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Identity formation of LBOTE pre-service teachers during the practicum

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Abstract

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Identity formation of LBOTE pre-service teachers during the practicum

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Abstract: Studies on LBOTE (language background other than English) student experiences have been drawn much attention. However, little is known about the experiences of LBOTE pre-service teachers in Australia, especially the identity formation of LBOTE pre-service teachers who do their teaching practice in an English speaking environment. This study seeks to fill this gap by exploring the factors contributing to identity formation of LBOTE pre-service teachers in the context of teaching practice in Australia. This paper uses the matrix framework (based on Wenger, 2000, p.240 and Kwan and Lopez-Real, 2010, p.731) to analyse the experiences of the pre-service teachers, exploring the factors that contribute to the quality of their identity formation during the practicum. A group of LBOTE pre-service teachers were followed during their blocks of professional experience. Data were collected from individual interviews. The findings found that the LBOTE pre-service teacher shares similar issues and challenges as other pre-service teachers however these can become magnified when compounded by individual cultural values, beliefs and expectations. This study makes contributions to theorizing the professional identity development of LBOTE pre-service teacher through the use of Wenger's modes of belonging. The authors propose that the formation of quality teacher identity for the LBOTE pre-service teachers requires rethinking in terms of contributing cultural factors that may offer success or limitations on professional experience.

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