思いました。(Satoko 05/21/2012: Official Practicum Report Week1_Day1)

The teacher talked to the students in a way so that he could motivate them: モチベーションが上がるような声かけをなさっていました。私も教師となってそんな指示が出せる教師を目指します。(Satoko 05/22/2012: Official Practicum Report Week1_Day2)

The teacher tried to be fair to every student: クラスによって違うテストを作成なさっており、生徒間の公平さが守られていると思いました。私もそのような配慮を忘れない教員になります。(Satoko 05/28/2012: Official Practicum Report Week2_Day1)

Vocabulary words (the teacher used in class) were vegetables and fruits: 単語も野菜や果物など身近なものであり、生徒に親しみやすいものでした。私も生徒を魅きつける術をひとつでも多く持っていたいです。(Satoko 05/28/2012: Official Practicum Report Week2_Day1)

The teacher checked the vocabulary thoroughly: 単語の確認がすごく丁寧でした。発音も美しく、私も訓練していこうと思いました。(Satoko 05/25/2012: Official Practicum Report Week1_Day5)

An ALT talked to me on various occasions: ALT の先生がいろいろ話しかけてくださるんですけど、その会話にこう、相づち打つだけになったり、なんかこう質問聞き返したりすることがすごい多かったのでそういった部分で、ちょっと高校、中学の先生になったときにALT の先生と、これじゃあ生徒の前で恥ずかしいなと思いました。場合によっては英会話やってる生徒のほうが、なんかできるんじゃないかと思うぐらいしゃべれなくて。(Satoko 07/26/2012: Interview)

So those teachers who are good at speaking can respond: やっぱりこう英語ができる先生はなんかそのALT の先生のアドリブにもすごいちゃんと返せるんですけど、やっぱりちょっともうちょっと勉強が必要な、失礼な言い方ですけど、まだあまりちょっと聞き取れていない先生も、やっぱり生徒からたぶん見ても分かっちゃうと思うので。なんか、ああ、分かってないなっていうのが、すごい明らかなので。(Satoko 07/26/2012: Interview)

You know we have English speech contests or things like that: スピーチコンテストとかありますよね。ああいうのの面倒ももちろん担当の英語の先生がみてあげなきゃいけないと思うので。ああ、それも教えられるほど発音がよくないので、なんかけっこうしゃべることについてが一番課題かなって思っています。(Satoko 07/26/2012: Interview)

Mr. Arai often talked about his study abroad experience: 新井先生はよく文化のことで、自分が留学した経験とか言って話してあげて。例えばなんか、肌が焼けただっていうのを Turn black って言ったら差別になっちゃうんだよってみたいなの。それですごい先生は嫌な目にあってみたいな話をしていて。だから Turn red って言わなきゃいけないんだよとか、そう

いう話をしている。生徒がすごいこう文化に興味を持たせるような、こういろんなアプローチが多かったの。で、そうですね。だからそういうのは、私をもっと持っていれば、きっと自分も楽しく授業ができますし、生徒も楽しめ、さしてあげられると思う。楽しませてあげられると思うんですけど、そういうのがまだないので。たぶんこうあまり、そういうのに入り込めてないんだと思います。(Satoko 07/26/2012: Interview)

Good evening! I attended a homeroom meeting for the first time today: こんばんは！今日は初ホームルームでしたが、担当の先生に厳しい指導をいただきました(>_<)私が泣くまで叱られたのを知った生徒が「先生頑張って！」と励ましてくれました。ありがたいです(;;)明日は体育祭、がんばります！(Satoko 05/23/2012: Short Messages)

Good evening ☆ I made a poster using photos: こんばんは☆今日は体育祭の写真をポスターにしていたら余計なことだと叱られ、職員室で号泣してしまいました。何をしても怒られるようです。わりきってがんばります(;;) (Satoko 05/25/2012: Short Messages)

Well, not so much, but, well, if I cry once: そうですね、あんまり。うーん、う、一回わーってなれば、あー、でもどうですかねー。うーん。でも、そんなにもう、あ、もう、あ、駄目だ、生きていけないってほどには。落ち込みはしないですけど。うーん。やっぱ、やだなあっていう気は引きずりますけど、そんなに、うん。大丈夫だと思います(Satoko 02/3/2012: Interview)

Yumi's Case:

The children are very cute: 子どもたちがすごくかわいくて、改めて「小学校の先生っていいな。」と感じます。(Yumi 05/14/2012: Official Practicum Report: Week1_Day1)

The first day of the practicum has finished!: 実習一日目終わりましたー！4年生かわいいし、先生みんないい方だし、一緒に行っている体Pの二人も面白いので楽しい実習になりそうです(*^^*)先生たちのいい技をいっぱい教わってきます！(Yumi 05/14/2012: Short Messages)

Although I noticed this from the first day of the practicum: 初日から感じていたことではありますが、今日は特に「先生ってすごく忙しいな」と実感しました。常に授業や丸つけや児童への対応に追われていて、着替えもトイレに行くのも水分補給をする時間さえも十分にとれていないのだろうと思います。(Yumi 05/16/2012: Official Practicum Report: Week1_Day3)

I really learned that there were so many important things for teachers: 自分がたどり着いてほしい答えや反応に子どもたちを導いていくことの難しさや、学習規律の大切さなど、教材研究をすること以外にも教師として必要なことがたくさんあるということを感じました。(Yumi 05/25/2012: Official Practicum Report: Week2_Day5)

Today was the last day of the practicum: とうとう今日で実習が最後でした。最終日にして全日実習だったので、忙しくもあり、楽しくもありました。今日は2時間目に音楽だったので休める時間はありましたが、普通ならこの休暇もなしにずっと授業をしなければならぬのだなと思い、改めて先生という職業の大変さを感じました。(Yumi 06/08/2012: Official Practicum Report: Week4_Day5)

It is important not to forget that I am a student: 自分が教育実習生であること、そして児童から見たら一人の「教師」であることを忘れてはいけないということです。児童がニコニコ寄ってきてくれて、手を引っ張ってくれるのがうれしいあまり、授業中でも給食の時間でも休み時間でも上手にけじめを持って接することが出来なかったと思います。児童と笑顔で接することはもちろん大切ですが、時には毅然とした態度で接することも必要であると感じます。(Yumi 05/14/2012: Official Practicum Report: Week1_Day1)

I am a student teacher now: 今は実習生ですが、来年からは本物の教師になってクラスを受け持つので、普段から要領よく、いくつものことを同時に頭の中に入れられるようにならなければと感じました。(Yumi 05/16/2012: Official Practicum Report: Week1_Day3)

I am just a student teacher who hasn't given any lessons: 今はまだ、子どもたちの前で授業もしていないし、うまく叱ったりできていないただの実習生です。児童からしたら、もしかすると「少し年上のおねえさん」としか思われていないかもしれません。(Yumi 05/21/2012: Official Practicum Report: Week2_Day1)

When I went out to the playground: 私が校庭に出ると、すでに集まっていた子どもたちが私を見てワーッと集まってきてくれました。その様子を見て、「いつも子どもたちがワーッと笑顔で集まってきてくれるような先生になりたいな」と思いました。...しっかりとけじめをつけ、一緒に笑ったり、叱ったりもできて、なおかつ子どもたちが集まってくれるような教師になれたらな、と思います。この先何年も、何十年かかっても、いつかこの目標に近づけたらなと思います。(Yumi 05/21/2012: Official Practicum Report: Week2_Day1)

I really realized that teaching something that I take it for granted: 自分が当たり前のように分かっていることや頭の中で自然に計算していることを、初めてのことで学ぶ人に教えるということは、すごく難しいことなんだなと実感しました。...これから何年も経験を積んで行く中でつける力なのだと思います。Yumi 06/04/2012: Official Practicum Report: Week4_Day1)

People have their own pace: 人には人のペースがあるし、もちろん人権もあります。そのようなことをしっかりと指導できる教員に私もならなくてはと思います。(Yumi 06/04/2012: Official Practicum Report: Week4_Day3)

I was surprised that the children really had been watching me very well: 子どもたちは自分のことを本当によく見ているのだな、と感じるとともに、一人ひとりと向き合っ私からも「あなたのことを見ているよ」という安心感を与えられる教師になりたいと思います。[...] 今日の子どもたちのメッセージを読んだり、聞いたりして、がんばって努力しよう、試験に受かろうという意気込みが湧きました。(Yumi 06/07/2012: Official Practicum Report: Week4_Day4)

My goal as a teacher is to make a class very comfortable: 私の教師としての目標は、児童一人ひとりが「心の居場所」となるクラスをつくることです。実習を通して、それはとても難しいことであると改めて感じましたが、それでもこの目標の実現のために努力していきたいです。児童一人ひとりの目線に立って、寄り添い、「先生はいつも私のことを気にかけてくれている」という安心感を与えられる教師になりたいです。(Yumi 06/09/2012: Official Practicum Report: Week4_Day6)

Today was the day of a demonstration lesson: 今日はとうとう研究授業の日でした。キース先生とはほぼ初対面、打ち合わせも上手く英語で伝えられず、しかも英語活動の授業は最初

で最後だったので、不安はたくさんありました。しかし、後藤先生のアドバイスで始めたジャンケンゲームができたことで、児童も私も自然体で授業に入れたと思います。(Yumi 06/05/2012: Official Practicum Report: Week4_Day2)

One of the children who was left alone: 「仲間作りゲーム」で一人になってしまった子のうちの一人が、「ペアワークが苦手だから英語が好きでない」と答えた子であったことです。ペアワークが苦手な子であると分かっていたのに、私から話しかけてあげられませんでした。(Yumi 06/05/2012: Official Practicum Report: Week4_Day2)

I came to like English because: 私が英語を好きになったキッカケは、先生のことが好きで、先生が自分を気にかけていると思えたからなので、私ももっと一人ひとりに働きかけて英語への苦手意識を消せたらなと思いました。(Yumi 06/05/2012: Official Practicum Report: Week4_Day2)

If I can truly become a teacher, English is: もし自分がちゃんと先生になれたなら、英語ももちろん大事ですけど、英語を通して、なんか、友だちと、いつも話せない友だちとかとなんか、仲良くなんかなれたらいいとか。手をつないで一緒に歌ったりとか。というような、なんか楽しい授業ができたらいいなというのは思いますね。(Yumi 07/26/2012: Interview)

When I was a pupil, I mean: 小学生、ちっちゃいときからずっと英語、英会話教室に行って、中学に行っていきなり文法が入ってきたときに嫌いになりそうな時期があったので。なんかそういう抵抗を無くせるような授業ができたらなとかは思いますけど、難しい。(Yumi 07/26/2012: Interview)

Well, I could not make myself understood with my English: なんか、私の英語も伝わらないし。そのつたない英語で。後は、そのやっぱり授業をやるので、普通の会話じゃなくて、その、なんか、なんだろう。教育実習で、研究授業で、これをやるのでよろしくお願ひします、って言いたいのに、まず研究授業ってなんていうんだろうとか。教育実習ってなんていうんだろうとか。分からないで。これは大切な授業なの、私にとって大切な important class みたいな感じでしたりしたんですけど。(Yumi 07/26/2012: Interview)

What I felt when I went to the practicum was: 教育実習に行ったら思ったのは、逆に、その英語のプロフェッショナルみたいな感じで、勝手に思われちゃうんで。多分、それは当然なんですけど。期待度が高すぎて。それに自分が追いついてないんじゃないかって思って。(Yumi 01/31/2013: Interview)

I thought my English ability really had become poor: 2年、3年、4年となってくる中でも全然英語に触れなかったんで、なんか超衰えたなと思って。急いで、ためになるか分からないですけど、洋楽をめっちゃ聞いていて。なんか英語の歌、歌うのが好きなので、なんかいろいろな人の歌を聞いて。バックストリートボーイズとか、すごい好きなので。なんかきれいな英語っていうか、なんか何気なく聞いていてもなんか単語が分かるような感じなので、聞いていて英語の口に戻らないかなって思ったりとかしていました、実習中は。(Yumi 07/26/2012: Interview)

I think parents of elementary school pupils interfere: 小学校って親が多分首を突っ込んでくると思うので、中学校、高校に比べて。なんで、英語をやっていたって言って、TOEIC 何点ですって言うても、「あー？」みたいな感じだと思うので。...英検の2級って言うのと、なんか「へー？」みたいな感じに多分なるんで、だからそういう肩書きが欲しいって思っ

ていました。あ、思っているんですけど、じゃ勉強しなきゃって感じで、確かに。やっぱ、勇気がなくて、一回も受けてないです、準1級は。(Yumi 01/31/2013: Interview)

Akiko's Case:

I had an opportunity to give an English lesson today: また、今日は外国語活動の授業をやらせていただきましたが、私の事前準備が甘く、満足のいく授業が出来ませんでした。特に動物を指していく順番や授業の流れ、時間配分など反省すべき点がいくつもありました。[...]私が発言することが殆どで、児童に繰り返し発音させることがとても少なくなってしまう。これらの反省点を来週の授業では改善できるよう教材研究を進めていきたいと思えます。また、授業中に動物の名前を黒板に書きましたがあまりにも書いた字が汚かったので同時に空いた時間を利用して黒板に字を書く練習もしていきたいと考えています。その為にも先にも書きましたが、時間を有効に使えるように努力していきたいです。(Akiko 05/09/2012: Official Practicum Report: Week1_Day3)

I gave an English lesson today: 今日は外国語活動の授業をやりました！
事前にデジタル教材を確認していなかったの、探り探りの授業になってしまいました(´・ω・`)来週の分はしっかり準備していきたいと思えます(>_<). (Akiko 05/09/2012: Short messages)

I gave a foreign activity lesson for the second time today: 今日は2回目の外国語活動の授業をさせていただきましたが、予習をしても授業の進め方がうまくいかず、もっと勉強する必要があると感じました。特に今日は予定していたところまでいくことができなかったので、次回に向けて予習を徹底したいと思えます。またやはり自分が考えていることと児童からの反応が違ふときがあり、そこで戸惑ってしまうので児童からの反応に臨機応変に対応していけるように頑張っていきます。(Akiko 05/16/2012: Official Practicum Report: Week2_Day3)

I gave a foreign activity lesson today for the second time today: 今日は先週に引き続き、外国語活動の授業をさせていただきました！ ゲームを入れたら盛り上がってくれたけど、「もう1回！」となってしまう予定まで終わりませんでした。(/_・。)来週はよりしっかり計画を立て、臨機応変に進められるように頑張ります。(Akiko 05/16/2012: Short messages)

Thank you for giving me time: 今日は貴重な朝自習の時間にアンケートやカードを切る時間として使わせてくださり、本当にありがとうございます。結果を見てみると、「英語を勉強することは必要」と全員が思っているにもかかわらず今まで勉強したことを生かされていない状態であるとわかりました。この現状を自分の中で受け止め分析し、指導案に生かしていきたいと思えます。また外国語活動の授業ではご指摘して下さりありがとうございます。今日の授業は私の準備不十分でうまくいきませんでした。本当に反省しています。次は精練授業本番となるので、今以上にしっかり準備をして臨みたいと思えます。(Akiko 05/23/2012: Official Practicum Report: Week3_Day3)

I had been fully occupied with: [...]でも精練授業に向けての指導案で手一杯で、今日の分の予習をあまりすることができず、よい授業ができませんでした(/_・。)(Akiko 05/23/2012: Short Messages)

I was very nervous from the morning: 今日には精練授業本番ということで朝から緊張していましたが、無事に終えることができました。反省すべき点はとても多いのですが、まず一番最初に「早口すぎる点」を改善したいと思います。以前から緊張した場面で早口になってしまうクセがあり[...]今日は時間通りに計画通りに授業をすすめることに気がいきすぎて、以前からわかっていたにもかかわらず、早口のクセを考えていませんでした。[...]また授業終了後、先生方から感想や改善点を教えていただき本当に勉強になりました。特に「わかる人？」と聞いてはいけないことや児童の立場に立って心を気づかいながら授業をすることなど、これから先を目指していく上で本当に必要なことだと思いました。学んだことを生かし、これから先も頑張っていきたいと思います。(Akiko 05/28/2012: Official Practicum Report: Week4_Day1)

You know, my hometown is very small: あの、私の市はすごい小さい、小さいっていうか、お金がないので、去年までは外国語補助員っていうのがいたんで、市から来てたんですけども、今年はいなくて、ALTも月に1回しか来てないので、本当に担任がやるという形。なので、私の本当にダメダメな、本当にダメダメな発音でも、本当にいろんな先生方から誉められてしまって、自分としては本当に申し訳なくて。「こんなので誉めないでください」とずっと言ってたんですけども、本当に。それが申し訳ないので。そういう音声面について授業でやっぱりやるので、そういう発音、英語に関する授業ほしいなど。やっておけばよかった、やりたかったなと思いました。(Akiko 06/11/2012: Interview)

Well, when I went to the practicum, teachers said to me: (英語を話せるような勉強じゃなくて)英語についてっていう感じなので、期待されてもっていう感じになるので。それはやっぱり実習とか行っても、(先生たちに)「英文科だから大丈夫だよ」って言われても、「いやあ、学んでいるの、英語教育なんで」みたいな。(英語を話す能力には)「関係ないですけど」、みたいなものになっちゃうんで。(Akiko 08/01/2012: Interview)

I imagined, before I entered the university: 大学入学前は英文科ってすごい英語使って授業をやっているんだなって思っていたんですけど、年々専門的なことになってって、文学だったり、文化だったり、英語学だったり変わっていったので。なんか英語を話せるような勉強じゃなくて、どっちかっていうと内容だよなっていう。なんか中身っていうか。英語について勉強しているんだろうなみたいな。(Akiko 08/01/2012: Interview)

You know, because I am getting an elementary school teaching license: あの、小免だからっていうか、小学校だからこそ、英語の授業というか、発音の授業はあったほうがいいなと思います。(Akiko 06/11/2012: Interview)

I bought a book with a CD to study English pronunciation: 前にあのCDがついている、なんか発音の本みたいなやつをちょっと前に買って。もうそれは、ちょっと教採とか、いろいろなんか、部屋かたす、と、ときに、いろいろ奥のほうにしまっちゃたんですけど。そういうのは1回買ったんで、やっぱり、この2月にそういう勉強というのはちょっとしてこうかなとは思っていますね。[...]なんか、不安なことの、不安なことを書き出し、出していると、全部がよけい不安になってきちゃって。あ、もうどうしようってなるから。やっぱり、ちょっとでもやっついて、なんか、安心したいな、みたいな、のは今あると思いますね。なんか思えば思う程不安になっちゃうので。(Akiko 01/30/2013: Interview)

So I think it is not realistic to prepare only for English activities: でもやっぱり英語だけ、は無理って、いうか、他の教科もやらなきゃいけないことはわかっているんで。てか、どちらかという、そのもし、5年生とかに、配属、なんか配属になったとしても。やっぱ外国語

活動は週1で、やっぱ国語とか算数とかって毎日ある教科なので。どう考えてもそっこのほうをやらなきゃっていうのは、自分でも思ってるんで。そうなるとやっぱり、やっぱり、2月の頭とかにやっぱ、発音とかちょっとやるくらいで。多分、あとは手つけないんじゃないかなっていうのは、考えてます。(Akiko 01/30/2013: Interview)

Well, although the teacher told me that he would take care of me: あの、私の面倒見るよとか言ってくれた割に、その、なんか、あんまりみてくれなかったという。雑だったというか。そんな感じだったので、やっぱりみんなが、1日担任とか、いろんな、何十時間、何回ぐらい、何十回もその授業やったよとか言ってる割に、私、ちゃんと授業やったの1回で、しかも外国語活動のみなので。(Akiko 01/30/2013: Interview)

Takashi's Case:

I was very nervous today: 今日は初日ということもあり、かなり緊張していた。[...]それと同時に、この教育実習を自分にとって非常に有意義なものに出来るであろうという確信を得ることが出来た。(Takashi 05/14/2012: Official Practicum Report: Week1_Day1)

I became in charge of the 6th graders this time: 私は今回小学校6年生を担当させていただくのだが、教室に入ってイメージしていた世界と全く異なっていた為、非常に驚いた。担任の先生がかなり厳しく注意しないと直さない児童がいたり、様々であったが、一番大きな印象は小6であっても子どもであるということであった。大学で勉強して築き上げてきた小学校のイメージを一新しなければならぬと痛感した。(Takashi 05/14/2012: Official Practicum Report: Week1_Day1)

Today was the second day of the practicum: 今日は二日目で殆ど緊張することもなく児童たちと接することが出来た。[...]児童が落ち着かなかつたり、私語が多く騒がしかったように思えた。先生によって児童たちの様子がこんなにも変わるものかと驚いた。自分が教師になったときに、どんなクラスにするかを改めて考えるきっかけとなったように思える。(Takashi 05/15/2012: Official Practicum Report: Week1_Day2)

There were two different selves of me: 自分は先生ではないのだから強く注意することは出来ないと思う自分と、たとえ実習生であっても厳しくする時は厳しくするべきだと思う自分がいて、そのジレンマがとてつらかった。早く正規の先生になってビシッとまとめたいという気持ちが強くなった。(Takashi 05/16/2012: Official Practicum Report: Week1_Day3)

Because the homeroom teacher was not present then: 今日は先生がいらっしゃらなくて悪ふざけを始めたりして真面目に(掃除を)やる子が少なくなりました。そこへ私が注意をすると、今まではあまり聞いてくれなかつたり、認めてくれなかつた子どもたちが今日は割と言うことを聞いてくれるようになった。きっと少しずつ慣れてきて、実習生でありながらも先生と思ってくれるようになったのだと思う。私はそれが非常に嬉しかった。(Takashi 05/17/2012: Official Practicum Report: Week1_Day4)

I learned that I should remember not to spoil the pupils: 可愛いからといって甘やかすのではなく、ビシッと厳しく言い聞かせることは忘れてはいけないということを学んだ。(Takashi 05/18/2012: Official Practicum Report: Week1_Day5)

I am now in a position of a pre-service teacher: 私は今実習生という立場だが、児童から見たら先生なのだというのを忘れずに、ちょっとした妥協も認めずに児童たちと向きあっていたい。(Takashi 05/22/2012: Official Practicum Report: Week2_Day2)

I also gave them a warning: 私も注意したのだが、(子どもたちは)全く耳を傾けずにやっていた。こういう時、もっときつく注意できると良いのだが、今の私にはそれが出来ず、とても悔しい気持ちだった。(Takashi 05/31/2012: Official Practicum Report: Week3_Day4)

She knows how to scold children: ...やっぱり怒り方っていうのが、きちっとして、その緩急をあえてつけることで、優しいときは優しく、怒るときはビシッと怒って。それでメリハリをつけることで、あえて子ども達に意識させたりっていうのがすごい上手だなって思っただけ。... ああこういう人かっこいいなっていうのはありましたね。(Takashi 06/18/2012: Interview)

I was asked to teach Japanese and science from the next week: 来週から国語と理科の授業をさせていただくことになった。今まで大学で学んだことや、一週間実習で教えていただいたことを踏まえて、しっかりと準備をして児童をひきつける授業を展開したいと思った。(Takashi 05/16/2012: Official Practicum Report: Week1_Day3)

After the class, I was so delighted when a pupil said to me: (レッスンが)終わった後に、子どもから「とても楽しかった。またやってほしい」と言ってもらった時は、本当に嬉しかった。ただ、一部の児童からは「そんなんじゃ先生になれないよ」などと言われ、本当に悔しい思いもした。子どもの言っていることだから...と割り切ろうとしても、やはり心のモヤモヤは晴れない。早く先生になりたいと思う。(Takashi 05/31/2012: Official Practicum Report: Week3_Day4)

But, I believe, after a hard struggle: しかし沢山苦労して、子どもが出来るようになってくると、その幸せは他では味わうことの出来ないくらい最高のものだろうと思う。いつかその幸せを味わってみたい。(Takashi 05/23/2012: Official Practicum Report: Week2_Day3)

I thought the important thing was not how well teachers can convey their intention: 大切なことは教師がいかにか上手に伝えるかではなくて、児童がいかにか上手に教師の言わんとすることを感じ取るかということなのだと思う。(Takashi 05/30/2012: Official Practicum Report: Week3_Day3)

I was excited today because the first period was English class: 今日は一時間目に外国語活動の授業があるのでワクワクしていた。外国語の授業はとても明るい雰囲気楽しく行っていた。JTEの先生も授業の半分以上は英語で話すようにされていて、児童にとっては非常に良い環境だと思った。これからの自分の研究や授業に良い影響を与えて下さるだろう。(Takashi 05/16/2012: Official Practicum Report: Week1_Day3)

I taught lyrics of the Carpenters: 今日は1時間目の授業の時間をいただいて英語の詩、カーペンターズの Sing の歌詞指導をさせていただいた。いざ児童たちの前に立つと、自分の発音は大丈夫だろうか、とても不安になってしまった。もっともっと勉強しなくてはと再確認させられた。(Takashi 05/18/2012: Official Practicum Report: Week1_Day5)

I understand that according to the Curriculum Guidelines: 学習指導要領では原則として文字指導は行わないということを分かっていたのだが、いざ指導するとなると文字を使って説明したくなってしまいうので気を付けたいと思う。

(Takashi 05/28/2012: Official Practicum Report: Week3_Day1)

But, not so many games are used in English lessons: ただ、中学校に入ると、英語科の授業で、ゲーム等はなかなか扱われない。小学校では好きだったけど、中学校で嫌いになった[...] と思ってしまう児童を1人でも減らせるように、あくまで英語は勉強であって、遊びではないという意識を忘れないでもらえる授業を心掛けたい。(Takashi 05/29/2012: Official Practicum Report: Week3_Day2)

I think the pupils actively participated in the demonstration lesson: 研究授業でも、子どもたちはよく動いてくれて本当に助けられたなあと思う。研究授業は大まかなところはとてもよくできたと自負しているが、細かいところで、改善しなくてはいけない課題が多く、良い意味でも悪い意味でも自分の為になったと思えた時間だった。発音や Classroom English、全体の流れは色んな方から誉めていただき、自分自身の自信にもつながったと思う。[...] 大切なことは、まだ大学生だからとタカをくくるのではなく、いつ現場に立っても大丈夫なようにしっかりと準備することだろう。(Takashi 06/05/2012: Official Practicum Report: Week4_Day2)

She was very actively using English with the children: (彼女は) 自分からやっぱりガンガン子どもに英語使ってますもん。他の先生のところ行くと、他の先生は、後ろの方で、こう腕組みをしたり、脇で腕組みしながら、子どもの様子を見て、で、JETの先生が何か言ってるのを、まあ、軽く翻訳して、「こういうことだね」みたいな感じで、言ってあげてるんですけど。やっぱり、あの僕の担当教官の先生は、ガンガン、自分が中心になって、という感じの先生でした。なんで、それで、やっぱりクラスルームイングリッシュとかは、身につけたいなっていう。もっともっと自然に出てくるように。まあ、パターンなんで。(Takashi 01/31/2013: Interview)

So she has been enthusiastic about English education: で、だから、やっぱり外国語活動に対して、すごい力を入れて、で、なんか、その今、週1でボランティアに行っている中で、なんか「今度、英語の専門の部屋を設けてもらえることになったら、張り切ってるんだよね」みたいな話をされて、で、なんか「いろいろ手伝ってね」って言われて。あの、掲示物作る手伝いをしたりとか。やっぱりだから、壁をいろんな国の写真とか、なんか挨拶とかで飾りたいらしくて。でもやっぱり通常の業務とかは別で、そういうのをやらなくちゃいけないので、忙しいから。だから、僕があのようなカードを作ったりとか、こう、今いろいろ手伝ってるんですけど、その卒論のことがあって、だからこそ、やっぱり英文の、英文科なんですよ、っていうところから、英語教育勉強しているんですよ、やっぱり英語教育のことをいろいろ教えてもらったっていうのはありますね。あの、資料をいっぱい、指導案を下さったりとか。あの、この前は、ハイフレンズのテキストを、あの一、先生が注文してくださったんです。だから、今、ハイフレンズ1と2のテキスト、あと、指導書のテキスト、だから4冊、合計で家にある。すごい嬉しかったです。それプレゼントっていうこと? 「これ、あげるから」って言われて。「いつもありがとう」みたいな感じで言って下さって。すごい嬉しかったですね。(Takashi 01/31/2013: Interview)

My grandmother was the one who had suggested that I go on to graduate school: 大学院に行くことはもともと祖母が勧めてくれていました(大学二年の頃くらいから?)。祖母は、昔春日部市内の小学校で給食調理委員をしておりました。その関係で学校関係者や教育委員会の方々と独自のパイプを持っており、かつての春日部市教育委員長のお話を聞いた際に「これからの教師は大学院を出ているべき」と言われたそうです。僕が小学校の頃から先生に

なりたかったことを知っていた祖母は、僕に口をすっぱくして院に進学することを勧めました。

「院に行っても特にやりたいことないし、はやく現場に出たい」と思っていた僕は、最初は祖母の話を本格的に捉えておりませんでした。しかし実習での経験を通じて、自分がやりたいことを見つけることが出来ました。そのため、大学院に進学することを決めました。(Takashi 07/06/2013: E-mail)

One day, I was observing an arithmetic class for the fourth graders: ある日、四年生の授業(算数)を拝見していた時のことです。そのクラスはベテランの先生(50代の女性)が担任をされていました。そしてそのクラスには2~3人、いわゆる気になる子(発達障害の疑いがある子)がいました。割り算の筆算を指導している先生に対して大声でヤジを飛ばしたり、出歩いたり、椅子を黒板とは逆の壁にくっつけて不貞腐れていたり...。言い方が悪いですが、まるで動物のように好き勝手している子どもたちでした。担任の先生は、その子達の扱いに大変苦労されていました。

僕はその様子を見て、これこそ(そういう子らへの対処法)が「今自分に必要なもの」であり「これからの学校教育において求められるものになる」と思いました。(Takashi 07/06/2013: E-mail)

On the first day of the practicum, I worried a lot: 実習初日は、「どんな実習になるんだろう」「途中で諦めずにやり通せるかな」「実習生一人はつらいなあ」などというんな思いを抱えていた。しかし、実習を終えて振り返ってみると、そんな不安は杞憂だったなあと思う。むしろ私にとって非のうちどころがないほど、充実した素敵な4週間であった。[...] (教員になりたい)思いを増長させるものだった。確かに朝早く起床するのはとても大変だったが、登校してくる児童たちに、「おはようございます!」と挨拶をされると疲れもふき飛んで、「今日も一日頑張ろう」と思うことが出来た。実習期間中、一番辛かったことを挙げるとするならば、児童から「本当の先生じゃないくせに」と言われたことだ。掃除の時間に悪ふざけをする子どもを注意した時に言われた一言である。確かにその通りなので、何も言い返すことが出来ず、とても悔しい思いをした。しかし、その分、早く本当の先生になってやるという気持ちで出てきた。実習生は子どもと叱る時にどのように叱るのが良いのか、最初は全く分からず戸惑ってばかりいた。しかし、後半になると少しずつイメージがつくようになってきて、悪ふざけをしていたり、話を聞かない児童に対して注意をすることが出来るようになった。[...] 一番嬉しかったことは、最初「本当の先生じゃないくせに」と言っていた子が、後半は「先生」と呼んで笑顔で話をしてくれたことである。[...] (Takashi 06/08/2012: Official Practicum Report: Week4_Day6)

Chapter 6

Satoko's Case:

I guess, I really need to change my way of thinking: そろそろ本当、意識変えていかないと。なんか本当、塾ってなんか、本当、この前、生徒面談、保護者面談に入ったら、ベテランの先生が、もう3学期なんか学校なんて行かなくていいですから、とか言っちゃう先生だったので、やっぱそれは違うよなって思っても、やっぱ塾では、もう3学期は内申に全然関係ないから。もう受験勉強だけやっていけばいいから...学校はいいよみたいな考えをなさる、やっぱ先生もいるので。そういう先生がやっぱ塾にいと、子どもたちはやっぱ、あ、そうなのかって、多分思っちゃう子もいる。でも今度は、自分はそういう、そう

いう子たちを、いや、学校に来ようよーって、言う立場になるので、ちょっと、うーん。難しいなって思いました。(Satoko 02/03/2013: Interview)

Well, before I went to a practicum: もうなんか、教育実習に行くまでは、英語ができるっていうのは、なんか例えば受験で Let's と Shall we が言い換えられたり、なんか最上級が何パターン言えたりみたいなのが、英語ができるって感覚だったんですけど、教育実習に行ったら、いかにこう生徒が、やっぱりコミュニケーションに重点置いているんで、生徒が、と一緒に話せたりとか、生徒がこう自分から発言できたりとか。そういうのがこう学校で求められている、たぶん英語ができるっていうか、英語力っていうか、もうそこけっこうギャップというか。全然違うなっていうの思いました。塾でやっていることは、本当に全然もうペーパーだけのことであって...本当言えば、実際に役立つっていう面では、全然塾はあの受験、あくまで受験のための英語だと本当に、あの教育実習を通して思いました。(Satoko 07/26/2012: Interview)

Well, although I could pass the employment examination: さて、教員試験は無事突破したものの、教師としてスタートラインに立ったというだけでまだまだ課題があるように思います。試験に合格した後、なっちゃんは私が留学して英語を磨くことに賛成して後押ししてくれたのに結局踏み切れなくて、自分の弱さを感じています。でも過ぎたことは仕方が無いね、これから地道に努力を積みみたいと思います。いつか一緒に海外旅行をして、かっこいいところを見せられるといいな(笑)。(Satoko 02/03/2013: Possible Self Letter)

I really felt like, "Wow, I want to study English more": 私が教わった先生でも、なんか外国に行った経験を話してくれると、すごい、なんか、あー、英語学びたいって気持ちになったので。そういうのを海外経験を話してあげられる先生になりたいって思ったのもあります。(Satoko 02/03/2013: Interview)

Yumi's Case:

Well, everyone has unique viewpoints: ...なんか、自分だと思いつかない突っ込みの観点とか、みんな一人一人持っているんで。やっぱり、みんなそれぞれ、なんか突っ込んで、とか言ってる。はい、そうすると、え、そこから突っ込まれるとは思わなかった、とか。(Yumi 01/31/2013: Interview)

What affected my thoughts most while I was preparing for: 採用試験の勉強をする中で、特に自分の考え方に影響があったのは、面接練習です。正直、筆記試験の勉強はひたすら机に向かってやるしかなかったし、周りとかあんまり関わらなかったからね。面接試験はもろに人と関わるし、競争相手が目に見えて分かるし、評価もされるし。最初はすごく緊張したし、いやだなって思ってたけど、練習しているうちに面接練習にはまっていきました。一緒に練習している友達の考えや受け答えの仕方を聞いたり、面接してくれる人からの評価を聞いたりすると、自分の考えとか面接態度がどんどん磨かれていく感じがした。面接って、ある意味あかの他人に自分をさらけ出すことだと思っただけで、そのことに前より抵抗がなくなって、自分の意見をきいてもらおう、自分の良いところをいっぱい見てもらおうって前向きな気持ちになれました。(Yumi 01/31/2013: Possible Selves Letter)

Well, my father works for the Board of Education: あの、父が教育委員会にいて。で、あの、県庁、ま、その、公務員の、し、面接官をやってるんですよ。なので、先生の監督ではないんですけど。やっぱり、教育系の面接官をやってるので。なんか、こういう観点で聞くよ、みたいな感じで言われたりして。ハハ。ほんとに面接されてる、本番みたいな。ハハ。

感じで。で、笑っちゃうんですけど。やっぱ父親だから。アハハ。でも、ちゃんと真面目にやろうと思って。最初は、もうほんとに、そんなんじゃ、全然ダメみたいな感じで。俺だったら落とすみたいな感じで言われて。へーとか思って。それが、その具体的じゃない答えをしたときだったんですよ。(Yumi 01/31/2013: Interview)

After I thought and thought and thought: そして考えに考えた結果、...『一緒になって喜んだり泣いたり笑ったりできる、あたたかいクラスをつくりたいです』っていう答えにたどりついたんだ。今は、この答えがすごく気に入ってるんだ。分かりやすいし、私らしいって思っている。(Yumi 01/31/2013: Possible Selves Letter)

I am so happy and relieved that I succeeded in passing: 無事に教員採用試験に受かって本当に良かったって思っています。でも、不思議なことに、先生っていう職業にはすごく憧れていたけれど、その責任の重さに尻込みしているところもあります。学生ってすごく楽な身分だね。先生になる前にもう少し時間が欲しいなって思っています。(Yumi 01/31/2013: Possible Selves Letter)

Akiko's Case:

I think because I passed the employment examination: 多分受かっちゃったから。なんか、余裕があるんだと思います。なん、なんていうか、そういうふう言葉に表せるっていうか。[...] 教師像、教師像と、私 育てたい子どもが被っている部分があって。子どもたち、っていうか、子どもには、そのありがとう、ごめんなさいをちゃんと言える子にしたいっていうのがあって。で、私自身もちゃんとなんか、悪いと思ったところはごめんなさいって子どもに対して言える教師になりたいと思っています。で、やっぱり、そうやって思うようになったのが、ま、教育実習とかもあるんですけど、親も関係しててみたい。(Akiko 01/30/2013: Interview)

Let me see, teacher image and me?: えっと、教師像、教師像と私、育てたい子どもが被っている部分があって。子どもたちっていうか、子どもには、その一、ありがとう、ごめんなさいをちゃんと言える子にしたいっていうのがあって。で、私自身もちゃんと、なんか、悪いと思ったところはごめんなさいって子どもに対して言える教師になりたいと思っています。で、やっぱり、そうやって思うようになったのが、まあ、教育実習とかもあるんですけど、親も関係しててみたい。(Akiko 01/30/2013: Interview)

If I become a homeroom teacher of 5th graders or 6th graders: 5、6年生の担任になれば外国語活動の授業もあるし！ [...] 英語って分かった時、楽しいし、面白いよね。そういう気持ちを子ども達に伝えていきたいと思っています。子ども達が英語を好きになってくれたら嬉しいな。(Akiko 01/30/2013: Possible Selves Letter)

Well, I like toying with digital teaching materials because they have unique pictures. うん、なんかデジタル機材いじるのが好きなんで。やっぱり、あの変わった、なんか(教科書には)載ってないような教材というか映像が入っていたりするので。やっぱり(デジタル機材を)いじってみて、こんなところになんかオーストラリアでサンタがあの一、サーフィンに乗っている映像とかが入ってたりとか。丁度授業でやったのが月のところだったんで。あと、丁度今だったら、ハロウィーンとか。アメリカのハロウィーンの様子だったりとか、そういう映像が入っていて、なんかそういうのもいいなって。やっぱデジタル教材を触って思ったんで、やっぱそれが欲しいかなって思っちゃう。

(Akiko 01/30/2013: Interview)

What I would like to do is to use the movies. やっぱり自分がやりたいのは、映画を使うっていうちょっと特殊なので。多分、10年くらいしたあとじゃないと、多分、手はつけられないんだろうなっていうのは、思いますね。最初のうちは、多分、そんな（映画を使った教材を作る）余裕がないと思います。余裕がないし、多分、型にはめて、型通りにやって、で、自分のそのペースとかを確立してくとか、してってからろかじゃないと、多分、無理だっっていうのは分かっているんで。まあ、いつか役立てばいいかなって、くらいですね。(Akiko 01/30/2013: Interview)

Takashi's Case:

I had thought that 'a good teacher' must be popular among children: 今まで僕は「いい教師」って子どもに好かれることが大事だと思っていました。でも、教育実習とかを通して、その考えは少し変容しつつあると思うんです。以前は、なんでも話せるような信頼関係とか、休み時間に一緒に遊んだりとか、そういうことが大事だと思っていたんだけど、それって子どもにとっては「やさしいお兄さん」になることしかできないんだなって思うんだ。僕がなりたいのは「やさしいお兄さん」ではないしね。(Takashi 01/31/2013: Possible Selves Letter)

My supervisor during the practicum told me: 前に教育実習中に担当教官の先生からこういう言葉をいただきました。「新任教師は3ヶ月笑うな」。どういう意味だと思っ？新米の先生ってというのは、初めての担任だからついつい子どもに甘くなったり、子どもになめられたりするんだそうです。だから、そういうことをなくすために新任教師は最初笑わずに、子どもたちに「この先生は少し怖そうだぞ...」というイメージを焼き付けるそうなんです。そうすることである程度の緊張感と威厳を保つことができるんだそうです。(Takashi 01/31/2013: Possible Selves Letter)

I recall that there were teachers: でもたしかに、自分を振り返ると、怖い先生でも言っていることややっていることがきちんと理にかなっていて、説得力のあるものだったら、尊敬や信頼を集めていたなあと思うんだよね。(Takashi 01/31/2013: Possible Selves Letter)

I go to high school now once a week: で、今、高校にもアルバイトで行ってる、週1で行ってるんですけど。やっぱ、ちょっとあの、ま、こういう言い方をしちゃ、本当にあの、失礼なんですけど、あの、埼玉県で一番ちょっと勉強の苦手な子たちなので、結構反抗的な子とかも、すごく多くて。で、先生にもけっこう、もう敬語使っているところを見たことがないっていうぐらい。「お前、ネクタイしてないじゃん」って先生に注意されたら、「ねえ」とか言って、(ねえ、じゃねえだろ)とかって思うんですけど。「なんでねえんだよ」「捜したけどねえんだよ」とかって言う。なんか友だちみみたいな会話を平気でしてたりとか。この子たちって、小学校のときからちゃんと、やっぱ目上の人とか先生と話をするときには、あの、最低限のマナーを身につけるっていうのを教わってなかったのかなって思ってます。(Takashi 01/31/2013: Interview)

Then when I went to an elementary school for the practicum: で、実際に教育実習行った時に、先生によって、やっぱりその、タメ口で話しても許しちゃう先生もいれば、あの、先生にちょっとでも「なんとかなだよ」とか、あの、言っちゃったものなら、すぐにビシッと怒られて。「なんだ、口のききかたは」って言って、言い直させたりとかっていうのを見てて。あの、その後の方が僕にはしっくりきて。こういうところ、やっぱりしっかりしてい

ないとなって。[...]卒業したあとに、「あの先生、なんかあのときはなんか、いけ好かなかったけど、なんか卒業してから今振り返ると、あの先生は俺たちのために、一生懸命なってくれていたよなー」とかって言ってもらえるような先生がいいですね。今、自分が振り返ったときに、あの先生厳しかったなって当時思っているけど、今振り返ると、あの先生なりの愛だったんだなって、やっぱり感じるようになるようになったので、自分も。振り返った時に、やっぱりあのときにこういう意味があって、こういう指導したんだなっていうのが、わかるような、わかってもらえるような。(Takashi 01/31/2013: Interview)

I think the practicum and volunteer work after the practicum: (影響を受けたのは)教育実習とその後のボランティアが一番大きいと思います。それまでは、教師の仕事について理論を大学で学ぶだけだったのですが、現場での自分の無力さと無知を知り、まだまだこれからが本当の勉強だと思い知らされました。そして、教師という職業の難しさや楽しさを垣間みることができて、モチベーションがあがった。(Takashi 01/31/2013:)