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University of Southampton

Faculty of Humanities

School of Modern Languages

**A sociocultural perspective on the development of teacher autonomy: A case study
of Saudi EFL novice teachers**

by

Faizh Abdullah Albogime

Thesis for the degree of Doctor of Philosophy

January 2021

Abstract

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TA has been receiving an increasing amount of attention in the literature of second language learning. This growing interest has been guided by Little's premise (1995) that TA is a necessary condition for the successful promotion of autonomy among learners in the language learning classes. Thus, TA has become an increasingly debatable topic among scholars for its legitimacy and importance to teachers' professionalism or the successful promotion of autonomy among language learners. Many attempts have been made to define TA, which focused on the assumed link between TA and LA. McGrath (2000) and Smith (2003) from the standpoint of the teacher educators have attempted to define TA without focusing on its possible link to LA. They also attempted to explore TA development among student teachers. In their action research studies, they designed MA programs to enhance student teachers' capacity to control the teaching processes (e.g., McGrath, 2000; Smith, 2002). Arguably, however, there is a need to gather empirical data that would inform theory with insights on, how TA develops "naturally" (McGrath, 2000), among novice teachers in a context where they receive no in-service training or support from mentors to develop TA. There is also a need to explore the possible impact of novice teachers' evolving TPI on the capacity to control the teaching process.

This multiple case study addresses these research gaps. It aims to qualitatively investigate the development of novice the teachers' capacity to control the teaching process in an educational context where there were no teacher education programs to enhance TA. It also explores the possible impact TPI has on this phenomenon. This study's findings showcase the complexity and overlapping nature of TA and TPI development among novice EFL teachers. It also shows the idiosyncratic development of TA among novice EFL teachers in their first year of teaching.

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Research Thesis: Declaration of Authorship

Print name: Faizh Abdullah Albogime

Title of thesis: A sociocultural perspective on the development of teacher autonomy: A case study of Saudi EFL novice teachers

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission

Signature: Faizh Abdullah Albogime Date:01/01/2021

Dedication

I dedicate this PhD thesis to the memory of **my father, Abdullah Bin Hawail Albogime, whose dying wish was to see me finish my PhD.** I had to put this dream on hold for a while to support you with what I could during your struggle with cancer. Here I am accomplishing the last task of this thesis to fulfil **our** dream despite the tremendous pain I experience every second after losing you to cancer. I know that your soul is still around, and I genuinely feel your existence. You are my motivation for starting and completing my PhD journey. **This is for you.**

أتمنى أن يكون هذا البحث علم ينتفع به أجره لوالدي إلى قيام الساعة

Faizh bint Abdullah Bin Hawail Albogime

فايزه بنت عبدالله بن هويل

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Abbreviations

TA Teacher Autonomy

EFL English as a Foreign Language

UFYP University Foundation year Programme

SA Saudi Arabia

LA Learner Autonomy

ELI English Language Institute

MOE Ministry Of Education

L2 Second Language

FL Foreign Language

CPD Continuous Professional Development

SCT Sociocultural Theory

TPI Teacher Professional Identity

Chapter 1 Introduction

1.1 Overview of the research

This longitudinal qualitative case study traces the development of TA amongst four female English as a Foreign Language (EFL) novice teachers working on a University Foundation Year Programme (UFYP) based in JSU ¹, in Saudi Arabia (SA). It sets out to examine the potential complexity of the novice teacher's capacity to control the teaching and learning processes and the possible personal as well as contextual factors impacting their TA during the first year of their teaching experiences.

This chapter provides a detailed background of the study focus in section (1.2). This is followed by a discussion of the rationale for the study in section 1.4), its main aim and the research questions in section 1.5). A detailed description of the study context where the study was conducted is provided in section (1.6). This chapter concludes with an overview of how this thesis is organized in section 1.7).

As the focus of my study is to explore the concept of the developing teacher, I have drawn on the possible theories that might underpin my research such as theories related to TA in chapter two, and TPI which forms a key aspect of teacher learning in chapter three. In chapter three, I have started first with an overview of the sociocultural theory of learning in section (3.2). This is followed in section (3.2.1) with a discussion of its application to the process of learning how to become a teacher in a sociocultural context. This paves the way to the discussion of TPI which forms a key aspect of teacher learning in section (3.2.2).

1.2 Background

Over the last decade, Learner Autonomy (LA) has become an ideal goal for many worldwide language teaching institutions (Smith and Vieira, 2009). It has attained a core role in curriculum development and language education policies around the world (Benson, 2011a). For example, one of the first key instructional policies of the educational institution where the study was conducted is the encouragement of LA among UFYP Saudi EFL learners (ELI, 2017-2018). This increasing recognition of the importance of LA and its legitimacy in the language learning context seems to be the motivation of the shared notion worldwide in language learning settings that, learners exerting autonomy in language learning would lead to successful acquisition of the target language

¹ JSU is a pseudonym of the real university where this research was conducted.

Chapter 1

(Benson and Huang, 2008). In this line of thinking, learners being engaged in the learning process is key to language learning (Littlewood, 1996).

TA forms a fundamental concept in the discussion that follows this growing recognition of the importance attached to fostering autonomy in language learning contexts. It is a major area of interest within the field of LA where TA is argued for as a key approach to fostering LA among L2 learners (e.g., Benson, 2011a). As Benson (2007), puts it, "Teacher autonomy is one of the most significant, and problematic, concepts to have emerged from the field of autonomy in recent years".

The significance of researching and arguing for this approach to fostering LA in the classroom context, emerges from the critical role assumed by language teachers, many of whom might be working with constraints in their work environments, to create opportunities for students to exercise LA (Benson, 2011a). Many scholars on this area of research recognize the critical role language teachers play on the development of LA (e.g., Voller, 1997; Aoki, 1999; Xu, 2007; Han, 2017). It was introduced and developed as a concept in the 1990s (Benson, 2011b). More specifically, this has occurred alongside a shift in applying autonomy in learning from non-classroom contexts to a greater focus on the classroom application of autonomy (Benson and Huang, 2008). The interest in TA seems to be motivated by the claim that, learners need the teacher's assistance to accept responsibility for their own learning (Little, 1995).

little (1995, 2000) argues that having some experience of autonomy as student teachers would possibly lead to successful implementation of LA in language learning contexts among learners. He (1995) was the first to suggest assumed interrelation between LA and TA as he (ibid, p.179) asserts that "the promotion of learner autonomy depends on the promotion of teacher autonomy". Several attempts were made to conceptualize this suggested interrelation between TA and LA. Nonetheless, it has become a widely held view among scholars that promoting TA in initial teacher education among student teachers is a step towards preparing teachers to be engaged with pedagogy for LA (e.g., Thavenius, 1999; Little, 2000; Smith, 2003; Raya, Lamb and Vieira, 2007; Balcikanli, 2009; Jiménez Raya, 2011; Vázquez, 2015). Others also suggest that LA is dependent on the existence of TA amongst language teachers and vice versa (e.g., Pawlak, Mystkowska-Wiertelak and Bielak, 2017), which seems to suggest a reciprocal relationship between the existence of TA and LA.

It is interesting to note that the earliest attempts to define TA has been impacted by Little's (1995) premise of the possible interrelation between LA and TA. For example, Aoki (2002) found it challenging to define TA without making any connection to the teacher's capacity to foster autonomy among language learners. Over the next few years, however, McGrath (2000), Smith and Erdoğan (2008) Smith(2000) and (Smith, 2006) started to provide a new conceptualization of TA

from the standpoint of teacher educators with the emphasis on its importance in practice for language teachers. In this new perspective on the importance of TA in theory and in practice for language teachers, the connection and the suggested interdependence between TA and LA is not at the heart of these scholars' arguments for the theoretical and the practical importance of TA. They argue for its theoretical importance to the teachers themselves. For example, McGrath's (2000) made the argument that promoting TA in teacher education contexts in which student teachers are given the opportunity to be engaged in practicing autonomy over the course books delivered to their students is necessary for teacher professionalism. Additionally, Smith's (2003; 2006) and Smith and Erdoğan (2008) argues for its importance for teacher's continuous professional development.

These scholars explored ways of promoting TA among student teachers in their intervention studies among EFL MA students in the UK and reported some findings on improved capacity to exert control over teaching material, as in the case of McGrath's (2000) study, and improved capacity to exert control over the process of learning how to teach in Smith's (2003) study. However, this is not the case for the Saudi EFL teachers, who according to Albedaiwi (2014), lack any encouragement and support to exercise their own autonomy at various levels of the Saudi educational system. In my experience, the general focus of the in-service teacher education programs which were conducted during the only break they had during the teaching day, was on sharing teaching ideas and it did not have a focus on improving teachers' capacity to self-direct their teaching practices. Therefore, a critical question arises as to, how novice teachers can develop these capacities without receiving any support from teacher educators or mentors. In other words, how can the "successful teachers" as suggested by Little (1995) be engaged in assessing and evaluating their teaching practices as a result of naturally feeling responsible for their teaching? Also, how can this naturally evolved view of the self as a teacher impact on the teacher's capacity to be engaged in evaluating his teaching practices and more importantly to be engaged in self-directing the process of teacher learning and seeking further professional development? Put in other words, how does this phenomenon develop "naturally" as suggested by McGrath (2000) who argues that "some teachers" can develop the capacity to self-direct their professional action without any intervention. He (ibid) calls for research on the area in order to understand how it can develop "naturally" among language teachers, and what impacts the development of teachers' capacity to self-direct their professional actions and development. This study aims to fill this research gap since researchers in the area of TA are calling for further empirical evidence in real life settings as to how TA develops among novice teachers (e.g., Little, 1995; McGrath, 2000).

In line with Huang's (2005, p.206) proposed definition of TA, in this study, TA will be considered in terms of both the teacher's capacity to exert control both over the teaching, and learning how to

teach processes. He (ibid) defines it as the teacher's "willingness, capacity and freedom to take control of their own teaching and learning" and in this study these two key aspects of TA are included in exploring the development of this phenomenon among EFL novice teachers. By novice teachers, I refer to these who according to Freeman (2002, p.7) are defined as teachers "with less than three years of classroom experience".

1.3 Motivation: Personal and Professional experiences in various educational settings

Prior learning experiences in various educational settings where I was either a student or a novice EFL teacher have played a critical role in triggering my motivation to explore TA in more depth in this study. As a school student, I had first-hand experience of the extent of authority and freedom teachers in the Saudi schools can have as professionals. I noticed that school teachers were in constant worry about not meeting the assigned deadlines by the MOE to cover the coursebook materials to eventually prepare students for the exams. Although school teachers had some control over the students' grades, their sense of freedom to skip or to add to the teaching materials to either motivate students or enhance their learning in general was not possible. This is because they were always in a hurry to cover the necessary course book materials for the exams. My experience as a student enrolling on a baccalaureate English language teaching programme was not different from my experience at Saudi schools. The professors did not attempt to make the learning process enjoyable and effective by adding or modifying the assigned teaching materials by the officials. Additionally, they followed the teacher-centred teaching style as there were no spaces for students to participate in the discussions. Consequently, there were no spaces for LA over the learning process. In the teaching methodology course, there was much emphasis on the teacher's role to be creative over the teaching materials and create spaces for the students to engage in the learning process. These notions were linked to more enhancement of the student's engagement and motivation to learn L2. However, this was not observed in my previous learning experiences either as a school or a university student in SA.

After graduating from my baccalaureate program, I was positioned to teach English courses in one of the universities in the western region. My teaching style was traditional because I teach the students the assigned teaching material as it is. I also led and controlled the discussions in my English classes. My focus is on covering all the points in the coursebook to prepare students for exams. Upon attending my class without previous notice, I received feedback from my manager, who was an American language instructor. One of the key points that she raised in the meeting following my classroom observation was the need to allow more space for students to take part in

the learning process. She drew my attention to the need to motivate students by using the technology available in my class (e.g., the smartboard). This incident encouraged me to look online for interactive learning resources and learning games. This shift in my teaching had shown significant changes in my students' motivation and engagement in my classes. I was able to cover the assigned teaching materials and at the same time create interactive L2 learning classes. There was a balance between the number of pages that need to be covered for every class and the time needed to cover it. In 2012, I was moved to Jeddah and I worked for one of the universities. I spent significant time and effort creating interactive learning materials for students. I also shared them with my coordinator who then shared it with my colleagues teaching the same course. I was visited by one of the officials in this educational setting without previous agreement to observe my class, and she praised my performance as a language teacher. I was chosen by this official member as a backup teacher to be observed by the accreditation committee of the institution.

My first year of teaching in Jeddah was not smooth. I was faced with many hardships. One of the challenges I faced was following the assigned pacing guide and creating interactive language learning lessons with the limited time given. As a result, I received lower scores in my professional performance form by my coordinator. This incident has impacted me negatively as my motivation for creating and searching for interactive teaching materials decreased. This dilemma of being praised by my manager and then received lower scores by my level coordinator had been critical. In the following teaching modules, I was working by the book and trying my hardest to meet the deadlines despite facing the negative impact of such teaching style on the students' motivation and overall language learning. This incident greatly impacted my desire to understand the dilemma novice teachers face in new educational settings regarding teachers' authority and freedom and how they might be different in resolving this hardship. To put it briefly, teachers' sense of authority and control has been a topic of interest to me as both a learner and a teacher in various educational settings in SA.

In my Master's program, I worked on an assignment in *Autonomy and Individualisation in Language Learning* MA course. I was engaged in understanding this concept and providing a detailed review about this topic. The focus of the discourse in this literature has been on the spaces given for language teachers to enhance students' LA and how teachers in certain constrained educational settings respond to limitations on their sense of freedom and authority. A more discussion of the impact of my reading of this literature on pursuing this topic in this thesis is to follow. In summary, having a first-hand experience of the limitations on my sense of freedom as a language teacher to enhance student motivation and language learning in general and reading the literature on TA has motivated me to explore it in more depth amongst EFL novice teachers in their first year of teaching experience.

1.4 The rationale for the study

The promotion of TA in teacher educational contexts among student teachers is suggested to be vital not only to prepare them for LA pedagogy but also for the teachers' career-long professional development (Smith and Erdoğan, 2008), since teacher professional development is considered to be a process of "lifelong learning" (Freeman and Johnson, 1998; Day, 1999), in which teachers are required to be continuously engaged with enhancing and managing their professional development. In this sense, TA is recognized as being a key element of teacher professional development (Huang, 2005). Previous studies that have explored the development of TA among student teachers have reported improved capacities among student teachers in managing teaching practices as a result of joining a program that focused on improving student teachers' capacities to self-direct their teaching (e.g., McGrath, 2000). Also, Smith (2006) and Smith and Erdoğan (2008) have reported findings of improved capacities among student teachers who similarly joined an MA course that focused on improving their capacities in managing the process of learning how to teach.

However, to date, there is a missing theoretical debate and research evidence that would support our understanding of the development of the phenomenon in real life settings over a longer period of time. The previous studies that have explored TA have impacted on the development of TA by introducing the participants to the concept in MA programs that aimed to enhance their abilities in managing their teaching, as is the case with McGrath's (2000) study. They have also impacted on student teachers' capacities to self-direct their professional development as the studies of Smith (2006), and Smith and Erdoğan (2008), have shown. Additionally, the focus of these studies was limited to only one aspect of TA over the other. Therefore, there is a need to explore how TA develops "naturally" (McGrath, 2000), among novice teachers over longer periods of time as suggested by key writers in LA and TA (Little, 1995; McGrath, 2000), in real life settings where they practice teaching with its real-life challenges.

There are a number of reasons for studying TA that have arisen either from a personal motivation or from reading the literature on TA. First, I was interested in TA as a concept when I worked on an assignment in *Autonomy and Individualisation in Language Learning* MA course in which I was engaged in understanding this concept and providing a detailed review in 2014. The second motivation for conducting my study arose from the lack of theoretical debate and empirical evidence on how TA develops as suggested by key writers in the area of LA (Little, 1995, McGrath, 2000). Following an exhaustive search of the limited research yet available in the area of TA, the only studies that have examined the development of TA were (McGrath, 2000; Smith, 2006; Smith and Erdoğan, 2008) through action research studies amongst student teachers. These studies,

however, have influenced the development of aspects of TA by including participants on MA programs where one specific aim was to enhance their capacities in self-directed teaching (McGrath, 2000) and their capacities in directing the process of learning how to teach (Smith, 2006; Smith and Erdoğan, 2008). These studies were also conducted over a very short periods of time and the methodology they employed was to use interviews in order to gather self-reports from the study participants on their improved capacities in the two dimensions of TA; the teacher's management of teaching practices and the management of learning how to teach. Arguably, there remains a need to explore the development of these phenomenon in real life settings in which the teachers practice teaching and are engaged in pursuing further professional development over longer periods of time and covering all possible dimensions of TA and to explore its development "naturally" as suggested by the key writers in the literature.

My study findings will contribute to the existing knowledge on the nature of development of TA through a case study which focuses on beginning teachers. It explores how aspects of TA develop and how, and to what extent, the context in which the study subjects work impacts the development of aspects of TA. It explores the possible impact that the educational setting has on the beginning teacher's sense of roles and responsibility which in turn might have an impact on their developing capacity to control the teaching process.

1.5 Aim and Research questions

To address the discussed research gaps, the main aim of this study is to explore the development of TA covering two main dimensions of TA in which the focus is on the developing capacity to take control over:

- The learning process of how to teach EFL
- The management of teaching practices

To approach this objective, I aim to answer the following research questions:

1. In what ways do novice teachers overtime develop their capacity to exert control over:
 - a) teaching materials?
 - b) Learning how to teach?

To understand the development of these two aspects of TA, I have adopted the concept of teacher professional identity development. A detailed overview of TA dimensions is provided in section 3.2.2. Thus, exploring the development of novice teachers' professional identities forms a key research question that follows:

2. How do TPI influence the development of TA among novice EFL teachers?

- a) What is the role of reflection on the evolvement of TPI?
3. What is the nature of the relationship between TPI and TA on a conceptual level?

1.6 Context background

This study was carried out in an EFL teaching context where English is taught as compulsory Foreign Language (FL) to the Saudi foundation year university students. The following sections will look at the status of English in SA and provide a description of the status of TA at macro as well as micro levels in the context where the study was conducted.

1.6.1 The status of English language education in the Saudi Arabian educational system

Although English is considered to be a FL in Saudi Arabia, and only used in higher education courses as a medium of instruction (Al Asmari, 2013), it is taught in all levels of the educational system as a compulsory subject delivered nowadays to all elementary, intermediate and secondary school students alongside literary and scientific subjects. Hence, it is assumed that a Saudi student who has received their education in Saudi Arabia in all its various learning institutions, “has to have some form of English knowledge” (Albedaiwi, 2014, p.17). Regarding the current research site, English is taught as a compulsory subject for foundation year students who have joined the university. According to the established English Language Institute (ELI) faculty handbook 2017-2018 it is “a prerequisite that all newly admitted students take, and successfully complete, six credit units of general English prior to starting their desired studies” In the summer prior to the start of the foundation year, students are placed into one of the four levels of English based on their scores in the placement test. English language teachers teach 16 hours of general English per week to an average of 25 Saudi students in each class along with two hours of one-to-one counselling in their office hours.

About 600 employees are employed annually to teach general English language courses to the foundation year students. In every teaching module, students undertake computer based mid-module and end-of-module exams which are uniform for all the students at the same level of language proficiency. Language teachers do not participate in creating online exams for their students.

1.6.2 The status of TA at macro and micro levels

This section will focus on providing a detailed description of the policies and regulations that my study subjects were required to adhere to since it provides the background to their teaching. I will

take the reader through the faculty documents and the policies that were put in place to assure the teachers' compliance with required practices. Before going through a detailed description of the regulation and policies at a micro level, it is best to outline the status of TA at a macro level in SA in order to contextualise the setting. Teachers whether operating in Western or non-Western countries, are working with "constraints imposed by the institution", and EFL Saudi teachers are not an exception to this scenario. Al-Seghayer (2014) has noted that the Ministry of Education (MOE) in SA has a control over the system of teaching English language. Hence, supplementing or replacing the assigned course books has to be approved by the MOE (Albedaiwi, 2014). (Al-Seghayer, 2014p.23) maintains that "Saudi EFL teachers at state schools are tied by the MOE to a relatively fixed syllabus that provides guidelines in the form of learning objectives, teaching methods, and the scope and general order of the learning materials." Such a restrictive centralized language education system seems to have an impact on perceived roles and responsibilities for teachers in Saudi schools where it is limited to the role of, "material presenter"(Al-Seghayer, 2014). This generally paints the picture of the school system in SA which the participating subjects experienced as both school and university students.

At a micro-level at the university where this study was conducted, the work of the female EFL teachers is monitored and controlled by a coordination system in the female campus that works under the control of the coordination system in the male campus where the dean is the highest authority figure. As clearly stated by the faculty handbook published in 2017-18, language teaching is monitored and regulated by the 'pacing guide', weekly meetings with coordinators where language teachers receive a briefing of what to teach for the week and deadlines for teaching sections of the course book. A summary of the weekly meetings is sent to teachers through emails after meetings. Also, teachers are evaluated on every teaching module by their assigned level coordinators based on meeting the deadlines for teaching the assigned pages of the set course books.

In the ELI 2017-18 faculty handbook, all parameters of their academic work (**Error! Reference source not found.**) it is stated clearly to the ELI faculty members that they will be working with assigned teaching material, within a specified time and with specified learning goals.

2.4 Curriculum

The FYELP curriculum is comprised of four core language courses. With the beginning of each module, faculty members are provided with a detailed curriculum and course description with expected Student Learning Outcomes (SLOs) for their assigned ELI courses.

Faculty members are also issued with a detailed Pacing Guide for each course containing day-to-day lesson planning guides. This details exactly how many textbook units and language items are to be presented and practiced during specified timeframes. It is an invaluable lesson-by-lesson guide, and can be used along with outlined lesson plans in the Teacher's Books for each class covered in the syllabi. The 2015-2016 Pacing Guide for each course was modified to reflect the newly instituted SLOs, ensuring its suitability for learners and faculty members. It incorporates the results of the ELI formal curriculum reviews conducted during the academic years 2012-2013, 2013-2014 and 2014-2015. The pacing guide may be modified according to operational needs.

Figure 1.1 extract from the ELI 2017-18 faculty handbook

Another important aspect of the faculty handbook is in relation to the assigned responsibilities of language teachers. Under “preferred teaching classroom practices”, EFL teachers are encouraged to “maximize the range of teaching material used and also to incorporate as many authentic materials as possible into the classroom, including newspapers, news video clips, radio and TV advertisements, etc.” However, the lines that follow indicate that these supplementary materials have to be prepared by other faculty members and will be collected and provided by the Resource Centre on the male campus. It is important to note that the male campus is isolated from the female campus and the buses that run do not take female teachers to the male campus under any circumstances. Additionally, teachers are only given one break from 12-1 pm and this is usually for lunch break and prayers. Professional development programs usually run over this time. This helps to paint the picture of centralization in teaching English language at a micro level in the university where the research took place.

Regarding enhancing LA which forms one of the key aspects of TA, as stated in the faculty handbook (see **Error! Reference source not found.** below), this is one of the key instructional policies.

6.4 Instructional Policies

As true professionals, ELI faculty members are always expected to adhere to and ELI rules and regulations, and to play their due part in the successful implementation of the following policies:

- English language is the language of instruction, and instructors are not allowed to use Arabic in the classroom under any circumstances. Students are not allowed to speak Arabic in class;
- Classes should be learner-centered with maximum learner autonomy expected and encouraged;
- Homework should be assigned regularly and monitored, and students should be encouraged to assume responsibility for their own study habits and skills;
- Students should be given ample time to understand and practice all classroom-presented language;
- Students should be given on-going feedback on their progress;
- Performance improvement strategies and encouragement must be incorporated into the instructor's class management procedures;

Figure 1.2 Instructional policies for ELI teachers

However, there were no teacher education programs such as mentoring or training sessions that would provide novice teachers with support and guidance to insure the adherence to this key rule of the language learning institution.

A further obvious aspect of standardization of language teaching in the study research setting is evaluation routines that assure teachers' compliance to the policies imposed in the public documentation. Meeting the deadlines for teaching the assigned units weekly (see **Error! Reference source not found.**) and covering the assigned pages is one of the key criteria upon which teachers are evaluated.

Faculty Handbook 2017/2018

attendance to the ELI attendance website.				
6. Performs academic and administrative duties professionally and efficiently, always meeting deadlines (e.g. submission of course reports on time).				5
Scoring: "Yes" answers for questions 1 and 2 are worth 10 points; all other questions are 5 points; total for this section is 40 points.	Total Points here			40

Figure 1.3 Teacher's evaluation form

1.7 Organisation of the thesis

In chapter 1, the setting and the background of the study has been established with a discussion of the rationale for this current study and its main aim and research questions. Chapter two offers a discussion and a review of the key arguments in the literature of TA. The concept of teacher professional development with a focus on the development of Teacher Professional Identity (TPI) will be included in chapter 3 highlighting the possible synergy between TA and PI. A discussion of the research design and research methods are covered in chapter 4 which will be followed with a presentation of the results emerging from the study in chapter 5 followed by a discussion of the key findings in relation to the existing literature in chapter 6. This thesis is concluded in chapter 7 with a review of the implications of the research and a summary of the key findings along with its limitations.

Chapter 2 Teacher Autonomy

2.1 Introduction

This chapter starts with a review of the proposed definitions and dimensions of TA in the literature of FL education in sections (2.2) and (2.3). A detailed discussion of components of the capacity to control is provided in section (2.4) and subsections (2.4.1) and (2.4.2). Section (2.5) provides a discussion of the personal and professional factors impacting autonomy. This is followed with a review of the empirical studies that have explored TA development among student teachers along with the studies that have examined constraints on TA in section (2. 6) and subsections (2.6.1, 2.6.2, 2.6.3).

TA has been conceptualized in various ways in the literature of second language education and teacher education. It is associated with the concept of professional freedom in the literature on teacher education (Benson and Huang, 2008). For example, it is in this sense that Ozturk (2012, p.295) defines it as “the authority and freedom of teachers” over various aspects of the teaching process. Nonetheless, Pearson and Moomaw (2005) argue that when we focus on teacher’s empowerment and treat teaching as a profession, then teachers must have the “freedom to prescribe the best treatment for their students as doctors/lawyers do for their patients/clients”(p.44). In the literature of second language education, on the other hand, TA has been associated with various meanings, among which is the teacher's freedom from control by others (e.g., Benson, 2000; Makenzie, 2002; Benson, 2010).

There is no widespread consensus on what is meant by TA. However, there have been many attempts to specify certain aspects of this concept that range from supporting LA among language learners to teacher’s pursuits of further professional development and professionalism. Benson and Huang (2008) have noted that this concept was introduced in the mid-1990s in the literature of foreign language education by Little (1995). He was the first writer to suggest the parallel between LA and TA. He claimed that the successful promotion of LA among language learners depends on the promotion of TA among student teachers. He posits (1995) that "language teachers are more likely to succeed in promoting learner autonomy if their own education has encouraged them to be autonomous"(p.180). In this assumption of the possible interrelation between the two concepts, the promotion of TA among student teachers is assumed to enhance LA promotion among language learners. Little (2000) further explained the suggested link by stating that student teachers experiencing autonomy in teacher education programs would help them to understand what autonomy over learning entails. Consequently, they would be able to foster autonomy among

language learners. Little (2000) further argues that by experiencing autonomy in pre-service teacher education programs, teachers would be able to foster autonomy among language learners and get experience in managing the teaching process. This suggests a possible link between two dimensions of TA that covers managing the process of learning to teach as a student teacher, which can be later applied to managing the teaching processes. Little (2017, p.220) explains the process of fostering autonomy among student teachers by stating that student teachers should be required to "take responsibility for their learning, work collaboratively with their peers, reflect on the process and content of their learning, and regularly evaluate outcomes." A question which arises here is whether a teacher would be able to foster autonomy among his students as a result of being autonomous as a language learner and student teacher without receiving any training in pre-service education on ways to foster LA.

This assumed connection between promoting TA in pre-service contexts and the successful promotion of LA among language learners leads to more challenges in defining TA (Benson, 2011a). This is because a focus on LA in defining TA provides a limited definition of the concept. For example, Aoki (2002, p.111) finds it difficult to define TA without considering teacher's capacity to promote LA among learners. Another attempt to define TA, which has been impacted by the assumed relationship between LA and TA, is also evident in Thavenius's (1999, p.160) proposed definition of TA. He (ibid) defines it as "...the teacher's ability and willingness to help learners take responsibility for their own learning." These proposed conceptualisations of TA have a focus on teachers' efforts to foster LA among language learners. Nevertheless, it has become a widely held view among scholars in this area of research that promoting TA among student teachers is a step towards preparing teachers to be engaged with pedagogy for LA (e.g., Raya, Lamb and Vieira, 2007; Balcikanli, 2009; Jiménez Raya, 2011). A more recent hypothesis holds that LA is dependent on the existence of TA amongst language teachers, and vice versa (e.g., Pawlak, 2017). Thus, on a conceptual level, TA is considered "ambiguous" (Lamb, 2008), "problematic" (Benson, 2011a), given its "multi-faceted" nature (Bugra and Atay, 2020).

All in all, the earliest attempts to define TA were guided and impacted by Little's (1995) proposed connection between TA and the promotion of LA in classroom contexts. Scholars' focus in this area of research on theorizing successful ways to promote LA in language learning classes seems to be the motivation behind this shared notion of the intersection between LA and TA. However, one question that needs to be asked is what are the other possible dimensions of TA that might have been neglected in the earliest conceptualisation of TA in which TA seems to be only coined to be the teacher's capacity to promote LA among learners? and could TA be treated as a "multidimensional concept" (Benson, 2011a), as is the case with LA in which the teacher takes control over different dimensions of the teaching and the process of learning how to teach that are

not necessarily connected to promoting LA among language learners?. Also, the question could be asked as to whether there is any broad validation and legitimacy of this concept in L2 learning without limiting its importance to promoting LA. In a nutshell, although there are many attempts to define TA, they seem to have a limited and a narrow perspective on its importance. Other aspects of the teachers' professional lives might have been neglected such as TA importance to teacher's professionalism and Continuous Professional Development (CPD).

2.2 TA and teacher's professionalism

The importance of autonomy for human development has been emphasized in the self-determination theory which considers, autonomy as one of the key psychological needs for human optimal psychological development and motivation (Ryan and Deci, 2017). Regarding the importance of autonomy to language teachers, TA is seen as core to teachers' life-long professional development (Smith, 2000; Smith and Erdoğan, 2008), and to the teacher professionalism (McGrath, 2000), which is assumed to be initiated by his personal needs to enhance aspects of his professional competences. This recognized importance of TA places a huge responsibility on teacher education which according to Johnson (2006, p.235) needs to support "a teaching force of transformative intellectuals who can navigate their professional worlds in ways that enable them to create educationally sound, contextually appropriate, and socially equitable learning opportunities for the students they teach".

As a result of the growing recognition of TA in foreign language education and teaching, TA has been an important professional competence for both pre-service and in-service teachers worldwide. Nowadays, teacher's taking on the responsibility of his professional development forms one of the core standards of teacher professional competence worldwide. In England, one of the key standards in part one point eight, for example, highlights that teachers are required to "take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues"(Education, 2011). Similarly, in the British Council framework for CPD, teacher's "taking responsibly for professional development" (Council, 2015) forms a key element where the teachers are encouraged to identify and understand their professional needs, set their career related goals and monitor their progress to meet these goals. As far as the current study context is concerned, Al-Saud and Al-Sadaawi (2014) reviewed the generic standards for teachers in SA which includes "continually improving professional knowledge and practice"(p.6). This essential standard emphasizes the notion that teacher professional development is a lifelong process and that much emphasis is placed on the teacher to seek further professional development. Therefore, there is a growing awareness of the importance of TA to the

teachers' CPD to improve their professional competence where the responsibility of teacher professional development is placed on him in different educational settings worldwide.

Several writers in the literature of second language education have advanced the arguments mentioned in the previous section from the standpoint of a teacher educator by emphasizing the importance of promoting TA in initial teacher education programs with a focus on its impact and importance for aspects of teachers' professional lives (e.g., Smith, 2000, 2006; Smith and Erdoğan, 2008). They promote a balanced view between its importance to the promotion of LA and also to teachers. This is because it is seen as "a goal in its own right" and core to teachers' life-long professional development (Smith, 2000), and to the teacher professionalism (McGrath, 2000). These attempts highlighting TA's theoretical importance have distinguished any interest in promoting TA in teacher education programs from any interest in fostering LA among learners. I tend to agree with this perspective of the importance and the legitimacy of TA to teachers' CPD. The reason for that is teachers work in shifting conditions (Day, 1999), in which the teachers continuously face challenges which might include enhancing students' independence in L2 but are not necessarily limited to this interest. In practice, the importance of promoting TA in teacher education programs might have a comprehensive goal to enhance students' language learning (e.g., motivation, skills in L2, including autonomy). This argument has been advanced by Vieira (2020) who thinks that "professional autonomy grows from teachers' efforts to face constraints and find ways to meet learners' needs and interests.."(p.145), including enhancing LA but not necessarily limited to it.

2.3 Dimensions of control in TA

Great efforts have been devoted either to define TA or to propose possible aspects of TA in the literature of second language education. However, to the best of my knowledge, very few publications can be found in the literature on TA that provide a comprehensive model of TA dimensions. One of the first examples was suggested by McGrath (2000, p.109) who posits that TA should be viewed "(1) as self-directed professional action and (2) as freedom from control by others." A major criticism of McGrath's (2000) suggested dimensions of TA is presented by Smith (2003) and Smith and Erdoğan (2008) who argue that McGrath's (2000) proposed dimension of TA does not take into consideration the prolonged discussions in the literature of LA that self-directed learning is not the same as the capacity to self-direct language learning, where the latter description is linked to autonomy in learning. In other words, McGrath's suggested dimensions of TA would have been more persuasive if the author had considered using the concept "capacity" in the first aspect of TA.

Table 1 Dimensions of TA (adapted from Smith, 2003, p.4)

In relation to professional action:	
a)	Self-directed professional action (= "Self-directed teaching")
b)	Capacity for self-directed professional action (= "Teacher autonomy (I)")
c)	Freedom from control over professional action (= "Teacher autonomy (II)")
In relation to professional development:	
d)	Capacity for self-directed professional development (= "Self-directed teacher-learning")
e)	Capacity for self-directed professional development (= "Teacher-learner autonomy (I)")
f)	Freedom from control over professional development (= "Teacher-learner autonomy (II)")

In the table above, Smith (2003) attempts to provide a comprehensive model that could cover all the possible dimensions of TA. Smith (2003) draw our attention to this distinction between self-directed teaching and the capacity to self-direct teaching when discussing TA, by introducing "capacity for self-directed professional action" as one of the key aspects of TA in their proposed dimensions of TA. He (ibid) also added another aspect of TA, which is related to the "capacity for self-directed professional development." Smith (2003) classifies TA as both a capacity that the individual practices naturally and a political right that has to be given by the society. In line with this view of TA dimensions, Huang (2005) defines TA in terms of control over the teaching and learning how to teach processes. According to him, one way to define TA is the teacher's "willingness, capacity and freedom to take control of their own teaching and learning" (p.206). However, in his (ibid) definition and in Smith's (2003) classification of TA, the concepts of both "willingness" and "freedom" were treated separate from the capacity which were considered as components of the capacity to take control as suggested by Benson (2013). These various components of the capacity to take control will be discussed in section 2.4 in much detail. In my point of view, there remains a need to refine Smith's (2003) model and Huang's definition in order to clarify the elusiveness of this concept in which the concepts freedom and willingness could be merged as components of capacity to take control rather than as separate concepts. Another shortcoming of Smith's (2003) proposed dimensions of TA, from my point of view, is that he used Benson's (1997) proposed versions of autonomy, that Benson, in a latter publication (2011a, p.62), argues are "...less useful". A more comprehensive understanding and perspective on autonomy over learning should be employed in order to understand the concept of TA as multidimensional in which the "capacity" to take control can cover various dimensions of the learning and teaching processes. These dimensions of control over the learning process according to Benson (2011a; 2013) cover control over learning management, cognitive process and learning content, which according to him (2011a) overlap with each other. Thus, in Benson's (2013) point of view, autonomy is a "multidimensional" concept. For this reason, I believe that there remains a need to refine the proposed definitions of TA based on

what is recently suggested in the literature on LA that could provide a comprehensive understanding of the phenomenon. Furthermore, I would argue that, if consistency is to be made between the literature on LA and TA, then the second dimension in McGrath's proposed dimensions and the dimensions (C and F) in Smith's (2003) dimensions of TA have to be merged into a more comprehensive concept which is the "capacity", as the literature of LA suggests that capacity entitles freedom from control by others and desire (Benson, 2013). I will return to the discussion of how capacity is defined and discussed in the literature of LA in the following section. Another shortcoming in the previous proposed dimensions of TA is that they have missed another important characteristic of autonomy discussed by Little (1990, p.7) who asserts that "autonomy is not a synonym for self-instruction; in other words, autonomy is not limited to learning without a teacher." This is to say that TA should not be limited to only self-direction of learning how to teach, as autonomy in learning could be understood as a social interactive phenomenon, as suggested by key writers such as Little (2017), where individuals can develop it in cooperation with others.

2.4 Defining control and capacity

The discussion of what is meant by the capacity to take control is scant in the literature of teacher education. Therefore, I have relied heavily on my review on the literature of LA in second language literature to arrive at a better understanding of autonomy in the process of learning which could be transferable in my exploration of TA over the processes of learning how to teach and teaching. Several attempts have been made to define autonomy in language learning and one of the most commonly cited definitions in the literature of language learning autonomy is proposed by Holec (1981, as cited in Little, 2017, p. 147) where autonomy is defined as "the ability to take charge of one's own learning." Little (1995, P.175) also held that autonomy implies that the responsibilities of the learning process are placed on the learners. These proposed definitions of autonomy were further refined by Benson (2011a, p.58) who argues that autonomy in language learning is "the capacity to take control of one's own learning." In his point of view, Benson (2011a, p.58) thinks that replacing the above proposed concepts "charge" and "responsibility" with the concept of "control" provides a comprehensive picture that covers all possible aspects of the learning process on which the individual can exert his control. Also, according to him (ibid) this construct unlike "responsibility" and "charge" can be researched.

According to Benson (2011a; 2013) the capacity to take control over the learning process might cover three dimensions. These dimensions are the "learning management, cognitive processes and learning content" (p.61). He adds that the capacity to take control is, a "multidimensional capacity" (p.58) that could vary in forms within the same person.

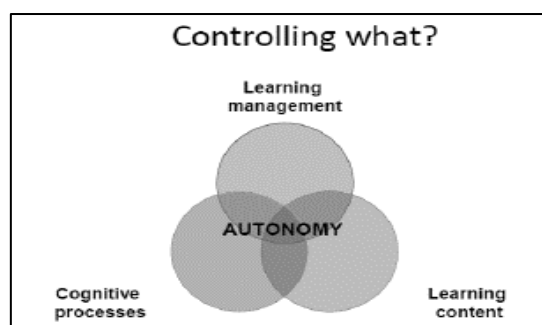


Figure 2.1 Controlling what? (Benson, 2013, p.5)

Regarding the dimensions of control, the first dimension of control over the learning process covers the management of the learning process, which entails, "the day-to-day practices that make up language learning – the 'where', 'when' and 'how' of learning"(Benson, 2013, p.5). These daily practices are associated with "the planning, organization and evaluation of learning" (Benson, 2011a, p.92). Control over learning content, on the other hand as in Benson's (2011a, 112) view, is considered part of the control exerted over the learning management, pertaining specifically to the control placed on the, "what" and "why" of the learning process (ibid). With regards to control over the cognitive processes, this dimension shows a mental form of control wherein the learner practices control over mental processes (Benson, 2011a). This dimension of control are also empathized Little (1991, p.4) who asserts that, "essentially, autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action." Reviewing the discussions that covers aspects of the learning process which the learner might exert control over are essential for this study to understand the processes of controlling the processes of both learning how to teach and teaching by considering a more comprehensive stance to our understanding of the phenomenon explored in this study.

2.4.1 Ability, desire, and freedom: capacity

In clarifying what is meant by the capacity in his definition of autonomy, Benson (2013, figure 2-2) argues that the capacity to control includes ability, freedom, and desire.

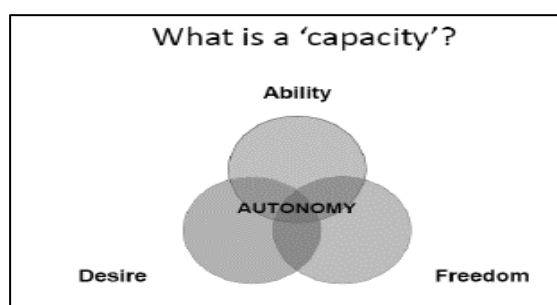


Figure 2.2 what is a capacity? (Benson, 2013, P.4)

The first component is concerned with the learner's ability which in his view is related to "skills and knowledge in two broad domains: study and language", which include the study skills such as how

to plan, monitor, and evaluate one's learning (ibid). Since the focus of this study is on TA over the process of learning how to teach and the teaching materials, I will be reviewing the literature on reflection in the literature of teacher education along with a discussion of this crucial ability to control teaching process among scholars in the literature of TA. This is going to be followed with a discussion of the concepts of teacher's desire and freedom.

2.4.1.1 Ability to reflect

The origin of reflection in teaching dates back to Dewey's (1933) call for teachers to be engaged in "reflective action" (Farrell, 2015), which according to him (as cited by Farrell, 2015, p.2) involves "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it leads". Putting one's practice under detailed examination with its underlying beliefs and knowledge is the essence of "reflective action", and the teacher who is engaged in reflection is the one who works on improving his practice to support students learning since they are engaged in critical examination of teaching (Akbari, 2007). As Kiely (2013, p.4) puts it, "the reflective practitioner is constantly changing, both in terms of their understanding of the factors which shape classroom learning, their planning for lessons and learning activities, and their classroom teaching".

In the teacher education literature, the "self-assessment and problem analysis and resolution" (Kiely, 2013, p.3), are key words in defining reflection. The "Self-assessment" and "problem analysis" (ibid), are reminiscences of Dam's(1995) "evaluation" and "reflection" which are critical to the development of LA among her language learners. According to Dam (1995), being engaged in the evaluation of both teacher's and the student's initiated activities is a key element for the development of autonomy among language learners as she (ibid) states that:

Evaluation plays a pivotal role in the development of learner autonomy. The function of evaluation is on the one hand to ensure that work undertaken is discussed and revised, and on the other to establish a basis of experience and awareness that can be used in planning further learning. It is a recurrent activity between the teacher and individual learners, groups of learners, or the whole class. It can also be undertaken by the learners themselves (p.49).

In the above extract, reflection on the learning process can be conducted by the learners individually or collectively with their peers with or without the help of their teacher. It also seen as a key element for the ability to plan and manage future learning activities. In her (2000) experience of fostering LA among language learners, continuous evaluation of the effectiveness of their plans forms a key element of the process. In this sense, the ability to reflect has a role in the development of the learners' management of the learning process whereby the learners are engaged in assessing and evaluating their current and future plans. This represents one element of managing the learning

process in which the learners are engaged in evaluating and assessing their learning. Hence, it is seen as a key element of the process of developing autonomy in L2 learning. The interplay between autonomy and reflection is also evident in Benson's (2011a) proposed dimensions of autonomy where "reflection for actions" has a role in managing the learning process. Given its importance for this research literature review, I have focused my review on the possible interaction between autonomy and reflection in my exploration of TA.

Reflection for action (Farell, 2015), is key to examining the novice teachers' management of their teaching and learning whereby the individual reflects on his teaching practice, "to guide future action"(Killion and Todnem, 1991, p.15). In other words, "teachers can prepare for the future by using knowledge from what happened during class and what they reflected on after class" (Farell, 2015). The focus of this reflection is on future events (Killion and Todnem, 1991), and which might imply "looking toward the future with knowledge of the past from the viewpoint of the present"(Conway, 2001, p.90). As such, it is seen as the creative and prospective dimension of reflection (Akbari, 2007), where the teacher considers possibly new creative ways to deal with challenges in his teaching practices and consequently control the teaching processes. In presenting the Danish experience of developing LA in classroom context, Dam (1990)presents the learning experience as a series of collective reflection and decision making on future plans. When the focus of reflection is on solving problems that might include future-oriented plans, the individual might engage with reflection to solve the problem he/she is encountering. This is considered a "cognitive basis for control over learning management..." (Benson, 2011a, p.106), where the individual focuses his/her reflection in setting plans for future actions.

The interaction between the development of autonomy and the role of reflection on the process is represented in Little's (1991) definition of learner autonomy which is seen as "a capacity – for detachment, critical reflection, decision making, and independent action." In this sense, reflection is seen a key component of control over the learning process, and it could be a cognitive process leading to actions. This helps to define autonomy over the learning process in relation to the individual's ability to be independent in reflecting and making the necessary decisions and acting upon them. This also suggests that reflection is seen a key component of the process of controlling the learning process. Benson (2011a, p.109) also speculates that "the autonomous learner is essentially one who is capable of reflection at appropriate moments in the learning process and of acting upon the results." This clearly shows the possible synergy between reflection and autonomy in language learning where reflection is suggested as the base for future oriented planned actions.

So, reflection on the learning process and its link to the development of autonomy has been recognized in the literature of second language education and has been explored as, an important

element in examining the exertion of autonomy over language learning (Benson, 2011a). Tort-Moloney, Trinity Coll and Communication (1997) shed the light on the role of reflection on controlling both the processes of learning how to teach and teaching. According to them (ibid), the autonomous teacher is the “one who is aware of why, when, where and how pedagogical skills can be acquired in the self-conscious awareness of teaching practice itself” (p.51).

However, the interplay between the development of aspects of TA and reflection has not been explored over time in real life setting where teachers engage with real life challenges. Thus, I would argue here that there remains a need to explore the development of aspects of TA that are related to teachers taking control over the processes of learning how to teach and teaching and the role of reflection on the teaching processes in the classrooms. Here, the focus might be on evaluating their impact on students’ L2 learning and how reflecting on their teaching practices might help them to consider further professional development to improve their teaching practices and overcome challenges in their classes. In other words, in exploring the development of teachers' management of the processes of learning how to teach and teaching in which the focus might be on seeking improvement of the teacher's his own practice and teaching skills, we need to consider the role of reflection on these processes especially reflection on identity and how that might lead to adaptation to the reality faced in language learning setting.

2.4.2 Desire and freedom

Desire and freedom play critical roles in the exertion of capacity to control the learning process. Thus, they have been suggested as essential concepts in our discussion of the development of autonomy. As Holec (as cited in Huang and Benson, 2013, p.9) puts it:

...the autonomous learner is not automatically obliged to self-direct his learning either totally or even partially. The learner will make use of his ability to do this only if he so wishes and if he is permitted to do so by the material, social and psychological constraints to which he is subjected.

This shows the role of both the learner’s sense of freedom acquired by external and internal forces and the desire the learner must have to put his/her abilities to manage the learning process into use. It is in this sense that Benson (2013) defines desire as “the learner’s intention, or ‘wish’ to learn a language or carry out a particular learning task and it is assumed to be informed by particular purposes.” In this sense, learner’s willingness to be involved in the learning process is assumed to be critical to the exertion of the capacity to control. The integrated synergy between the above suggested components of capacity to take control is also hinted at in the literature on LA. For example, Little, Dam and Legenhausen (2017) asserts that “the essence of learner autonomy is willing, proactive and reflective involvement in one’s own learning”(p.3). Viewing freedom as a

crucial concept in the discussion of the development of autonomy, in his discussion of the core of freedom in this process, Benson states that:

... Freedom consists in the degree to which learners are 'permitted' to control their learning, either by specific agents in the learning process or, more generally, by the learning situations in which they find themselves.

Language teachers are not an exception to what have been discussed above when discussing their autonomy over the teaching or the learning how to teach processes. Although, they may work in restrictive educational settings as "centralized bureaucracies" have the control over the teaching process (Breen and Mann, 1997, cited in McGrath, 2000), the role of the teacher's desire to overcome challenges has also been highlighted in scholars' arguments around TA. For example, Lamb (2000) argues that "teachers need to understand the constraints upon their practice but, rather than feeling disempowered, they need to empower themselves by finding the spaces and opportunities for manoeuvre" (p.128). Creating chances for LA in the restrictive educational settings requires first the teachers' "willingness to go against the grain of the educational systems" (Benson, 2011a, p.189) where they work.

Following this conceptualization of 'capacity', in my exploration of teachers' capacity to manage the process of learning how to teach or the teaching process, we need to consider the interaction between these three components of the teacher's capacity to take control over the process of learning how to teach and teaching overtime and explore how it develops overtime among EFL novice teachers. Additionally, understanding the various dimensions of control proposed in the literature of LA in second language education would help to specify my standpoint on the discussions of key writers on the dimensions of TA. Reviewing the proposed definitions of autonomy in second language literature with a review of the discussion of various dimensions of the concept control in the literature of second language education and how this concept has been conceptualized is essential for my study to highlight my stand point in this study of the arguments of scholars in the literature of TA which have focused on providing various definitions and dimensions of TA that have led to an elusive definition of TA.

2.5 The personal and professional factors

The discussion above leads to one of the important arguments in the second language education literature on TA where Little (1995) argues that some teachers can develop autonomy over the teaching process as the case with some "genuinely successful learners". He proposed that TA is a natural professional attribute of "successful teachers" who tend to feel responsible for the teaching process by being engaged in analysis and reflection. This suggests that some teachers might acquire

this professional attribute without assistance from teacher educators or supervisors in the teacher education programs. According to him, it is linked clearly to teachers practising reflection on their professional actions. Similarly, McGrath (2000) thinks that some teachers are capable of developing their capacity to "self-direct professional action" on their own.

This natural attribute of 'feeling responsible' is one of the attributes of the professionals who are engaged in reflection on their teaching actions (Dewey, 1993), and is linked to teachers' exertion of capacity to control the teaching process. In other words, being engaged in reflection on the teaching practices shows the teacher's acceptance of his responsibilities towards this aspect of teacher's life. In a similar vein of argument, little (2000) believes that taking responsibility for one's learning entails acquiring reflective skills. This seems to suggest that the autonomous learner would be engaged in reflection for actions to managing his learning without receiving assistance to do so. In summary, it is assumed that TA can develop, "naturally" among language teachers (McGrath, 2000), and it is treated as a professional attribute of the teacher who might take control over the processes of teaching and learning how to teach. However, a question arises: how does TA develop "naturally" among new teachers and what is the role of reflection for action on the development of TA. This is a concluding question of McGrath's study (2000) where he asks for further studies to explore this knowledge gap. To better understand the development of this phenomenon and the possible impact of reflection, this current study is sought to explore it and enhance knowledge on this area of research. Regarding the impact of context on the development of autonomy, creating "supportive context" (Han, 2013), is seen critical to the enhancement of autonomy among language learners. As far as TA is concerned, the review provided below on previous attempts of teacher educators' attempts to create such supportive learning context for student teachers to enhance their TA provide further evidence on the impact of such educational setting on student teachers' TA.

2.6 Studies on aspects of TA

The earliest attempts to explore the development of TA among student teachers through action research are McGrath (2000), Smith *et al.* (2002), and Smith (2006). The methodology, aims, and findings of these studies will be reviewed in this section. These studies have either focused on the enhancement of student teachers' exercise of autonomy over the teaching process (e.g., McGrath, 2000), or student teachers' autonomy over the process of learning how to teach (Smith *et al.* 2002, Smith, 2006).

Most of the latest studies, however, have examined the constraints faced by language teachers over TA. Other studies have focused on language teachers' perceptions around the feasibility of LA

in their educational settings. I will start this section with a discussion of McGrath's (2000) study and then move to the studies that have explored student teachers' autonomy over the process of learning how to teach. Then, this section will conclude with a review of the studies that have explored language teachers' perception of the feasibility of LA in language learning classes.

2.6.1 Autonomy over teaching material

In McGrath's (2000) study, the focus has been on examining ways of developing student teachers' awareness of TA over the curriculum. student teachers were provided with an MA optional module that aims at encouraging systematic evaluation and adaptation of the textbooks to meet student language learning needs. They received a 15-hour intensive module that focused on enhancing the participating teachers' skills in textbook selection and adaptation and in providing a justification for such actions. A questionnaire was devised for the study participants at the end of the study. They were required to report on their abilities in adapting and evaluating the teaching materials and design by choosing either yes or no in response to questionnaire items. McGrath argues that the intervention led to improved levels of "criticality" (p.109) among the participants in evaluating and adapting the teaching materials.

In his study, Benson (2010) explores four secondary Chinese teachers' perceptions of the factors that have constrained their decision-making processes and how they try to overcome those constraints in their practice. The research method employed is interviews. In this study, he found that the key constraints on secondary school teachers' autonomy in making their daily decision-making processes is the "schemes of work" (p.266) that controls the pace and the content of teaching material for teachers. It also impacts TA as "teachers have to spend a considerable portion of their classroom time completing tasks specified in the schemes of work" (p.268). He found that the school-based supervision mechanisms overloaded the teachers with extra responsibilities and tasks to complete. This study also reports on the teachers' efforts to overcome the constraints faced by supplementing and modifying what is required from them to do in their classroom based on the students' interests and abilities. However, the participating teachers' efforts to supplement the assigned teaching materials "depend on how much space the system allowed". This study has shown that the teachers' identities which they have constructed as both learners and as teachers and the context in which they work has a role on the teacher's abilities to face constraints on the teaching decision making process. This study is important in presenting the constraints on TA in a natural setting and it calls for further research on the impact of the teachers' identities on the teacher's capacity to be autonomous. Hence, in this study Benson calls for further research to investigate "how the construction and reconstruction of teacher identities in response to different situations and settings is woven into teachers' capacity and desire for professional autonomy."

In another small-scale study, Huang and Lock (2016) report on the findings of a longitudinal multiple-case study that has explored the constraints on seven EFL novice teachers' autonomy over the teaching process. This study reports on data gathered to show a comparison between the perceived contributing and hindering factors on TA in two Chinese speaking provinces and how novice teachers responded to those constraints. They found that Shenzhen novice teachers perceived their initial teacher education as a factor that negatively contributed to their abilities to be in control of teaching at the beginning of the academic year. This is because there was not sufficient emphasis on pedagogy and teaching methods in pre-service programs. Their coping strategies for this challenge, as the study has showed, is through being engaged in "workplace learning" to enhance their teaching skills. In the case of Hong Kong however, the study participants perceived their pre-service teacher education as a contributing positively to their ability to take control over the teaching process as it had a comprehensive programme with a focus on exposing them to various pedagogies.

This study also found that Shenzhen teachers were only required to teach, and they were not required to have non-teaching duties. They perceived this working environment as positively impacting their TA. On the other hand, the Hong Kong teachers perceive the "heavy workload" as a constraint on their control over the teaching process, especially in preparing their lesson plans and restricting them in seeking workplace learning opportunities. This is because they are required to perform non-teaching duties and teach three English classes with more than twenty teaching hours for a week. In their exploration of the factors that either hindered or supported novice teachers' autonomy over teaching, they were able to highlight how teachers' ability to control teaching can be impacted by different learning and working conditions and how novice teachers overcome the constraints on their abilities to control to seek further professional development opportunities.

2.6.2 Autonomy over learning how to teach

The first investigation into the development of teacher autonomy over the process of learning how to teach was conducted by Smith *et al.* (2002) through an intervention study with student teachers that aimed at enhancing their abilities to reflect on their teaching practices. Pursuing further professional development opportunities to meet their needs related to their teaching skills formed a key concept in this intervention study design. This program lasted for ten weeks and it has an action research design which was divided into three phases. The first phase was the peer teaching in which each student teacher in this course was required to teach for thirty minutes to his peers and in this. This phase was followed by more focus on the areas of improvements in which the student teacher was required to find ways to improve his performance and work on those areas of

improvement by either interviewing more experienced teachers or reading the literature. In the last phase of this "simulated action research" in which the study participants were not actually teaching in real life context, they were asked to teach to a different group of peers. This module was designed and taught by Peter Brown and Richard Smith. The focus of the stimulated action research was on "developing participants' capacities for ongoing and self-critical reflection on teaching" (p.1). the participating student teachers were subject to a series of "peer-teaching, lesson transcript analysis, classroom observation and interviews with more experienced teachers, followed by repeated peer-teaching." A series of program evaluation was gathered from student teachers along with tutors' reflections with two Turkish MA student teachers joined on the advantages and disadvantages of the course. The goal of the designed course was the focus of tutor's response to student teachers continuous request for feedback. In student teachers' reflections on the impact of the course:

14 students agreed that the course taught them how to reflect on their own and others' teaching. Again, 2 students disagreed.

9 students said that their views about teaching had changed, with 13 agreeing that they were better able to identify their own strengths and weaknesses as a result of the course.

12 students agreed that they had learned to use techniques such as (self-) observation which they would like to use for improving their teaching in the future. 13 of the participants felt better equipped to use these techniques for future research.

A general perception of development was shared among the student teachers as result of joining the course. The student teachers' evaluation of the impact of the course on their professional development was followed by the tutors' reflection along with two MA students on the advantages and disadvantage of the designed course. The advantages included providing student teachers with experience of "real teaching" and "simplified teaching" in which student teachers reported improved "some of the core skills of delivering their lesson and reflecting upon it without coping with a multitude of classroom events all at once". Among the areas that showed improvement among student teachers was improvement as they "gain valuable insights in a variety of areas connected with their own teaching." This study showed that stimulated action research could be seen as "An important first step towards teacher autonomy". More specifically on improving "their ability to teach reflectively and learn for themselves in the future". This study provided valuable insights into earliest attempts to enhance student teachers' capacity to exert control over the process of learning how to teach and thus enhancement of their professional development in student teacher educational setting. The major flaw of their investigation is related to the context of the study. The study was not carried out in real-life settings, and in this case, the classroom in

which they teach real students and engaged in real experience of teaching with its authentic challenges.

In a more systematic approach to examine the student teachers' perception of constraints faced and opportunities created in the above mentioned "stimulated action research" in 2002, Smith (2006) reported on a systematic evaluation of constraints and opportunities as perceived by 32 student teachers joining the course at Warwick University. An increase reported positive impact of an intervention study that aimed at improving one aspect of TA that is related to their autonomy over learning was first reported by Smith (2006) following his intervention study in (2002). It can be considered the first systematic and longitudinal investigation of an intervention study impact on the development of student teachers' "teacher-learner autonomy" which has shown the development of the study participants' perceptions of the opportunities and the constraints as well on the development of one aspect of TA that is related to learning how to teach. In a systemic approach to examine student teacher's perception of both constraints and opportunities two questionnaires were devised in week 10 based on student teachers' own reflective writings on the constraints faced either prior to peer teaching in week 10 and after the course was over. The study found that at the mid of the study student teachers' concerns based on their response to the mid study questionnaire are as follows:

1. lack of tutor feedback on teaching or support in identifying points for further investigation
2. confusion regarding expectations for the course
3. need for more training on how to teach (before peer-teaching) and/or more prior observation of relatively experienced teachers' lessons

While student teachers' concerns prior to the end of the course were:

1. problems in organizing and structuring the assignment / it not being easy to organize everything that has been learned into a meaningful text
2. it not having been easy to follow the whole of the course, since there's a need to be 'balanced' and independent in what is studied
3. a feeling that a lot was learned about teaching but that it is still a superficial understanding

Smith (2006) conducted a comparison of the results gathered in week 10 and concludes that the whole designed program was perceived "very positively by participants, despite problems encountered on the way." Regarding to its perceived impact on their autonomy, "they increasingly appreciated its benefits as time went on, including its usefulness in developing their autonomy as learners of teaching." Some of the study findings have shown the following in relation to their

perceptions of the impact of the program on creating opportunities to develop their autonomy as teachers:

1. The need for the tutor guidance and feedback decreased as the study progressed
2. Their perception of developing "teacher-learner autonomy" had developed
3. Their perception of developed abilities in reflecting critical has increased

This study is important in highlight the positive impact of teacher education initiatives that aimed at improving student teachers' and teachers' autonomy in learning how to teach. It also has shown student teachers' perceptions of the constraints on the development of their autonomy over learning how to teach in pre-service teacher education programs and how it can be possible to create opportunities to foster TA in teacher educational contexts.

In a similar teaching educational setting, in MA programs in the UK, Sinclair (2008) used a questionnaire to explore the development of LA among student teachers in the final session of the teaching module targeted to rise student teachers' awareness of their autonomy in general. She found although student teachers showed "good level of independence" in choosing among the assigned articles by the lecturer, they were low in engagement of learning circles and group discussion. She also found that although they were "proactive in using the internet and the library for tracking down relevant resources but showed reluctance to work collaboratively with course mates." A questionnaire was then devised to investigate the reason for their passiveness in being autonomous in leaning and she found that decreased group discussion of the reading task was ascribed by this group of learners to their believes that "listening to the lecturer as the most important activity in a session." This study concluded with a reflection by the lecture and student teachers on expectations they held for each other in the learning process that seems to be the constraints for their autonomy in learning. In summary, reviewing these views and attempts to enhance TA in teacher education contexts are essential for my study as they pave the way to the introduction of a theoretical legitimacy of this concept which has provided a different perspective of its theoretical and practical importance to teachers' professional lives where the assumed focus of EFL teachers is on enhancing students' language learning in general including autonomy in learning but not limited to it.

2.6.3 Teachers' perception of LA "Feasibility"

Other studies have focused on exploring teachers' perception of feasibility of LA in their language learning classes and their beliefs around it. Borg and Alshumaimeri (2019) investigated 359 preparatory year teachers' learner autonomy beliefs, practices, and perceived constraints on this

matter in a Saudi university. The analysis regarding teacher's beliefs around LA has shown that "PYP teachers saw LA as the ability and motivation to complete tasks, individually and/or collaboratively, in and/or outside the classroom, and with no/little teacher involvement." Although it has been shown in this study that LA is perceived as a "desirable goal" among the participating teachers, the analysis has shown that "while the teachers were positively disposed towards involving learners in course decisions and developing in learners' abilities that support learner autonomy, they were much less positive about putting these predispositions into practice." A more in-depth analysis of the factors that were perceived by teachers as hindering factor to the development of LA in their practice. The analysis has shown that the learners' characteristics (e.g., lack of motivation and their prior learning experience where there is not encouragement of autonomy), fixed curriculum and assessment, share notions around autonomy in Saudi society where there is lack of advocacy towards LA and the last factor was teachers' focus on classroom management were the most prominent factors hindering the application of LA in their classrooms.

Similarly, Alasmari (2013) examined teachers evaluation of the current situation of LA in among preparatory year teachers at a Saudi university and found "a discouraging situation as means of all the statements is below 4 (maximum being 5)" that looked at various situations of students exerting LA. Regarding teaching approaches to foster LA in their classrooms, he found that "teaching communicative skills (4.37), group discussions (4.30) and prefer learner-centred approach (4.27)", were among the highly rated teaching practices to enhance LA. This study also explored teachers' perception of future approaches to introduce LA in their classes and found that 'continuous professional development (4.50), reflection on teaching-learning process (4.37), focus on learner training (4.15)'. On the other hand, the statements included the 'receive necessary theoretical support from the university (3.35), learner should be as autonomous as possible (3.72) and learner training fosters reflective attitude (3.82)' reported the least means.

In summary, previous attempts that have investigated TA vary according to their aims, research approach, the study samples and context where the earliest attempts have focused on enhancing aspects of TA among student teachers and provided an evaluation of their intervention studies. The latest attempts have explored the factors that teachers perceived as hindering or supporting the development of their capacities to be autonomous in their teaching practices. One of the limitations of the earliest attempts to explore TA is related to context of the study in which the phenomenon was not explore in real life setting in which the study participants are engaged in real life experience of teaching. The methodology employed to examine the development of TA in these earliest attempts were not employed systematically to show the developmental process of student teachers' TA. Additionally, these studies tended to focus on one aspect of TA like teacher's control over the teaching materials as in McGrath (2000) study rather than teacher autonomy over the

process of learning how to teach. More importantly, both types of studies that have explored either the development of TA over the process of teaching or learning how to teach have impacted the development of the phenomenon by introducing the student teachers to their intervention studies in a form of MA courses.

All the latest attempts to explore TA in naturalistic setting, however, have focused on exploring the factors that either hinder or support the development of TA over teaching were conducted in China among secondary school teachers. The study sample of those studies were very small and were conducted among secondary school teachers. In addition to that, the main limitation of those studies is related to their limited focus on exploring the constraints on TA and fail to provide an explanation of the development of aspects of TA namely their autonomy over learning how to teach and teaching over a long period of time. In other words, the latest studies tended to focus on teachers' control over their teaching practices rather than exploring how they take control over the process of learning to teach. Therefore, arguably, there is a need to explore this phenomenon among many novice teachers in a naturalistic setting to broaden our knowledge of its development over time. More importantly, there is a need to further explore how TA "develops naturally", as suggested by McGrath (2000), in natural settings where teachers are engaged with teaching and learning how to teach using various research instruments systematically to better understand how these aspects of TA develop and change overtime to reach more convincing and systematic evidence drawn from various data sources.

Chapter 3 Teacher learning in the lens of sociocultural theory: Theoretical framework

3.1 Introduction

The theoretical framework employed in this study is based on the sociocultural theory (SCT) of learning. Exploring how novice teachers' interactions with public documents (e.g., pacing guide, faculty handbook and weekly emails) and other members of the educational setting (e.g., coordinators and experienced teachers, UFYP students) shape and reshape their perception of teacher's freedom and responsibility over the teaching process. It also helps captures the role of teacher's agency in constructing these conceptions around teachers' roles and responsibilities in the language learning process. Thus, applying this theory in my exploration of the development of TA is of great potential in my study. This is mainly because applying a sociocultural perspective to teacher learning will offer a broad understanding of the process of novice teachers' *learning how to become a teacher*. This includes the evolving views around teachers' roles and responsibilities and developed perceptions around teachers' freedom and authority in the EFL educational setting they engage in constructing as they interact with other members of the educational setting. A more detailed discussion of the evolving nature of constructed professional identity is presented in section (3.2.2) which is linked to the process of learning how to teach. In Section (3.2), I will provide an overview of the key concepts of the sociocultural theory of mind and how this theory has impacted research and practice in teacher education in section (3.2.1). This will be followed by a discussion of how this theoretical lens is applied in this study to understand the evolution of teacher identity, namely how the language learning setting might impact novice teachers' perception of freedom and constructed views around their roles and responsibilities in L2 learning. This which will be discussed in main section (3.2.2) and sub-sections (3.2.2.1) and (3.2.2.2).

3.2 An overview of the sociocultural theory of learning

Following the shifted conceptualization and worldview of human learning and cognition in several intellectual backgrounds that have noticed a historical move from behaviourist to more situated, distributed social understanding of human cognition and learning (Johnson, 2006), teacher learning has been conceptualized differently in the educational research which embraces the interpretative perspective of knowledge in which "the processes of learning how to teach are socially negotiated." (Johnson, 2009). This epistemological view of knowledge is represented in research on teacher cognition, where "knowledge of teaching is constructed through experiences in and with

students, parents, colleagues, and administrations" (Johnson, 2009, p.10). In other words, interacting with significant others across the language learning settings is assumed to have a role in shaping what it means to be a teacher. This includes the knowledge teachers construct around what teaching entails (e.g., roles and responsibilities of language teachers and L2 learners, views around L2 teaching) which is discussed in much detail in section (3.2.2).

Although SCT of learning comes under the umbrella of constructivist theories, it can be distinguished from other theoretical lenses to understand learning, as it highlights the critical role of social interaction in learning (Benson, 2011a). The hallmark of sociocultural theory of mind is that "any higher mental function was external and social before it was internal" (Vygotsky, 1960 and 1997, as cited in Johnson and Golombek, 2011), and it is mediated by symbolical means (Lantolf, 1994). In this theoretical lens to learning, participation in social activities helps develop human cognition where "scientific concepts" can be internalized as tools for thinking (Johnson and Golombek, 2011). As Lantolf (2000) say, "developmental processes take place through participation in cultural, linguistic, and historically formed settings such as family life and peer group interaction, and in institutional contexts like schooling, organized sports activities, and work places.." (p.197). In this sense, social interaction with others has a role on the development of the individual's cognition, as (Vygotsky, 1978, p.57) puts it:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

Human cognition development occurs on two planes, first the social plane, "interpsychological" that precedes what Vygotsky (ibid) referred to as "intrapsychological", plane within the learner's mind. Johnson and Golombek (2011, p.3) noted that, "the transformation from external to internal does not happen independently or automatically. Instead, it takes prolonged and sustained participation in social activities that have a clear purpose (goal-directed activities) within specific social contexts." This leads to the discussions of the concepts of mediation and internalization that form key concepts of this theory of learning to understand the process of internalization in acquiring new knowledge and ways of thinking as language teachers (e.g., shared views around language teacher's roles and responsibilities, authority, and teacher's freedom) as a result of interacting with others and being engaged with the assigned coursebook and pacing guide.

3.2.1 Mediation and the process of teacher learning

Since this study aimed at exploring how spaces for TA can be either supported or restricted in an EFL teaching context where novice teachers are engaged with other members of the educational setting (e.g., language learners and teachers), it is critical to bring the concept of mediation. Mediation forms a fundamental concept in SCT (Lantolf, 2000). According to Vygotsky (as cited in Lantolf, 1994), humans do not act directly to the outside world but rather use mediational tools. These mediational tools might include “cultural artifacts and activities, concepts and social relations..” (Johnsons, 2009, p. 18), “through which humans are able to organize and maintain control over the self and its mental, and even physical, activity.” (Lantolf, 1994). In this sense, these mediational tools are acquired as a result of social interaction with others that help to regulate their activities with others and within themselves. In other words, the community uses these mediational tools to regulate their activities, which can then be internalised as tools to regulate one’s thinking. According to Vygotsky’s Russian students, mediation occurs through another human being or in the form of organized learning activity (Kozulin, 2003, p.17). Using mediational tools to regulate activities within themselves is stated by Lantolf (1994, p. 418), who asserts “higher forms of human mental activity, are always and everywhere, mediated by symbolic means”, the function of which have been, “culturally developed over time”, (Johnsons, 2009), in communities where individuals interact with each other overtime. Examples of mediational tools that have been recognized in the literature of teacher cognition include physical such as textbooks, and it can be symbolic like “teaching as knowledge transmission” (Johnsons, 2009), a shared notion among a particular teaching community.

In the teacher cognition research, social interaction with significant others across the learning settings is suggested to have an impact on teacher’s constructed knowledge. Social interaction in a given educational setting is suggested to impact on the constructed knowledge and beliefs around the processes of language teaching and learning, as Johnson (2009, p. 18) puts it:

From a sociocultural perspective, teacher cognition originates in and is fundamentally shaped by the specific social activities in which teachers engage. Thus, teacher knowledge and beliefs are constructed through and by the normative ways of thinking, talking and acting that have been historically and culturally embedded in the communities of practices in which they participate (as both learners and teachers). This suggests that the normative ways of acting and interacting and the values, assumptions and attitudes that are embedded in the classrooms where teachers were once students, in the teacher education programs where they received their professional credentialing, and in the schools where they work, shape the complex ways in which they come to think about themselves, their students and the activities of L2 teaching, and the L2 teaching-learning process.

This clearly shows that being a member of a learning setting, for example, where language teachers where first school students, student teachers and latter working teachers, might have an impact on how those teachers construct their views and assumptions around various aspects of teaching and learning processes (e.g., language teacher's roles and responsibilities in L2 teaching, ways of teaching the language, students' roles and responsibilities in L2 learning). I will leave the discussion of this aspect of teacher learning in the following sub-section (3.2.2). By adopting a sociocultural lens to understanding teacher's constructed knowledge, teacher learning occurs and originates as a result of social interaction with other school teachers, mentors and teacher educators that has been suggested to play a role in the internalized and formed knowledge (e.g., views around teaching and learning and teacher's roles and responsibilities). In teacher education, investigating the development of this process and the role of social interaction is seen critical to "trace teacher cognitive development" (Johnson, 2009). In doing so, it highlights the notion that "the contexts within which they work are extremely influential in shaping how and why teachers do what they do"(Johnson, 2006, p.236). Thus, "Learning to become an effective teacher is a long and complex process"(Flores and Day, 2006, p.219), as it has been suggested to be impacted by interaction with other members of the educational settings. It also has been suggested that teacher's practice is inseparable from the history of the institution where the teacher works or the personal history of that teacher (Freeman, 2002p. 11-12). Therefore, Freeman and Johnson (1998, p.401) assert that teacher learning should be recognized as a "normative and lifelong; it is built out of and through experiences in the social contexts, as learners in classrooms and schools, and later as participants in professional programs." This new conceptualization of teacher's "learning to teach" (Freeman and Johnson, 1998), is also highlighted by Johnson (2009) who asserts that participating in the classroom social practices and teacher's prior knowledge are the sources of the teacher's learning, labelled as "knowledge of and from practice"(Freeman & Johnson, 1998, p.401). In this sense, teacher learning draws on different sources, namely, teachers' experiences that are socially situated, such as experiences as either a learner in classrooms, a teacher in schools or a member in professional development programs (Freeman and Johnson, 1998; Johnson and Golombek, 2002, 2003; Johnson, 2006).

Johnson and Golombek (2011) believe that teachers enter the profession with tacit notions either about teaching and language learning that are formed while they were language learners or as language teachers in educational settings. The role of teacher education programs is to help linking teachers' everyday experiences with scientific concepts that would help to explain those experiences to them. They (2011, p.2) assert the following:

teachers must move beyond their everyday experiences toward more theoretically and pedagogically sound instructional practices. Formal schooling, from a sociocultural theoretical perspective, is an exemplary content in which

concept development emerges out of instruction that links everyday experiences with scientific concepts and thus enables learners to move beyond the limitations of their everyday experiences so that they can function appropriately in a wide range of alternative circumstances and contexts.

Learning how to teach in school contexts could play a role in transforming teachers' tacit knowledge by introducing reflection and articulation skills to be implemented in teacher education programs that would help those teachers to articulate and reflect on their teaching experiences (Freeman, 2002, p.11). Also, Johnson and Golombek (2002) assert that reshaping teachers' beliefs, practices and pre-existing knowledge about teaching would form a way for teacher learning to emerge rather than the transmission model of knowledge where the teacher's role in creating knowledge is overlooked. In other words, L2 teachers are now considered "users and creators of legitimate forms of knowledge who make decisions about how best to teach their L2 students within complex socially, culturally, and historically situated contexts"(Johnson, 2006, p.239). It is suggested in that area of research that the teacher has an active role in the learning process, where "Teachers, like other learners, interpret new content through their existing understandings and modify and reinterpret new ideas on the basis of what they already know or believe"(Kennedy, 1991). As a result of that, teachers are now recognized as not, "empty vessels waiting to be filled with theoretical and pedagogical skills" (Freeman & Johnson, 1998, p. 401), which was evident in the positive paradigm of conceptualizing teacher knowledge and learning, but as individuals whose, "personal history" of learning, has a role that informs cognition on language learning and teaching (Holt-Reynolds, 1992). This recognition of teachers' active role in the learning and the teaching processes was missing in the guiding assumption of teacher education practices (Freeman & Johnson, 1998). The impact of this perspective on human cognition and knowledge is evident in how "human agency" is conceptualized in teacher education where teachers are now considered as "individuals who appropriate and reconstruct the resources that have been developed and made available to them while simultaneously refashioning those resources to meet new challenges" (Johnson, 2009). In this sense, teacher agency in the process of learning how to teach is recognized in the literature of teacher education where Britzman (2012, p.31) asserts that:

Learning to teach is not a mere matter of applying decontextualized skills or of mirroring predetermined images; it is a time when one's past, present and future are set in dynamic tension. Learning to teach – like teaching itself – is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become.

In other sense, teachers are not passively shaped by the context. They play an active role as the literature suggests on the process of learning to teaching which includes forming and reforming a professional identity (e.g., constructed views around teacher's roles and responsibilities in L2 teaching). A detailed discussion of this important aspect of teacher learning is left for section (3.2.2).

According to Johnson (2009) teachers' agency plays a critical role in internalizing the mediational tools like teacher manual that tends to be followed by novice teachers. However, as they gain more experience, they would "reorder, drop, and/or supplement the activities in a teacher's manual, to better meet the particular needs of her students and/or any institutional constraints (e.g., high-stakes tests)..." The focus of this study is on examining novice EFL teachers' agency in learning how to teach. For example, how they appropriate constructed knowledge during student teaching programs in Western countries to meet their context and students' needs (Johnson, 2009) as they start practising teaching.

In the light of the previous arguments, according to Johnson, teacher learning from a sociocultural perspective (2009, p. 13) is generally founded on "the assumption that knowing, thinking, and understanding come from participating in the social practices of learning and teaching in specific classroom and school situations." Johnson (2009, p.9) argues that researchers embracing the interpretative stance should take into consideration some key factors that might form and justify that teacher's actions. These factors include the teacher's interpretation of what he/she does, the context where he/she works and his/her prior experiences as either a learner or a teacher (ibid).

This is also recognized in the literature of LA, as Lamb (2008, p. 273) puts it, "in shaping learners' perceptions. If the classroom context can disempower learners to the extent that they think they do not know anything, then presumably it can also influence their beliefs in the other direction, enabling them to develop a sense of responsibility for learning." The mediational role placed on language teachers, which helps language learners accept responsibility for their learning, is highlighted in Little's (1995) "pedagogical dialogue". This was one of the earliest attempts to theorize ways for successful implementation of LA in language learning classes. According to him (ibid) this "protracted process of negotiation by which learners can be brought to accept responsibility for their learning" covers all aspects of the learning process (e.g., learning aims and content, assessment process). To achieve successful implementation of LA as described above, He (ibid) asserts that the "the promotion of learner autonomy depends on the promotion of teacher autonomy" among student teachers, where the "teacher education should be subject to the same processes of negotiation as are required for the promotion of learner autonomy in the language classroom." This is critical in examining ways to enhance or restrict the development of autonomy either among language teachers or learners where social interaction as proposed by Little (1995) has an impact on the process of learning how to exercise autonomy and develop it over the learning process. In the teacher education context, for example, Smith (2006) reported on his action research into enactment of TA over the process of learning how to teach among student teachers. His action research provides evidence to the successful implementation of autonomy among student teachers as result of successful implementation of Little's (1995) proposed idea of

“negotiation” to enhance autonomy in learning. Sinclair’s (2008) action research which concluded with a round of reflection by the teacher educator and the student teachers on their expectations of each other’s in the learning process is another way to examine how social interaction with teacher educators was employed in teacher education contexts to impact student teachers autonomy by shifting student teachers’ perceptions of the teachers’ and students’ responsibilities. In my exploration of the development of TA among novice EFL teachers, employing SCT, more specifically, the impact of social interaction with other community members in the EFL teaching contexts (e.g., language learners, coordinators, other teachers) on shaping and reshaping EFL teachers’ views of teacher’s authority and freedom is of great potential for my study to understand how the process of learning how to exert autonomy over teaching and learning how to teach processes might be fostered or hindered in this teaching context.

3.2.2 Teacher Professional identity

TPI forms an important theme in recent language teacher education literature (Varghese *et al.*, 2005; Beauchamp and Thomas, 2010). This aspect of the teacher’s life is seen important for both its impact on other aspects of the teacher’s professional life and in getting an in-depth understanding of them. For example, Hong (2010) argues that to get in-depth understanding of various aspects of the teacher’s life (e.g., teacher’s job satisfaction, commitment, motivation and decision-making processes), it is crucial to explore and understand TPI. Nonetheless, TPI has been suggested to impact teacher’s willingness and ability to respond to the educational change, creativity, professional development and teacher’s efficacy (Beijaard, Verloop and Vermunt, 2000). Thus, Thomas and Beauchamp (2011, p.762) assert that, “Developing a strong sense of a professional identity as a teacher may be crucial to the well-being of new members of the profession”. In fact, understanding TPI is recognized for its importance in providing insights into the processes of language teaching and learning. As Varghese *et al.* (2005, p.22) put it, “in order to understand language teaching and learning, we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them.” In this line of thinking, the TPI a teacher embraces with its broad dimensions is considered central in discussing and understanding both processes.

The concept of TPI is frequently used in the literature of teacher education, but to date there is no consensus could be found among scholars on what is meant by this concept (Beijaard, Meijer and Verloop, 2007). In their comprehensive review of research on TPI, however, Beijaard *et al.* (2007) mentioned that to most scholars in this area of research, TPI is generally seen as "an ongoing process of integration of the ‘personal’ and the ‘professional’ sides of becoming and being a

teacher." So, the process of professional identity formation is not perceived as "fixed or unitary"(Coldron and Smith, 1999), among scholars but rather is seen as a continuous process (Beijaard, Verloop and Vermunt, 2000; Flores and Day, 2006; Beijaard, Meijer and Verloop, 2007; Barrett, 2008; Rodgers and Scott, 2008b), in which the individuals are engaged in explaining, justifying and making sense of themselves "in relation to other people, and to the contexts in which they operate" (MacLure, 1993, p.312). In a nutshell, the process of forming a TPI is seen as "an ongoing and dynamic process which entails the making sense and (re)interpretation of one's own values and experiences" (Flores & Day, 2006, p. 220). This has been highlighted by Wenger (1998, p.154), who asserts that "the work of identity is ongoing". This is also the case with TPI, which according to Chong, Low and Goh (2011, p.51) "is shaped and reshaped during these interactions with others in a various professional contexts."

In this line of thinking, the process of forming a TPI does not only answer the question about teachers' current states but also can help answer the question "who do I want to become?" (Beijaard *et al.*, 2007), which includes a future prospective dimension of TPI that teachers might aspire to achieve. As the teacher professional development is considered a process of "lifelong learning" (Freeman and Johnson, 1998; Day, 1999), the evolution of TPI is also seen "an ongoing process" (Beijaard *et al.*, 2007), which might not only indicate a present state but also a future aspiration that the teachers might be engaged forming it. According to Kelchtermans (2009, p.263), TPI "includes a time-element: the future perspective reveals a teacher's expectations about his future in the job ('how do I see myself as a teacher in the years to come and how do I feel about it?')". This seems to suggest that the ongoing evolution of TPI could include a prospective dimension where the teacher thinks about his potential and desired state in the teaching profession as he interact with others in the educational setting.

Enormous studies have looked at the dynamic nature of TPI formation (e.g., Coldron and Smith, 1999; Johnson, 2003; Alsup, 2004; Bathmaker and Avis, 2005; Lasky, 2005; Urzúa and Vásquez, 2008; Devos, 2010; Thomas and Beauchamp, 2011; Arvaja, 2016; Cheng, 2016; Ivanova and Skara-MincL:ne, 2016), and other studies have examined the contextual as well as personal factors that influence the ongoing formation of this phenomenon (e.g., Lasky, 2005; Flores and Day, 2006; Schepens, Aelterman and Vlerick, 2009; Hamman *et al.*, 2010; Hamman *et al.*, 2013). For example, Kiely and Askham (2012) reported on the findings that showed the impact of short teacher training on the study participants' experiences of learning how to teach in a TESOL program. The study reported on improvement in their sense of the "doing identity" that is represented through improved confidence in their ability to teach English and knowledge of what is required in teaching English. It also reported on improved willingness to practice autonomy over their teaching practices among the study participants. This study has explored the process of becoming a TESOL teacher among

student teachers by considering the study participants' engagement in the process of learning how to teach as newcomers to TESOL community of practice.

This process of ongoing formation of TPI among teachers as suggested by scholars in this area of research seems to extend even during the first year of teachers' teaching experiences (Flores and Day, 2006; Beauchamp and Thomas, 2009; Thomas and Beauchamp, 2011). One of the attempts to examine student teachers' idealistic identities and their plans to achieve them is conducted by Beauchamp and Thomas (2010). They examined student teachers' envisioned idealistic professional identities through reflections. The writer has examined student teachers envisioned idealistic professional identity that they aspired to achieve, and they were asked about their perceptions of the ways they think to achieve those idealistic visions and identities. The study concludes that student teachers can envision a future idealistic identity and they have perceptions of ways to achieve this identity goal. The study participants' envisioned idealistic teaching selves were formed around having positive relationships with prospective students, perceptions of the teacher role that with a focus on supporting prospective students' learning. Regarding how they perceive ways to achieve that, they mentioned that they can achieve this idealistic envisioned TPI by being gaining more experience in practicing teaching and by joining the teaching community. This study findings could be expanded by examining first the idealistic TPI student teachers hold before starting teaching experience and then tracing possible changes in their TPIs especially in a context where they are faced with constraints on their teaching practices.

All in all, the focus of the sparse number of studies on the development of TPI has been on exploring this phenomenon over a short period of time (e.g., Izadinia, 2016), with a focus on the teachers' current formed TPI. Regarding the studies that have examined the role of this evolving nature of TPI on TA (e.g., Benson, 2010), they did not examine beginning teachers' "ongoing" development TPI and the impact of this evolving sense of TPI on teacher's exertion of capacity to take control over teaching processes. This is where this study is extending the previous work on the development of TA taking into consideration the dynamic nature of novice teachers' TPI and its impact on TA over time.

3.2.2.1 Conflict around teacher's roles and responsibilities

Facing a critical conflict between what student and beginning teachers idealized as key roles and responsibilities of language teachers and the opposing expectations of L2 teachers in the educational setting is also a notable theme of research on TPI. According to Pillen, Den Brok and Beijaard (2013, p.87) professional identity tensions are "complex to cope with and challenge a teacher's feelings, values, beliefs, or perceptions". Student teachers idealized views of language teaching formed in the practicum might be challenged in the new language learning setting. In fact,

the “professional identity tensions are one of the difficulties which can confront many beginning teachers”(Pillen, Den Brok and Beijaard, 2013).

In a study conducted by Thomas and Beauchamp (2011), novice teachers were asked to reflect on their present and future professional identities using metaphors by interviewing them twice in summer following their graduation and in the middle of their first year of teaching experience. This study focused on the development of novice teachers' identities as they move from being student teachers to being new teachers. The findings reported in this study showed a shift in the metaphors used to describe how they envisioned their future teaching identities and how they perceived their teaching identities as they practised teaching. The initial imagined identities revolved around providing support, help and protection to the prospective students which changed to surviving challenges faced in the classrooms. Additionally, the study showed that although some of the beginning teachers who participated in this study faced challenges in their classrooms, this has not affected their abilities to overcome them. The impact of the previous teacher education programs was also evident in this study. Three participants discussed the impact of the teacher education as transforming and liberating which is represented through metaphors such as "Frog" and "Butterfly".

Izadinia (2015) describes how the mentoring relationships that seven student teachers had with their mentors impacted the process of TPI formation. The impact of the mentoring relationships on the identity formation is examined in relation to the level of confidence student teachers experienced where teachers with positive relationship showed raised level of confidence in their abilities to teach and according to the study findings has led to improvement in their views of themselves as confident teachers. For example, one of the student teachers who had a positive mentoring relationship that matched her expectations has led to increased feelings of independence and autonomy over the teaching practices. This study is important in highlighting the impact of significant others such as the mentors on the process of forming TPI in the practicum.

Flores and Day (2006) gathered data reflecting the various contextual factors impacting the development of beginning teachers' TPI during the first two years of their teaching experiences. The study sample included only three language teachers. They (2006) employed longitudinal qualitative study design to explore this phenomenon for two years where they used interviews at the beginning and at the end of each teaching year. Additionally, the students who were taught by the study participants were asked to provide a description of how their teacher might have changed. At the end of the study, the study participants were asked to write a report where they reflect on their experiences in the previous two years. The findings of this study concluded with a classification of the factors impacting the development of PI among novice teachers and they are as follows:

1. The writers first presented the participants' prior experiences as school students in which previous teachers personal characteristic (positive and negative) played a role in how they have shaped their identities and how they reacted to practical situations as beginning teachers

2. Initial teacher education played a weak impact according to this study on how beginning teacher formed TPI as teachers faced a gap between theory taught to them as preservice teachers and practice where they could not apply what they have acquired in preservice teacher education. It was also reported that the "ideal" images that were formed as school students or as student teachers and the reality of facing complex situations in the classroom and other demands in the schools has led to tension and feeling "lost" in knowing the parameters of their jobs. The impact of their initial teacher education was weak as a result of the negative experience that nine teachers faced with their supervisors as the study finding showed that those teachers had to adapt a 'strategic compliance' attitude with their supervisors which led to a gap between their beliefs and practice. Regarding the other five teachers who had positive experiences with their supervisors as student teachers, they had experience in practicing autonomy over teaching the course as a student teacher and were supported by their supervisors. The writer emphasized that these teachers who were not given the chance as student teachers to put into practice what they belief is best practice to teach caused the challenge they faced as novice teachers unlike the rest who practiced autonomy over their teaching practices and thus enjoyed teaching and did not faced challenges in practicing their roles as teachers. This finding suggests that the type of mentoring/supervising relationship could impact student teachers' professional identities that they bring with them in their years of teaching and had an impact of how the manage the transition with its challenges from being student teachers to being teachers.

3. Interaction with the students:

In learning how to teach and constantly interacting with students, the study participants' attitudes towards teaching according to this study findings were protective and defensive attitudes and this according to the writers of this study has increased the study participants' levels of confidence. Those elevated levels of confidence caused by embracing custodial attitudes towards teaching has impacted positively the study participants' views of themselves as teachers and their sense of control.

This study findings are important in providing robust evidence covering all the possible contextual factors impacting the development of novice teachers' TPI. In addition to that, in exploring the impact of the previous experiences as school students in forming idealized images of the teacher's roles, this study could have yielded interesting findings by exploring the interplay between teachers' currently PI and their idealistic or feared teaching selves.

In the literature on TA, teacher's views and conceptions of teaching and language learning is considered a key internal factor that impacts the development of teacher's capacity to practice his autonomy over teaching. This seems to suggest that TPI has to be considered in exploring the development of teacher's capacity over for example what the teacher thinks he has to teach to his student and how to teach it. This might include the processes of decision making and goal-setting that the teacher takes to manage the process of teaching and learning how to teach. The importance of considering teacher professional identity in exploring TA is highlighted by Benson who asserts (2010) that "...teacher autonomy is necessarily related to individual biographies and identities, which influence both the capacity and desire to create spaces for autonomy and what teachers decide to do with them." Following this suggested view of the possible synergy between teachers' professional identity and their initiatives to practice autonomy, this might suggest that teacher professional identity can feed into the development of TA. By exploring novice teachers' views and values about their responsibilities towards their professional development and teaching practices, we might be able to understand how teacher's evolving professional identity as suggested by the literature on TPI development might feed into the development of teacher's management of his professional development. In similar line of argument, Raya *et al.* (2007) asserts that "if we value (inter) personal empowerment and social transformation as educational goals, then autonomy becomes a collective interest and a democratic ideal, so that teacher and learner autonomy are like two side of the same coins". In other words, when there are shared values among subjects in a learning setting that support the freedom and the empowerment that comes with it, autonomy among learners and teachers will be its obvious outcomes. This shed the light on the importance of exploring not only what language teachers perceived as their TPI but also what is expected from them in the language learning setting.

3.2.2.2 Reflecting on professional identity

In teacher education literature, reflecting on TPI is suggested to be an integral part of developing one. As Korthagen and Vasalos (2005) put it:

'Who am I?' 'what kind of teacher do I want to be?', and 'how do I see my roles as a teacher?', all of which are essential questions when it comes to developing a professional identity.

In fact, the literature on TPI formation suggests that in forming a TPI, teachers might be engaged in in prospective reflection on what they hope to be in the future within a changing social-cultural context where they operate. As Day *et al.* (2006) put it:

Teachers will define themselves not only through their past and current identities as defined by personal and social histories and current roles but

through their beliefs and values about the kind of teacher they hope to be in the inevitably changing political, social, institutional and personal circumstances (p.610).

This suggests that essential to examining the development of TPI is the examination of the future dimension of TPI that includes the “values” and “beliefs” teachers form and aspire to reach. This aspect of TPI formation as stated by Urzua and Vasquez (2008) is neglected in the investigations made on TPI formation. Thomas and Beauchamp (2011) made the same observation that the “process of envisioning the self as a professional is a crucial stage in the development of an effective teacher identity, but that this process is not fully researched” (p.763). In their study, Beauchamp and Thomas (2010) have explored the interplay between anticipatory reflection on idealistic future TPI and the process of forming a TPI among student teachers. The participants in this study were asked about their imagined future teaching identities before practicing teaching and reported that student teachers had the ability to reflect on future idealistic teaching identities.

Another study that has examined the anticipatory reflection and its impact on forming envisioned teaching identities among ESL novice teachers is Urzúa and Vásquez (2008). In this study, the mentoring meetings were examined for future reflections where student teachers reflect on the problems, they faced as they started teaching. These future-oriented talking and thinking according to the writers is considered a way to form envisioned idealistic identities and aspirations. A more recent study is Hsieh (2015) that has examined the future dimension of TPI and explored its impact on teachers' behaviours to enhance their professional development. As stated in Hsieh's (2015) study findings, beginning teachers have various orientations of their TPI where enhancing students' learning achievement forms a key concept to one of the study cases' TPI. This case was engaged in learning from practice and was willing to acquire new ideas from her colleagues or mentors to improve her teaching practice. In contrast to this case, the other case showed no improvement in his teaching practice despite his awareness of the failure of his teaching approach. As mentioned in the study findings, the main reason is the persistent view of teaching that was acquired from his previous personal experience as a student. This seems to suggest that exploring the development of novice teachers' TPI and examining their future aspirations as language teachers would provide us with insights on the development of aspects of TA such as teachers' willingness to be engaged in pursuing further professional development.

McGrath (2000, 105) asserts that “the first step towards autonomy is taken when the teacher adopts an evaluative stance towards the elements of the context around which they have some control.” This could include scrutinising perceived roles and responsibilities one holds and in these cases their sense of responsibilities and roles in language teaching. This is clearly stated by Thavenius (1999, p.160) definition of the autonomous teacher who according to him is the one “who reflects

on her teacher role and we can change it..". There is no study to the writer best knowledge that has explored the impact of the evolution TPI on TA. In the literature on TA, some key writers have pointed out the importance of teacher's sense of responsibilities and its link to TA development. According to Little (1995, p.179) "Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching...". This is where my study extends previous work on TA (e.g., Benson, 2010). This is because it investigated the shifting nature of TPI and explored how it impacted the development of TA by adopting a longitudinal research into this research problem. Additionally, it examined this phenomenon in natural setting where novice teachers did receive any support from teacher educators to develop TA. This knowledge gap is pointed out by McGrath (2000). He (ibid) argues that "some teachers" can develop capacity to self-direct professional action without any intervention and he calls for research on that to understand how it can develop "naturally" among language teachers. This seems to suggest that language teachers can develop their autonomy over the teaching process without any external assistance. Thus, some critical questions evoke, how aspects of TA develop among novice teachers? How this view of the self as being responsible teacher evolves among novice teachers as they engage in the teaching process for the first time and take on the responsibility that comes with it. Therefore, there is a need for longitudinal research into the shifting nature of TPI and how it can over time impact TA to provide an in-depth understanding of how TA develops over time.

3.3 The relationship between TA and TPI

Before moving to the methodology chapter, it is vital to reflect on how the above-discussed concepts in the previous chapters (two and three) are related to this study. First, the research to date on TA has tended to focus on the teacher's sense of freedom over the other components of capacity to take control, including the teacher's desire and exertion of ability to take control. To provide an in-depth understanding of the development of TA, it is vital to explore the internal synergy between the components of the teacher's capacity to control. Thus, this study extended the previous work on TA by exploring the dynamic interaction between these three components of the capacity to control, as suggested by Benson (2013), over time amongst the novice teachers as they are equally important. Figure (6) represents my study's theoretical framework that guided me in creating my study research questions, collecting data and in a later stage in analysing the study's voluminous data. The curved arrow on freedom, desire, and ability symbolises this ongoing interaction between them. The focus is on novice teachers' constructed sense of freedom and on teachers' desire to exert control over the teaching process and ability to do so. In doing so, the impact of changes in teachers' sense of freedom on desire and exertion of ability to take control is explored over time.

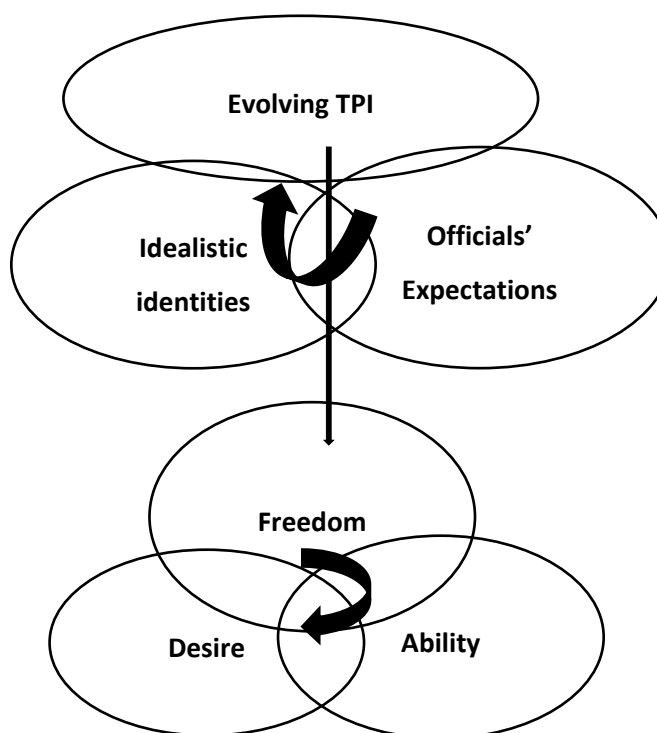


Figure 3.1 The study theoretical framework

The importance of considering the role of TPI on TA is highlighted by key researchers in TA. For example, Benson (2010) asserts that "...teacher autonomy is necessarily related to individual biographies and identities, which influence both the capacity and desire to create spaces for autonomy and what teachers decide to do with them." Following this suggested view of the possible synergy between teachers' TPI and their initiatives to practice autonomy, this might suggest that TPI feeds into the development of TA. More specifically, by exploring novice teachers' views and values about their responsibilities towards their professional development and teaching practices, we might understand how teacher's evolving TPI, as suggested by the literature on TPI development, feeds into the development of teacher's management of his professional development. Figure 6 also illustrates the role of forming and reforming TPI on the process of exerting control amongst the novice teachers. This is represented by the arrow connecting TA and TPI.

Research on TPI suggests that forming a TPI is an ongoing process especially among novice teachers. Also, previous research on TPI suggested that interaction with members of the educational settings where teachers were learners play a significant role in the process of constructing and reconstructing a TPI (e.g., Beijaard, Verloop and Vermunt, 2000; Flores and Day, 2006). This is highlighted by the curved arrow that shows this ongoing process of forming and reforming a TPI and the role of social interaction on this process by the curved arrow on evolving TPI. Examining

the process of learning how to become a teacher in the ELI with a SCT lens would provide a broad understanding of this process as it highlights the role of social interactions on a teacher's constructed knowledge around his roles and responsibilities in L2 learning. The rationale for exploring this interaction is guided by my reading of TPI literature and teacher learning how to become a teacher. In this study, I argue that evolving TPI, which is shaped and reshaped by teachers' previous and current interactions with members of the educational settings have a crucial role in TA development amongst novice teachers. More specifically, on how novice teachers perceive their sense of authority and freedom in ELI. This is represented by the line between TA and evolving TPI. Exploring the impact of evolving TPI on novice teachers' constructed views around teacher's authority and freedom provides an in-depth understanding of the development of TA amongst novice teachers. Also, this is where this study extended the previous work on TA since the interplay between the evolving TPI and its impact on teacher actions have not been explored, especially among novice teachers starting their first teaching experiences.

3.4 Conclusion

Overall, this chapter has provided an overview of the theoretical lens applied in this study to understand the development of TA in section (3.2). After discussing teacher learning which is seen as ongoing process and how forming a TPI is considered an important aspect of this process in section (3.2.1), Section (3.2.2), focused on the evolving and dynamic nature of TPI in section and its assumed link to teacher learning.

Chapter 4 Research design and methodology

This chapter aims to explain the study design and methodology. An overview of the research questions in section (4.1) is followed by the research paradigm that informs this inquiry in section (4.2). Section (4.3) addresses the research approach followed. The sampling technique employed in selecting the participants of this study is addressed in sections (4.4 and 4.5). Section (4.6) provides a detailed description and justification of the procedures followed in the process of collecting data. Sections (4.7) and (4.8) explain the research ethics followed and a reflection on my role in this study. Section (4.9) explains in detail the procedures followed to enhance the study trustworthiness. This chapter conclude with an in-depth discussion of the approach followed to analyse the study data in sections (4.10), section (4.11) and subsections (4.10.1- 4.10.6).

4.1 Research Questions

As far as research questions are concerned, the main research questions of this study are as follows:

1. In what ways do novice teachers over time develop their capacity to exert control over:
 - a) teaching materials?
 - b) Learning how to teach?
2. How do TPI influence the development of TA among novice EFL teachers?
 - a) What is the role of reflection on the evolvement of TPI?
3. What is the nature of the relationship between TPI and TA on a conceptual level?

My study research questions were subject to a process of forming and reforming till I reached the finalized version. The journey I went through in identifying and refining the research questions reflect the nature of qualitative research in which "the questions are under continual review and reformulation"(Creswell, 2014b). The study begun with the following initial study research questions:

1. How do novice teachers overtime develop their capacity to exert control over the teaching practices?
2. How do novice teachers incorporate LA in their teaching practices?

3. What role does the context have in supporting the development of TA among novice teachers?

Reading the literature on TA, supporting LA in classroom contexts is the focus of scholars' arguments. However, as the study progressed, supporting LA in L2 learning classes, although treated as a distinctive aspect of TA in the literature on TA, it emerged as part of one main aspect which is related to controlling the teaching process to enhance students' L2 learning including the enhancement of LA. In this case, enhancing LA among language learners was one of the themes that emerged, and it was interrelated to the exertion of capacity over the teaching materials. Therefore, my initial research question 2 was merged into the first research question as part of the investigation of novice teachers exerted capacity to control the teaching.

Reflecting on evolving TPI (e.g., perceived views around teacher's responsibilities and roles) emerged in my participating teachers' accounts on how they resolved challenges and constraints faced in the educational setting. Thus, it formed a key research question that explores the role of TPI evolution on the process of exerting control over the teaching materials and the process of learning how to teach. In my investigation of teachers' evolving TPI, I also examined the role of educational context on shaping and reshaping TPI. So, RQ2 accounts for the impact of both the personal and the contextual factors on the process of exerting control.

To put it briefly, there is one main research question that guides the whole study which focuses on understanding the mechanism of exerting control over teaching materials among EFL teachers. As Creswell (2014b, p.197) puts it, "Qualitative researchers ask at least one central question and several subquestions". The main research question that guides this investigation focuses on exploring the mechanism of the process of exerting control over both the teaching and learning how to teach processes. Part of investigating this process is exploring the personal as well as the contextual factors that seem to be impacting the process of exerting control by EFL teachers. To do so, I focused my exploration on the role of TPI evolution and the role of reflection on forming and reforming a TPI. I also examined the possible impact interaction with members in the educational setting has on this process.

4.2 Research paradigm

One of the critical decisions before conducting research is the choice of the research approach, which is guided by the paradigm that the researcher follows, the research design chosen for the study and the methods for collecting or analysing data (Creswell, 2014b). Decisions concerning the research methodology and design are dependent on the careful choices of the study paradigm (Hussain, Elyas and Nasseef, 2013). Creswell (2013) posits that, whether clearly

stated or embedded in the study, researchers bring specific point of views, paradigms and theories. Paradigms are defined as the "basic set of beliefs that guides action" (Guba, 1990, p.17). These paradigms are often referred to as "philosophical and theoretical frameworks" (Creswell, 2013), or the "worldview" which forms "a general philosophical orientation about the world and the nature of research that a researcher brings to a study"(Creswell, 2014b).

According to Burrell and Morgan (1979), whether explicitly or implicitly stated, the researchers in social science start their inquiry with some assumptions about "the nature of the social work and how it may be investigated" (p.2). The first philosophical assumption according to them (ibid) has an "ontological nature" around the existence of social reality and whether it can be an external thing to one's mind or its product. Regarding the ontological assumptions, they (ibid) mentioned that in this type of assumptions the social researcher starts to think about "how one might begin to understand the world and communicate this as knowledge to fellow human beings." They (ibid) additionally mentioned that this type of assumptions includes the consideration of what to be included as forms of knowledge and a classification of its "true" or "false" forms. In a more detailed explanation of the philosophical assumptions that might underpin social research, Creswell (2013, p.20) thinks that "they are beliefs about ontology (the nature of reality), epistemology (what counts as knowledge and how knowledge claims are justified)..."

Research paradigms have been classified into four types: positivism, constructivism, pragmatism and transformative (Creswell, 2014b). This study aimed to fill an existence knowledge gap around the development of TA in a context where there are no teaching educational programmes designed to enhance TA among novice teachers. Another aim of this study was to provide a better understanding of novice teachers' perception around factors that impact the phenomenon. To approach this, I have adopted an interpretivist approach in my study of TA development. A justification of my decision to adopt this paradigm with a review of its theoretical assumptions is to follow.

Constructivism which forms an approach to qualitative research (Creswell, 2013), is often referred to as "interpretivism" (Cohen, Manion and Morrison, 2011; Lincoln, Lynham and Guba, 2011). One key feature of this paradigm is that:

Individuals seek understanding of the world in which they live and work. They develop subjective meanings of their experiences-meanings directed toward particular objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrow the meanings into a few categories or ideas. Creswell (2013, p.24)

Therefore, the researcher develops various, complex and subjective meanings of the phenomenon under investigation, as the main aim of the research under this paradigm was to examine the participants' perspectives of the situation under investigation (Dörnyei, 2007). In this sense, "Multiple realities are constructed through our lived experiences and interactions with others" Creswell (2013, p.37). For this reason, the ontological assumption of this paradigm is the relativism in which realities are considered "multiple, intangible mental constructions, socially and experientially based, local and specific in nature (although elements are often shared among many individuals and even across cultures)" (Guba and Lincoln, 1994, p.110). In this sense, reality is "socially constructed" (Willis, 2007, p.95).

Regarding the epistemological assumption of this paradigm which concerns with the relationship between knowledge and the knower (Guba and Lincoln, 1994, p.108), Creswell (2013) also argues that the epistemological beliefs associated with this interpretative framework imply that "reality is co-constructed between the researcher and the researched and shaped by individual experience" (p.36). The process of constructing knowledge in this paradigm is "inter-subjective" in nature (Taylor and Medina, 2013), where "The investigator and the object of investigation are assumed to be interactively linked so that the "findings" are literally created as the investigation proceeds." In line with this argument are Lincoln *et al.* (2011, p.105) who posit that "...we are shaped by our lived experiences, and these will always come out in the knowledge we generate as researchers and in the data generated by our subjects". The researcher following this research paradigm will be engaged in providing multiple interpretation and explanation of the phenomenon he is investigating. The last philosophical assumption is concerned with the methodological beliefs underpinning this approach which entails the "Use of an inductive method of emergent ideas (through consensus) obtained through methods such as interviewing, observing, and analysis of texts" (Creswell, 2013).

In my exploration of TA development, I have decided to employ the constructivist approach as my working paradigm to study the development of aspects of TA for several reasons. Firstly, when this paradigm is applied to the educational research, it helps the research to "build rich local understandings of the life-world experiences of teachers and students and of cultures of classrooms, schools and the communities they serve" (Taylor and Medina, 2013, p.4). In other words, it helps the researcher to reach multiple socially constructed knowledge and understanding of the phenomenon since it is explored in its social setting. This allows to achieve better understanding of the role of social context on the development of aspects of TA. Studying the phenomenon in real-life setting in which the culture where participants work is examined in this paradigm, is seen critical to the process of interpreting the data (Willis, 2007),

which might lead to a comprehensive and in-depth understanding of the phenomenon. In teacher educational research, the positivist paradigm is considered “insufficient for explaining the complexities of both teachers’ mental lives and the teaching processes that occur in classrooms” (Johnson, 2009, p.9). On the other hand, researchers who are embracing the interpretative stance should take into consideration some key factors that might form and justify that teacher's actions. These factors include the teacher's interpretation of what he does, the context where he works and his prior experiences as either a learner or a teacher (ibid). This leads to the second rationale for employing this paradigm for my study as it includes "accepting and seeking multiple perspectives" (Willis, 2007, p.583), as the research employing this paradigm seeks to understand participant's perspectives and the meanings about the phenomenon under investigation. As my study aimed to explore and understand how novice teachers exert control over the processes of learning how to teaching and the teaching materials, participants' views of the development of TA overtime is the key source of information on this phenomenon that have been missing in previous attempts to explore the development of TA.

4.3 Qualitative case study design

There are three types of approaches to empirical research that include quantitative, qualitative and mixed methods research (Dörnyei, 2007). Social scientists and policymakers become interested in qualitative research since it helps to provide answers to questions like "how" and "why"(Holland, Thomson and Henderson, 2006). Denzin and Lincoln (2011) presented a definition of this approach which include conducting the study in a natural setting and providing subjective interpretations of the research data. They (2011) argue that a naturalistic and an interpretative approach to the world is key in this research approach. Creswell (2013) further refined their (ibid) definition by providing a more concise definition which covers all possible features of qualitative research:

Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places understudy, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interoperation of the problem, and its contribution to the literature or a call for change. (p.44)

In this definition, Creswell (2013) adds depth to Denzin and Lincoln 's definition of qualitative research by defining it as a process that is not only informed by the researcher's philosophical

assumptions but also informed by the local meaning participants attach to the explored research problem that extends to the final written report. This type of research approach "records the messiness of real life, puts an organising framework around it and interprets it in some way" (Braun and Clarke, 2013, p.20), in "natural settings" (Hallberg, 2006, p.141).

The case study research is one of the key methodological approaches to qualitative inquiry (Creswell, 2013). This approach implies studying the "particularity and complexity of a single case" (Stake, 1995, p.xi), "within its real-world context" (Yin, 2014, p.6). Dörnyei (2007) argues that cases might be used to refer to a community, an institution, an organisation or a program though we use cases to refer principally to people. While some scholars think that case study should not be considered a methodology but rather a choice of what to be studied (e.g., Stake, 2005; Flyvbjerg, 2011), some scholars considered it as a methodology or a research inquiry (e.g., Cheek, 2005; Denzin and Lincoln, 2005; Cohen, Manion and Morrison, 2011).

A more detailed account of what is meant by a case study is provided by Creswell (2013) where:

...the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiples sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case themes. The unit of analysis in the case study might be multiple case (a multisite study) or a single case (a within-site study). (P.97).

In this sense, a case study is seen as a methodology that aims at an in-depth investigation of a case or cases employing several research methods and sources of information over time. Regarding bounding the cases, it includes making decisions on what is to be considered part of the study unit of analysis with definite time boundaries of the beginning and end of the cases and these steps are seen crucial measures for case study design as they help to determine the scope of data collection (Yin, 2014). Many reasons guided the rationale for a case study design to my exploration of the development of TA. Firstly, the case study methodology is relevant to my study as the primary research question of this current study aims at understanding how aspects of TA develop among EFL novice teachers to provide an in-depth understanding of the phenomenon that has not been explored in previous studies on TA. Yin (2014, p.5) advocates the use of case study research when there is a need to "understand a complex social phenomenon" in real-life setting over time. This fits well with the aim of this study that is set out to respond to the call of key scholars in the literature of TA who asked for further research that explores the development of TA in a real-life setting. Secondly, a case study research is appropriate for my study methodology, as it helps to reach an in-depth description of a social phenomenon (Herriott and Firestone, 1983; Yin, 2014), through employing various research methods. In addition to that, by employing various research methods to explore the phenomenon, my aim is to balance the individual weaknesses and strengths

between research methods (Cohen *et al.*, 2011; Creswell, 2014b), which might help to provide a holistic and in-depth understanding of the phenomenon and validation to the study findings. Another rationale for employing case study research design is related to the data triangulation where multiple data are collected using various research methods to establish and to verify meaning of the social phenomenon under question, and which in turn might help, "to determine the consistency of a finding" (Yin, 2014, p.241) drawn from the study data. In summary, as the main focus of this study is to explore and to describe the development of TA among EFL novice teachers in natural settings where the study participants practice teaching, I have decided to adopt the qualitative research design. Another rationale for employing this research approach was related to the nature of the research problem, which according to Creswell (2014b) "if a concept or phenomenon needs to be explored and understood because little research has been done on it, then it merits a qualitative approach." This is the case with the current study research problem where there is a missing theoretical debate and research evidence that would support our understanding of the development of the phenomenon over a long period. Therefore, there was a need to apply qualitative research approach to explore the development of this phenomenon. According to Creswell (2013), this research approach helps to provide an in-depth exploration of a research problem.

Although qualitative research approach is considered resource-intensive (Dörnyei, 2007; McLeod and Thomson, 2009), it is considered beneficial for providing "the close-up shot of real lives" and an exceptional view on "social change" which can show the difference between the individual positions from the effects of their generation (McLeod and Thomson, 2009, p.61). Since I am exploring the development of aspects of TA over a period of time, my research approach is longitudinal in nature, where I "follow the same individuals or groups over extended periods" of time (McLeod and Thomson, 2009, p.60), to capture changes patterns (Dörnyei, 2007, p.40), and to provide an interpretation of change over time (Holland, Thomson and Henderson, 2004).

According to Stake (2005), there is two types of case studies: *intrinsic* and *instrumental*. In the former type of case study "case itself is of interest", whereas in the latter the researcher's interest on a particulate case "to provide insight into an issue or to redraw a generalization" (p.445). As the main aim of this study is to provide in-depth insight and understanding of how TA develops among EFL novice teaches in a context where is not teacher education programs that focuses on enhancing TA among teachers, my case study is multiple and instrumental in nature. Stake (2005) says "when there is even less interest in one particular case, a number of cases may be studied jointly to investigate a phenomenon, population, or a general condition. I call this *multiple case study* or *collective case study*" (p.445).

In planning my study, measures were taken at the outset of my study design to encourage the continuation in the study and minimise the attrition of the study cases. First, I tried to establish a good friendly relationship with my study participants. I was constantly in contact with them either face to face or through WhatsApp's messages discussing life issues and check on them occasionally, even when I was not in SA. This strategy, where the researcher establishes a good rapport with the study participants, is suggested by Hermanowicz (2013) to minimise the problem of participants' attrition. Second, the study subjects were promised of 500 Riyals Voucher of MAC cosmetics for each participant to be given at the end of this study. Third, I always prepare Arabic coffee and chocolate before my classroom observations and interviews with them and start with a general conversation to make it as pleasant as possible.

4.4 The study context and participants

This study was conducted in a local university in the Western region of SA. The study participants taught preparatory year students' English courses for the whole academic year, which forms a mandatory requirement for all newly admitted full-time university students. Female and male students are segregated in this university as the case with any learning setting in SA that follows the cultural and religious regulations of this Islamic country. There were several practical reasons for choosing this research site. First, I work in this university as a lecturer, and I am fully funded by them as a researcher which guaranteed the consent of the gatekeepers who facilitated my access to my study participants. Second, in 2017/18, newly graduated novice teachers were hired in my study's research site, unlike three other universities I initially considered as the prospective research sites.

Regarding the study participants, identified throughout the study by pseudonyms were four novice female Saudi teachers with no prior official teaching experiences. Noor (pseudonyms) is in her mid-thirties. She was taught in a public Saudi school in Jeddah. Also, she received her Bachelor in English language from King Abdul-Aziz university in Jeddah. She accompanied her husband to the Kingdom of Sweden, and she spent four years there. She learnt the Swedish language in a language centre that teaches it as a foreign language. She went back to SA and applied for a Master's degree. She then received an offer from an American university. she received her degree in TESOL from an American university in 2016. Huda (pseudonyms) is in her early thirties. She received her education in a Saudi public school and a university in Riyadh. After graduating her Bachelor's in English Literature, she applied for a Master's degree in the United States of America. After two years, she received her degree in TESOL from an American university. She was hired immediately after graduation in JSU. Reem (pseudonyms) also received her education in public schools in Jeddah. She graduated in the summer of 2017 with a Bachelor's degree In English Language from King Abdul-

Aziz university in Jeddah and she was hired immediately after graduation in JSU. She did not receive any training as a student teacher. She is in her early twenties. Sumaih (pseudonyms) is in her mid-thirties. She also received her education in Saudi public schools in Abaha, located in the Southern region of SA. She received her Bachelor's in Home Economics and Art Education from a university in Abaha. She accompanied her husband to the United States of America to get his PhD. Upon meeting the requirements needed to join the Saudi government scholarships, she joined the scholarship in two years. She received her Master's degree in TESOL from an American university. After two years of graduating her Master's, she moved back to SA and applied from jobs. She was hired as an EFL teacher in JSU.

4.5 The Sampling strategy

The most evident difference between qualitative research and quantitative research is the purpose of the sampling technique used in both approaches (Patton, 2002b). While quantitative research starts with a large number of participants to minimise distinctive differences between individual, qualitative research focuses on "describing the aspects that make up the idiosyncratic experience" (Dörnyei, 2007, p.126). The focus, therefore, in qualitative research is on a small sample that has been chosen purposefully (Patton, 2002), since the criteria for choosing the study sample is important than the number of participants (Wilmot, 2005). The aim, hence, is to reach "rich and varied insights into the phenomenon under investigation" (Dörnyei, 2007, 126). In this type of sampling where participants are chosen purposely, Merriam (2009) advice researchers to "determine what selection criteria are essential in choosing the people or sites to be studied" (p. 77). The strategy followed for participant selection in this study is "criterion sampling" (Dörnyei, 2007, 128), in which the selection of the study participants is dependent on meeting predetermined criteria. Thus, in this study, the criteria for participants selection are as follows:

1. They need to be novice teachers, "with less than three years of classroom experience" (Freeman, 2002). This criterion for choosing the participating teachers is guided by previous scholars' suggestions to examine TA among this group of teachers(e.g., Little, 1995; McGrath, 2000). This criterion would help in meeting the main aim of this study as it set out to explore how TA develop "naturally" (McGrath, 2000), among this group of teachers in their first year of teaching experience. This step is assumed to help achieve rich and an in-depth understanding of the developmental routes this group of teachers take in exerting the control over the new experience of being language teacher.
2. They need to be female teachers. Male EFL novice teachers were not included in this study as females, in general, are not allowed by the Saudi Laws to access male campuses under any circumstances.

3. They need to be willing to take part in this study given the longitudinal nature of my study. In this type of research, subject attrition is a noticeable concern Hermanowicz (2016).

4.6 Research instruments

The following sub-sections are set out to discuss the research methods employed and the producers followed in applying them in this study.

4.6.1 Questionnaire

In my first meeting with the study prospective participants, I have prepared a PowerPoint presentation that explained what is involved in this study. I also explained my main data collection methods and how often I will visit their classrooms. I also explained that their participation is fully voluntary and there will be no consequences if they decide to withdraw at any stage of the study. I shared with them my personal contact information and what role I would take in the study. The measures that were set in place to maintain the anonymity and the confidentiality of their recordings and personal information were also discussed. Those who voluntarily agreed to participate are given the consent and the information sheets (See appendix A and B). In this meeting, I also brought with me the paper version of my questionnaire and some pens for those who might want to fill it manually. All my study subjects at the end of the meeting voluntarily decided to take part in my study asked me to share with them the online version of my study questionnaire. In the online version, I have created a Google Drive folder for each participant which contains the study questionnaire shared with every participant individually via email. They were given a chance to fill it and edit their responses at any time within a week.

Although any study questionnaire can be administrated in the traditional way or online, using the online version seems beneficial, which can save time and can be administrated to a large population (Dörnyei and Taguchi, 2009). Based on my study subjects' preferences, I have decided to use the online version of my study questionnaire. This is because I tried to accommodate my study subjects by giving them a choice to either use the paper-based version or the online version of my study questionnaire. The online version for practicality reasons was shared with them through Google Drive, where they were able to write as much as they can to answer the open-ended questionnaire items any time for a week. In addition to that, Google Drive is free of charge for members of my research site. Thus, it is accessible and practical for both the participating subjects and the researcher. Additionally, Google Drive provides the participants with the privacy needed for their shared data and information.

Before the administration of the study questionnaires, I have piloted the study questionnaire twice. Following Dörnyei and Taguchi (2009, P.55-58) guidelines in the two stages of questionnaire piloting, I have first piloted it with two associate professors who have used questionnaires in their studies for comments and feedback on language clarity and questions accuracy. The study questionnaire was sent to them via email, and the purpose of my study questionnaire was explained to them in details on the phone. I have received their feedback on the instruction clarity and accuracy. I have modified the language used in my questionnaire as suggested by the two professors. Then, it was piloted with six novice teachers who shared the similar characteristics of my study subjects. It was shared with them each participant individually and privately through Google Drive, where they were given a chance to edit and save the changes they made. After the two piloting stages of my study questionnaire, I moved to the administration stage of the study questionnaire with the study subjects who were asked to fill in the questionnaire by one week.

My study questionnaire (see appendix C) was adapted from Hamman *et al.* (2013) and was modified and administrated at the beginning of my study to identify the changes of the participants' idealistic identities they envisioned for themselves coming to this new teaching experience. However, their (ibid) study questionnaire was modified to allow my study participant to elaborate more on their identities by giving them more space than the original questionnaire to provide more explanation of what they hope to become in the new teaching experience instead of only listing them as in the original questionnaire in Hamman *et al.* (2013). My rationale for adapting their study questionnaire was because it covers both what they idealised and feared becoming types of teaching identities.

The rationale for using open-ended questionnaire was to provide the participants with the chance to reflect on their idealised and feared teaching identities without affecting their responses by providing options as in the close-ended questionnaire. For this reason, data drawn from open-ended items are considered abundant and rich (Dörnyei, 2007; Dörnyei and Taguchi, 2009). The main aim of using this questionnaire was to reach a better understanding of how the participants see themselves moving forward in their abilities to be in control of their professional development and how their awareness of their roles and responsibilities as language teachers towards their professional development and towards their students' language learning change over time.

4.6.2 Classroom observations

Observations can offer "direct information" (Dörnyei, 2007), and open-ended information (Creswell, 2014a) when subjects' behaviour is observed in a natural setting (Cowie, 2009). Additionally, this research method is considered "invaluable for providing descriptive, contextual information about the setting of the targeted phenomenon" (Dörnyei, 2007, p.185). As such, it can offer an in-depth

understanding not only of the study behaviours but also the contextual factors that might affect such behaviours by observing the setting in which ones operates. In this study, I have employed the unstructured observations in observing my study subject's classes. The main objective of the unstructured observations I carried out in the classrooms is to understand the classrooms in which the beginning teachers teach. In these observations, I noted down the circumstances which these teachers faced. For example, the condition of the classrooms which included noting down whether teachers faced any technical problems with the projectors, WIFI services, and the air conditioner since we need to examine the context in which the participants work. In addition to that, I also noted in my field notes the number of students attending classes at the beginning and at the end of every teaching module. I also noted down how novice teachers reacted to issues as they arise in their classrooms (e.g., demotivated students, students' overdependence on teachers or colleagues, among other issues the in language learning classes) and how teachers responded to them. These "contextual information" gathered at different intervals helped to form some interview questions around the impact of the context on the development of one aspect of TA related to exerting control over the teaching materials and supporting LA among their students. My classroom observations lasted about 45 minutes to an hour which were audio recorded for the interview sessions that followed the observed classes.

Regarding how often I observe their classes, I conducted one classroom observation for each study participants at three phases of my longitudinal study. I followed, the "nonparticipant role" in collecting the observation data (Creswell, 2014a, 2014b), where the researcher's participation is minimised (Dörnyei, 2007). Classroom observations were subject to prior agreement with the study subjects, and I also asked them to introduce me to the students and explain my intention for observing their class. Most of the study subjects introduced me to their students as a friend who was doing a research which might be an indication of a well-established rapport with them. In addition to the field notes, I made sixty minutes recordings of the classrooms for the post-observation interviews to assist teachers in reflecting on specific incidents of their classrooms teaching practices.

4.6.3 Diary writing

Diary methods provide "intensive, repeated self-reports that aim to capture events, reflections, moods, pains, or interactions near the time they occur" (Lida *et al.*, 2012, p.1), which could help to capture "the particulars of life" (Bolger, Davis and Rafaeli, 2003, p.578). Moreover, it is considered a method that provides "Accurate, real time information" (lida *et al.*, 2012) Therefore, it is considered beneficial in making records of the events as they occur, which could "reduce retrospection bias that is associated with usual survey design" (lida *et al.*, 2012, p.278). The records

used in this method could be either a short verbal report or filling in a questionnaire (Dörnyei, 2007), and in this study, they were required to provide verbal reports of events related to the phenomenon under investigation and to share them immediately via What's App.

Diary studies have been classified into time or event-based diaries (Bolger *et al.*, 2003). In the former, the participants are required to report their experiences based on predetermined intervals provided to them by the researcher. In the event contingent intervals, the study subjects are requested to report their experiences whenever an event under questions happens. In this study the study participants were requested to provide time-based diaries where they reflect on some aspects of their teaching classes that are related to aspects of TA at the beginning and the end of the teaching week as the aim of this study was to understand how TA develops and by asking them to provide diary reports on specific aspects of their classroom practices and professional development (see appendix D), I aimed to understand how these aspects of TA develop and what routes do they take. The points of reflection in these diaries covers their autonomy over the teaching materials and whether they had specific goals for their classes. It also included autonomy over professional development concerning improving their teaching skills.

To assure participants' compliance (Iida *et al.*, 2012), which is key to the validity of the participants' reports in diary studies, I have tried to accommodate my study participants by asking them to provide me with their diaries verbally using WhatsApp instead of doing it manually or writing. I also allowed verbal reports rather than a questionnaire to minimise participants' burnout in this study following the guidelines of Iida *et al.*, (2012). In addition to that, they were given the freedom to use either English or Arabic in reporting events related to TA since they are all native speakers of Arabic. Therefore, relying on WhatsApp to send me voice messages in which they report on the points mentioned in appendix (D) made it easy for them to report and reflect on specific aspects of their teaching and professional development practically and more conveniently which would help to address one issue of the validity of diary data that concerns with participants' commitment to complete diary entries. Besides, this App has an accurate record of the time and date, which will yield more accurate information about the "temporal dynamics", of the phenomenon explored in this study.

My aim for applying diary writing was to reach a detailed description of the teacher's ability to exert control over three aspects of TA along with a reflection on the challenges faced and how they tried to resolve it. These aspects are related to practising autonomy over teaching practices, in points 1-8 of diary points that they are required to reflect on. Teachers' autonomy over learning how to teach is covered in point 9. This method was employed to supplement data gathered in classroom observations and interviews.

4.6.4 Semi-structured interviews

Interviewing which is considered a natural situation in our daily lives (Dörnyei, 2007), formulates a key source of data in case study research (Yin, 2014). It enables the researcher to gather data on, "those things we cannot directly observe and to understand what we've observed." (Patton, 2002a, p.340). There are various kinds of interviews which vary according to the number of sessions and structure (Dörnyei, 2007). I have conducted multiple semi-structured interview sessions, over a period of time with the same subjects (Hermanowicz, 2013), to understand and document the "temporal changes" among them (Dörnyei, 2007; Hermanowicz, 2013). As such, the focus of these regular interviews with my study subjects was to understand "how and why the particular phenomenon under study changes" (Dörnyei, 2007, p. 135), over one academic year 2017/18. The interviews protocols were developed based on the emerging themes from the classroom observations, diaries, and questionnaire responses. The interview protocol is included in appendix F.

The aim of my study interviews was to explore the change in teachers' perceptions of their responsibilities towards their professional development and improving their teaching practices. In addition to that, my aim was to understand how their abilities to exert control over those processes in which the focus will be on the metacognitive skills they might apply to manage them change and develop over time. To achieve this aim, I conducted three interviews with the participants in which I interviewed every one of them in all the phases of the study. In these longitudinal interviews, I was able to explore the participants' desire, freedom, and ability to take control over managing their professional development and teaching practice which were covered in the second and the third sections of the interview protocols. I also tried to explore the participants' perceptions of the contextual factors that either supported or hindered the development of TA among them in the three phases of the study. Along with these interviews, I conducted twenty minutes to fifteen minutes post-observation interviews in which teachers were asked to reflect on certain incidents to help understand their intention in action and how they reacted to certain issues in their classrooms (e.g., demotivation among language learners).

4.6.5 Documentation

The collection of documentary data is considered relevant to most case studies (Yin, 2014), which might include either public or personal documents (Creswell, 2014b), and in my study, both types were collected. First, any lesson plans and e-portfolios that my study subjects employed and the public documents that included the faculty handbook of the English language Institution. The aim of gathering these personal and public documents was to supplement data gather in the classroom

practices to understand the changes that might occur in teachers' abilities to take control over teaching practices inside their classrooms. About the faculty handbook, this document which presents the parameters of the teachers' responsibilities towards their students helped understand the impact of the context on the development of teacher abilities to take control over the teaching practices inside the classrooms. In the following table 2, a summary of the study timeline and research methods employed is provided.

Table 2 The study timeline and research methods

Field work (Sept 2017-Apr 2018)	
Phase 1 15th of Sept- 25th of Oct 2017	<ul style="list-style-type: none"> • Questionnaire for each teacher (first two weeks of teaching) • Daily diaries (after each teaching day) • Classroom observations (Once for each teacher) • Interviews (Once for each teacher)
Phase 2 12th of Nov – 25th of Dec 2017	<ul style="list-style-type: none"> • Daily diaries (after each teaching day) • Classroom observations (Once for each teacher) • Interviews (Once for each teacher)
Phase 3 15th of Mar-30th of Apr 2018	<ul style="list-style-type: none"> • Daily diaries (after each teaching day) • Classroom observations (once for each teacher) • Interviews (Once for each teacher)

4.7 Reflexivity and researcher role

Dwyer and Buckle (2009) say “As qualitative researchers we are not separate from the study, with limited contact with our participants. Instead, we are firmly in all aspects of the research process and essential to it.” The qualitative researcher’s role and relationship to the processes of planning, designing and latter conducting and reporting the study finding has been widely discussed. According to Creswell (2013), “the role of the researcher as the primary data collection instrument necessitates the identification of personal values, assumptions and biases at the outset of the study” (p.196). Given this connected relationship, reflexivity of the researcher during the whole process forms a core concept in qualitative research where he acknowledges his power, biases and privileges (Leavy, 2014). I am constantly engaged in reflecting on possible biases, personal background as a former female teacher in the research site and my own personal values regarding teaching and supporting students' language learning. These issues as discussed by Creswell (2013) could formularise the researcher's interpretations of the data collected. I have used an App called Dairo to constantly reflect on those points which I mainly used as my researcher journal. In this reflective journal, I was reflecting on my personal experience in this research site as a teacher and I have tried to write about how my personal experience as a teacher and values regarding teaching and my own professional development might impact my initial interpretations of the data collected. So, I was aware of how this personal experience and my own values about the teaching and the

learning processes and how it might impact my initial interpretations of the study data as I have tried to avoid formalising my initial interpretations based on these points.

While collecting the data I adhered Creswell's (2013) advice to minimise the hierarchical relationships that might exist. For example, avoiding leading questions in the interviews that cause disruptions to the participants' talk. I was aware in the planning stage of this study of the possible impact of the power relationship on the data collected. Therefore, the participants were constantly assured that their names and information will not be disclosed and that my role is to understand their personal experiences as novice teachers. Also, they were assured that my presence in their classrooms and discussions is not to assess their teaching practice but rather to understand their first year of teaching experience. Additionally, this tool, according to (Janesick, 2014, p.306) helps the researcher to "reflect upon the methods of a given work in process, including how and when certain techniques were used in the study." In other words, it helps explain the research process and justify the decisions taken, which is often not considered in most qualitative researchers (Janesick, 2014). In this sense, it can guide actions, and, in my study, it helped me focus the questions used in the interviews on emerging themes and track changes to probe in-depth on these issues. Lincoln and Guba (1985, p.327) suggested categorising the research journal into three categories; "(1) the daily schedule and logistics of the study; (2) a personal diary that provides the opportunity for catharsis, for reflection upon what is happening in terms of one's own values and interests, and for speculation about growing insights; and (3) a methodological in which the methodological and accompanying rationales are recorded." I have adhered to their suggested categorisation of the researcher reflective journals in categorisation my daily entries in my reflexive journal in this study. I have used a free App called Diaro available from <https://diaroapp.com/>. It helped me to keep a daily record of time and place. Additionally, it helps to take pictures and save them. It is free of charge and accessible at any time. I have used Arabic in my daily reflective diary entries on my phone.

4.8 Ethical considerations

Some ethical issues in qualitative research can emerge "prior to conducting the study, at the beginning of the study, during data collection, in data analysis, in reporting the data, and in publishing a study" (Creswell, 2013, p.57). Therefore, researchers should be engaged in ethical practices (Creswell, 2014a). Following the guidelines discussed by Dörnyei (2007), Creswell (2013) and Creswell (2014a), all the ethical implications of my study were considered, and possible measures to address them were taken into consideration. First, an application through Ethics and research governance online ERGO was completed to receive the ethical committee approval of

Southampton University for my study. No data was collected prior to receiving their approval of the study. Meanwhile, I have acquired the permission of the research cite.

In my application for the research cite approval of my study, I have provided them with all the information needed about my study and assured them that my study will not cause any disruptions to the research site and the learning process. After I have received the approval of this language institute, emails were sent to the prospective subjects asking for volunteers for my study. Then, the volunteers were individually provided with the participant information sheet that explained in detail the purpose of the study, information about the researcher, their right to withdrawn at any time. It also explained that the measures were taken to assure the confidentiality and anonymity of their data and information. This was explained verbally in Arabic to the study volunteers. Then, the consent forms were given to these who agreed to participate in my study. Furthermore, building trust relationship between the study participants and I are considered during the research process by assuring them that all the information provided will be anonymised and confidential.

In analysing the research data, certain measures were discussed by Creswell (2013) to address some ethical issues in this stage of the research process where the researcher should focus on reporting various views of the phenomenon under question and not to side with specific perspectives of his/her study's participants. In addition, it is advised that the participants' anonymity could be protected by through pseudonyms (Braun and Clarke, 2013). Therefore, I used pseudonyms to protect their anonymity in all the stages of this study. In the publication stage of the study, it is suggested to share some practical information with the stakeholders and the study participants (Creswell, 2013), and I planned to share any practical information that my study would produce to the stakeholders in the English language Institute and the study participants in Arabic.

4.9 Establishment of the study trustworthiness

The concept of research "reliability" is commonly used in evaluating all forms of research (Golafshani, 2003). Lincoln and Guba (1985) have proposed four trustworthiness criteria. They are credibility, dependability, transferability, and confirmability. The main aim of applying study trustworthiness is to help "how can an inquirer persuade his or her audience that the research findings of an inquiry are worth paying attention to?" (Lincoln and Guba, 1985, p.290). In this section, the steps taken to assure the trustworthiness of this longitudinal case study will be discussed.

Credibility, or the internal validity, refers to the establishment of one's confidence in the "truth value" of his study findings (Lincoln and Guba, 1985, p.290). They (ibid) have suggested seven techniques to be considered in qualitative researchers' attempts to increase the credibility of their

study findings which include prolonged engagement, persistent observation, data triangulation, negative case analysis, peer debriefing, referential adequacy, and member checking. The prolonged engagement in the research site helps researcher understand the context and build a trusting relationship with respondents (Lincoln and Guba, 1985). Engaging in research site for a prolonged period time and in this study, for five months allowed me to succeed in the process of establishing a trusting relationship with the study respondents. Being engaged in the research site for long periods of time also allowed me to understand in-depth the factors whether contextual and personal impacting the development of TA. Regarding how triangulation was employed to enhance the credibility of my study, I have employed in this study various data sources that were devised at various time. This is often referred to as "data triangulation" when the researcher relies on various data sources "that are examined in different times, places and persons." (Flick, 2004). As such, in this case study, the same information was confirmed and verified using various data sources at different times. Another strategy that has been employed in this study is member checking. In this strategy, the researcher asks the participants to read the, "written reports before they are published, and then researchers incorporate their feedback or corrections" (Duff, 2008, p.171). I meet my study participants and briefly discussed with every case my final findings. I also asked them to check for themselves if my report is accurate and true to them.

The second criterion for evaluating qualitative research is concerned with the **transferability** of the study, in which the focus is on providing "thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether the transfer can be contemplated as a possibility." (Lincoln and Guba, 1985, p.316). In other words, the thick description provided in a qualitative study allow the readers to judge the transferability of the study findings to their contexts. To establish the transferability of my study, I engaged in providing a thick description of the research context and the participants which might enable the readers to judge my study transferability to their context or another context.

The third criterion is concerned with the **dependability**, which refers to the consistency between the presented data and findings (Merriam, 2009, p.222), to produce dependable results (Williams, 2011). This standard can be met by either keeping a research journal, a recorded memo or filed notes as suggested by Williams (2011) and Mertens (2015). To make this qualitative case study dependable, I kept a record of the whole research process in my research journal and in the memos.

The last standard is concerned with establishing the **confirmability**, which refers to the extent to which the research's bias could influence the interpretations and the study findings. According to Guba, two strategies could be used to establish this standard though keeping a researcher reflexive

journal and triangulation all of which are discussed above to meet the first standard of qualitative research trustworthiness in this study.

4.10 Data analysis

The aim of this study was to explore the development of novice teachers' capacity to take control over the teaching materials and the process of learning how to teach. As shown in figure (6), it examined the synergy between teacher's sense of freedom, desire, and ability to control. It also looked at the role of interactions with members in the educational setting on those components of capacity to control the teaching materials and the process of learning how to teach. Namely, it explored the process of shaping and reshaping novice EFL teachers' sense of freedom and authority as they interact with other members of the educational setting. It also examines the role of TPI evolution on novice teachers' TA. Moreover, it explored the possible factors impacting this process. To do so, various data sources at different stages of the study were being examined for any indication of exerted capacity to take control over those areas of teacher's life. I traced any changes in the following components of capacity:

1. Ability to take control (e.g., set goals, ability to plan or improvise adding/ modification learning material, ability to evaluate the impact of planned or improvised learning activities on students learning and motivation to learn and ability to reflect for action and on action for future teaching decisions (e.g., to add or to modify the teaching material);
2. Desire to take control (e.g., to fulfil an identity goal focusing on self or a language learning goal focusing on enhancing students' language learning);
3. Perception of freedom (e.g., how much freedom and authority novice teachers see for themselves in each teaching situation) to ultimately fulfil a teaching decision to make teaching personally relevant to teacher's views of language teacher's roles and responsibilities in teaching
4. Any indication or traces of possible impact of either personal factors such as TPI (e.g., any indication of evolved/changes in views of roles and responsibility as a language teacher) and contextual factors (e.g., students or officials' expectations of language teachers, technology malfunction in classroom, students' motivation).

4.10.1 Data storing

The data sets gathered was uploaded in Southampton University One-drive in which sub-folders were created for each study participant that include sub-folders for data gathered for the interviews, post-observation interviews and the diaries recordings. In total, the data gathered

comprises of 12 field notes, and 24 interviews in which every study participant was interviewed three times in the first year of their teaching experiences which lasted for 30-40 minutes. This also include post-observation interviews that lasted 15-20 minutes. Additionally, one questionnaire for each study subject and 10-15 minutes recordings of their daily diaries in every phase of the study.

4.10.2 Data transcription and translation

In preparation for the data analysis, the data sets of the first year of data collection were transcribed by me. I used InqScribe software (V.2.2.3) available from and free for download in <https://www.inqscribe.com/> to transcribe the interviews data and the diary recordings. All the transcriptions were revised also using NVivo to check transcription accuracy. As most of my study data was conducted in Arabic, the accuracy of my translation was checked by a friend of mine who has his PhD 2016 from the University of Southampton in Translation studies.

4.10.3 The process of Data analysis

After transcribing and translating the data sets, I imported all of my data to NVivo which is considered one of the computer-assisted analysis of qualitative data programs as it is convenient in importing and retrieving data. Such programs are advantageous for providing laborious analysis of data in a short period of time (Silverman, 2013). In the initial analysis of my study data, I engaged in coding the data using the node feature in NVivo to form a list of interpretative nodes. This process is defined as "Generating names and labels for phenomenon identified in the data-themes..." (Marshall and Rossman, 2014, p.222). After sorting out my study data in NVivo, I began detailed and intensive task of data analysis which according to Merriam (2009, p.175&176) focuses on "making sense out of the data". In exploring themes of changes and consistency of novice teachers' capacity to take control covering two aspects of teachers' lives, I decided to use thematic analysis in which the focus is on "identifying, and analyzing and reporting patterns (themes) within data." (Braun and Clarke, 2006, p.79) This approach to qualitative data analysis not only helped me in identifying emerging themes at certain point of study where data is analyzed (Cross-sectionally) but also helps in detecting themes of change and consistency in analyzing data longitudinally to trace changes among study participants overtime in capacity to take control over both the processes of learning how to teach and teaching. In applying this approach to qualitative data analysis, I have followed Braun and Clarke (2006) suggested six phases of thematic analysis (Table 1).

Table 3 Braun and Clarke's Stages of thematic analysis (Braun and Clarke, 2006, p.87)

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

4.10.4 Pre-coding stage

I started reading and re-reading every data set for each case separately or as referred to by Braun and Clarke (2006) as the stage of "familiarizing yourself with your data". In this stage, I reflected on every data segment and consider possible ways to code it by reflecting on the general meaning it conveys. This stage is seen critical to the coding process that follows in which the researcher is approaching data more "meaningfully" (Dörnyei, 2007, p.250). This step is seen critical to the step that follows which focuses on generating codes. According to Vaismoradi *et al.* (2016), "The ability to generate ideas and make sense of data depends on researchers' closeness to data through immersion. Immersion is achieved through careful reading of transcripts, and listing meaningful, recurrent ideas and key issues in data." I started with reading the print outs of the first case data and generating initial codes. This step helped to refine and focus my analysis as I am approaching the data with confidence and understanding of the cases. This stage also helps me in generating initial inductive codes that are stemming from my data.

4.10.5 First level of data coding

The pre-coding stage to data analysis is followed by "first cycle coding" Saldaña (2015) or "initial coding" (Dörnyei, 2007), in which the focus is to generate codes which "symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data." (Saldaña, 2015, p.3). In this sense, "codes are essentially issues, topics or concepts that are present in data" (Hennink *et al.*, p.218). Since "Qualitative data analysis involves the interplay between induction and deduction" (Hennink *et al.*, p.208), I have combined both the inductive and deductive approach in coding my data. According to Creswell (p.248) this approach to qualitative data analysis includes a "combination of emerging and predetermined codes". My deductive codes or the "predetermined codes" Creswell (2013), are informed by my research

questions and reading of the literature on the concept of autonomy, development of teacher professional identity, identity goals (e.g., desire to enhance students' skills in L2, perceived freedom, idealized teacher identity goal, feared teacher identity goal). In inductively coding my data which is often referred to as "in Vivo coding" Dornyei (2007), I used "a word or short phrase from the actual language found in qualitative data record" (Saldaña, 2015, p.91), that I believe key to my exploration of the phenomenon of this study (e.g., ability to improvise, ability to manipulate teaching material, conflicted teaching identities, negotiation of identity). These codes are not noted in my reading of the literature prior to coding the data and they emerged from reading my data and it is seen beneficial to qualitative research as they "allow data to speak for itself" (Hennink et al., p.221).

In coding my data inductively, I have applied "In Vivo", "process" and "dramatical" codes which are part of coding methods suggested by Saldaña (2015). In using the "In Vivo codes", I try to reserve my participants' exact words for example in describing an emerging role like "manipulative". The dramatical and process coding methods helped me in capturing processes (e.g., action and interactions) in my data including attitudes and strategies to resolve conflicts in identity and constraints on freedom which are necessary in highlighting different processes of TA among participants (e.g., how constraints were resolved). For both, inductive and deductive codes, I am using NVivo to define closely what I mean by every code (see figure, 4-1).

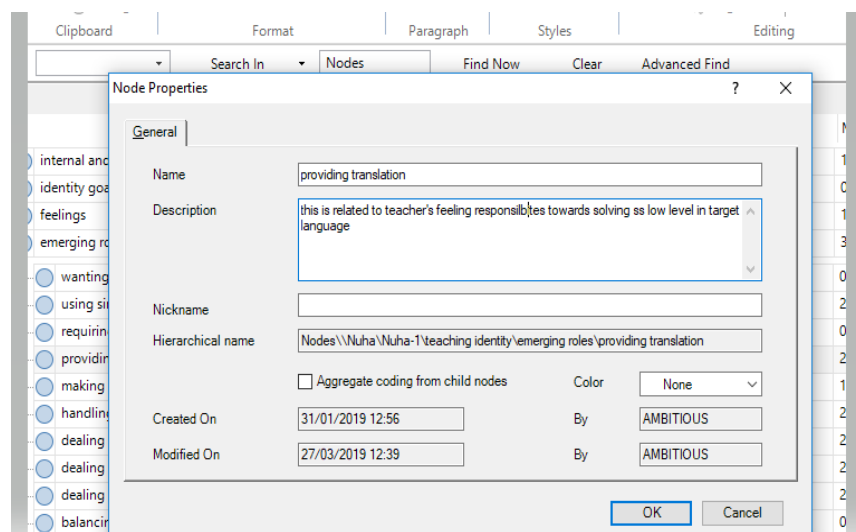


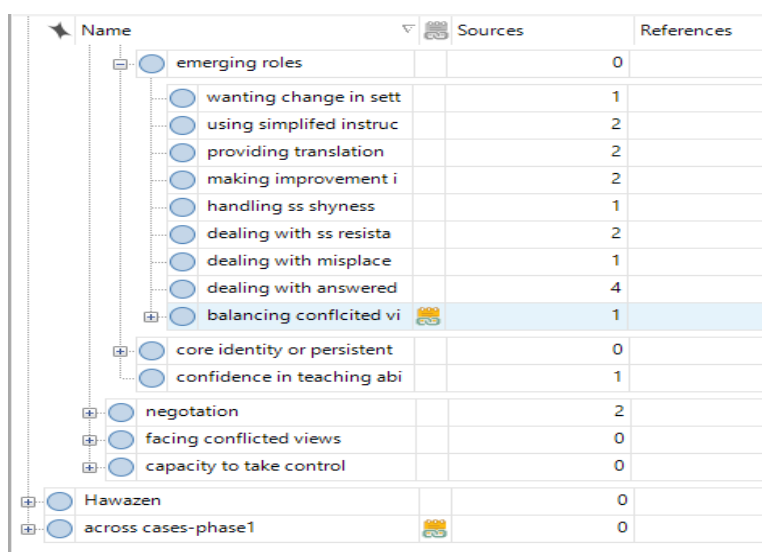
Figure 4.1 Defining codes

4.10.6 Second level of coding

After coding and recoding the first case data for several times, I started with the "second cycle" of coding my data in which I try to find patterns. The focus in this stage of data analysis is "to develop a sense of categorical, thematic, conceptual, and/ or theoretical organization from your array of

first Cycle codes." (Saldaña, 2015, p.207) This is often referred to as "resembling the data" process (Yin, p.191), which aims at identifying emerging themes in the data. This reflects stage three in Braun and Clarke (2006) in which the focus is on finding main themes. So, the focus at this stage of data coding is to find "five to seven major themes" Creswell (2013), by examine how various codes could be related to each other. In other words, examining how initial codes could be merged into "broader label" (Dornyei, 2007), and in this case an overarching theme under which I could merge interrelated codes.

This is of course is not a linear process but rather very iterative process, in which I reviewed my data for the codes generated to refine it further and then at a later stage compared the emerging themes against data. The main aim in this step of data analysis is to enhance the reliability of my findings. As Flick puts it, "Reliability can be increased by rechecking the transcripts and by cross-checking the codes" (Flick, 2008, p.102). This leads to producing a refined "hierarchy of codes" (Dornyei, 2007) in which the "concentre items at a higher level" along with reflective memos on emerging themes. In figure 4-2, I merged all codes used to describe the first case emerged sense of responsibility towards classroom challenges with the theme of "emerging roles". This theme was further renamed the "evolving professional identity".



Name	Sources	References
emerging roles		0
wanting change in sett		1
using simplified instruc		2
providing translation		2
making improvement i		2
handling ss shyness		1
dealing with ss resista		2
dealing with misplace		1
dealing with answered		4
balancing conflicted vi		1
core identity or persistent		0
confidence in teaching abi		1
negotiation		2
facing conflicted views		0
capacity to take control		0
Hawazen		0
across cases-phase1		0

Figure 4.2 Sample of level1 and 2 coding "with in case"

These steps of data coding were followed for each case separately in which I examined the emerging themes at specific point of my data collection for each case. This step is followed with the longitudinal analysis of each case across time to trace the themes of change and consistency. At this stage of my data analysis, I have used mind-maps to help capture the relationships between themes and to understand better the process of change. As Dey (1993, p.192) asserts that when

“we are dealing with complex and voluminous data, diagrams can help us disentangle the threads of our analysis and present results in a coherent and intelligible form”.

I went a further step in my data analysis in which I compared the cases across time. This step of data analysis is often referred to as "cross-case analysis" (Duff, 2008), in which I tried to trace changes and consistency of the main themes across the cases overtime to arrive at detailed comparison and contrast between the cases (e.g., desire to exert control, ability to plan to modify or improvise a modification of the teaching material, perception of freedom in teaching context, perceived teacher's responsibilities). In analysing my data longitudinally, I am using Saldana's (2003, p. 99) thematic and conceptual questions which Hermanowicz (2013) has applied in his longitudinal study to help situate my analysis around the themes of change and consistency and they are as follows:

What increases or emerges though time?

What is cumulative through time?

What kinds of surges occur though time?

What decrease or cease though time?

What remains constant or consistent through time?

What is idiosyncratic through time?

What is missing through time?

Which changes interrelate though time?

What are participant or conceptual rhythms though time?

What is the characterization of across time experience, and how do characterizations differ by sub-groups of the sample?

In summary, the procedures I followed in tracking the shifts amongst the study participants, they were done first case by case. I started examining the changes in every case individually across the time. In doing so, I have used tables and diagrams to capture and document the changes over time for every case. For example, in Noor's case, I documented the interaction between her emerged sense of responsibility towards enhancing students' L2 learning and her ability and desire to modify the teaching material to achieve this goal using first the nodes to capture the emerging categories. Also, I used memos in NVivo, which helped in providing a detailed description of the case TA

developmental routes over time. This is followed by diagrams (see figures 9 and 10) which captured the dynamic relationship between her TPI and changes in her TA.



Figure 4.3 Noor's early themes

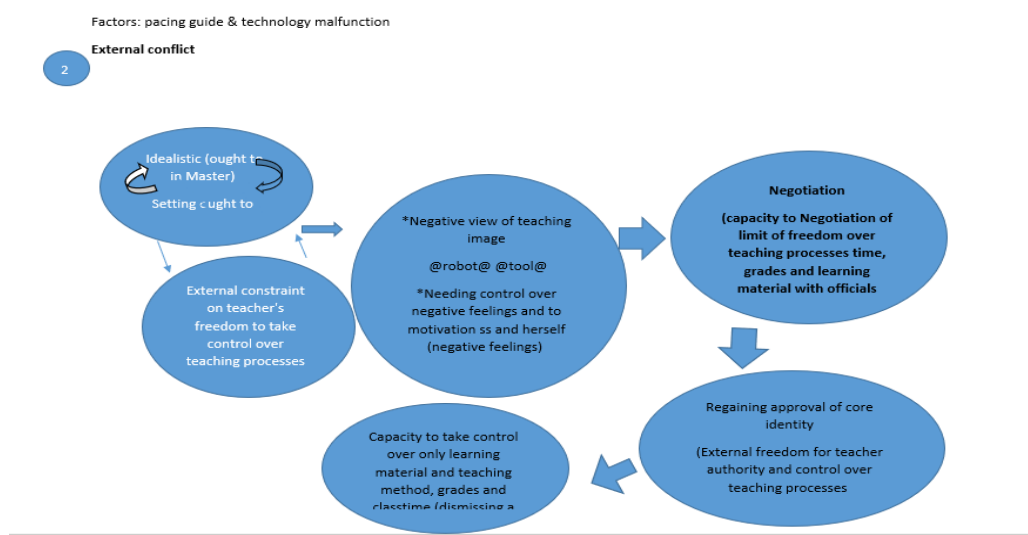


Figure 4.4 Noor's emerging themes

I then tracked changes across time amongst the study participants using tables in word documents to capture what was consistent over time and what decreased or increased regarding participants' TA. Figure (11) below shows the analytical categories that I used to focus my analysis in examining the changes within the case and across the cases over time.

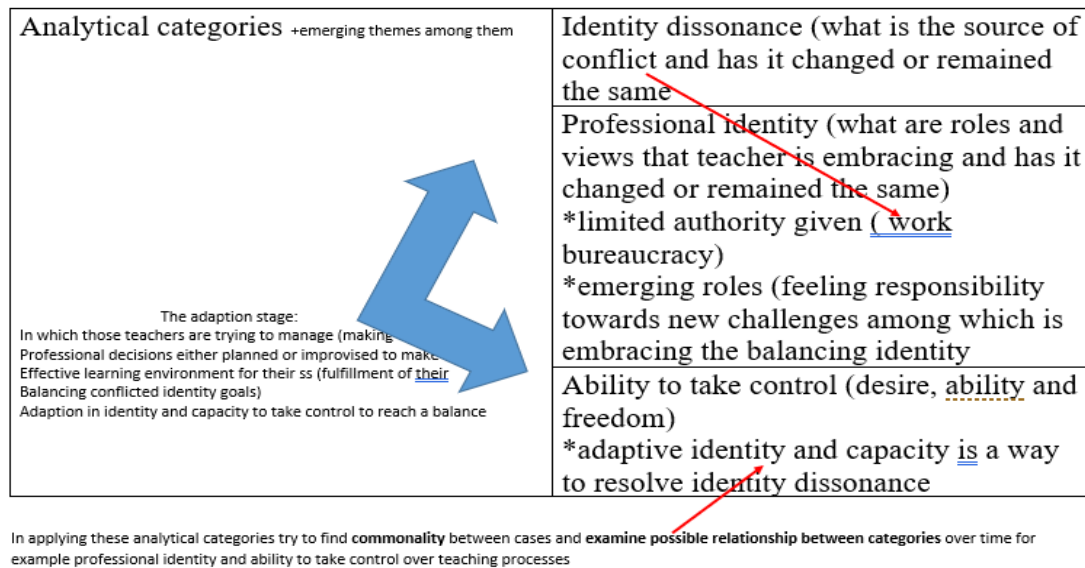


Figure 4.5 The analytical categories

This is followed by a detailed comparison between the cases using tables (see figure12 below). This is a very iterative process, where I did it several times to ensure accuracy, using colours to highlight the similarities and differences across the cases. This step helped me compare the cases and present the relevant evidence to show the similarities and differences among the participants over time (see Appendix E for more examples of a cross-cases comparison using tables).

<p>Sara main Findings (longitudinal analysis): what is <u>possibly similar</u> or different from other cases? What are the main themes?</p> <p><u>Similar to other cases:</u></p> <p>Adaption stage (being adaptive to teaching setting)</p> <p>Capacity-emerged roles</p> <p>1. <u>fluctuated capacity to take control over teaching process</u> and learning how to teach with emerged roles and responsibilities to overcome challenges in Ss learning</p> <p>Increased perception of constraint on freedom given to lang teacher-decreased desire and ability to plan and improvise modification either adding or modification of teaching material to enhance Ss learning including motivation (focusing on surviving/ concerns on fulfilling urgent educational setting requirements) and decreased ability to plan or improvise added or modified learning activity and vice versa in which teachers are (focusing on enhancing ss learning among which is supporting LA e.g. group work to motivate Ss) shift in focus (changes in construct of autonomy: the same route among cases) <u>Hawazen, Razan, Sumaih</u> (beginning teaching focusing on surviving) (Evidence in diary data)</p> <p>socially mediated capacity to take control over teaching processes</p>	<p>Reem main Findings (longitudinal analysis): what is <u>possibly similar</u> or different from other cases? What are the main themes? how this case capacity is different or consistent over time? what are the factors impacting?</p> <p>1. <u>fluctuated capacity to take control over teaching process</u> and learning how to teach with emerged roles and responsibilities to overcome challenges in Ss learning</p> <p>Emerged increased perception of constraint on teacher freedom on time and decreased desire to plan adding and ability to plan adding and remerged prior to final exam (focusing on surviving)</p> <p>"Nothing new I just had to follow the pacing guide very quickly in the coming two days no time is left the same <u>like</u> yesterday" (Diary data, phase1)</p> <p>*similar to <u>Hawazen, Sumaih</u> ought to teaching identity (educational setting urgent requirement) is negatively impacting freedom and consequently impacting desire and ability to plan or improvise adding or modifying teaching material (examine this with <u>Nuha</u>)</p>
--	--

Figure 4.6 Comparison across the cases

In summary, I am following the same producers of using two levels of coding in analysing data longitudinally and cross-sectionally to analyse every case separately and latter to compare it with other cases on emerging themes and themes of change (see figure 4). The main aim of across case-analysis is "to look for themes, shared responses, patterns of response, agreement and disagreement, to compare individuals and issues that each of them has raised, i.e., to summarize

the data"(Cohen et al., 2007, p. 467). In doing so, I am able to understand the differences and similarities between my study cases regarding changes and consistency of exerting capacity to control teaching process over time. Following this detailed approach of data analysis helped to achieve the main aim of this study which is focusing on tracing the development of TA over time and providing an in-depth understanding of the development routes novice teachers take in exertion of capacity to control teaching practices.

According to Hermanowicz (2013) there are two modes (iterative and summative mode) of data analysis. The former type of analysis in longitudinal qualitative research which was employed in this study, the researcher tries to emphasize the characteristics and conditions of subjects at multiple points of contact". In other words, the researcher engaged in this type of analysis tries to provide a detailed description of every case in his/her study that would provide a broad understanding of the case condition at different phases of the study. In analysing the data gathered on different times, he suggested analysing them both "cross-sectionally" and "longitudinally. In this way, we are not only engaged in analysing and comparing the data gathered for each case on specific time but also comparing them at different time intervals. In analysing my longitudinal multiple case study, I analysed the data set of every study phase as suggested by Hermanowicz cross-sectionally in which the focus of the analysis on every data set of each phase separately and then longitudinally in which I examined the changes and the development of aspects of TA among the multiple case studies in all the phases of the study.

Emergence of capacity to control teaching with focus on ss		0	0
Desire to take control with focus on ss		0	0
Increased focus on enhancing ss learning		10	68
Decreased focus on enhancing ss lang learning and motivation to more s		3	10
ability to control teaching processes with focus on ss		0	0
ability to refelct for action		8	26
ability to plan modification or adding to teaching processes		8	53
emerged ability to plan adding or modification focusing on ss learning		6	9
decreased ability to add or modfiy learning matieral		4	9
consistent abilty to add or modfiy		14	71
ability to evaluate teaching maneuver impact on ss learning		0	0
ability to monitor ss engagment in classroom		5	20
ability to improvisied teaching maneuver		12	47
identity		0	0
factors contributing to development of capacity to take control		0	0

Figure 4.7 A cross-case analysis of phase-1 data

In summary, after conducting "within-case analysis" of my data in which I examine the emerging themes of every case cross-sectionally and longitudinally. This step is followed by "a cross case analysis" to arrive at commonality and differences between the cases in my study.

4.11 Analytical Memos

Memos writing played a vital role in my data analysis. It was part of developing codes, exploring relationships between themes and in comparing cases. In addition to helping “capture ideas, reflections and thoughts about potential codes”(Hennink, Hutter and Bailey, 2020, p.221), it helps in capturing “the emergent patterns, categories and subcategories, themes, and concepts” (Saldaña, 2015, p.41). For a sample of analytical memos on one the themes concerning novice teachers’ adaptation to the constrained educational setting (see the figures below)

Memos

Name	Nodes	Referenc
ability to plan mo	0	0
adaption stage	0	0
adaptive or adjusti	0	0
Bureaucracy	0	0
Change	1	1
change and consis	0	0
codes, categories	0	0
comparing cases	0	0
conflicted identity	0	0
constaint on time	0	0
critics of previous	0	0
DIFF theme	0	0
emerging identity	0	0
emerging identity	0	0
examine differenc	0	0
exerting inner free	0	0
factors contributin	0	0
factors impacting	32	78
factors impacting	0	0

Change

over cognitive process and taking control over teaching process and learning how to learn
change: is capacity to add learning activities to control negative feelings
conflict, adaption stage (adapting identity goals and adopting new roles) that is impacting capacity to take control
how phase3 is different from phase1 regarding identity and capacity
e.g. adopting the role of motivating repeaters in phase3 which is reflected in her ability to plan or improvise a modification of learning activity with the goal of controlling negative feelings
what is different about this process in this stage in Hawazen-3 is that although she is being adaptive but this adaptation is directed to her interest she is not following what setting is suggesting her to do although they mentioned that she has to deal with timing and suggested that she needs to teach something with out practice very quickly unlike phase1 she this time is considerate of ss and her core identity is emerging in which she beliefs that she can teach something with out practice. in other words CHANGE rather than following what setting is requiring her to do by skipping with out practice urgent ought to teaching self like phase1 in which she is skipping some learning activities with out proper practice she now is giving ss priority and not being adaptive in this identity but rather is persistent
@showing how this teacher is facing a conflict in her view of teacher role by setting perception of how to handle problem of limited time by skipping or teaching something with out practice. this teacher did not adopt this identity of skipping with out practice due to her core identity that implies that no teaching with out practice

Another example of the analytical memos of my study in which I reflected on one of the emerging categories that concerns teacher’s ability to negotiate views around teacher’s roles and responsibilities in the educational setting which latter was merged under capacity to take control.

Memos

Name	Nodes	Referenc
ability to plan mo	0	0
adaption stage	0	0
adaptive or adjusti	0	0
Bureaucracy	0	0
Change	1	1
change and consis	0	0
codes, categories	0	0
comparing cases	0	0
conflicted identity	0	0
constaint on time	0	0
critics of previous	0	0
DIFF theme	0	0
emerging identity	0	0
emerging identity	0	0
examine differenc	0	0
exerting inner free	0	0
factors contributin	0	0
factors impacting	32	78
factors impacting	0	0

codes, categories

how those two concepts are related to each others? or is autonomy (ability to take control) is related to fulfilling an identity goal. could they be considered or merged into one pattern? what would it be I could not think of a higher pattern higher than these?/ the ability to adjust by attempting to make use of the constrained freedom given by trying to fulfill partially her identity goal and in nuha having interactive lang learning class
*
the second process which is name facing conflicted views category could be latter changed to cultural shock. this especially evident in what case1-phase1 mentioned of feeling at shock and that she can not embrace her self the way she wants to teach
*
teh category of teaching identity includes level of confidence in teaching ability
*
teh category negoatation could be changed latter to "ability to negoatation and convince" as a way to overcome a challenge to teacher's view of lang teaching or her way to overcome challenge to her view of teaching imposed by official. thus, this category could be latter, a sub category under teh capacity to take control in which this teacher is demonstraing the ability to negotiate and try convince officials. should I merge it now?
*
actually negoatation could be a skill or tactics that this teacher is doing to overcome the challenge placed on her ability to fulfill her idealistic view of how language teaching. this could show that autonomy her in "negoatation" category could be the following step to fulfill teaching identity
*reflection on a learning activity and discssion of future plans to use it
this could be another indication of desire to implement extra learning activities
* category of immovision

Chapter 5 Tracing the development of TA

5.1 Introduction

In this chapter, I am presenting the main overarching themes that run across the four cases. The focus of presenting empirical evidence from the cross-cases analysis of the four cases of my study will be on the emerging themes concerning the key research questions that explore the nature of TA. The purpose of the sub-sections (5.3.1, 5.3.2, 5.3.3, 5.3.4) and the main section (5.4) below is to present evidence on the changes in novice teachers' exertion of capacity to take control. I attempt to trace the stages of TA development among novice teachers capturing their idiosyncratic TA developmental routes. It also illustrates the possible impact of evolving TPI on the process. The aim of this chapter, therefore, is to provide evidence on the nature of TA development over one academic year among EFL novice teachers and to provide evidence on the possible impact of a novice teacher's TPI evolution on the phenomenon. Hence, it helps provide evidence and findings to answer the study research questions (see section 1.5). In the next chapter, I will interpret and discuss the findings presented in this chapter in the light of the study theoretical framework presented at the end of chapter three (figure 6).

The focus of the cross-cases analysis of the four cases in my study will be on the emerging themes in relation to the key research questions. The study research questions explore the nature of TA development and examine the possible factors impacting it (e.g., the evolution of TPI). In doing so, it traces the stages of TA development among novice teachers. It will explore the changes in novice teachers' exertion of the capacity to take control and examine the possible impact of TPI evolution on the process. One way to do so is through examining various data sources in different phases of the study among the four cases to help capture the stages of TA development amongst novice teachers. Also, a combination of various data sources from different phases of the study is believed to provide an integrated picture of the nature of TA development amongst the novice teachers. It also helps highlight the impact of changing TPI in the process of exerting control amongst them.

The definition of TA which was introduced in chapter 2, and the impact of interaction with significant others in an educational setting on language teachers' perceived authority and freedom set the direction of data analysis. As the aim of this study is to explore the development of novice teachers' capacity to take control over the teaching process and it is exploring the possible factors impacting this process, various data sources at different stages of the study are being examined for

any indication of exerted capacity to take control over the teaching process. Thus, it traces any changes in the following components of the capacity to control:

1. Ability to take control (e.g., set goals, ability to plan or improvise adding/ modification of the learning material, ability to evaluate the impact of planned or improvised learning activities on students learning and motivation to learn and ability to reflect for action and on action for future teaching decisions (e.g., to add or to modify the teaching material);
2. Desire to take control (e.g., to fulfil an identity goal focusing on self or a language learning goal focusing on enhancing students' language learning);
3. Perception of freedom (e.g., how much freedom and authority novice teachers see for themselves in each teaching situation) to ultimately fulfil a teaching decision to make teaching personally relevant to teacher's views of language teacher's roles and responsibilities in teaching;
4. Any indication or traces of the possible impact of either personal factors such as TPI (e.g., any indication of evolved/changes in views of roles and responsibility as a language teacher) and contextual factors (e.g., students or officials' expectations of language teachers, technology malfunction in the classroom, students' motivation).

5.2 Conflicted views around teacher authority

This section provides a proper introduction to novice teachers' idealistic expectations they held coming to their first year of teaching experience. This paves the way to the detailed exploration of their idiosyncratic routes regarding how they exerted the capacity to control the teaching materials or the process of learning how to teach. These developmental routes are presented in in section (5.3) and its subsections (5.3.1, 5.3.2, 5.3.3, and 5.3.4).

In the earliest stages of data analysis, the theme of facing conflicting views around teacher's roles and responsibilities, including views around language teacher's authority, emerged as a key theme. Several of the study participants made direct reference to facing conflicting views around the language teacher's role and authority in the new educational setting. More specifically, a conflict between what they have envisioned as the key roles and responsibilities of language teachers (e.g., Teacher's sense of authority and freedom) and officials' expectations of language teachers.

In their discussion of what they hoped to achieve in their first teaching experience, some participants said that what the officials in the educational setting required them to accomplish was opposing their idealistic envisioned views of teachers' roles. The idealistic views they held revolved around creating an interactive and enjoyable learning environment for the language learners.

I am a big fan of task- based language classes. One thing I learned during my ten years abroad, is that languages cannot be learned through books and exercises. In fact, you need to practice the language in a fun way. Specially with the resistance in learning which I see on the students. Unfortunately, we are not allowed to give the same concept with our own exercises using different teaching methods. We must stick to the book which I don't really like but I must obey the rules. In the case of my teaching experience in the states, it was so different. We could teach in any possible way we wanted to. Even if we wanted to leave the class and hit the park. Really, the magnificent result in using creative teaching methods has great and endless outcomes on the learners (Noor, questionnaire data, phase1).

Right now, I am in my first week and I am expected to cover a lot of the book content with my students in a short period of time. This has given me no chance to use many of the techniques I have learned with my students. Thus, I cannot be creative in my class (Huda, questionnaire data, phase1).

As a teacher, I hope to know my students well and go deeper in my students' diversity to teach them with knowledge. I want to be a teacher who design a suitable and flexible environment for any student in my classes. However, I find difficult to do so right now because my level coordinator wants me to catch up with the rest of the teachers (Sumaih, questionnaire data, phase1).

Yet, despite facing this identity tension as highlighted in the above examples, section 5.3 and sub-sections (5.3.1, 5.3.2, 5.3.3 and 5.3.4) show how novice teachers varied in their pace of resolving these conflicts of views around the language teachers' roles and authority over the teaching process they faced at the beginning of their teaching experience.

5.3 Shifting capacity to take control

The second main section entitled "Shifting capacity to take control" which explores in more details the idiosyncratic development routes of TA amongst novice teachers in its subsections (5.3.1, 5.3.2, 5.3.3 and 5.3.4). In the sub-section 5.3.1, it shows how three novice teachers were focusing on surviving the earliest days of teaching by focusing on the process of learning how to teach and accomplishing the officials' accumulated demands to catch up with the pacing guide and to prepare students for exams. In the sub-section 5.3.2, the focus is on showing the differences found amongst the participants regarding their pace of meeting their students' language learning needs. Sections 5.3.3 and 5.3.4 explore in more details how the study participants responded to the faced accumulated constraints.

Ample evidence in the participants' data, namely daily diaries entries, showed a fluctuating capacity to take control over the teaching materials. This is because the focus of the study participants' daily lesson plans tended to shift from surviving competing imposed demands by the officials to catch up

with the pacing guide to what seems to be an emerged responsive teaching initiatives that focused on enhancing students' learning in L2. Later, the theme of surviving urgent imposed demands by the officials reemerged prior to the end of phase one of the study where the focus of their plans seems to be focusing on surviving the accumulated demands by the officials to follow the pacing guide and thus to teach the assigned course book material as it is. The following sub-sections will provide illustrations of these themes in much detail.

5.3.1 The Self-focused teachers

Surviving urgent and competing educational setting requirements imposed on novice teachers was a prominent theme in the earliest and prior to the end of phase one in Sumaih and Huda's data analysis. The officials required novice teachers to catch with the pacing guide. Let me illustrate this point with Huda's case. She is a typical EFL novice teacher starting her official teaching experience for the first time. Examining her first daily diary entries show that the focus of her earliest teaching plans seems to be on the process of learning how to teach the grammatical rules and on catching up with the pacing guide:

I have received my schedule yesterday and I have looked at the pacing guide and I am supposed to start teaching present simple. (1)I examined my grammar book that I had from my master's program. I wanted to be able to explain this grammatical rule accurately to my students. so, I went into details in this grammatical rule and I even was testing myself in the workbook activities. so, (2) since I joined this university two weeks later and they are requiring me to cover as much as I can to make up for the last two weeks. Therefore, I focused last night on the grammar and I gave it my full focus. (3) I am worried as I need to cover so much, and students seem not understanding my explanation. anyways, I taught them the grammatical rule and gave some exercises in the workbook and gave them the rest as homework and we started the second unit quickly (Huda, diary data, phase1, 5.10.17).

This extract is important in showing how this teacher was trying to (1) take control over the process of learning how to teach the grammatical rules with the desire to be able to explain it clearly to her students. It also shows that this teacher is (2) focusing on herself trying to survive the urgent accumulated demands of the educational setting to follow the pacing guide and in doing so she focused on exerting the capacity to take control over this aspect of teacher's life. (3) It is evident from this extract, that meeting the students learning needs of understanding the grammatical rules seemed to be not, yet the focus of this teacher's teaching plans. As clearly stated in the above extract the students are facing a problem in understanding the grammatical rule that she explained. It seems that her sense of responsibility is revolving around herself with a focus on surviving these accumulated demands by officials to catch up with the rest of teachers teaching the same level.

This (3) seems to be impacting her teaching plans that focused on herself rather than enhancing students learning in the target language.

Another example from this case earliest diary data that confirms this observation about this case shows that she was trying to take control over the process of learning how to teach. She exerted the ability to set goals in finding the learning resource for grammar rules. The focus in finding the learning resource is on providing a thorough explanation for the grammatical rules in detail. Additionally, the focus of this teacher's earliest diary entries seemed to be focusing on herself to survive accumulated demands by officials.

Yesterday, I was preparing for the class and (1)I went online to check some grammar points I wanted to review. I also used my book "keys for teaching grammar" to review some grammar points. This helps to refresh my memory so that when students ask something, I can answer them quickly. I do this almost every day because English grammar is so vast. So, (2)I need to remember everything and I planned to cover quickly what is needed to be covered for the coming quiz and I was able to do that. however, I am still not pleased, and I feel stressed (Huda, diary data, phase1, 7.10.17).

This example clearly shows that this teacher is (1) focusing on herself, and it seems that she is preoccupied with (2) the need to be able to answer students' questions about the grammatical rules in class. This observation about this case has promoted me in analysing this case data to find more about any possible connection between this teacher's emerged capacity to take control over the process of learning how to teach and the professional identity goals she envisioned for herself.

In analysing this case's data, fulfilling a professional identity goal emerged as a contributing factor in the earliest stages of my data analysis. It helps explains and justifies this case's attempts to take control over the process of learning how to teach at this point of her teaching experience. In her response to the question "what kind of teacher do you fear becoming", she commented:

(1)A boring teacher that students really hate. Every time I see my students looking bored in the classroom it makes me feel bad because that means I am not making the material interesting for them. (2)I don't want to be a teacher that makes many mistakes in the classroom because in our society, an English teacher is expected to be a walking dictionary; you are not allowed to make mistakes or forget anything.(3) Thus, this scares me and makes me want to study all the time .I tend to go over all the things that I already know to be sure I never make a mistake (Huda, questionnaire data, phase1, 7.10.17).

This extract clearly shows that (1) although she is aware that her students were bored at her class and that she was becoming a boring teacher which was one of the identity goals that she feared becoming, her earliest data did not show that she focused on fulfilling this identity goal. Instead,

(2) this teacher seemed to be working on fulfilling is the knowledgeable teacher identity goal that she seemed to be preoccupied with at this stage of her teaching experience. Thus, at this point of her teaching experience, her earliest data shows that she seems to be focusing on herself by exerting the capacity to take control over the process of learning how to teach grammar by exerting the ability (e.g. to set goals, reflect for actions and evaluate) in finding the learning resource for teaching grammar with the desire to be presented in front of her student as the knowledgeable teacher. So, questing another data source helps explain why this novice teacher earliest data shows that she is focusing on controlling the process of learning how to teach and more specifically focusing on learning grammatical rules in detail.

In the questionnaire, she also explains how this teaching experience in the practicum a role had on forming and prioritizing this identity goal:

I once taught a higher-level class during my Masters. But the students were all Saudi. Thus, they expected perfection all the time while knowing that I was teaching them as a practice for me. It was a good experience overall, but I did have a moment or two that were bad for me. Thus, it made me questions my teaching a bit, even if my own teachers told me that I was good (Huda, questionnaire data, phase1, 7.10.17).

This clearly testify to impact of prior teaching experience on the process of forming TPI goals they set for themselves and it also might help explains why this case seemed to be focusing on the process of learning how to teach grammar and prioritizing this aspect of her teaching life instead of creating interactive learning environment for her students. In other words, being challenged to meet these expected roles and responsibilities of language teachers during the practicum seems to be creating this continuous worry for this teacher to meet this internalized image during her teaching experience to avoid the negative feelings that seem to be associating the failure to meet this professional identity goal by exerting control over the process of learning how to teach. A closer examination of this teacher's account of her envisioned professional identity goals began to uncover a sub-theme of the impact of prior teaching experience on these identity goals. This is because it seems to be playing a crucial role on this evolving professional identity this case is trying to fulfil. So, examining this case's data showed that prior teaching experience during the practicum with Saudi students had a role on prioritizing this teacher identity goal at the earliest stage of her teaching experience.

The above conclusion is further confirmed by this case's first interview in which she made a clear reference to the impact of this internalized view of teacher's role in language teaching during practicum on this teacher's desire and exertion of the ability to take control over the process of learning how to teach by planning to examine extra learning resources to fulfil this image:

When I prepare the class. I review the grammar rule that has to do with the class. I make sure that I remember it well. After that I try to see if there is any extra information. For example, if a grammar rule that would ask them to use for example the past participle, I go and check the grammar rule of the past participle. Because if I do not use the rule a lot, I will forget it. They expect you to remember everything. For this reason, I go and study. They expect everything from me as a teacher. You must have the answer for everything at the moment they ask. I feel this takes time to get used to. I am not used to be asked about my language" why did you use this". I mentioned in the note that I have a grammar books that I studied in the master. This one I go back to it all the time if I have free time. I swear to God, I go back to it and I read even the trifle grammar rules to refresh my memory because I feel it is needed as a teacher. I feel it is a weakness if I do not know how to do it. It's very frustrating (Huda, interview data, phase1, 20.10.17).

Overall, the above extracts show how this internalized professional identity that this teacher formed during the practicum seemed to be the main contributing factor on this teacher's exertion of ability and emerged desire to take control over the process of learning how to teach grammar with a desire to fulfil this expected image of language teacher. Thus, her earliest data seems to suggest that her focus is on controlling the process of learning how to teach rather than controlling the process of teaching to create enjoyable learning environment for language learners which was one of the identities goals she envisioned for herself as a language teacher.

Reem, who was hired three weeks prior to the end of module one in ELI, her data in phase one of the study similarly point to theme of focusing on surviving urgent educational setting demands rather than fulfilling idealistic identities she set for herself coming to this new teaching experience despite some incidents of exerted capacity to improvise and plan added and modified teaching materials to respond to student learning needs. Although in the first teaching day she was able to include an extra learning activity about bad habits in reading, her freedom and desire to plan or improvise adding extra learning activity seem to be negatively impacted by the level coordinator's urgent imposed expectations that required her to follow the pacing guide:

My coordinator briefed me with my obligations and what I need to do as a co-teacher. She told me that we need to cover as much as we can to catch up with the pacing guide (Reem, diary data, Phase1, 16.10.17).

In the first class I observed of this teacher, she modified the learning activity from a written task to an oral activity with language learners:

T: Ladies, close your course book and open the workbook, please.... Throat (T reads the key words) Where is your throat(Some students point to their throats and three were point to their heads)

T: (facing three students and started acting having sore throat) I have a cold and my voice is like (acting raspy voice) so where is your throat (Three students point to their throats)

(Reem, observation data, Phase1, 22.10.17).

Turning now to this teacher's reflection on this incident in her first-class observation, she commented on this incident:

It was not mentioned in the pacing guide. I designed it myself because I thought that they need to know the parts of the body. I thought if I did it as it is in the book going to be boring and I thought if they had it from their books something that they are familiar with within their level. I thought that we can start our lesson with it. This one is not even included curriculum in general. So, while I was searching, I found it and it is good and it is really engaging for my students. they were as you saw were motivated. (Reem, post-observation interview data, Phase1, 22.10.17)

This small incident shows that this teacher was able to plan this learning activity with the desire to create interactive learning activities for her language learners. However, her data in phase one of the study showed that she struggled to fulfil accumulated demands by officials to catch up with the pacing guide. These examples show that although she holds some views around enhancing students' skills in L2, being faced with accumulated demands seem to be creating constraints on this teacher's perception of freedom to take control over the teaching process by planning and improvising adding a learning activity to enhance students' skills in the target language. In all her diary entries in phase one of the study, she reflected on the need to catch up with the assigned pacing guide for all the teachers teaching the same level:

I have not used anything extra outside the curriculum as I am required to cover as soon as possible what is required for this week (Reem, diary data, Phase1, 18.10.17).

However, examining her daily entries have shown that the focus of her daily plans is on learning how to teach grammar. For example, in one of her daily diary entries, she discussed the need to find a learning resource that she would use as an example for her to follow:

In planning my class, I was looking over the internet about a source that would teach me how to teach this grammatical rule and I found many YouTube videos and I chose one which has a very clear and simplified explanation and even her teaching is very organized, and I liked the way she uses colors in explanation, so I decided on this YouTube channel and focused on it. I watched this teacher on YouTube that was covering the unit grammar point. I wanted to learn not only how to teach this grammar rule but also how to organize the board and how to use colours with word markers. I find it very useful and helpful for me as I have no idea how teachers would teach. so, I was using an empty paper and imagine that this is my board and use color pens to follow the teacher explanation of the grammatical rule (Reem, diary data, Phase1, 19.10.17).

This example shows her ability to set goals in finding the learning resource for teaching grammar that would give her a demonstration of how to organize the board and use colours. Examining the first interview of this case, a direct link was made between pursuing further professional development and her perceived responsibilities of language teacher:

I honestly think her professional development. The teacher must think and reflect carefully on what she does in the classroom and work on improve it. For me who has not attended experienced teachers' classes, I think that watching YouTube videos of experienced teachers teaching a class is my current way of improving my teaching (Reem, interview data, Phase1, 24.10.17).

This provides evidence to the conclusion made earlier about Huda that, similarly, Reem seems to be trying to survive the earliest days of their teaching experiences.

Likewise, Sumaih's diary entries in the earliest teaching days do not seem to show that she exerted the ability to create a flexible learning environment for her students (e.g., setting goals, reflecting for actions, and evaluating teaching initiatives impact on students' language learning). Her data in the earliest days of phase one of the study seems to suggest that she was focusing on fulfilling the officials' urgent demands to catch up with the rest of teachers as she was hired at the middle of the first teaching module. As an example, demonstrating this observation about this case is clearly shown in one of her diary entries:

I received my schedule yesterday and (1)I was required by my coordinator to cover as much as possible. Therefore, (2)I mainly focused on studying grammatical rule in detail. I first checked the course book for explanation and then I went online to watch how one American teacher explaining this rule that I am going to teach on YouTube. I focused on learning this grammatical rule in detail as I did not know that much detail about it, and I found that the course book is adding more points about it. I know how to use it of course but I did not know the details of this grammatical rule... (3)I am pressured to focus on understanding what I am going to cover in today's lesson therefore I could not

add anything to my lesson and I stuck to pacing guide and I was barely able to cover the basics I did not do most of the learning activities in the workbook because I have very limited time to teach them what they have missed in the previous weeks. My students are not that good in English and they would use Arabic most of the time. (4)I had to give the lesson as it is regardless of whether they all understood or not I cannot do anything more. Yes, I sometimes I would approach them and give feedback, but I struggle with time as I need to cover today's lesson regardless. I am not pleased with today's lesson as I feel totally pressured and not focusing with my students. I do not know I do not feel that's my lesson is perfect (Sumaih, Diary data, Phase1, 15.10.17).

This excerpt clarifies many points: (1) it showed that this teacher right from the beginning of her teaching experience is facing a challenge and, in this case, limited time to catch up with the rest of teachers as she was hired after the teaching module had started with a little while. Despite expressed hope to creating enjoyable and flexible learning environment for all her students (see section 5.2), from this example this teacher was focusing on fulfilling urgent demands to catch up with what is required to be taught in the pacing guide. Thus, as clearly stated by her, she could not add to the teaching material or exerted the ability to create the flexible learning environment that she envisioned as ideally the role of language teachers. Additionally, (2) it clearly shows that this teacher is focusing on learning how to teach grammar by exerting the ability to evaluate the learning resource based on its suitability in providing clear explanation of the grammatical rule. This might show that she is focusing on herself at the beginning of her teaching experience and (3) it showed that this urgent need is placing a pressure on this teacher's exertion to create what she envisioned for language learners. (4) This excerpt is also representing an emerged identity tension as her students faced difficulty understanding her explanation of the grammatical rule and this teacher is pressured to catch up with the pacing guide. It seems that limitations on teacher's perception of freedom over class time might played a role in hindering this teacher's desire and exertion of ability to resolve this issue in her teaching practice and thus to take control over the teaching process by resolving this issue in her classroom.

These observations are confirmed by Huda whose comments in the third interview suggested that imposed demands by officials to catch up with the pacing guide seems to be creating a limitation on this teachers' perception of freedom over the teaching process. The following is an extract from the third interview prior to the end of the academic year in which she reflected on the possible impact of educational setting expectations from language teachers that required them to follow the pacing guide on teacher's perception of freedom and authority and consequently on her desire and ability to fulfil identity goals that take enhancement of language learners' skills in target language into account. She made direct link between limitations on teacher's authority over teaching time and her desire to fulfil one of her envisioned professional identity goals that takes students' language learning into account:

I used to say I want to be creative and when I started the first teaching module, I have good ideas of how to be creative. But it was no longer the goal to be creative because I do not have time to do it. It is there but there is no chance to be creative. Students come first. My priority now is to finish and to be more effective. Creativity is put aside (Huda, interview data, Phase3, 20.4.18).

This testify to the negative impact of officials' accumulated demands that seem to be opposing novice teacher's views of their roles and responsibility as language teachers and on their perception of freedom and desire to fulfill these identity goals. In other words, being forced to abide by the values and norms of the educational setting where initial idealistic views of teacher's roles were challenged and therefore appeared to be compromised on among those cases seems to be the factor negatively impacting these cases' TA.

Reem also made a direct reference to facing opposing demands that go against what she thought was the main responsibility of language teachers and how it impacted her exertion of ability to take control over the teaching process to make personally relevant teaching decisions to enhance students learning in phase one of the study:

Help them improve their levels in language. You have to work on improve something about their skills in language and ultimately you need to make them enjoy the language and enjoy your class. This module I am not that good in doing that because I felt totally stressed by time and by co-teacher who rushed me most of time. all what she cares about is finishing the course quickly despite of what our students need. We needed to cover as much as possible so that we can meet exams requirements (Reem, Interview data, Phase1, 24.10.17).

This clearly shows how facing opposing requirements from the officials in the educational setting is creating this challenge to this teacher's perception of freedom to fulfil her view of the teacher's role in language learning classes and consequently seems to be impacting her exertion of the ability to plan or improvise adding to the teaching material. In other words, this contextual factor is impacting the teacher's ability to alter the teaching materials to enhance language learners' skills in L2 by making teaching personally relevant to resolve issues faced in the classroom.

In a nutshell, these examples clearly are showing how limitations imposed on teacher's perception of freedom and authority have a negative impact on teacher's desire and exertion of ability to take control over the teaching materials to create interactive learning environment for language learners and thus to fulfil their envisioned identity goals they set for themselves. In this sense, the imposed requirement to follow the pacing guide seems to be a key factor negatively impacting teachers' exertion of ability and desire to take control over this aspect of teachers' life. This testifies to the negative impact of the educational setting expectations on novice teachers' TA especially when

they were not in an alignment with what language teachers envisioned as the roles and the responsibilities of language teachers. Thus, it could be claimed that attempting to meet the educational setting competing demands could negatively impact novice teacher's exertion of capacity to take control over the teaching materials.

5.3.2 The Learner-focused teaching initiatives

This section focuses first on presenting evidence regarding Noor's TA over the teaching materials, where the focus of this case was on enhancing her students' L2 learning. It also shows an emerged theme in Huda, Reem and Sumaih's data, who started to focus on improving their students' L2 learning compared to the previous section where they concentrated on surviving the officials' urgent demands to follow the pacing guide. In contrast to the previous cases, Noor's earliest data seems to suggest that this teacher focused on enhancing students' motivation to learn L2. For example, an in-depth analysis of this teacher's diary entries and first classroom observation explicitly confirms this claim about this teacher's exertion of the capacity to take control over the teaching process. Let me support this claim with her first-day diary entry:

I decided to have a very light lesson which will leave good impression on my students. (1)I planned to use a game that I brought with me from the States. In this game, (2) it will encourage students to talk about themselves and introduce themselves to others, their hobbies, their plans in details etc. (1)I did not plan to do anything else except that since it was the first class. So, I decided not to give them anything intense (Noor, Diary data, Phase1, 15.09.17).

This extract shows that this case has exerted the ability to plan the first teaching lesson by departing from the coursebook material to create space for students to enhance their speaking skills. In the same diary entry, she exerted the ability to reflect on a learning problem and modified a learning activity as her students were below their assigned level in L2 and improvised a solution to students' shyness where she added group work:

(3) I found out that most of them faced difficult with this game even though I demonstrated to them with a good student how to do it. It seems that this game is above their level. They are supposed to level three as they were not able to answer my general questions. Anyways, (4)I decided instead to ask them about their names and what they want to be in future simple questions because these questions will allow them to express themselves easily. (3) Most of their responses were in Arabic. So, I thought if I stopped them from using Arabic that would discourage them from sharing with me their responses, (4) so I accepted that so that they do not feel discouraged and provide them with a simple translation of their Arabic sentence. (4)I also asked them to work in groups and introduce each other and discuss these points as I noticed that some of them are (3)a bit shy to share (Noor, Diary data, Phase1, 15.09.17).

This example clearly shows this case's exertion of the (1) ability not only to plan in advance her lesson (2) to create an interactive learning environment for language learners but also (3) her ability to reflect on the challenges faced of having misplaced and shy students. It also shows that she exerted the ability to improvise a modification of the planned activity to create a simplified learning activity for them. Examining another diary entry showed this teacher's ability to reflect on this challenge of having misplaced students by exerting the ability to find simplified learning activities that matched their level in L2 and monitor its impact on improving students' speaking skills.

It is about how to talk about your hobbies to other people. In planning my lesson, (1)I looked online for easy and doable speaking games (2) that would suit my students and I found one that could be done online with my students in which they would have cartoon characters asking them some questions with pauses to give them a chance to understand the question and respond to it. They would choose a number, and everyone would be asked by different cartoon character. (3) I thought it is going to be interesting and fun for them and will make them engage in speaking (Noor, Diary data, Phase1, 16.09.17).

This is clearly showing this case's (3) ability to reflect on the problem of having misplaced students and (1) her exertion of ability to adapt her lesson plan based on that challenge with the (3) desire to create an interactive learning environment for her student where they would be engaged in enhancing their speaking skills. Thus, she exerted the ability to create a chance for students to practice L2 by planning and reflecting on her lesson plan to improve their speaking skills. She is taking the initiative to resolve this issue in her class on her own. Another diary entry shows her consistent exertion of the capacity to take control over the teaching process to create a space for students to enhance their speaking skills:

(1)I planned to alter the lesson in a way that would get my student speaking because (2)I can feel that they were to form simple basic sentence, and this allows for more speaking activities and I wanted to improve this skill with them. So, the focus was on discussing some general information about the main topic of the lesson I want them to be engaged and motivated. (1)I am asking and discussing easy points that they can discuss and contribute to as I wanted to break their silence and to feel not worried about any mistakes. (3) students were engaged and (4)I had to ask them to take part one by one so that all of them will participate. (3)I felt that this activity has motivated them especially this student who was silent in the previous classes. This is what I did in regarding to altering my lesson (Noor, Diary data, Phase1, 20.09.17).

This testifies to her consistent (1) ability to plan to modify the teaching lesson to create a space for (2) her student to work on improving speaking skills, and in this example, to engage in forming complex English sentences. It seems that part of the exerted capacity is (3) the ability to evaluate and reflect on this teaching initiatives on the students' engagement in the learning activity.

I skipped some of these exercises and allocate time for speaking in which I want them to use the Language as some of them are shy and hesitant to share their answers. Some of them were resisting but came to every single student and ask her to give me her own sentences. Again, they would use Arabic and I would give her an English translation of her sentence and it worked as some of them replied to me with English sentences. I then did a game since we had enough time at end with them in which they would work in groups forming a conversation about where they went on the weekend and what they bought. They were motivated and as a reward I dismissed them early as they are keeping asking me for that (Noor, Diary data, Phase1, 24.09.17).

This clearly shows this teacher's exertion of the ability to create spaces for the students to engage in enhancing their L2 speaking skill. As has been shown in the previous examples, she seemed to be focusing on enhancing language learners' skills and motivation in L2 by exerting her capacity over the teaching process. Thus, it could be claimed that she exerted the capacity to take control over her L2 learning classes and managed it. Overall, unlike the other cases as shown in the previous section, Noor's earliest data showed that this case was able to take control over the teaching materials to overcome some L2 learning challenges (e.g., having misplaced students). In her earliest data analysis, she also worked on enhancing students' listening skills by exerting the ability to modify the listening scripts, as the following excerpts from her diary entries in phase one of the study show:

(1) We started some of the listening and they were all able to do it which is something totally strange as I told them that you were not able to answer yesterday my general questions and they were not able to respond to me and they were able to answer the listening very well. I asked them what is wrong, and they told me that they are using previous students' books which have answers. (2) I am not satisfied with student level in language and with my classroom in general as I think that I am not able to help them improve their listening and need to think about something to solve this thing (Noor, Diary Data, Phase1, 16.9.17).

This extract is important in showing this (1) teacher's ability to reflect on the learning challenge created by the answered books that her students were using. It also shows her (2) consistent sense of responsibility towards making improvement in students' L2 skills and in this case improving L2 listening skills.

In the following diary entries, she describes how she tried to resolve students' dependence on answered books:

I have all the freedom to plan my lesson the way I wanted. In planning this lesson, (1)I decided to photocopy the listening and the reading part of the course book (2) because my students are using answered books which affected me in helping them learn to read and listen in English and to try learning something. (3)I started the reading telling them to close their books and that they are going

to work on same passage but a copy of it without answers and I gave them the instruction very carefully and told them that they will be able to do the questions very well (Noor, Diary Data, Phase1, 17.9.17).

The activities that were included some listening and reading. I have made my scrip for the listening and asked them my own questions (Noor, Diary Data, Phase1, 18.9.17).

Since my students have answered books, I wanted to do something about it by preparing a new script for the listening so that they get better practice of listening skill the listening script since my students tend to give me written answers or refer to the answer key. At the beginning, they resist this, and they mentioned that they feel confused by I convinced them that they are going to be fine, and they did, and I could see that they show improvement in listening skill and I told them that this is going to help them latter in the exam (Noor, Diary Data, Phase1, 29.9.17).

This is evident in several diary entries, which shows her consistent exertion of (1) the capacity to take control over this aspect of the teaching process in which she exerted the ability to plan to modify the listening activity in their course books with (2) desire to enhance students' listening and reading skills and independence from answered books. This even further confirmed by the first classroom observation, let's look at one of the incidents:

T: (starting the listening activity) the question here is asking you which sentence is said by manual and which sentence is said by Alex. I will repeat this about Manuel, and you will tell me which sentences from 1-8 is true about maul. So true or false. Ture or false. If you have the answers. Do not copy the answers. This a different question. I am going to read this to you. And you are going to tell me if it is true or false.
Ok
Ss (nodding)
T: are you ready. Take one minute to go through all the questions
Ss (reading in silent)
T: (reading loud a script about two characters not from the book)
T: (read the questions and asks Ss true or false) lets go through the sentence from one to eight in the vocabulary. The first sentence says I generally have breakfast and a shower. Is this true or false for Manuel
Ss: False
T: correct.
T: He normally cycle for xxx after hours (one student says false) what was that? Number eight true or false
Ss: true
T: who says false?
Ss: true
T: what about number five
Ss: True
T: True
T: what about number six
Ss: Ture
T: You girls are amazing I have changed the whole exercise and you did great (Ss smiling to each other and teacher smiling)
(Noor, Observational Data, Phase1, 29.9.17)

This clearly shows her ability to plan to modify the listening scripts to resolve students' dependence on answered books to improve their listening skills in L2. Let's now turn to another data source in

which this teacher reflected on the above incident with a sense of responsibility towards resolving this issue in her classroom

I looked at the exercise again before I went to sleep, and I always think they have the answers. Whatever I can change. sometimes, once I copied and I erased all the answers and even the book they gave is answered by someone else. So, I erased all the answers. I made copies with the number of my students and I told them to close your book and they do not know what I am going to give them. And when I gave them that, they were look like. and I told them "girls, this is not an exam, I do not want you to do good. I want you to. how you are going to answer it? The thing is I am sure you are struggling." so when we did this. I told them you will understand, and you will answer it and you should trust yourself. They did it. they did it You saw that how they yesterday they all answered the activity. there is like asking each other "is there any true answer "I did not do that much effort. I did not bring a material outside. I just change it a little bit. So, it is nice (Noor, post-observation interview Data, Phase1, 29.9.17).

In this case's earliest data analysis, this teacher's views of language teacher's roles and responsibilities towards enhancing students' motivation to learn L2 emerged as a critical factor impacting her exertion of the capacity to take control over the teaching process. The following extracts, for example, help explain and justify her desire and her exertion of ability to create an interactive learning environment for L2 language learners. For example, in the first interview, she made direct reference to her view of how L2 should be taught, and according to her, it has to be taught in an interactive and creative way where language teachers should not be constrained to the coursebook material or limited to one teaching method:

I am a big fan of task-based language classes. One thing I learned during my ten years abroad is that languages cannot be learned through books and exercises. In fact, you need to practice the language in a fun way. Especially with the resistance in learning which I see on the students (Noor, 1st interview, Phase1, 28.9.17).

As clearly stated in the above extract, this teacher expressed grounded views of the importance of practicing TA over the teaching process (e.g., teaching method and material) to create chances for students to improve their skills in L2 by creating an interactive learning environment to them. In this extract, she describes how departing from the course book would help as a language teacher to resolve students' learning resistance.

The role of prior learning experience during the practicum and as a learner of L2 abroad is also traceable in this case's data. In the following extracts, she clearly states that prior learning experience as both a foreign language learner and a student teacher abroad to play a critical role in forming this view around language teacher's roles in L2 learning classes:

I was not only taught this way in the States. When I learned Swedish, I learned it this way. The first four months, my teacher was sixty-five years old it was through the books and I thought I do not want to learn this language and I want to move back to Saudi and I do not want to do anything with this language. When the teacher was replaced with another one, and I was lucky to have a younger teacher who is like energetic and was teaching out of the book. So, I learned that through the book you cannot learn anything. Nothing... nothing. Maybe you learn 5% of the whole thing what can make you and I am not sure of that what can make you pass the test, and I am not sure that it can be enough to make you pass. Not that the books are bad. No, they are not. You cannot just stick to the books. Not right (Noor, 1st interview, Phase1, 28.9.17).

This extract vividly shows the impact of the prior learning experience as L2 learner on these formed views of how language classes should be and what roles language teachers should play to enhance students' motivation to learn L2. It also shows that this view of the teacher's role and authority seemed to have been internalized during her prior experience as a foreign language learner and student teacher abroad. It seems to be impacting her ability to plan and improvise a modification of the teaching material with a desire to create an interactive learning environment for language learners. Interestingly, this formed view was in alignment with the learning community she engaged with during the practicum in the United States. The view of complete authority and freedom to language teachers on the teaching method has been fully supported by mentors. She made a direct reference to the role mentors played in encouraging student teachers to be variant in the teaching methods and support teacher's freedom to choose what suits language learners:

I used to that we understand the concept. At least we learn twenty-five teaching methodology. Choose whatever you think is suitable for the class and be variant. Choose Different if you need to especially that we had a multicultural classroom... that another story. This makes the class nicer. That people come from different cultures and do not speak each other languages. (Noor, 1st interview, Phase1, 28.9.17).

This further confirms for the impact of prior learning experience and, in this case, the learning experience during the practicum on this formed view of the teacher's authority and freedom over the teaching process. It also shows how this formed TPI seems to be the catalyst in this teacher's initiatives to take control over her L2 classes in the earliest days of this case's teaching experience.

The following extract is an example of how mentors played a great role in shaping this TPI in which student teachers were encouraged to be creative over the teaching material:

I got feedback. For example, if I have an exercise in the book. let's say I did not do the exercise in the book and I did something from outside but there is 20% that you took from the coursebook. He would come to me and say "that was taken from the course book you have to leave it. You did not create anything.

this is the main idea and you just modify it. No leave the book. Change everything. The book is something for the students to carry to feel safe. You must not deal with the course book". If you for example the lesson about cities. You have nothing to do with the course book. You bring your own reading, and you have nothing to do with the reading that you have in the course book (Noor, 1st interview, Phase1, 28.9.17).

This extract provides a powerful confirmation on how prior learning during the practicum had a role on this teacher formed TPI. In a nutshell, her earliest data seem to suggest that this case thinks that language teachers should be given complete authority and freedom over the teaching process. This view of teacher's authority and responsibility was reflected in her teaching decisions to enhance students' skills in L2 by exerting the ability to plan or improvise a modification of the teaching material. Thus, it could be claimed that this case was able to create personally relevant teaching decisions in the earliest days of her teaching experience by exerting the ability to plan and improvise despite the constraints imposed on her sense of freedom as a language teacher. I will return to the evidence on the growing impact of these emerging constraints on this teacher's TA over the teaching materials in section (5.3.3). This later gradually intensified and was critical to Noor, who was as suggested by her data engaged in confrontations and negotiation of teacher's authority and responsibilities in ELI with officials (see section 5.3.4).

Regarding the developmental routes of the other cases' TA, as shown in section (5.3.1), Huda and Sumaih were focusing on surviving the earliest days of their teaching experiences where there was no evidence of exerted capacity over the teaching materials. Interestingly, a salient theme that emerged in those cases overtime is the responsive teaching decisions to the students' learning needs, including creating a motivating learning environment for them in phase one of the study. An emerged ability to either plan or improvise adding interactive learning activities to the teaching material with the desire to enhance students' motivation was particularly a very prominent theme that emerged in these cases' data in phase one of the study. For example, the following is an extract from Huda's daily entry prior to the first quiz that shows her emerged ability to add to the teaching material that seems to be preceded by an emerged ability to reflect on current teaching challenges in her classroom with also an emerged desire to control students' negative feelings of being worried about students' performance in the coming exam:

My students will have an exam after tomorrow, and they are worried they will not have enough time to finish the test on time. They are also worried because they do not know how the test will be and were in tears. So, I thought to myself why not create a sample exam of what the exam is going to be like. I wrote some fill in the blanks activity for them. This is of course was drafted more than once till I was able to form a version that I am pleased with. I planned to start my lesson with this test so that they do not feel worried (Huda, Diary data, Phase1, 8.10.17).

Now, turning to this case's first classroom observation, she allocated the first twenty minutes to provide her students with this mock test. The following is a post-observation interview in which she reflected on her motivation to include this extra learning activity for her students:

I was thinking it is going to be good and they are going to like it. Because it is just going to give them an idea because they are afraid, and I am trying to make them feel better (Huda, post-observation interview data, Phase1, 9.10.17).

This example is showing clearly that supporting students' learning needs is becoming the centre of this teacher's focus in her teaching plans which represents a shift in her teaching practice from what seems to be a focus on surviving accumulated demands by ELI officials to an attempt towards meeting her students' language learning needs. Creating a space for students to work on enhancing writing skill is also evident in this case's data:

Today, I prepared a word document which contained the punctuation point that students need to pay attention to in their essays. Also, when to capitalize words and what linking words need to be used. My students have made many mistakes concerning these points, so I put it all in one paper I think this would help them pay attention to these mistakes that they have made. The website I used is <https://owl.english.purdue.edu/owl/> to help create this document. (Huda, Dairy data, Phase1, 15.10.17).

The theme of emerged responsive teaching decisions to enhance students' learning needs including motivation is further confirmed by another example from this case's diary data prior to the end of phase one:

Today, (3) we had extra time at class because we finished early. So, while my students were working on the last task in our lesson, (1) I googled some fun EFL games to use. I choose to play the Silent Game, which is a game where one person will act the name of a movie and the others must guess what it is. The reason I did this is (2) because many of my students are shy when speaking, so this game had them asking questions about the movie (in English) without thinking about it. (4) The students liked the game so much and I plan to use it again (Huda, Diary data, Phase1, 9.10.17).

This clearly shows Huda's emerged (1) ability to improvise adding motivating learning activity while teaching with an emerged (2) desire to motivate her students (3) exploiting free time in her class. (4) This was followed by an evaluation of its impact on students' motivation. This emerged ability to either improvise or plan to add an extra learning activity to lesson plan with the desire to enhance students learning in the target language extended to the following day diary entry in which she mentioned that she needed to depart from the course book as her students feel bored when they are required to do activities from the coursebook:

(1) Today I have a class and I will be teaching conditionals. The book has an activity that we are required to do, but I wanted something more fun and creative because my class so long today. Many of my students feel tired and less motivated to participate if I only use the book's activities. So, I found an activity in my book "Grammar Practice Activities" by Penny UR. The activity is a little bit funny and will make the whole class interactive (Huda, Diary data, Phase1, 10.10.17).

This clearly testifies to the role of emerging sense of responsibility towards resolving students' lack of motivation by being creative over the teaching materials with the desire to enhance the language learners' motivation. This emerged ability to be proactive in planning daily lessons in which she departed from the course book materials seems to be preceded by this novice teacher's emerged ability to reflect on this students' lack of motivation in her L2 classes.

Sumaih's longitudinal data analysis provides another example of how novice teachers started to make responsive teaching decisions to enhance students' L2. Her data analysis showed a shift towards enhancing students learning. In the following extract, for example, she created a space for a detailed revision for the grammatical rules:

(1)I am only left with one grammatical rule that I need to cover. (2) but my students were worried because they sent me WhatsApp messages saying that they are worried about how the exam going to be and I told them that I am going to cover only one grammatical rule and that we are going to revise together the previous grammatical rules. with this in mind, (3)I have made a revision of those three grammatical rules in which I tried to copy the teacher on YouTube explanation. (4) I know from the previous lessons that my students are a bit not sure how to apply past tense especially the verb forms. So, I though first that I should think about how to present the present tense first by showing some videos from YouTube of university students discussing their daily routine so that my students would get the idea behind present simple. Then, I planned to ask them to write the sentences said by people in YouTube and (5)I would pause the video every time they discuss a routine. I had to use Arabic to explain the meaning of present simple and when we should use it. We did some of the learning exercises in the workbook to make sure that they can apply, and I asked them to work on groups. (6)I think they were all of them able to apply it without a problem. I did the same with past tense and this time I explained to them the purpose of having -ed at the end of the verb so that the listener and reader would be able to distinguish between present and past tense. We have spent two hours on that. Then, I started the new unit but (7) I modified the sentences in a way that is simple for my students. when I taught the lesson, and the lesson is about present progressive, and I know when I started planning this lesson that my students will struggle with this grammar rule. Therefore, (8)I decided to discuss the difference between present simple and present progressive. I put in my plan a revision of present simple and then I planned to show them a video in which a little girl will be discussing what she is doing at the moment of recording and I planned to ask them to write her sentences in paper as a group and then I planned to show them a video showing some actions people are doing at the

moment of recording and ask them verbally to tell me about the actions that they saw. In this way, we would not have the same exact routine of me talking all the time and it is going to be very motivating for the students which is very key for me that they feel motivated (Sumaih, Diary data, Phase1, 17.10.17).

This extract shows clearly how the focus of this teacher has shifted towards enhancing students' L2 learning and in this incident in providing them with a revision before the exam. It seems that this critical incident has motivated her to consider her students' learning. (4) she exerted the ability to plan a learning activity with a focus on grammatical rules. Also, she exerted the ability to reflect for action in planning the revision of the grammatical rules and in planning the new lesson by modifying the sentences in the course book. Let's turn now to the observational data of this case where she added extra learning activity for the students to practice grammatical rule:

*T: so, when we would like to make an offer, we can say can I make something to and we can respond in what way
Ss: yes of course
T: yes of course or no thanks (Ss silent)
T: we said the sentence would you like a cup of coffee. Right. Or we can say would you like a book. What if I say would you like some books? What is the difference between them?
Group of students: singular and plural
T: Singular and plural
T: I used what with a singular
Group of students: a and an
T: wrote the grammar on the board "I have a book" "I have some books"
T: so, I can say I have an apple
What about apples
Ss: some apples
T: when do I use an
Ss: with vowels
T: what are they
Ss: A, o I, U, E
T: look at the sentences here "there is old man"
Ss: an
T: why I used an
Ss: O
T: what about there are flowers
Ss: some
T: why
Ss: because they are plural
(Sumaih, Observation data, Phase1, 20.10.17)*

In her reflection on this incident of her classroom, she made direct reference to the need to help language learners distinguish two related grammar rules using the board:

In the book they mentioned some examples at the beginning and from that exercise I got the idea because I wanted them to distinguish an and a. I want them to see the letter a and an. I even brought an apple and a magazine, but I decided to write an and a on the board so that they can see the word. So that when they see the vowels written on the board, they will use an and when consonant they will use a. so I want them visually to distinguish between the vowels that they need to use with an and consonant. Instead of showing them the pictures in the book and asking what to use with it "a or an" I wanted them

to see the words written on the board to focus on the letters not on the picture because in the exams they will be given words not pictures (Sumaih, post-observation interview, Phase1, 20.10.17).

It is clear that when the novice teachers' perception of freedom over time increases, their sense of responsibility towards enhancing students' L2 learning seems to emerge. In other words, when the competing demands by officials (e.g., teaching the assigned pages of the course book) are resolved, novice teacher's perception of how much freedom they have seem to be emerging. Thus, the focus of their lesson plans seems to be shifted towards enhancing students' L2 learning. This testifies clearly to the impact of an increased sense of freedom on the desire and exertion of her ability to improvise or to plan to add interactive learning activities.

In the quest for an understanding of this shift in Huda and Sumaih's teaching practices from what seems to be a surviving mechanism in the earliest days of their teaching experiences to a focus on enhancing students' learning skills in LA, the data point to the significant role evolving TPI had on this shift. The following is an interview extract conducted with Huda in phase1 in which Huda reflected on the changes she noticed in her teaching as a language teacher since the beginning of her teaching experience:

I feel yes little. I do not know how to explain it. Maybe at the beginning (1)I was not able to understand their level in English and now I feel that I understood it more. My evidence is that when I teach them something at the beginning of the semester, I teach them that and I give them one exercise and I say one exercise is enough because we do not have enough time but (2) now no I understand their level more and I become understandable of the difficulty my students are facing. (3) So now I understand that I taught them this grammar point then tomorrow I will come back to it and make a review, and this is one of the most important things. I did not know their exact level in English because their level is different. One mostly knows himself and does not know the rest of people. And I feel that this is one of the things that I feel I face difficulty with. I was asking my friends "is this going to be difficult" and they say "no, make it less" and the "activity makes it simpler" and these are things that I felt have changed. (4) I know my students more and this reality hit me in mock quiz I prepared for them. They were struggling in doing that quiz (Huda, interview data, Phase1, 20.10.17).

This excerpt testifies to the change in this case' sense of responsibility, specifically how she viewed her role as a language teacher towards the students' L2 learning. So, (1) it is evident from this excerpt that meeting students' learning needs was not the focus of her plans in the earliest days of her teaching. The (2) need to create chances for the students to practice what they have learned at class to enhance their learning of grammatical rules is a new view of her role as a teacher towards students' L2 learning. This new TPI she embraced towards enhancing the students' learning of grammatical rules seems to be (3) reflected in her emerged ability and desire to add extra learning opportunities for the students. This extract is also important in representing one of the key factors

that is impacting the development of novice teachers' capacity to take. It seems that increased awareness of the students' needs for motivating activities in L2 classes is the driving factor in this teacher's shift of focus in planning L2 learning lessons.

Now, turning to the second interview of this case which further confirms a sifted focus in this case's sense of responsibilities towards students' L2 learning, , she commented and explained this change of how she viewed her students' needs:

I feel in the first module I was very strict at the beginning because I was not having enough experience and I did not know the level of my students in English. I was not able to make a good judgement of everything the students were having the amount of time they had to study, how big was the curriculum, the time I have for teaching them. the idea that the student need time to start to apply what he has learned. All these things I did not consider it well so therefore I was strict but this module I become more realistic. So even I want to be more realistic in this module (Huda, Interview data, phase 2, 25.12.17).

This is showing clearly that the students became the centre of her attention in her lesson plans. The evolving sense of responsibility towards enhancing the students' L2 learning also extend towards enhancing students' motivation. For example, this teacher mentioned the need to create a motivating L2 learning class that seems to be triggered by her students' lack of motivation at language learning classes:

I do not want to be boring I see student my students talking about other teachers and sometimes when I do not have time in the class to be creative. I do not feel at ease that I am doing that thing in a traditional way even if it was a good way of teaching (Huda, interview data, Phase2, 25.12.17).

This emerged awareness of the students' learning needs seems to be impacting teacher's capacity to take control over teaching process and it seems to be impacting their capacity to take control over the process of learning how to teach. For instance, comments were made by Huda that she needs to be considerate of students needs in finding a simplified learning resource of L2 grammatical rules:

.... So you as a teacher you have to develop yourself in how to explain things, how to try to predict and in the same time you know your students and you know your own weakness. When you are in the classroom when I explain a grammar rule and the student do not understand it then I know that I have weakness that I am not capable of delivering it in another way so you know your own weakness and you are the only one who can work on improving it (Huda, interview data, Phase1, 20.10.17).

This testifies to the emerged sense of responsibility towards enhancing students' learning needs by exerting the ability and the desire to find simplified ways of teaching grammar. This is further confirmed by her comments on teacher's role towards students' L2 learning:

Towards students. you have to deliver the information correctly. They must receive the correct information. It has to be correct and complete. Try to explain in the best way you can. Trying different ways if you can (Huda, interview data, Phase1, 20.10.17).

The following is an excerpt from this case daily diary that shows the impact of this change in how this case views her students' learning needs:

I had to teach a grammar point that I understand but I do not know how to teach it to my students I have explained some parts of this grammar rule, but my students faced difficulty with it, and I needed to find a simple easy way to explain it to them thus I stopped teaching it today and I examined many resources but still are I think very difficult for my students. I looked online, but I did not find anything that would explain it to me. I asked one of the teachers and she told me that she has the same problem and she told me about a YouTube video that would help in an easy and simple way. I watched that video and I have formed my own sentences that are a bit simpler to my students and I explained it to my student and the majority have understood (Huda, Diary data, Phase1, 13.10.17).

This extract is clearly showing that this teacher is becoming considerate of her students' learning needs in acquiring L2 teaching skills of grammatical rules. This emerged sense of responsibility towards students' learning of grammatical rule seems to be reflected in her emerged ability to find simplified learning resources of L2 grammatical rules for them.

Also in Sumaih's first interview, a direct reference was made towards an evolved sense of responsibility with a focus on students' learning needs:

Yes, I have changed so much. At the beginning I was literally trying to cover what is required from me I was not aware of what my students are struggling with. Or to be honest I could not do anything about it. They were rushing me to finish and to catch up with the rest of teachers and I totally feel guilty that most of the times I am giving something like grammatical rule without providing ss with enough workbook exercises to practice this new grammar for example. But now, I make sure that my students should be my priority I need to think about their learning and how can I possibly help like for example extra training by using learning activities (Sumaih, interview data, Phase1, 20.10.17).

Together these results provide important insights into the possible impact of this personal factor on the emergence of teachers' capacity to take control over teaching process. It seems to be that this emerged TPI is the driving factor for those teacher's initiatives to take control over the teaching process in which they were able to create spaces to enhance students' skills in L2. It also suggests that as the challenges to teacher's perception of freedom seem to be decreasing, this sense of

responsibility towards students' learning emerged. Overall, we could conclude that at this stage of TA development, the novice teachers started to make responsive teaching decisions to support their students' learning needs. In other words, it seems that these cases started to show a shift of focus from surviving the urgent imposed demands by officials to follow the pacing guide to a focus on enhancing students' learning needs. It also seems that when the urgent demands by the officials are resolved, the novice teachers seem to feel some authority and freedom to respond to and consider their students' learning needs.

5.3.3 Decreased capacity and the impeding bureaucracy

As time passed, the issue of meeting the demands by the level coordinators and language learners to follow the assigned course book materials emerged in novice teacher's data analysis. For example, Noor's data showed some critical incidents in which this teacher's view of responsibility in improving students' listening skills has been questioned by students after the exam. The following excerpt exemplifies that:

Students were depressed and mentioned that they did not do well in the test because they had their grades last night. This broke my heart and made me think what I have done wrong. I spent an hour discussing with them what should I do what you need me to do and what do you want me to do. They mentioned that other students said to them that some of the questions were taken from the course book and that we did not do them. I tried to convince them that no matter what all what you need is the skill, and you were good when we did different scripts. They were not convinced, and they said "teacher, we need to do what is in the book, we need to pass we do not want take this course again" I promised them that I am going to be covering the listening exercises and workbook exercises (Noor, Diary data, Phase1, 4.10.17).

In the following diary entry, she mentioned the need to teach the course book material by covering the listening activities with limited space for speaking activity discussing general topics:

I do not feel that I have the freedom to plan my lesson the way I want because my students asked me to cover what is there. So, what can I do? So, I decided to stick to the book as we are approaching the end of the module and I did not add anything extra I followed the book as it is. This week I am required to cover too much for the coming final exam and to have enough time for revision. I only occasionally discuss general topics that are related for example to the speaking activity. I mean open discussion but still related to the main topic of the unit. so, I try to manipulate it a bit so that they do not panic if I leave the course book. that's all that I can do, really. very boring but what shall I do and that's it for today's lesson nothing much really (Noor, Diary data, Phase1, 5.10.17).

Although her capacity to take control over the teaching materials to create a space for students to work on improving their listening skills decreased, her exertion of the capacity to create a space for interactive L2 learning classes was consistent overtime by which she was able to adapt to the educational setting reality and at the same time create interactive learning activities for language learners. This theme extended to phase two of the study where ample evidence showed her ability to adapt to reality in educational setting (see the following section for more examples on this theme).

The longitudinal data analysis of Noor's data showed that she was able to reach the adaptation stage before the other cases in phase one of the study (see section 5.4). The theme of surviving the accumulated demands by the officials in the educational setting remerged in the data analysis of the other cases. For example, in the following diary entries, Huda explains the need to catch up with the pacing guide:

Our level coordinator had a meeting with us, and she mentioned that we only left with four days of teaching. I did not know that we have little time to cover the course book. I honestly did not know how much time we are supposed to teach I kind of got lost a bit. now, (1) with this time at hand I have a lot of grammatical rules to teach almost four grammatical rules that are a bit intense. in planning today's lesson, I mainly stuck to the pacing guide and I barely have time to do some exercises. thus, I only watch YouTube on how to teach today's grammar rule. I tried to explain it to my students are they are a bit confused I tried to explain it again and they mentioned that they understood. now we moved to exercises and they are a bit challenged I tried to explain it once more, but I could not finish all its aspects (Huda, Diary data, Phase1, 25.10.17).

the same as yesterday. I focused on teaching grammar and again it seems that grammatical rules are getting difficult, and I do not have time to cover what they are assigning for us in the pacing guide. I am feeling stressed and worried. my students are facing difficulty with the grammatical rules, but I honestly do not have time (Huda, Diary data, Phase1, 26.10.17).

These extracts show how this case is trying to survive by focusing on herself. Meeting the officials' demand to cover the assigned teaching materials to prepare students for final exams seems to affect her ability to modify or add to the teaching materials to enhance students' language learning.

5.3.4 Negotiation of teacher authority

This section focuses on presenting evidence regarding one key theme evident in only Noor's data which concerns her ability to negotiate teacher's authority with the officials in Eli. Negotiating authority and freedom with colleagues and officials is a theme that emerged only in this case's data that seems to show that this case was trying to challenge the status quo of how EFL is taught in ELI and the authority and freedom given to language teachers. For example, she was engaged in a

discussion with the level-coordinator around how much space should be given to teacher to practice freedom in teaching L2. For example, she mentioned that she was engaged in a discussion with the level coordinator on teacher's roles in teaching listening skill:

I went to the coordinator and told her that I am not covering all the listening exercises that we have in the book. And she told me that they would have two listening exercises from what they have in the book and two outside the book and I told her "it does not matter. If they have the listening skill, it does not matter where they would get the listening part in the exam. Because they memorized the answers" and she mentioned "a smart student would memorize" and I told her "A stupid student would memorize. A smart student would know how to answer"(Noor, 1st interview, Phase1, 28.9.17).

This is showing that this teacher and her level coordinator are holding two contradicting views around what the teacher should do in teaching the listening skill. While the language teacher in this extract thinks that her role is to teach them the skill that would help them succeed in exams, the level coordinator is concerned about covering what is assigned in the coursebook as the exams will be driven by the coursebook material. Additionally, she was engaged in a discussion with her colleagues discussing the limitations imposed on teacher's authority and perception of freedom over the teaching material:

I talked to teachers upstairs. And I asked, "why do we have to work by the book" and they were like "this is a new teacher. You are annoying". (Noor, 1st interview, Phase1, 28.9.17).

As this teacher faced a conflict with the level coordinator, she discussed her view of teacher's roles and authority in language teaching with the manager:

I spoke to the manager of the vice dean and she mentioned "I know we need to change this, and we discussed that a lot. But there are others who would not accept that." I want to know who does not agree. Who has the authority? I was told in the job interview that they appreciate this in me. And if I was to be accepted in this position, I would be accepted for this vision. Which is teaching with your own free style, using task-based methodology and when I came, I was like تاتنا (daaa)(Noor, 1st interview, 28.9.17).

These examples show this teacher's ability to negotiate with the officials these conflicted views they held around teacher's freedom and authority. It also seems to show that this teacher is trying to challenge the status quo by challenging the validity of the shared views of teacher's freedom in ELI. However, as time passed, these accumulated conflicts of views around teacher's authority and freedom seemed to be creating constraints on this teachers' perception of freedom over the teaching process. In analysing this case data, the sub-theme of the negative impact of constraints

on how language teacher views herself emerged in this case's data. for example, Noor in the second interview mentioned that she holds negative views about herself as a teacher as result of being deprived from teacher's authority and freedom over various aspects of teaching process:

If I say it is not my business and I cannot give bounce or let them go early. They would say "you are a robot. They bring you. You are a tool. you just do what they tell you to do." (Noor, 2nd interview data, Phase1, 10.10.17).

These accumulated constraints seem to be impacting her exertion of autonomy over the teaching materials as this teacher's data showed that she started to work with the teaching material rather than leaving the assigned course book material (see section below). This shows that unlike the other cases, this case's confronted the opposing views around teacher's authority and freedom which seems to be creating a critical threat to how this teacher viewed herself as a teacher and how she thought her students viewed her. Thus, these imposed constraints had negative impact on this teacher's image (e.g., how her students viewed her).

5.4 Adaptation to the educational setting reality

The focus of Section 5.4 is to probe the ways though which novice teachers resolve the dilemma around teacher's authority and freedom over the teaching materials. Therefore, this section will aim to present findings related to the adaptation stage of EFL novice teachers to the reality faced in ELI. In this stage, reflection on language teachers' sense of responsibilities played a critical role in teachers' adjustment to the reality of the educational setting. So, at first, Subsection 5.4.1 looks at how novice teachers reflected on the conflict of views around language teachers' authority and freedom faced in ELI. Thus, evidence is presented to show how novice teachers reflected on the challenges faced in ELI to their sense of authority as L2 teachers. After that, section 5.4.2 explores how novice teachers adapted their sense of freedom and authority to the constraints faced in ELI and the manner in which reshaped sense of freedom impact their desire and ability to respond to students' L2 learning needs and adapt to the reality faced in ELI (e.g., limitations on teacher's authority).

5.4.1 Re-evaluation of language teacher's roles

A recurrent theme that emerged in novice teachers' datasets was a sense of adjustment of their initial envisioned roles of language teachers to limitations imposed by officials to EFL teachers' sense of authority and freedom over the teaching process. For example, Noor, in the second interview in phase one of the study, made comments on her current role as a language teacher in

which she reflected on constraints faced (e.g., inside and outside the classroom) and what role and responsibilities she should embrace in constrained educational setting:

A typical day goes like this. Since I could not depart from the course book. I try to manipulate by adding things that are related to the teaching unit outside the course book (Noor, 2nd interview data, Phase1, 10.10.17).

I think I am changing towards what is best to the students not to me. I am getting a little bit down. I came with books and games I wanted to do with my student for example language games like “do not tell” I have it in English. But it is very simple English. But I know that if I bring to the class, it will not work because the students’ level in English is not helping them. They are not there yet. Yes, they are assigned to level three, but I try to do what is best for them not what is best for me. I came prepared to teach level three, but they are below this level, so I am set in mind that if I keep using these exercise or practices that are above their level, the class will be quiet and dull and dead. And everybody would be looking at each other and they do not understand what you are saying or what you want them to do. so, I had to go to their level and not treat them like that not like their assigned level of language by ELI (Noor, 2nd interview data, Phase1, 10.10.17).

These extracts testify to the role of reflection on what language teachers could do in a constrained language educational setting on teacher’s ability to adapt to limitations imposed on them by embracing what seems to be a middle role by which she is working with the teaching material assigned by officials and at the same adding to it and modify it to meet her students’ L2 learning needs.

Likewise, Huda’s data point to this sense of adjustment in how she perceived her roles and responsibility as a language teacher towards the challenging constraints, among which was the competing expectations of officials to catch up with the pacing guide. She made direct reference to the need to avoid creating boredom in her classes when asked about the challenges faced in current language teaching classes:

I do not want to be boring. My students talking about other teachers and sometimes when I do not have time in the class to be creative. I do not feel at ease that I am doing that thing in a traditional way even if it was a good way of teaching. I do not want to be boring teacher. I want to be more effective, and I always get positive responses from the students (Huda, interview data, phase2, 25.12.17).

This extract testifies to the ongoing challenge this case seemed to be facing between her idealistic identity that focuses on interactive teaching material and the competing and restricting roles assigned by the official in the educational setting that required this teacher to cover the assigned pages. These competing demands seem to be creating this problem of demotivated language

learners. This case's perception of freedom to be creative on the teaching material seems to be restricted by this limitation imposed on this teacher's perception of freedom over the teaching process. In other words, this limitation on this teacher's sense of freedom over the teaching material seems to be creating a sense of conflicted views between what she thinks a language teacher should do in class and what expected from her by the officials in ELI. This seems to be the conflict that this case is trying to resolve even in phase 3 of the study, as concerns are mentioned around tackling student's lack of motivation to learn L2:

The boring teacher. I honestly think this is important. If the students are bored in the class, they will not pay attention. Especially when they are repeaters (Huda, interview data, Phase3, 20.4.18).

These examples show the constant challenge this teacher seems to be trying to tackle that are related to meeting the imposed roles and responsibilities in ELI to teach the coursebook material and the constant challenge she is facing in her class that is related to students' demotivation in language learning classes:

I think that you can say that we are somehow in control as teachers in the ELI because you know they are giving you the book and you are supposed to cover everything. I do not have another teacher that work with me that would ask me "what did you do" "what did you do". So, they are giving you the responsibility that you are going to do everything in time. So, to be In Control I feel you're doing, you're finishing your job. Basically, you are committing to what they are ask you to do. You are doing what they ask you to do. But at the same time, you are helping the students. I am trying to teach them which is hard to manage. The management is asking you to finish your work by time and it is hard at the same time it is hard to balance it. So, I feel to be in control you have to balance these two. I am teaching the student. The student went out of the class learning something and being productive. But at the same time, I am doing everything I am supposed to do as a teacher (Huda, interview data, Phase3, 20.4.18).

Examining this case data over time seems to suggest that this case has attempted to resolve this identity tension around the teacher's role in language learning classes faced by adjusting her view of language teacher's role to the reality faced in ELI. This seems to be reflected in the emerged balancing identity that aimed at keeping a balance between the need to enhance students' motivation in learning L2 and the role imposed by the officials that requires her to cover the assigned pages in the coursebook to catch up with the pacing guide. In a similar fashion, Reem, in reflection on the sense of responsibilities of language teacher, she reflected on her previous teaching module where the students' needs for L2 motivating learning classes is the centre of her focus. Her awareness of the students' needs of having motivating language learning class is reflected in the direct reference she made in second interview:

I try as much as I can not to be boring to my students and I do not at the same time become too much formal with my students. I try to become friendly. It's hard to make a balance but I try my best to put that into consideration that they yes, I need to work on help learn and follow the pacing guide, but I also need to be motivating (Reem, interview data, Phase2, 20.12.17).

Another data source that would provide evidence for this teacher's adaptation to the students' learning needs and the expectations imposed by the officials to catch up with the pacing guide is evident in the third interview in which mentioned the need to create interactive learning environment for students:

I tried to make it light class. Most of the students are science-oriented students and they daily attendance is 8-11 so the class is heavy. I try to make funny environment where there is some laughing without being formal. There is some respect but not that formal. They can go out and bring whatever they want to wake up and it does not look like class you know. I mean the atmosphere is not so formal. I always have a ball with me and whenever I say they are a bit sleepy I will throw the ball on one of them. So, I stop the lesson and start throwing the ball and ask general questions and talk about general things that are funny made you happy today. So, anything so that they can have some fun and change the atmosphere around them and they get to know each-others (Reem, interview data, Phase3, 19.4.18).

Together these results provide important insights into the complexity of TA development where reflection on teacher's sense of responsibility seems to play a critical role to this process. This is because their initial perception of the language teacher's roles and responsibilities were adjusted to the reality of educational setting with its imposed constraints. Turning now to evidence on how this adjusted TPI (e.g., sense of responsibility and freedom) seems to be reflected on novice teachers' adaptation to the limitations in ELI in section (5.4.2) that follows.

5.4.2 Adaptation in resolving conflicted views around teacher's responsibilities

A recurrent theme in the novice teachers' responses was a sense of adaptation in their perception of freedom over teaching process to limitations and challenges faced inside and outside classrooms which seems to be reflected in their desire and exertion of ability to plan or improvise a modification or adding to the teaching material. One example of this case's ability to adapt to this challenging educational setting, she exerted the ability to improvise a modification of the planned learning activity to resolve issues in her class (e.g., technology malfunction and having misplaced students) . This is clearly mentioned in the second interview of phase one:

I spent the whole night preparing like for a long time. I bring a learning activity in my laptop and when I come to class, I would find the projector not working.

One day honesty speaking out of ten days that you would find everything working like speakers and projector. All the teachers are complaining, and they got used to the system that “you should not bring anything outside the course because the tools will not help you”. You will not find it convenient (Noor, 2nd interview, Phase1, 10.10.17).

Being faced with technology malfunction impacted this teacher’s freedom in using online resources for teaching the writing and speaking skills in L2 which seems to consequently create a challenge to her ability to add online interactive learning activities in her L2 learning classes. In the interview (10.10.17), she explains how this issue is challenging:

For example, today, we were teaching chapter ten and we needed to introduce the writing topic for next week because they must give me the first draft this week. And they must give me the second draft this week. So that they have the quiz on Thursday. Thursday is the writing quiz. So, I brought some samples about writing an email to some you have seen for a long time and I brought sample and that this topic is much easier than the one before and that you were restricted with to talk about the national day. You cannot go off topic because this is writing an email. You can go off topic. The sample was in my laptop and the projector was not working. So, it was not very convenient. And this is really making me angry. It would change the vibes for the class. It would take them from focusing on the course book and the pages and they get distracted, so I am trying to do everything orally and manual on the board. I do not like it that way I wanted to show them something that would attract their attention.

In the same interview, she goes further in discussing the challenge created by technology malfunction to her sense of freedom to resolve students’ dependence on the course book:

We got stuck even more when we started chapter ten. As we were discussing booking hotels and what is the most important thing when you book a hotel? They started laughing and getting out of the topic and they fear started to decrease when I start discussing a topic outside the course book. They got the feeling that it is not a task and they are getting out of the topic. They get very systematic with the book. They get afraid of whether they have answered or not answered the exercise in the book or why we did not answer this activity that students before us answered. So, I spent half an hour with them letting them discuss. “Talk. you travel a lot what is you like the most in the hotel.” In pairs go to one of the websites like booking and choose a hotel and a destination and they will be talking about where they are staying. This will help them speak and engaged. the activity is not in the book. the same topic is in the book. It is in the book in front of you as a passage and I make them they do it using their phones to discuss the topic with their pairs. If there was an internet service in the building, it would have been much easier, and I would have shown it through the projector, and we could have extended the discussion to for example “oh she chose it because of the garden or the location.” So yeh. we learn how to do it with what we have (Noor, 2nd interview, Phase1, 10.10.17).

These extracts testify to this case’s ability to adapt to technology malfunction by exerting the ability to improvise a modification of what she already planned to add to the class. It also shows her

consistent exertion of capacity to create chances for students to work on enhancing L2 learning skills (e.g., writing and speaking skills) by overcoming students' dependence on answered book. These examples suggest that in her attempts to adapt to the limitation imposed by officials, she is exerting the ability to add and modify the teaching material to create interactive learning chances for students to work on improving speaking and writing skills despite being faced with constraints inside the classroom. Thus, it could be claimed that in being adaptive to the contextual constraints inside her classroom, she seems, as her data suggests, to take the responsibilities and roles towards enhancing students' learning into consideration by exerting the ability to add to the assigned course book and improvise a modification of the learning plans. Also, the focus of her teaching initiatives inside the classroom is on enhancing the students' L2 learning skills in which she is creating a learning space for them to overcome their dependence on answered books. For example, the observational data of this case in phase one shows this case's ability to create a safe speaking learning environment where the teacher is sharing personal facts about her life and inviting all the students to engage in the discussion and share their thoughts, even those who are challenged to speak in L2. The following episode of this case's phase one observational data exemplifies this point:

1. T: ok who helps their mums at home? عارفين البنات السنعه (you know the good girl)
2. S1: yes yes
3. T: I am such a bad daughter ..very bad daughter. so, you help her if you have guests
4. S1: yes
5. T: what if you do not have visitors do you help her
6. S1: no
7. T: only when you have visitors. I do not do this. I do not do this or that (making a sad face and Ss laughing)
8. T: who else helps her mum (Ss silent)
9. T: what a bad class (Ss laughing) no one helps her mum. you are like you teacher. this is so bad. (Ss and teacher laughing)
10. S2: No
11. T: you help her (s2 nodding) say you help her be the good girl (T and Ss laughing)
12. T: what about the married because I know the married girl cook something for her mom
13. S3: but أمه mom live in Tabuk. No Jeddah
14. T: Ok not in Jeddah. is your mother in law? the mother of your husband is she here
15. S3: not just only me
16. T: so, you are the lucky one (teacher laughing and approaching another married girl) what about you
17. S4: ha
18. T: the mother of your husband (slowly) your mother-in-law. the mother of your husband (student is looking at her pair)
19. S4: ايش يعني (what does it means)
20. Another student joined the conversation S5: عمك (your mother-in-law)
21. T: your husband's mum. she lives with you
22. S4: no no

- 23. T: in the same building
- 24. S4: Yes
- 25. T: do you cook for her like a cake
- 26. S4: Yes
- 27. T: Great

(Noor, observation data, Phase1, 29.9.17)

This small incident clearly shows this teacher's consistent capacity to create equal learning opportunities for her students to engage in enhancing their speaking skills. This is even further clarified by her reflection on this incident in the first post-observation interview:

All in all, any topic that's the way I was taught especially in Masters. That you just take the main concept and the idea of the chapter and just bring anything that relate to it because if I follow by the book is so boring not only for them but also for me. I feel bored. And It is related you need energy to work out. Household is mentioned in the book and I bring instead of household another topic that is related to burning calories, but it has a different name, but you know. You ask them general questions and in discussing general information they would be relaxed to share. "Give it a hit

(Noor, post-observation interview data, 29.9.17)

This extract clearly shows this teacher's constant focus on enhancing students' speaking skills by which she tried to overcome students' low level in L2 and shyness to share their thoughts by including a discussion of general topics that she planned to add to the teaching unit as shown in the previous observational data.

Another illustration of this teacher's exertion of capacity to create safe learning space for student to engage in enhancing speaking skill is shown in phase two and three where this teacher tends to start her classes with open-ended speaking discussion:

T: YOU know that I never wanted to be a teacher. I never wanted to be a teacher (Ss silent)

S1: Why

T: because it is so boring. I do not know why I joined this profession. If you are asking me why I do not know. Then I started to become a teacher. My major was XXX inaudible.

S2: but this better than office work

T: Actually, I wanted to be a model

S3: A model!

T: Yes... But I am not thin enough to be a model (Ss smiling) and (teacher is laughing)

T: (teacher pointing to one of the students) what you wanted to be Hanan or what do you want to be, or did it change?

S4: Mmmmmm

T: maybe you wanted something, but it did not work and now you changed it

S4: yes

T: ok what did you wanted to be

S4: when I kid

T: when you were a kid. yeh

S4: I wanted to be a nurse

T: a nurse

S4: yes, but it changes

T: changed. what do you want to be now?

S4: I did not know what. but it is in the area but اخصايه اجتماعيه (social worker)

T: "social worker, nice. My mom is a social worker

S4: really

T: yes, but for sign language kids

(Noor, observation data, Phase2, 17.11.17)

In phase3 of the study, she also was able to create an opportunity for the repeaters in her class to engage in speaking and the following small episode of her observational data in phase three demonstrates that:

M11 T: let me start with something fun about the chapter since I do not like to hold the book a lot. It was about feelings. Right. Do you know what gestures means?

(teacher acting hey and wait in Arabic language) what are these?

S1: اصابع(fingers)

T: no

S2: لغه الاشارة(sign language)

T: لغه الاشارة(sign language). Do you think it is different from one country to another?

S3: لا

S6 and S8 and S9: yes

T: who thinks its different (one student raised hand) it is a different? Maybe

Do you think its international هل بتعتقدون انه فيه حركات international?

Ss: Yes

T: like what?

S10: هذي كذا(waving her hand)

T: (laughing) this is very bad in Italy. (Ss laughing and teacher)

(Noor, observation data, Phase3, 21.03.18).

Now turning to another data source that shows this case's consistent exertion of capacity to modify the teaching material by which she created an interactive learning environment for her students and at the same time adapted to the restrictions imposed by the official. She discussed how she modified the learning activities in the course book:

I manipulate an exercise as I read it in class that is written in the book the exercise basically is choose a public figure or an Athletes and write a sentence about them and that's it. I made them choose whoever public figure they want write about or they want present about since they are girls are good in English and I do not get the feeling that they were shy as they were super interactive in the previous exercise. I gave them ten minutes to work in groups and one of each group represents a public figure. So, it varies some people chosen Athletes, some people chose famous singers. they felt motivated and interested and that was reflected in their comments. That's for this exercise and finally I manipulated another exercise from the book which we concluded the class with writing a very small comment is a paper I gave them about the class today. So, I told the students to write me a sentence or two what they liked, or they did not like about this class and just put it on my desk and they ca leave if they want to. In this way we concluded our class (Noor, diary data, Phase2, 13.11.17).

Overall, these results indicate that this teacher is consistent in creating interactive learning activities as ample evidence were found in her datasets showing that she is consistent in exerting the capacity to create interactive learning opportunities for language learners in her class despite constantly being faced with constraints. Although her capacity to take control over teaching listening decreased, she was able to adapt to the limitations imposed over her sense of freedom and authority over the teaching material by exerting the ability to plan and improvise adding to the teaching material to create interactive learning opportunities for her students. Thus, her data suggests that her views of teacher's roles and responsibilities in creating an interactive learning environment for students are not compromised on but adjusted to the educational setting expectations of language teachers, and in this case, in following the pacing guide.

Reem, to provide another example also in the second phase of the study, seems to be embracing an adaptive teaching identity (sense of responsibility) towards students' learning needs and to the limitations imposed by officials, which was reflected in her daily lesson planning and discussion of her roles as a language teacher. For example, in examining the learning resources for teaching grammar, she seems to be exerting the ability to set goals to find simplified learning resources that would provide clarified explanation for the grammatical rule of the lesson:

The lesson was easy it was about the countable and uncountable noun. so, (1)I searched on simple and easy ways to explain to them this rule. I do not like to read grammatical explanation therefore I was looking on YouTube on the possible way and easy way to explain this grammatical rule and I did find two YouTube videos that explained to me in details how this grammar rule can be explained however (2)I did modify their proposed examples in which I was using sentences that students can relate to such as I bought two notebooks and I bought a notebook things that are related to school life in general. (3)I had also to simplify the explanation a bit without too much complication for example instead of using detailed explanation with complicated expressions I would instead tell them when to use it in simple words like water is liquid and you cannot pour water to count it books is very solid and you can count it "one book, two books" in a way that would help them get the idea of the grammatical rule .(4) I want them to understand the grammatical rule and be able to apply it (Reem, Diary data, Phase2, 14.11.17).

This example shows that (1) she sets a goal to find a simplified resource that would help her in teaching the grammatical rule clearly to her students. (2) she exerted her ability to modify the sentences of the grammatical rule to suit the students' level in the target language (3) with the desire to provide the students with a simplified explanation that would help them understand and use it effectively.

Regarding controlling the teaching process, this case's longitudinal data analysis seems to show that she was able to resolve the identity tension and challenge created by competing demands imposed by officials. In resolving this identity challenge and conflicted views around what language teacher should do, she seems to be embracing a middle identity that focuses on teaching the coursebook material but at the same time exert the ability to plan or improvise a modification of the teaching material to create an interactive learning environment for language learners. In the same day diary entry, she mentioned that she was able to plan activity:

(1)I also search for an activity that would link to this grammatical rule and in one of the YouTube videos the teacher presenting was showing how we could ask students to come on board and list possible words that can be either countable or noncountable. so, (2)I thought is going to be interesting and fun to do in class and this is going to be out of the box practice for my students instead of only doing what is there in the book as a practice. so I did this activity today where I split the board into three columns and I asked them to write the words that are supposed to be use with a, an and some and I notice that they only used words that are related to food so(3) I thought if I brought the objects and they have to categorize it because they did not use anything other than food objects if I brought other objects it will expand their way of thinking. (4)They had a lot of fun and (5)when someone is making a mistake I would pause a second and actually thought it would much fun and engaging if I asked them to correct each other's mistakes and I ask ss to provide me with the correct answer and justify why it is wrong and it was great thing to do with ss to help them learn from each other mistakes and this might help this information to stick to their heads so not only the teacher we can be of great value to each other and we can help each other. I do not know as if to say I am capable to give what the teacher can do (Reem, Diary data, phase 2, 14.11.17).

This example shows that she exerted the ability to plan to add an extra learning activity with the desire to provide students with interactive learning activities that would help them get the practice of the grammatical rule and at the same time enjoy learning L2. (3) It also shows an emerged ability to reflect on the learning activity used and its impact on students' learning of the grammatical rule and motivation in the learning class. (5) It also provides evidence to this teachers' manoeuvre to create space for LA by allowing students to take charge of correcting each other mistakes. It also shows how this teacher's view of students' role in the learning process is a catalyst factor in this this teacher's exertion of ability to create this space for LA in her language learning classes. Her diary entries in phases 2 and 3 of the study demonstrated an ability to modify of learning activities and adding modified interactive speaking activities with a desire to enhance students' motivation in language learning classes. For example:

In today's lesson I had the freedom to plan, and it went smoother than yesterday. Today's lesson was simple, and it did not have any complicated rules because I did not need the projector that much. The student was a bit sleepy. So, I asked them to do ant and tree game at the beginning of the class. So, I had to move to the game immediately to leave their mood a bit. so, I asked them to use the ball and throw on one of their colleagues and who got hit by the ball must stand up and say something. So that I can get them all moving

in the class. they were laughing and having fun with these two games. Regarding, how I made them motivated in my class, they had a passage about happiness, and I asked them to lose their books and remember a thing that made her happy this week. I felt that this activity has made them connected to the lesson and liked it more. So, they were focused and listening to each other when they were talking. I planned to have this discussion going for 5 minutes but I had to extend it a bit more as I noticed that they were having fun and this is again a way to introduce them gradually to the passage (Reem, Diary data, phase3, 23.03.18).

Now turning to the observational data of this case in phase3 of the study, which would provide further confirmation of her exertion of ability to modify the teaching material and add interactive speaking activity in which she engaged students in discussing Islamic holiday:

T: today will have another interesting topic. Close your books. usually we have one month in the year that's very holy.. (Ss silent and paying attention)
 T: we have a holy month in the year what is it called?
 S1: Ramadan (Ss were paying attention and not talking)
 T: one month that we pray, we fast
 Ss: Ramadan..Ramadan
 T: After Ramadan what do we have?
 Ss: Eid Eid
 T: Eid what?
 Ss: Eid Alfitr (Ss laughing)
 T: what do you do in Eid (Some Ss discussing with each other)
 T: Buy candies. Visit your grandparents. what else? party?
 T:do you feel happy or sad?
 Ss: happy
 T: what do we call all of that ..celebration.
 (Some Students repeated)"celebration".
 T: what do you have other occasions for celebration?
 S2: Saudi national day
 T: what else
 S3: "اللغة العربية day" (Arabic language day)
 T: what
 S: "اللغة العربية day" (Arabic language day)
 T: English.. English please. Try
 S: (laughing) Arabi language day.
 (Reem, observation data, phase3, 15.03.18)

In the post-observation interview 3, she discussed the need to included speaking topics that are related to the students' culture:

Now this thing I thought about it on my own as I do not have a teacher book that's why I try on my own. I felt that if I started with the book they will be limited to certain way of thinking. But if I started with the holy month and then

the EID (Festive season for Muslim) they might be able to open (Reem, post-observation interview data, phase3, 15.03.18).

All in all, it shows that she is becoming adaptive to student learning needs and at the same time teaching the coursebook material. Thus, it could be claimed that in learning how to teach and teaching, this teacher is becoming adaptive to students' learning needs. By doing so, she is trying to meet students' expectations from language teachers by adjusting her view of her role in teaching the target language to meet those imposed expectations from language teachers.

Huda, to provide another example whose datasets in phase one of the study seems to suggest that although she became responsive to student learning needs and started to exercise autonomy over the teaching process (see section 5.3.2), her desire and perception of freedom to make personally relevant teaching decisions to enhance students learning in L2 and motivation to learn was impeded by the competing and urgent demands by officials in the education setting prior to the end of phase one of the study (see section 5.3.3). The longitudinal data analysis of this case, however, seems to suggest an emerged sense of adaptation to the reality faced in the educational setting. This is clearly shown in how she adjusted her views of teacher's roles and authority to the limitations imposed in ELI. This case's views around teacher's role and authority and what is expected from language teachers either by students or officials in the current educational setting seem to be adjusted to the limitations imposed. Let me illustrate this point by presenting her first diary entry in phase two of the study, where she made direct reference to the need to cover the assigned pages in the pacing guide:

I planned to start today with a huge portion of the curriculum and finish more than one page since next week we are going to have a grammar and vocabulary quiz. I wanted to move on in the curriculum (Huda, Diary data, phase2, 13.11.17).

This testifies to the constant challenge this case faces in meeting the imposed requirements to follow the pacing guide. However, examining this first day-entry shows that she exerted the capacity to depart from this plan and improvise a modification of it to include a space for students to discuss a topic related to the main topic of the teaching unit to resolve the challenge of having demotivated students:

(1) They were not motivated that much because they students expected that I am not going to teach them anything. So, they were a bit not motivated but the topic was nice, and it was about movies and entertainment and about watching TV. (2) So, most of them are good in English and they like watching TV. So, today (3)I made them talk about it a lot because I think I should be working on motivating them a bit in this lesson. I asked them to tell me about TV shows that they are watching right now. I made them spoke in English and shared answers because I noticed that they were having fun with it. (3) Since

we had plenty of time, I thought of a game in which they had to explain the name of the movie without talking. It is a good practice for them, and it is related to the topic. (4) In regard to the things that would have helped me improve my lesson is if I had time and I do not maybe I would like to make them involve more in what they like to watch. I can ask them to write about their favorite TV show and share it with the class to make it more fun and interesting. But I did not find the students ready for it (Huda, Diary data, phase2, 13.11.17).

This extract shows that although this case started reflecting on the need to follow the pacing guide, being faced with (1) students' lack of motivation has promoted her to (2) reflect on this challenge in her language learning classes as it emerged. It shows that (3) she exerted the ability to improvise a modification of the teaching plan to create a space for interactive discussion and exploited the class time to improvise a motivating speaking game. Even in her (4) reflection on the lesson, she is considering adding interactive learning activities, which would create a space for student to practice writing. Balancing two challenging requirements by officials and students in the educational setting is evident in the following day diary entry. She reflected on the need to teach the assigned pages of the coursebook and to make changes to the teaching material:

In general, I have the freedom in my lesson that I can do it in any way I want. But I try always to stick to the book because the questions and the topics will be about the book. So, most of the time I am using the book and I follow it but with small changes (Huda, Diary data, phase2, 14.11.17).

she focused on creating an interactive lesson and following the pacing guide, which is showing her ability to balance these competing demands. This is shown clearly in the following diary entry:

I had the freedom to plan but again I tried to stick to the book as much as I can. I changed some minor things in the book like the discussions. I like to do it sometimes in groups and sometimes with the whole class. I want them to discuss as much as possible to use the language. The modification was in the way of delivering the activities. I put them sometimes in bigger groups or small groups because I am still not sure how many students, I would have every day. Regarding motivation, I like to laugh with them in the class and not all of it so serious. We joke sometimes and I like to get them involved and get them to practice as much as possible (Huda, Diary data, phase2, 14.11.17).

She exerted the ability to improvise a learning activity with a desire to control the students' negative feelings about improving their L2 writing skills:

(1) The thing that I added today, my students are coming from level 3 and one of the things that really make them afraid is writing and I thought that this my chance to give them an opportunity to see how easy it is and how much they can write. They used to write 150 words and now they are required to write 250 word. The students are considering that too much and difficult. (2) At the end of the class we had thirty minutes

and we did an activity. (3) I gave them a prompt and it was an easy one which questions I wrote on the board and I liked to start with something easy and explained to them what we are doing so that they understand and so that they get motivated by it. I told them that I want them to answer these questions. We have eight questions and I told them that we need at least ten sentences. When they finished, I told them that I need every one of you to count the number of the words that you have and when they counted them and when they counted their words, they started to feel the importance of writing more. So, I explained to them that it is ok since this is your first time (Huda, Diary data, phase2, 14.11.17).

This clearly shows that although she was aware of the need to catch up with the pacing guide as an imposed role of language teacher in ELI, this teacher is creating a chance for the students to practice the writing skill at the end of her class. Responding to this emerging L2 learning need of getting enough practice in writing also emerged in the same diary entry where she reflected on the need to create further opportunities for students to engage in enhancing their learning skill:

(1)I am planning next time to provide them with a sample of the writing. any sample they gave me here and I will tell them to write as much as they can in 30 minutes. I want to train them in doing that because (2) in the final exam of the writing, it is not fair that they got shocked because the yearlong they are used to that you give them the prompt and they work on it for a week before. And this is a bad habit for the students. They we make them used to something and in the final they tell them that you only have 50 minutes, and this is not much. In writing 1 and writing 2 they get 40 minutes. 50 minutes is not enough. I am as a teacher and I would not be happy with 50 minutes and they must write without preparation. (3) So, I just want to give them proper practice that you can write fast. Most of them were able to write today and I tried to complement them a lot "this is your first time to do so, and you wrote 150 words in 20 minutes". even they did not take 30 minutes, so I liked to encourage them. "Look this is where you are" and may be at the end of the module they would be able to see how much they become different and how much they got better. I felt even that they really liked it and they were motivated to count their numbers. So, I think it is helpful and I am trying to do it (Huda, Diary data, phase2, 14.11.17).

This extract testifies to this teacher's attempts to create learning spaces for the students to practice writing based on (2) reflection and evaluation of students L2 learning needs and the challenges they are facing in learning L2 (3) with an emerged desire to create this skill learning space in her diary teaching. Creating an opportunity for the students to work on enhancing their writing skill is reflected in her diary entry (26/11/17) where she exerted the ability to plan the whole lesson to help her students to work on enhancing writing skill:

(1)I had the freedom. Today, I decided not to give them anything from the book because we are having the writing task since on Thursday, they will have the writing exam so the whole class was about writing and revision for the grammar because tomorrow they will have grammar quiz. so, I had all the freedom to plan the lesson the way I wanted it, and no one interfere or anything as long as I finish on time. (2) I anticipated some difficulties because the topic they have sent us for the writing was difficult for the students and it will take time from the students. So, I anticipated that there will a difficulty with this lesson.

Before I asked them to write (3)I gave them some kind of introduction of the topic sentence and those things. Some of them faced difficulty with it and some of them knew that before. When I gave them the prompt, we discussed it a bit so that they know what they will be writing about. (4)I made them also talk together and I said to them brainstorm for 15 minutes and then share it in your group. So, this activity took time and I wanted them to start writing most of it, but it was important for me that they share their brainstormed ideas together. I asked them to use a paper in which they jot their ideas and share it with their friends, and I told them that when they go home, they have to look at these points that they have written and start writing their essay (Huda, Diary data, phase2, 26.11.17).

In planning this extra learning activity where students were engaged in enhancing their writing skills, she is taking into consideration adding a discussion of a general topic, as shown in her reflection on that lesson:

I think that I got them motivated by asking them questions like tell me what you think, give some examples about yourself and share your ideas with your colleagues. I saw that when they shared their ideas with their classmates in writing they felt excited because they were talking in the essay about themselves. The essay was about an article that they have read in the book and everyone is asked to write about a type of intelligence she has. So, I felt that this thing is so exciting for them as they share it because everyone was explaining about herself. we can consider what I did today as an addition from outside the book as nothing in the book is talking about writing an essay all of what we have in the book is emails or letters, but nothing there is about writing an essay that's why all of that content I brought from outside the curricula, and I felt that it is really beneficial for the students because most of the things are not known to them. Most of them do not know how the essay is going to be organized, what is a paragraph, so I felt it was beneficial for them (Huda, Diary data, phase2, 26.11.17).

This shows this teacher's ability to evaluate the impact of this extra learning activity on students' motivation in her language learning classes and impact on enhancing writing and speaking skills. Now, turning to her observational data showing this teacher's ability to respond to students' needs having motivating language learning class by exerting the ability to plan a modification of the speaking activity in the coursebook material to include group work and discuss topics related to students' university life:

T: now, girls (Ss discussing with each other) listen to me. On page 30 activity A1 read it for one minute (Ss open their books and read silently)

T: what are you required to do?

S1: discussing banning phones from schools

T: that's correct but what does ban means

S2: you are not allowed to bring it to school

T: correct. Now, I want you to work in groups instead of pair work and write about things that you are not allowed to bring and do at university nowadays in this university and why or why not it should be banned? Ok five minutes (Ss moving to groups and discussing for five minutes)

T: time is up? Who can go first? (one group rising their hands)

S3: I think in the university, we should not be stopped from wearing jackets instead of Abaya

T: why you think that

S3: because it is the same idea, but jackets are more convenient you know

S4: jacket would give you warmth in these air-conditioned classes but abaya does not

S5: seriously! You must have a jacket on the abaya (Islamic clothing for women), and you would look weird (teacher laughing and students)

T: that's a good thought what about the other groups

Huda, observational data, phase3, 30.03.18)

Now turning to her reflection on how modifying the speaking topics to include students' university life would enhance students' motivation in language learning classes:

It was a small change in the topic and how we did it. I thought about it the night before and I thought it is going to be engaging for the students to discuss topics related to the university life and You saw how motivated they were in discussing their university life.

Huda, post-observation interview data, phase3, 30.03.18)

All in all, it seems as suggested by this case's datasets that she was able to adapt to the educational setting with its two opposing demands of language teachers by both officials and students. By balancing those two conflicted expectations and demands of language teachers, she seems, as suggested by her data, to adapt to the reality faced in the educational setting with its challenges inside and outside the classroom. In doing so, she seems to be working with the assigned coursebook. At the same time, she exerted the ability to modify it with a desire to create interactive language learning classes for her language learners. This is also evident in the second interview, where she referred to this constant challenge to create an interactive learning class and cover the assigned coursebook:

Sometimes it is in the lesson and if it is there ok. But sometimes when I am reading my plan for the lesson. I notice that parts that I can make it into something fun. A lot of the time, it is spontaneous when I notice that students are stressed and sometimes, they are depressed. I make a game out of a normal activity. you would have in the course book for example the other day we had an activity in which they have to write about a movie that they know. Then I thought let's make it into a game. I put in groups they write about a movie and they do not give us the name. so, it is like a guessing game. Then I switch the ppl. It was interesting for them and they feel excited. So, I noticed that my students would ask me if they are going to have a game in their classes. Even they started to feel that they we want to play (Huda, interview data, phase2, 25.12.17).

In summary, although this case started to fulfil the creative teaching identity in phase one of the study, she was challenged by the competing demands by the officials to cover the assigned pages in the coursebook. In phase two of the study, she seems concerned about fulfilling the officials' expected and imposed role of the language teacher. At the same time, she seems to be challenged by students' expectations of having an interactive learning environment. This identity tension seems to be resolved by embracing a middle role that helped her meet two opposing views of language teachers. This balancing role she embraced seems to be reflected in her planned and improvised teaching plans.

5.5 Supporting Learner Autonomy

Part of novice teachers' enhancement of students' L2 learning needs was the spaces created for LA inside and outside their L2 learning classes. By creating opportunities and chances for language learners to take responsibility for their language learning (e.g., checking dictionary instead of asking the teacher, group work, classroom talk time). Huda, for example, it was evident from this case data that she exerted a consistent capacity to create chances to enhance LA in her classroom by sharing learning resources with language learners. This coincides with a sense of responsibility of language teachers to do so with language learners. Let me illustrate with her comments on language teacher's role towards language learners. The following excerpt exemplifies this point where she is considers her responsibility towards enhancing LA among her students in the classroom whenever she has free time:

The teacher, I feel must provide them the tools on how to succeed. I mean you do not have to do it with them, but you need to tell them. A lot of my student I have noticed them asking "how can I speak English like you", "give me something that would help me". So, sometimes in the class, every time I remember a website that helped me or a program that has helped me, I open it for them in

the class. The other day I opened for them a program called " Duolingo" on the phone. It is an app. And I told them to use this app. I did a study on that App when I did my Master's program, and it is a good app. You can practice the language and learn it. Another day, I brought them because they were asking me about the listening, they were telling me that they faced difficulty in listening in the exam as they are not used to. There is a website on the internet called "Td talk". It is about videos that some teachers collected, and they put questions on. It has to do with comprehension. I told them "go listen to it" there is no translation and try to answer the questions. With practice you are going to do it and you will be fine. In one of my classes in which we had free time, I put a video from this website, and I asked them about it. So, you can give the tools as a teacher just give them the tools for to do things at home if they want to improve. That's the most you can do. You cannot do more (Huda, interview data, Phase1, 20.10.17).

This extract shows how this teacher's sense of responsibility towards enhancing students' LA in learning L2 is reflected in her desire and freedom to share with her students extra learning resources to use on their own outside the classroom. Another example is this case's phase2 classroom observation. She encouraged one student who asked her about one of the words meaning to look it up herself using her mobile. In her reflection on that incident, she explained:

I honestly do not want them to just rely on me. I do not like the idea that the student stop working simply because the teacher is not around to give me the answer. One of the students came to me to ask me about the spelling of the word and I told her I allowed you to use your phones to check the translation and the spelling. I do not want them to get used to the idea that only another person can correct me. I want them to get used to the idea that I can do this myself. I can use the resources around me to correct my mistakes. I want her to feel that this is a university, and you are responsible for yourself. You want the information; you must look it up. I am not the only source for information (Huda, post-observation interview data, phase 2, 20.12.17).

This example testifies to the influence of this teacher's evolved view of students' roles in language learning and her ability and desire to enhance students' LA. In this example, the teacher is embracing the role of a facilitator to students' language learning. However, at the same time, she is allowing spaces for students to have responsibility of their language learning.

It is interesting to note a shift in how she viewed her role as a language teacher. In phase one, she was concerned about presenting herself as the knowledgeable teacher of all the information. In phase two, however, students were encouraged by this teacher to not depend on her as the only source of information. This is also confirmed by another data source in phase two of the study:

I like to direct the questions back to them. Because I want them to be the expert not me (Huda, Diary data, Phase2, 14.11.17).

This emerged sense of responsibility towards allowing students to take the “expert” role in L2 is also confirmed in phase three of the study. The students are encouraged to provide their colleagues with the name of occupations,

Some of the students who are good, and they know the information when I ask them, they feel confident. So, before I say it to them, I ask them. you noticed in the previous module that when students ask me about the meaning of words, I ask them and not give them the answers because the student most of them know the meaning and that's make them confident. That “I actually have something to share” (Huda, post-observation interview data, phase3, 30.03.18).

Noor, to give another example, the theme of supporting LA was evident theme in her datasets. Data presented in section 5.3.2 show this case’s attempts to resolve students’ dependence on answered books in her L2 learning classes. Resolving the students’ dependence on good-performing colleagues is another aspect of her teaching practice that she exerted control on to create equal opportunities for her students to engage in L2 learning. In the second interview of phase one, a direct reference was made to the teacher’s role in creating equal learning opportunities for all her students to take part in the speaking activity:

I do not have that diversity. I have only three students that are good. So, I cannot use them to serve the class. Usually if you have ten who are good students you can use them to save the class. spice one, two. I cannot because I have two or three students who are good in English. And it is not even good to use them because they would know that those good students would answer the teacher’s question and they will cover our back and it is becoming more boring and that only those three students would answer the questions asked. It is going to be not boring for me but boring for the class. I usually in every class, terms like giving suggestions and giving advice. I was like now everybody should give me an advice and I write the phrase for them like “I think you should.” it is fun, and you get them to speak. It is nice when one gives a funny comment and everybody laughs, I see that the class is focused with. So, I try to do that in every class. I ask a question individually.

This testifies to this teacher’s ability to create safe and equal opportunities for students to engage in enhancing their speaking skills in L2 to resolve their shyness and dependence on the good performers. Additionally, in phase one, Reem’s observational data showed an attempt to enhance students’ independence from the teacher. In her reflection on the incident where she asked students to work in pairs:

I thought that some of them are excellent and some of them are not that good so I thought that together they could help each other. It would be faster so I thought that it should not take time as they work together (Reem, post-observation interview data, Phase1, 22.10.17).

This is also evident in Sumaih's data in which she encouraged students' independence from the teacher. In this sense, the students depend on each other in L2 learning rather than being the only source of assistance. In her reflection on asking students in the first observation to "Do the task and ask your friend for help", she commented that:

Sometimes the student alone. it is hard for her to do the exercise. She can get an idea from her friends. Instead of one mind, you will have two minds working together to form the sentence. If she did a mistake, her colleague would help her and I cannot give. I have almost 35 student and I will not be able to give everyone a paper. So, at least if she could not speak, she at least participated in forming the idea. This is something I did it myself it was not mentioned that way in the book (Sumaih, post-observation interview data, Phase1, 20.10.17).

However, as time passed, this case's data showed an emerged challenge to her sense of responsibilities that revolve around enhancing students' learning. This is shown in her attempts to resolve students' use and dependence on answered books:

This level is a bit a strong transition from level 2. So, the students who have answers in their books are taking the lead of the classroom participation but those who do not have the answers are bit hesitant whether they have the right answers or not. So, when I go around the class, I try to help her as much as I can. Whatever she asked I like to be there since the level is a bit challenging (Sumaih, post-observation interview data, phase2, 17.11.17).

This clearly shows her attempts to resolve this challenge to her sense of responsibility by monitoring the students' performance and providing them with assistance whenever needed to overcome students' dependence on answered books.

5.6 An overview of EFL novice teachers' TA developmental routes

This section provides a summary of the overall developmental routes of EFL novice teachers' TA with a reflection on the impact of prior learning experiences that they had on the process. Although in the context of their overall data, they shared similar mechanisms in how they seemed to respond to constraints faced in ELI, the pace of their journey to be adaptive to the reality of ELI appeared to be different. Noor and Reem at the start of their teaching experiences focused on enhancing their students' L2 learning. Although Reem is a freshly BA graduate and had no prior teaching experience as a student teacher, her first class showed that she focused on exerting the ability to plan to add to the teaching material to enhance students' skills in L2 (e.g., reading skill in L2). Unlike Noor, this case's desire, and freedom to plan or improvise adding to the teaching material was negatively impacted by the imposed pacing guide. Her level coordinator and co-teacher negatively impacted her perception of freedom over the teaching material. The focus of this case has shifted towards covering the assigned teaching units with the aim to prepare students for the exam. As time passed,

her attempts to respond to her students' needs of having interactive L2 learning classes were reduced to adding interactive speaking activities and sometimes physical games. Her prior experience as a former BA student at this university where she was hired as a teacher and her awareness of the boredom the foundation students face might have played a role in prioritizing this aspect of her teaching life. On the other hand, from the first day of her teaching experience, Noor prioritized and focused on enhancing students' L2 learning by planning and improvising a modification of the teaching materials despite the increased constraints around her sense of freedom and authority as a language teacher.

Grounded beliefs around language teachers' roles and responsibilities that she acquired as a former EFL learner and a student teacher abroad had a role in making this case adapt to the accumulating constraints on her perception of freedom and authority of language teacher. This case unlike the other cases became adaptive to accumulated constraints after the first two weeks of her teaching experience and started to work on catching up with the pacing guide and at the same time modifying and adding to the teaching materials with a focus on enhancing students' L2 learning needs (e.g., improving students' skills in L2 and motivation to learn L2). In the sense of this case's data, this case was able to balance two competing demands which appeared to be the main challenge that she faced as a novice teacher in ELI. On the one hand, the officials' constant demands to follow the pacing guide to be able to cover the assigned teaching materials and the foundation year L2 language learners' need of having motivating L2 learning classes.

In comparison to Noor, Huda and Sumaih appeared to be challenged in resolving these competing demands from novice EFL teachers. At the beginning of their teaching experiences and prior to the end of module one, they appeared to be focusing on catching up with the pacing guide to prepare their students for the exams. A shift in those two cases' teaching practices is evident after meeting this urgent demand by the officials where the focus of their teaching plans has shifted towards enhancing students' language learning needs that includes creating motivating L2 classes. It appears that catching up with pacing guide and preparing the students for mid-exam was the focus of their teaching plans and had played a negative role on their exertion of TA over the teaching materials. It is also interesting to note that at the beginning of their teaching experiences, they focused on the process of learning how to teach and on meeting the accumulated demands by the officials to cover the assigned course book. Previous teaching experiences as student teachers and in the case of Reem the lack of prior teaching experience had a role on prioritizing this aspect of their teaching lives. For example, Huda prioritized the image of the knowledgeable teacher and her prior teaching experience during the practicum with Saudi students in US had a role in trying to meet this image at the beginning of her teaching experience. As time passed, this teacher started

to allow students to be another source of information for their colleagues in her L2 learning classes and not to be the only source of information for them. Discussion with other teachers in ELI has a role in making this shift in Huda's teaching practice which allows more spaces for students to take part in her L2 learning classes.

Sumaih is another novice teacher, and the start of her teaching experience was not different from Huda and Reem. She started her teaching for the first time in ELI and was hired in the middle of module one. In her first diary entries of phase one of the study, the challenge of meeting urgent needs by the level coordinator to catch up with the pacing guide and make up for the missing lessons was evident in her earliest data. The focus of this case teaching plans was on following the pacing guide to prepare students for exams. Students' language learning needs were not the focus of her teaching plans despite a few modifications of the learning activities and simplification of the sentences in the coursebook, which emerged when this teacher was able to cover the necessary teaching units for the mid-exam. A notable concern in this case's earliest data entries was the need to enhance her L2 teaching skills as the focus of this teacher was on the process of learning how to teach. She resorted to online learning resources to acquire her teaching skills of L2 grammatical rules (e.g., YouTube videos). Before the end of module 1, she covered the necessary teaching parts in the coursebook for the mid-exam, and she started to modify and add interactive learning activities. Her data indicated that the focus shifted towards enhancing students' motivation in learning L2. However, emails from her level coordinator played a role in changing this case's perception of freedom over modifying and adding to the teaching material as her focus shifted towards covering as much as she could in the pacing guide to prepare students for the final exam. In module two, her journey was smoother than module one, as she started on time. This seems to impact her teaching plans. She focused on modifying and adding to the teaching material to motivate her students and enhance their skills in L2. However, her perception of freedom in using technology to create the interactive learning class was impacted by the problem of having technology malfunction in her class. This has hindered her ability to use videos and online pictures to motivate students. Handling technology malfunction in her L2 classes and her desire to motivate her students to learn L2 seems to be creating an issue with this case's ability to meet the assigned teaching units on time. As time passed, her teaching plans focused on covering the needed pages for the second and third teaching modules with some modification of the learning activities into group work. In phase 3, she also had to enhance students' L2 learning as her students are repeaters. She had to add improvised learning activities to help enhance students' L2 writing skills. This challenge in her L2 learning classes added to the challenge of covering the needed pages for the final exam. At the same time, she is also challenged in her ability to respond to students learning needs in L2. Teaching repeaters compelled her to use simplified English and translation to help her students and to cover the assigned pages of the pacing guide.

Reem, a freshly BA graduate from the same university where she started her first year of teaching, had some idealized views around encouraging and motivating students in L2 learning. Her journey as a novice teacher was not different from Sumaih's journey. She was hired two weeks before the end of the first teaching module, and she shared the class with another teacher who had some experience in teaching the course. With the limited time she had before the end of the first teaching module, she was challenged to create interactive language learning classes for her students. This, as suggested by her data, was limited to only adding interactive speaking activities at the beginning of her classes. The focus in these speaking activities was on discussing with her students some general topics related to the main topic of the teaching unit. The negative impact of both the level-coordinator and co-teacher on this teacher's capacity to add interactive teaching material was evident after the first class. This case planned the first class without relying on any assigned teaching material from the institution. This has shifted to more focus on the need to catch up with the pacing guide and prepare students for the final exam. As she mentioned in the first interview, being a freshly BA graduate from this university and a former foundation year student influenced her to be more considerate of her students' language learning needs where she used simplified English language and translation. Also, having experienced the boredom foundation year students face encouraged her to consider this need in her L2 learning classes.

Regarding enhancing L2 teaching skills, this case did not receive any training during her BA degree. Reem's lack of prior teaching experience and the lack of learning opportunities for novice teachers in ELI (e.g., observing experienced teachers' classes) had a role in prioritizing and trying to enhance her teaching skills. She was not allowed to attend experienced teachers' classes in ELI at the earliest days of her teaching. The lack of the needed teaching skills either as a student teacher and a novice has prompted her to focus on this aspect of her teaching life. This shortage in her teaching ability has compelled her to figure out how to teach the grammatical rules and learn how to use the board by searching online for videos in which experienced teachers explain grammatical rules on the board. This need to work on her own to enhance her teaching skills was evident during the first year of teaching. She also focused on how experienced teachers in YouTube videos used colours and divided the board to explain to L2 grammatical rules to students.

In phase two, she had a class that lacked any technology resources to support her in teaching L2, especially in teaching listening. She had to read the listening scripts for her students as she could not use the CD provided with the coursebook to play the recordings. However, in all the study phases, she was considerate of her students' level in L2 by planning, improvising, modifying, and simplifying the sentences used in her classes. She also demonstrated the ability and desire to add interactive speaking and L2 learning activities that would help her students practice the

grammatical rule and motivate them when they feel bored. Her data showed that she would add physical activities like games with no language improvement goals to make her students feel energetic. She would time it based on students' energy level during the class. She also demonstrated the ability to create spaces for student's independence in receiving feedback and correcting mistakes made during the class. In phase two of the study, she made her students depend on each other for feedback on the writing task. Despite her consideration of students' language learning needs, the need to follow the pacing guide and move on with the coursebook material was evident in all the study phases. Her data showed that the persistent need to catch up with the pacing guide had a negative impact on her perception of freedom regarding adding and modifying the teaching material to create interactive L2 learning lessons. The spaces she created for the modified interactive activities were limited to the speaking activities and some games. Phase three did not start without any hardships. A whole week was allocated for building maintenance and students were not allowed to come, and classes were cancelled. This negatively impacted Reem's ability to consider adding or modifying the teaching material and promoted her to focus on catching up with the pacing guide. She mentioned how this had impacted her ability to create more spaces for students to practice the grammatical rules. She added only interactive speaking activities whenever she felt her students were sleepy in which they would discuss general topics. She also changed the organization of the learning activities into group work. They would compete against each other and consequently create some fun in her L2 learning classes. The focus of this teacher was following the pacing guide and preparing students for exams. In the third interview, she mentioned, "this time, I need to be careful because, after all, it is my own responsibly to cover what is needed for exams and to make it happen no matter what."

Overall, the study's cases were challenged at the beginning and prior to the end of module one as the focus of their teaching plans was on covering the needed teaching units to prepare students for the exams and this has negatively impacted their desire and perception of freedom to respond to students L2 learning needs. This is also evident in Huda's data in module two where she tried to focus on following the pacing guide but was faced with her students' needs to have motivating L2 learning classes. Balancing those two competing demands of both the officials and L2 learners of language teachers in ELI appeared to be the main challenge that those cases worked on resolving. While Noor was able to adapt to the reality of ELI that appeared to be limiting language teacher's authority and freedom from the first weeks of her teaching experiences other cases took longer routes in resolving this challenge as novice EFL teachers in ELI.

5.6.1 Conclusion

In summary, the above subsections provided detailed evidence from various data sources that illustrate the idiosyncratic developmental routes novice teachers took in exerting the capacity to control the teaching materials and the process of learning how to teach. Additionally, evidence concerning the factors impacting TA were presented in the previous mentioned sections. Findings in this study suggest that TA goes through stages and it is a non-linear process where novice teachers' capacity to take control seems to be fluctuating over one academic year. In making personally relevant teaching decisions whereby novice teachers seem to be exerting their control over teaching process, the focus of their daily teaching plans seem to be shifting from surviving accumulated demands by officials to what seems to be an emerged responsive teaching decision to enhance students' language learning needs and latter prior to the end of phase one of the study attempting to survive the imposed demands by the officials reemerged. However, the longitudinal data analysis of the study cases showed similar adaptation mechanism to imposed demands by the officials and students' expectations of language teachers in which novice teachers seem to be adjusting their views of their roles and responsibility to reality faced in educational setting with its imposed restrictions and constraints that seems to be creating a challenge to what seems to be idealized roles of language teachers by novice teachers (sense of authority and freedom over teaching process). Additionally, their perception of how much freedom novice teachers should practice over teaching process has been adjusted to these limitations faced.

Chapter 6 Towards An understanding of TA development

6.1 Introduction

This chapter provides a detailed analysis of the key research findings presented in chapter 5, with reference to each of the research questions. Section 6.2 provides a discussion of the development of TA, covering both how novice teachers exert control over the process of learning how to teach and the teaching materials. Also, given the complexity of the phenomenon explored in this study, there is a need to shed some light on the personal and the contextual factors impacting the development of the capacity to take control amongst novice EFL teachers in this section. The impact of evolving TPI will be discussed in section 6.3 which will provide a detailed discussion of its impact on TA development. Section 6.4 looks at the relationship between TA and TPI on a conceptual level.

6.2 The shifting nature of TA

Prior studies (e.g., McGrath, 2000) have noted the importance of exploring the development of TA “naturally”. This can be explored in an educational context where no teacher education programs are set in place to support and impact this process. The first question in this study sought to explore the development of TA amongst novice teachers. The current study found that novice EFL teachers’ TA tends to shift over time. The focus of most novice teachers tended to shift from focusing on the self to an emerged interest in enhancing students’ L2 learning. Part of focusing on the self is their attempts to fulfil urgent job requirements to follow the pacing guide and their focus on enhancing their teaching skills with limited focus on enhancing students’ L2 learning (see route1 in figure 14 below).

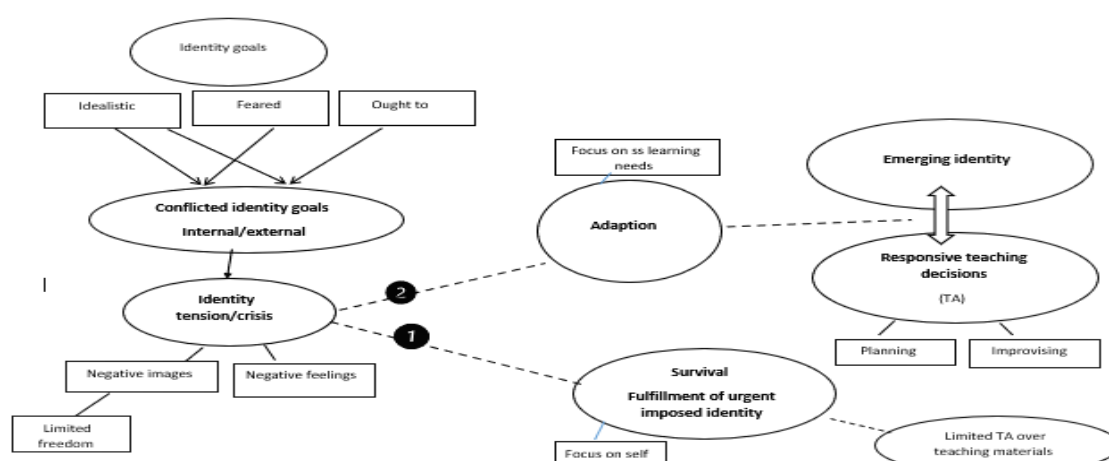


Figure 6.1 TA developmental routes

Examining study participants' interviews data provided evidence on how at the beginning of their teaching experience, they seemed to be faced with opposing views of what was expected from them as language teachers working in ELI. These opposing views held by the officials seemed to be creating a limitation on teachers' perception of freedom over the teaching materials. For example, the focus of Huda, Reem and Sumaih teaching plans at the beginning of their teaching experiences seemed to be on surviving urgent demands to catch up with the pacing guide. There was no evidence showing that they exerted the ability to set goals, reflect for actions and evaluate the impact of their teaching plans on students' L2 learning. This echoes Aoki's (2002) observation that teachers' working conditions may cause them to conform to the imposed decisions in the workplace rather than transform them. Another possible explanation for this might be that at these stages, where they are faced with accumulated demands by officials to catch up with the pacing guide, these teachers might be on the "survival oriented" (Vonk, 1993), state to achieve the urgent demands by the officials. According to Farrell (2003) "Teachers' idealized concerns (the ideal of teaching before experiencing the reality of teaching) are replaced by concerns about their own survival as teachers." In a similar fashion, the focus of most of the novice teachers was on surviving the accumulated demands to follow the pacing guide and not on fulfilling what they initially idealized as language teachers. This also paints a clear picture of the struggle novice teachers face who find themselves alone to handle the challenges of the first years of teaching. In these early years of teaching, they might think that "real teachers have to swim when asked to do so and not sink and that real teachers need not expect anyone to throw them a lifeline." (Long, Hall, Conway, & Murphy, 2012, p.622). In other words, by focusing on accomplishing the urgent imposed tasks on them, they seem to "adapt strategically to the culture of the school, because they feel they first have to show their colleagues and pupils that they are able to function in the existing school culture before changing their teaching approach." (Vonk, 1993, p.12).

In this limiting ideology of L2 education, the language teacher's roles and authority appeared to be limited to delivering the course-book materials at a specified time. This is because they are required ultimately to prepare students for high-stakes exams. In all the three cases' earliest accounts, meeting the deadlines of teaching the assigned teaching units in the pacing guide seems to be negatively impacting their perception of freedom and authority and thus desire to change their teaching practices (e.g., modify the teaching materials to motivate students). In line with Agheshteh and Mehrpur (2021), who maintain that the main challenge to TA is the authority given to supervisors in educational setting over teacher's work, a great concern voiced by my study

participants was the authority given to the level coordinators not only to check teachers' adherence to the assigned pacing guide but also to evaluate their professionalism in meeting this criterion. This finding was also reported by Benson (2010) as "schemes of work" were perceived by language teachers as a powerful constraint to teachers' perception of freedom by teachers in Hong Kong secondary schools. Being constantly challenged by this impeding bureaucracy that seems to be part of the "cultural conditioning" (McGrath, 2000, 109), played on novice teachers' perception of freedom over teaching process in ELI provides an explanation of the recurrence of self-focused plans at the beginning and prior to the end of phase one of the study among Huda, Reem and Sumaih. The recurrence of novice teachers' attempts to survive in the earliest days of teaching and prior to the end of phase one of study lend support to Conway and Clark's (2003) observation of the recursive nature of novice teachers' attempts to survive which seemed to be not static and not only limited to the earliest days of teaching as suggested by Fuller (1975).

As time passed, the novice teachers' teaching plans shifted to more focus on supporting and enhancing students' L2 learning and thus exerting control over the teaching materials (see route2 in figure 14). The notable shift from the attempts to survive to more focus on enhancing students L2 learning provides empirical evidence for the first two levels in McGrath's (2000, 105) proposed model of teacher development. He suggested that teachers would start to consider their "own role in managing students learning" when "achievement of imposed goals (e.g., covering the syllabus, completing textbook, preparing students for exams) are accomplished. Similarly, Huda, Sumaih and Reem were constantly challenged to catch up with the pacing guide at the beginning of their teaching experience and prior to the end of phase one of the study. Additionally, the regular monitoring of teachers' daily and weekly work by their level coordinators seems to be impacting the exertion of capacity over teaching process to support students' L2 learning. These findings also substantiate the ideas of Anderson (1987), who suggested that TA is being compromised on for the focus on imposed measures to observe and evaluate teaching practices (P.365), which might provide an explanation for Saudi EFL novice teachers' decreased TA over the teaching materials at certain stages of the first year of their teaching experiences.

Regarding teacher-learner autonomy (Smith, 2003), or the autonomous "teaching-learning" (Lamb, 2008), in their attempts to enhance L2 teaching skills, novice teachers resorted to online resources (e.g., grammar teaching videos on YouTube). In this study, the novice teachers' "capability of making decisions regarding one's own professional learning needs" (Benson and Huang, 2008) was consistent with the emerged desire to improve their L2 teaching skills as novice EFL teachers. In doing so, the study participants responded to students' L2 learning needs (e.g., providing a clearer explanation of L2 grammar rules). From the study cases' accounts, the novice teachers' "capacity for self-direct professional development" (Smith, 2003) forms a core part of their teaching lives in

which they responded to students' L2 learning needs of finding clearer learning resources to explain L2 grammar rules. This echoes Dede *et al.* (2016, p.6) observation that teachers seek further professional development to enhance "classroom instruction and, in turn, student achievement". Their ability to reflect "on when, where, how and from what sources they (should) learn" (Smith, 2001) showcases novice teachers' ability to exert control over the process of learning how to teach on their own. In doing so, they were able to meet their individualized professional development needs. This seemed to help those teachers to "move towards expertise" (Kelly, 2006) in acquiring L2 grammar teaching skills on their own.

As mentioned previously, Huda, Sumaih and Reem at the beginning and prior to the end of module one were focusing on surviving the accumulated demands by officials to follow the pacing guide and were focusing on learning how to teach L2 grammatical rules. They seemed to be prioritizing this aspect of their teaching lives, exploiting the availability of online resources to enhance their "pedagogical skills" (Tort-Moloney, 1997, p.51) of teaching the grammatical rules. As time passed, they seemed to be focusing on exerting control over the processes of learning how to teach and the teaching materials simultaneously, giving both aspects of the teacher's life the importance and the attention needed. It is interesting to note that enhancing their teaching skills in which they became responsive to students' L2 learning needs of having clearer L2 grammar explanation was evident in the cases' accounts. This result may be explained by the fact that They might be struggling with the transition process of "being students to being teachers" (Alsup, 2004), where the other responsibilities that come with being a teacher is not in the centre of teachers' attention at the beginning of their teaching experiences. Another possible explanation may be that Huda, Sumaih and Reem's perception of freedom overtime as language teachers was limited at the beginning and prior to the end of module one. Therefore, their focus was on acquiring L2 grammar teaching skills with the limited time they had. This finding was also reported by Smith (2002) amongst student teachers who joined his action research towards enhancing their Learner-teacher autonomy. In this study, student teachers expressed concerns about balancing the duties of teaching and learning how to teach with the limited time given in the MA course. As previously has been shown in chapter 3, it has been recognized by scholars that part of the process of learning how to teach is the process of forming a teaching identity which will be discussed in details in the section (6.3) with a discussion of its impact on TA amongst novice teachers. Section (6.3) will also highlight the role of social interactions on the novice teachers' constructed knowledge of language teachers' authority and roles in ELI, which forms a key aspect of teacher learning.

Regarding the changes noted amongst novice teachers in exerting control over the teaching materials as time passed, the longitudinal data analysis of the four cases, showed that they demonstrated similar adaptation mechanism to the reality faced in ELI. More specifically, in resolving the tension created by the conflicting views around the responsibilities and the authority of L2 teachers and the contextual factors (e.g., technology-malfunctions, fixed chairs) faced in their L2 learning classes. The study found that there were differences among the cases in their paces of resolving the tension faced around teacher's authority and freedom. First, the current study found that demonstrating the ability to reflect on the negative impact of the limitations on L2 authority and freedom had on students' L2 learning and exerting the ability to plan or improvise a solution to overcome them is novice EFL teachers' step towards adaptation to the reality faced. In all the cases' accounts, it is obvious that exerting the ability to critically reflect on the shortcomings of their teaching practices by engaging in an in-depth "deliberate consideration of the ethical implications and impact of practices"(Larrivee, 2000), on students' L2 learning seemed to be their step towards adaptation to the reality faced. The ability to critically reflect on limitations and constraints in an educational setting, "enables an understanding of the way (socially dominant) assumptions may be socially restrictive, and thus enables new, more empowering ideas and practices"(Fook, 2006). This seems to be followed with an emerged desire to create spaces for change in the teachers' practices. In this study, the four teachers demonstrated the "willingness to go against the grain of educational systems" (Benson, 2011, p.189), to create spaces for their students to enhance their L2 learning and motivation to learn in general.

Also, novice EFL teachers' adaptation to the constraints faced in the educational setting is another way to understand TA, as "Autonomy concerns how teachers get around constraints and take advantages of the opportunities.."(Huang and Lock, 2016). Lamb (2000, p.128) similarly emphasizes that "teachers need to understand the constraints upon their practice but, rather than feeling disempowered, they need to empower themselves by finding the spaces and opportunities for manoeuvre". In all the study cases, adapting their sense of freedom to the limitations imposed on them and their emerged desire and ability to find spaces to enhance students' L2 learning seemed to show a successful adaptation to the reality faced in the ELI in which they exerted control over the teaching materials. This finding is consistent with that of Dincer (2019) who found that EFL teachers in Turkish context despite working in a centralised educational structure exerted some autonomy.

In reviewing the literature on TA, no data was found on how novice teachers develop TA in a context where there are no in-service teacher education programs to provide them with the support directed to enhancing TA. In response to this gap in the literature, this study sheds the light on how novice teachers overtime exerted control over the process of learning how to teach and

exerting control over the teaching material. All in all, these findings provide valuable insights into the dynamic and the shifting nature of TA development among the novice EFL teachers and thus provide answers to the raised question about, “how it develops naturally” (McGrath, 2000, p.110), among this group of teachers over time. The shifting nature of TA amongst novice teachers from the complete autonomy to the dependence on others over the decision-making process in the educational setting at certain times of their first year of teaching experiences reflects the general picture of autonomy that is, “...a constantly changing but at any time optimal state of equilibrium between maximal self-development and human interdependence.”(Allwright, 1990). In this sense, TA can exist in the constrained educational settings and teachers’ “control over educational settings by mediating between constraints and ideals”(Vieira, 2003), and finding this common ground between them is another way to perceive TA. As Anderson (1987) puts it, “autonomy and standardization exist along a continuum. It is only in the radical 'pendulum swing' world of education, that the midpoints of the continuum are forgotten or neglected (368). In this sense, spaces for autonomy can exist in certain educational settings where teachers can exert their autonomy even when there are restrictive rules around what language teachers can do in their teaching practices. An exploration, however, of how novice teachers might react to a supportive educational setting of TA is beyond the scope of this study. It appears to be another area for further research that looks on how novice teachers respond to the supportive and the non-supportive educational setting of TA. The following section looks at the possible impact of TPI on the phenomenon.

6.3 Evolving sense of responsibilities

Very little was found in the literature on the impact of TPI evolution (e.g., emerged sense of responsibility) on the process of exerting control over the teaching materials among novice teachers. The second question in this study sought to explore this process among novice teachers and examines its impact on TA development. Also, it discusses the role of reflection and evaluation in forming a view of language teacher's role and responsibilities in ELI. In exploring this process, the impact of significant others (e.g., level coordinators and language learners) on the process of reconstructing a TPI among novice teachers and how this reconstruction of TPI impacted novice teachers' exertion of autonomy over teaching materials is a key aspect of the discussion in this section. Thus, this section provides a discussion of the findings concerning questions 2 and 2.b as they are closely related. It also adds more depth and complexity to my exploration of novice teachers' autonomy over the process of learning how to become a teacher, which forms an essential aspect of the process of learning how to teach. Through the lens of SCT, which assumes

that the constructed knowledge is the product of social interactions (Vygotsky, 1978), this study shed light on the role of social interactions on teachers' constructed knowledge around their roles and responsibilities. The study showed that novice teachers' constructed knowledge around their responsibilities and roles as L2 teachers has changed as result of interaction with members of the educational setting (e.g., the officials, the students). Namely, their idealized views around their roles and responsibilities towards students' L2 learning (see figure 6 in section 3.3). To some of them it was dramatical and painful adjustment to the reality faced because of the constant conflicts with the officials that reshaped their initial perception of L2 teachers' roles and responsibilities. A detailed discussion of the changes noted amongst the study participating teachers is to follow.

According to scholars in TPI literature, developing a TPI is seen as an "ongoing process" (e.g., Cooper and Olson, 1996; Watson, 2006; Beijaard, Meijer and Verloop, 2007; Rodgers and Scott, 2008a; Beauchamp and Thomas, 2009; Chong, Low and Goh, 2011; Ivanova and Skara-Mincl-ne, 2016). Also, interaction with significant others in the educational settings played a critical role in forming a TPI, as shown in research on TPI 3.2.2). In TA literature, Benson (2010), for example, has noted the importance of exploring the link between TA and TPI. According to him (ibid), "...teacher autonomy is necessarily related to individual biographies and identities, which influence both the capacity and desire to create spaces for autonomy and what teachers decide to do with them." In his study, he explored the synergy between language teachers' attempts to create spaces for TA where they adapt and modify the assigned teaching materials and how these teaching initiatives are linked to their TPI. My study extends his work by examining this possible interplay between novice EFL teachers' TA and evolving TPI, especially among this group of teachers. Unlike the participants in Benson's (2010) study, my study participants did not have prior official teaching experiences other than the student teaching during the practicum. Also, exploring this synergy is important among this type of language teachers who, according to TPI literature, especially in the earliest years of teaching, are subject to the constant construction and reconstruction as teachers interact with others in the learning setting. Put simply, examining the impact of this evolving sense of responsibility that is according to the literature on TPI is subject to constant reformation amongst novice teachers on their exertion of the capacity to take control is where this study extends the work of Benson (2010) as he presented one-time presentation of his study subjects' professional identities. This section will demonstrate the journey of constructing and reconstructing a TPI and its role on the shifting nature of TA amongst the participating teachers.

This study showed that Huda, Sumaih at the beginning and prior to the end of phase one of the study and Reem in phase one focused on accomplishing competing demands by the officials to catch up with the pacing guide. Although this responsibility imposed by officials in ELI appeared to go against their envisioned idealistic roles and responsibilities for language teachers, they did not

challenge the general norm of how L2 should be taught in ELI. However, instead, they appeared to be coping with conflicting views by working with the general roles. In the work of Flores and Day (2006) on novice teacher identity development, most teachers in their study adopted the values and the norms of the school, which resembles the pattern found in Huda, Sumaih and Reem at the beginning and prior to the end of phase one of this study. This finding was also reported by Smagorinsky *et al.* (2004). In their study, a student teacher who was taught in the university to follow the constructive approach to teaching was challenged to fulfil that due to having a mentor who adhered to the traditional way of teaching, allowing no space for the student teacher to apply her view of teaching. In other words, rather than challenging the opposing views of what roles language teachers should embrace and how L2 should be taught, those cases appeared to be adhering to what was urgently required from them to accomplish. Moreover, an In-depth analysis of these cases' data especially Huda revealed that for example what she was prioritizing as her TPI was centred around the idea of being the knowledgeable teacher of the grammatical rules. This appeared to be impacting what aspect of her professional life she prioritized and, in her case, was the process of learning how to teach. As shown in section (5.1.2), she focused on presenting herself as "a walking dictionary" in front of her students. It is evident from this case's data that her prior learning experience during the practicum with Saudi students had a role in constructing this expected role of a language teacher and prioritizing it.

However, one interesting finding that emerged in the analysis of Huda and Sumaih is an emerged responsive teaching initiative where students' learning needs became the centre of those cases' focus in planning their daily teaching lessons (see section 5.2.2 for detailed illustrations of this theme). Both cases' data analysis revealed that they were engaged in reflection on their sense of responsibility as language teachers. According to McGrath (2000, 105), "the first step towards autonomy is taken when the teacher adopts an evaluative stance towards the elements of the context around which they have some control." This could include scrutinising perceived roles and responsibilities one holds. It is evident in these two cases' accounts that there is a notable shift in their sense of responsibilities as L2 teachers towards enhancing language learners' skills in L2 learning. This emerged sense of responsibility towards students' L2 learning explains the shift noted above in their teaching practices in which they created learning opportunities for students to enhance their L2 learning. For example, it is interesting to note that Huda, whose earliest diary entries did not show any traces of what she hoped to achieve as a language teacher, appeared to demonstrate incidents of creating an interactive learning environment for her students. In the interview, she attributed that shift in her views which appeared to be considerate of students' language learning needs to her reflection on perceived roles she embraced at the beginning of her

teaching experience. This is reminiscent of McGrath's (2000) suggested "evaluative stance", that this case appeared to take on her perceived roles and responsibilities of language teachers. In doing so, she appeared to be considerate of her responsibilities as a language teacher towards enhancing her students' language learning needs rather than focusing on the "expert" TPI that she seemed to be prioritizing at the beginning of her teaching experience.

Additionally, reflecting on the perceived sense of responsibilities as language teachers seemed to move these teachers to an awareness of the core aim of teaching L2 where 'teaching is not a simple technical responsibility: it has an inherently personal, ethical and moral dimension' (Mann, 2005, p.105). Thus, questioning the effectiveness of this "technical role" seemed to be moving them to the stage of "teachers teach students" (McGrath, 2000), where the focus becomes the students' L2 learning. Likewise, at the beginning of her teaching experience, Sumaih was challenged to fulfil her idealistic TPI that revolves around enhancing students' motivation to learn L2. As time passed, her data demonstrated that she evaluated the effectiveness of following the opposing-imposed expectation by officials on students' language learning. As shown in her data, she started to evaluate her sense of responsibility as a language teacher. In doing so, she seemed to be disregarding the "technical" role and considering other responsibilities towards enhancing students learning in L2. Reflecting on roles and responsibilities could be a step that moves teachers forward to success in responding to students L2 learning. According to Lamb (2008), "Fundamental to the development of learner autonomy are the beliefs about and perspectives on roles and responsibilities in teaching and learning held by both learners and teachers." In comparison to what is noted in section (5.2.1) where those cases were focusing on the self to survive accumulated demands of officials to catch up with pacing guide, their data prior to the end of phase one demonstrated that reflection on their sense of responsibilities played a critical role in shifting focus towards enhancing students learning in the target language. The notable shift in those cases' teaching plans is consistent with Flores and Day's (2006) observation, where two new teachers regained their idealistic views of the teacher's role.

On the other hand, the earliest findings of Noor showcase the impact of perceived responsibilities and roles of language teachers on her constant exertion of capacity to take control over the teaching materials. She seemed to make personally relevant teaching decisions to what she perceived as key responsibilities of language teachers. According to this case, it revolved around enhancing students' L2 learning and motivation to learn. An extensive analysis of this perceived sense of responsibilities and authority which this case embraced, started to showcase the role of "apprenticeship of observation" (Lortie, 1975) as a language learner of Swedish abroad and as a student-teacher in the United States of America. These prior learning experiences appeared to have a role in shaping this formed sense of language teacher's responsibilities and authority.

As time passed, Noor faced constant challenges and questioning of her idealistic vision of the teacher's role in language learning classes. Her data demonstrated that she reflected on the gap she perceived between what she ideally thinks teacher's primary responsibilities and the opposing views of the educational setting. According to Pillen *et al.* (2013, p.87), "Beginning teachers often indicated that their tensions were accompanied by negative emotions, like feeling helpless and angry or being aware of shortcomings." A case in point is Noor, who mentioned in the earliest days of her teaching experience that being faced with opposing expectations impacted negatively how her students viewed her. Examples of these negative images are a "robot" and a "tool" (1st interview). This demonstrates a sense of loss of control and authority over the teaching process. Being faced with conflicting views around her sense of roles and responsibilities as a language teacher in ELI appeared to be the key constraint, she seemed to work on resolving on her own. Working out this dilemma on her own, her data revealed that she was engaged in reflection on the problem created by the opposing views around teacher authority and responsibilities. This case's data revealed that she adjusted her sense of teacher's responsibilities and roles to the reality faced in the educational setting in phase one of the study. In doing so, her idealistic identity was not compromised but instead appeared to be adjusted to the educational setting reality (for illustration, see section 5.3). This observation about this case is in agreement with one of the findings of Flores and Day's study (2006), where a minority of four novice teachers did not compromise on their initial idealism around teacher's roles towards student learning despite working in challenging educational setting. The analysis of this case data showed that part of what appeared to be an adaptation to the reality of the educational setting is an adjustment of her perception of roles and responsibilities to the restrictive assigned roles imposed by officials as a result of the constant interactions with the officials in ELI that seem to shape her perception of L2 teacher's roles and responsibilities (see section 5.4).

Likewise, Huda and Sumaih who appeared to be responding to students' learning needs with an emerged sense of responsibility towards this aspect of their teaching practices were challenged prior to the end of phase one. They were focusing on working with the assigned course book despite facing learning challenges among their students. However, as time passed, they started to adjust their TPI to the limitations imposed in ELI. For example, in phase two of the study, Huda, who started to work with the assigned pacing guide, faced students' lack of motivation in the first class. Students' expectations of enjoyment in language learning classes appeared to play a role in adjusting this case's sense of responsibility towards responding to this issue in her classes and creating interactive learning classes for students. Being faced with "shortcomings" (Pillen, Den Brok

and Beijaard, 2013), that accompanies the identity tension faced appeared to be the step that moved these cases to adaptation to reality where they adjusted their TPI to what they possibly can do. This ongoing process of constructing and reconstructing a TPI reflects Carter and Doyle's (1996, p.139) argument that "becoming a teacher means (a) transforming an identity, (b) adapting personal understandings and ideals to institutional realities, and (c) deciding how to express one's self in classroom activity". In the context of this study, the recursive evaluation of teacher's perceived sense of responsibilities in L2 learning classes and adjusting language teachers' sense of responsibilities to the expectations imposed by significant others (e.g., officials in ELI, language learners) along with ELI public documentation (e.g., pacing guide, evaluation forms) appeared to be the key challenge those cases seemed to act on resolving despite various paces they took in resolving that (see figure 14 on emerging TPI and its link to TA). This substantiates Voller's (1997) claim that "teachers need to reflect critically not only upon how they act during a learning event, but also upon their underlying attitudes and beliefs about the nature of language and the nature of learning, and up the constraints, such as the culture of the education which they work, that impinge up their learning situation. Only if they have a clear and objective view of these assumptions, practices and constraints will they be able to negotiate effectively with learners and external authority and thereby empower both their learners and themselves".

The above findings seemed to reveal the critical role TPI evolution has on novice teachers' exertion of capacity to take control over the teaching materials. This evolved sense of responsibility that the novice teachers in this study seemed to be forming and reforming appeared to be impacted by the imposed expectations of officials in ELI. In line with Ruohotie-Lyhty and Moate (2016, p.319) observation that in developing a professional identity, "individual teachers, when forming and reforming their professional identities, are constantly facing not only their own expectations, beliefs and demand but new expectations, beliefs and demand present in the environment that also affect their identities." While Noor was able to adjust her initial views of language teacher's roles and responsibilities to the official's expectations of language teachers, the adaptation in other cases' sense of responsibilities took a longer developmental route. This is because they shifted focus from trying to respond to competing demands by officials to catch up with the pacing guide and cover the coursebook material, to enhance students' L2 learning, which then shifted towards the end of phase one to attempts to fulfil officials' demands to cover the coursebook material. This latter seemed to be adjusted as they tried to find common ground between those competing demands and expectations of language teachers imposed by the officials in ELI and language learners in language learning classes. A case in point is Huda who came to realise the need to find a balance between what seemed to be conflicted views around teacher's responsibilities held by officials and students in her language learning classes:

The management is asking you to finish your work on time and it is hard at the same time it is hard to balance it. So, I feel to be in control. You have to balance these two. I am teaching the student. The student went out of the class, learning something and being productive. But at the same time, I am doing everything I am supposed to do as a teacher (interview3, phase3).

So, there has been a notable shift in novice teachers' data to what seems to be an adaptation to educational setting reality where challenges to novice teachers' perception of freedom and authority seem to be resolved by adjusting perceived sense of language teacher's responsibility to these challenges (e.g., views of language teacher's authority and freedom in current teaching setting). This sense of freedom and authority adjustment was reflected in the emerged capacity to take control within limitations imposed in the educational setting. In the context of this study, in developing a TPI, novice teachers assimilate what officials expect from them with what they perceive as views and values around the teaching process. According to Smagorinsky *et al.* (2004) developing a professional identity is not merely "the emergence of internal traits and dispositions but their development through engagement with others in cultural practice." In other words, developing a professional identity is not merely projecting one's views of a teacher's roles and responsibilities that are static. Instead, it is ongoing construction and possibly a reconstruction of the initially held views that language teachers bring to their teaching experiences as they interact with others in educational settings (Chong, Low and Goh, 2011). This is also highlighted by Pillen *et al.* (2013) who see the process of TPI development "as the process of integrating one's personal knowledge, beliefs, attitudes, norms, and values on the one hand and professional demands from teacher education institutes and schools". In summary, this study has shown that a key aspect of the process of learning how to teach is the formation and reformation of a professional identity which is seen as an ongoing process and highly impacted by the novice teachers' social interactions. Also, an in-depth inquiry into the reasons of the shifting nature of TA among novice EFL teachers revealed that not only what TPI being prioritized by them impacted their exertion of the capacity to control teaching process but also the adjustment of the perceived TPI had a role in their adaptation to constraints faced in the educational setting.

6.4 Overlapping existence of TA and TPI

With respect to question 3, it was found that the relationship between TA and PI is both symbiotic as well as overlapping in nature which adds to the complexity of the phenomenon explored in this study. Regarding the symbiotic existence of the two concepts, it was found that novice teachers' capacity to take control emerged as their sense of responsibilities evolved over time (e.g., roles and responsibilities towards students L2 learning and views around L2 teaching). Chapter 5 provides a

detailed description of the symbiotic existence of TPI and TA that appeared to be a reflection of teachers' emerged sense of roles and responsibilities and evolving views towards enhancing student L2 learning. In other words, they tended to co-exist in their evolving nature over time. They also appeared to have a reciprocal impact on each other where shifts in novice teachers sense of responsibilities appeared to be impacting the shifted focus of teachers' exertion of capacity to control teaching.

Regarding the overlapping and intersected existence between novice teachers' TA and PI, it was found that novice teachers perceived freedom intersected with their views of L2 teachers' authority and the responsibilities. That is, novice teachers' perception of freedom which is a key component of capacity to take control as suggested by Benson (2013) seems to be intersecting with teachers' perception of authority and responsibilities which are used to define TPI in the literature. Upon examining these areas of research, there could be found an intersected definitions between these two closely related concepts. Let's examine some of those definitions proposed in both areas of research and then discuss the intersection between them that emerged in this study. Little (1995, p.179), for example, made a direct connection between TA and having sense of responsibility towards the process of teaching:

Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching.

This shows clearly a linkage made between having a sense of responsibilities which scholars in professional identity used to define TPI and how TA is discussed by scholars in the literature of second language learning. Urzúa *et al.* (2008) found sense of control and commitment in student teachers' projected future identities. These expressions like independence, commitment and control are used by scholars in TA area of research to define TA. As Urzúa *et al.* (2008) puts it "teachers projected themselves as autonomous and independent decision-makers", in examining how teachers constructed a future professional identity in their future talks with mentors. Izadinia (2016) found that in developing their professional identity, participating teachers expressed developed sense of ownership and independence which seem to be equivalent to the concepts used in defining TA like freedom and independence. Regarding how TA was conceptualized by scholars where it is attached to L2 teachers' perception of freedom and authority over teaching process is also a commonly used conception to define TPI. For example, authority and control are also used by Urzúa *et al.* (2008) where "teachers position themselves along various continua of control, authority, and expertise." Put simply, the concepts that are used by scholars in both the literatures on PI and TA are closely interrelated and are used interchangeably to define either TA or PI. More specifically, their discussion of L2 teachers' roles and responsibilities, sense of control, authority and freedom show that threads of both concepts run across the two areas of research.

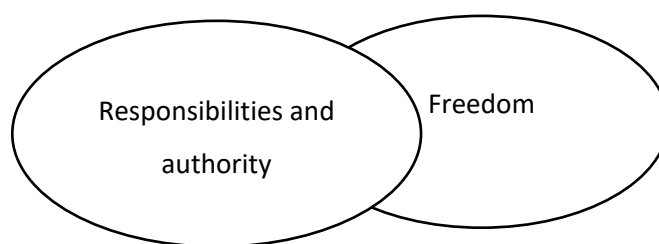


Figure 6.2 Intersected relationship TA and PI

In all the four cases accounts, we can find threads of an overlap between evolved professional identity and TA (e.g., how they expressed sense of freedom and control). More specifically, in the way they expressed their sense of responsibilities and freedom in the language learning setting as perceived roles and responsibilities (professional identity) appeared to be attached to and overlapping with their perceived authority and freedom in ELI. Certain roles they perceived for themselves (PI) appeared to be linked closely to their perception of freedom and authority (TA). In addition to that, their way of expressing responsibilities and control appear to show an overlap in their conceptions of both autonomy and evolving professional identity. Let's look at some examples. A case in point is Noor who as time passed started to face critical challenges to her perception of freedom and authority (TA) along with perspective roles and responsibilities (professional identity) that she attached to what she perceived as the authority and freedom of L2 teachers which was internalized during her experience as a student teacher abroad. It appeared that this case sense of authority and roles she perceived around various aspects of the teaching process (e.g., class time, teaching method, teaching material, extra grades) were challenged as time passed. Thus, it could be argued that both her sense of authority along with accompanied roles and responsibilities (PI) and freedom (TA) which appeared to be interconnected in her data analysis was challenged over time. The following is an except that highlights the challenge faced towards her perception of freedom over teaching process to motivate language learners and the limiting roles educational setting is allowing her to take on as a result of that:

I used to that we understand the concept. At least, we learn twenty-five teaching methodology. Choose whatever you think is suitable for the class and be variant. so now I have a shock. I am not with my students because .. (silence). I know where it come. I know the background of teaching English here... but I cannot embrace myself to teach the way I want. "That's it you have the book; can I only skip this activity. for example, I gave them eight exercises listening. Can I skip one and think of something fun . No, you have to cover the 8 listening exercises". "but they're bored. they're bored". I do not blame the setnets. I know that their level is low, but I do not blame only them. The teaching methodology here /very outdated.

Her perceived views around teacher's authority over class time and her perceived sense of responsibility and role to motivate language learners was challenged and appeared to be overlapping in the following excerpt:

And they have a rule that you come to the class from 1 till 3:50 minutes. They want the students to stay in the class from 1 till 3:50 learning a language. They have it in the system and blockage they do not want to learn it. "Oh, but you know what you can make a deal with them. You can skip the ten minutes break 3:30." "Really!! thank you so much that from 3:50 to 3:20. I taught in my Master classes were long and we teach in the morning for 5-9 and we have three breaks. For me as a student and for him as a teacher. You need to boost a little bit. How they cannot before they say let's skip the break, the ten minutes break and finish earlier. How they cannot study what is meant to stay on the chair for 3 and half hours. It's hard. In the airplane "you are frustrated. You want to kill yourself when you if you stay for example for Jeddah to Riyadh and "when will us arrive? It's really hard. They are young.

This section has shown how both the conceptions used by scholars in both area of research in defining TA and PI intersected with each other not only on the theoretical plane but also in the participating subjects' accounts where they discussed authority and control along with the teaching roles that they viewed for themselves as L2 teachers.

6.5 Conclusion

In this chapter, the discussion of the key findings of this study has revealed the multifaced and the shifting nature of TA. It also has demonstrated the complexity of TA as it seems to be overlapping with the concept of the evolving TPI which seemed to be impacted by officials'-imposed expectations of language teachers. The findings of this study exploring the possible symbiotic and overlapping relationship between TA and TPI reveals the complexity and the multifaced nature of the phenomenon investigated in this study. As the focus of the previous main section 6.2 is on understanding the process of developing the capacity to take control over teaching process, the personal as well as the contextual factors that emerged to play a role on the development of the phenomenon investigated were discussed under the main themes to present the idiosyncratic development routes of the study cases' exertion of capacity to take control and the complexity of the process. This was followed with a discussion of the impact of evolving TPI on the process in section 6.3.

Chapter 7 Conclusions and implications

This chapter presents, firstly, a general summary of the key findings that answer the research questions of my study with a discussion of the main study contributions. Secondly, it provides some implications that can be drawn from this this research. Thirdly, it provides a discussion of the study limitations and suggestions for future research.

7.1 Summary of the key findings and study contributions

As this study focused on exploring the development of novice teachers' capacity to take control over the teaching materials and the process of learning how to teach. The findings in this study have shown that the capacity to take control among novice teachers fluctuated over time. While Noor's earliest data showed that she exerted the capacity to control the teaching process by making it personally relevant to her views of the language teachers' roles and responsibilities, other cases in the earliest teaching days were focusing on catching up with the assigned pacing guide in attempt to prepare L2 learners for the continuous formative assessments in ELI. However, as Noor started to face conflicts with the officials around her perceived sense of authority and freedom as a language teacher and was persistent in her exertion of capacity to take control over teaching process, Huda and Sumaih showed an emerged capacity to take control over the teaching process as their perception of freedom increased after covering the needed part for the first exam. Nevertheless, prior to the end of phase one these two cases' capacity to take control over the teaching process decreased and they started to focus on preparing students for the final exams. Noor on the other hand was able to adjust to the limitations imposed after the first two weeks as she started to work with the assigned course book material and exerted the ability to modify it with a desire to create the interactive learning environment for her students. Other cases reached the adaptation stage in different pace where Huda started phase two with a focus on covering the assigned pages in attempt to cover the assigned pages in the pacing guide, in the first day of phase two she adapted to the language learners' needs. Sumaih and Reem, on the other hand, adapted to the limitations imposed by the educational setting at the beginning of phase two.

The primary aim of this study was to explore the development of the capacity to take control over teaching processes among novice EFL teachers. In examining the development of novice teachers' capacity to take control, the personal as well as the contextual factors were examined to provide

an in-depth understanding of this phenomenon. Following the work of scholars in teacher professional identity that suggested that teacher professional identity is, “ongoing process” (e.g., Coldron and Smith 2010; Hamman *et al.* 2010; Lasky 2005), especially among novice teachers, this study has examined the possible impact of novice teachers’ evolved sense of responsibilities on the development of capacity to take control. Regarding question two and three and since they are closely interrelated, I will provide a summary of the findings related to these questions together. Although this study has found that novice teachers’ exertion of capacity to take control is impacted by the limitations imposed by either the institutions’ artefacts (e.g., the pacing guide, the course book) or by institution’s personnel like the level coordinators that impacted negatively novice teachers’ perception of freedom and authority over the teaching process. The evolving sense of responsibilities towards enhancing students’ language learning in general as they engaged on evaluating and reflecting on their perceived sense of responsibilities and roles has played a critical role in novice teachers’ ability not only to be persistent in exerting control as in the case of Noor but also in their adjustments to the reality faced with its imposed limitations. This is shown in novice teachers’ attempts at finding a balance between what they ideally perceived as the key roles and responsibilities of the language teachers and what is expected of them by the officials in the language learning setting.

7.1.1 The study contributions

7.1.1.1 Exploring the development of TA over time

Previous research on TA has explored the development of TA in intervention studies where teacher education programs were designed to enhance the student teachers’ capacity to take control over the teaching material (e.g., McGrath, 2000), or to enhance the student teachers’ capacity to take control over the process of learning how to teach in collaborative learning context (e.g., Smith, 2003, Sinclair, 2008). The findings of this study extended the focus of these previous studies by examining the development of this phenomenon in real-life setting where novice teachers were teaching in language learning setting with its real-life challenges. So, unlike previous studies on the development of TA that explored this phenomenon in student teaching contexts where student teachers were in either imaginary teaching situations (e.g., McGrath, 2000), or teaching other student teachers for practice (e.g., Smith, 2003), this study explored this phenomenon in a real life setting where novice teachers were faced with real-life challenges in their classrooms. Thus, it filled an existence knowledge gap in our understanding of how TA develops in real life settings where L2 teachers practice teaching.

Additionally, the previous studies were cross-sectional studies providing a picture of the development of the phenomenon over short periods of time and this study has explored the phenomenon over one academic teaching year 2017-18 providing a vivid picture of the development routes of novice teachers' TA over time. More specifically, this study is sought to fill an existence gap of knowledge in the literature as there is a call for further empirical evidence on how this phenomenon develops in in real life settings where beginning teachers engage in teaching experience (McGrath, 2000, Little, 1995). A case in point here is McGrath (2000, p. 110) who calls for further research on "how it develops naturally".

7.1.1.2 Exploring the impact of evolved sense of responsibility on the phenomenon

The study has also shown that the evolving sense of responsibility towards enhancing students' language learning in language learning setting has played a critical role in the development of novice teachers' capacity to take control where novice teachers started to respond to students' language learning needs and over time adjusted to the reality faced in Eli. This factor has not been adequately accounted for, let the alone systematically examined within TA domain to explore its possible impact on the development of the capacity to take control over time amongst the novice teachers. Overall, this study strengthens the idea that "...teacher autonomy is necessarily related to individual biographies and identities, which influence both the capacity and desire to create spaces for autonomy and what teachers decide to do with them" (Benson, 2010), and provides extended evidence to show the synergy between those concepts over time as they seem to be evolving over time. Thus, this study has raised an important question about the nature of relationship between the development of the capacity to take control among the participating teachers and their evolved sense of responsibility. However, a further examination of teachers' evolved sense of responsibility in a language learning setting that nurture this evolved of responsibility towards enhancing the students' language learning and towards taking the control over the teaching process will advance our understating of the impact of such supportive sociocultural setting on the teachers evolved sense of responsibility over time.

7.1.1.3 freedom as integral part of capacity construct

In this study, the notion of teacher's freedom is considered part of the explored teacher's capacity to control the teaching materials. Thus, in this study, TA is defined as a teacher's capacity to exert control over either the teaching materials or the process of learning how to teach. Unlike the previously proposed definitions of TA, for example, Smith (2003), where the notion of teacher's freedom is considered separate from teacher's capacity to take control over the teaching materials

or the process of learning how to teach. As mentioned in chapter 2, despite the increasing scholarly interest in TA in the last two decades, a precise definition of what is meant by TA has proved elusive. This is because scholars in TA tend to focus on the interrelationship between TA and LA in defining TA. More recently, they treated a teacher's freedom as either a separate concept when discussing teacher's capacity to exert control or its only component. Also, in their attempts to define the capacity to exert control, there was not a clear indication of what is meant by the capacity to control the teaching materials. In this study, defining TA by considering the teacher's freedom and desire to control the teaching materials has significant implications for our understanding of the TA construct where freedom forms a key component. Thus, it provides a broad understanding of TA by exploring the interaction between teacher's perception of freedom, desire, and exertion of ability to control over the teaching materials or the process of learning how to teach. This study has identified and demonstrated that there is an internal interaction between the freedom, desire, and ability to take control among novice teachers which tended to shift over time. In this sense, novice teachers' perception of freedom forms a key part of the TA construct. In summary, this broad understanding of TA extends the work of McGrath (2000) and Smith's (2003) proposed dimensions of TA where freedom was treated as a separate concept from the teacher's capacity to exert control over teaching practices. Overall, this study strengthens the definition proposed by Benson (2013) of what is meant by the capacity to control. He (ibid) suggests that there are three integral components of the capacity to take control which combines the freedom, desire, and ability. This study looked at the interaction between novice teachers' freedom, desire, and ability when exerting control over the teaching materials and explored the changes of these components the capacity to control over time. It also provides a support to McGrath's (2000) conceptualisation of TA by exploring teachers' role in enhancing students' skills and motivation in L2 in general rather than limiting that to the enhancement of LA among L2 learners. In the following table (4), a proposed model of TA is put forward in which freedom is not treated as a separate concept from the capacity to control both the process of teaching and learning how to teach. This table aims to elevate some of the elusiveness of how TA is defined and highlight its main aspects. This is because the concept of teacher's freedom is considered part of the capacity to control when defining TA in this study. Also, it covers two important aspects of TA where teachers exert control that include controlling the process of learning how to teach and the teaching process.

Capacity to take control over professional action
Capacity to take control over learning how to teach

Table 4 Aspects of TA

7.1.1.4 Longitudinal with various methods study design

This study has shown that employing a systematic and robust research approach to explore the development of TA at various times of novice teachers' first teaching experience provides an in-depth and a fuller understanding of the development of the phenomenon investigated. In this way, it helps fill a knowledge gap in the previous attempts to explore it which examined it over a short period of time. In my study design, special consideration was given to the evolvement of novice teachers' professional identity that has been overlooked in Benson's (2010) study. This helps provide a fuller picture of how this phenomenon is impacted by the evolvement of novice teachers' professional identity. Changes in this critical factor impacting the development of novice teachers' capacity to take control has been examined in-depth through various research methods. Furthermore, applying various research methods helped to provide an in-depth understanding of this phenomenon where the participating subjects' evolved identities were explored and the changes in their exertion of capacity to take control was examined to increase the validity of the study's findings.

7.2 Implications

This study's findings have shown that novice language teachers' capacity to control shifts over time. The systemic inculturation of novice teachers to the restrictive authoritarian structure seemed to be working as tools enforcing the official's authority in ELI over the language teachers' work. As this study has shown, this restrictive, authoritarian structure built in the ELI played a critical role in creating a challenge to the novice teachers' perception of freedom and consequently desire to control aspects of the teaching process to fulfil an idealistic teaching view. The findings reported here shed new light on the critical role the impeding bureaucracy in language educational settings has on challenging and reshaping novice teachers' perception of freedom and authority. This is reflected in the negative impact on their desire and exertion of ability to take control over aspects of the teaching process. More specifically, it negatively impacts the language teachers' abilities to respond to students' language learning needs. Thus, it seems to be impacting the effectiveness of the learning process in the language learning classes. This is because it seems to be impeding the beginning teachers' efforts to respond to their students' language learning needs (e.g., creating engaging language learning classes). It appears that there is a need to promote supportive language teacher education programs that might aid language teachers to reflect on their idealized professional identities. The support that should be provided is on helping them find common ground between what they ideally believe the language teacher's roles in L2 learning and what is

expected of language teachers. Thus, support them in their attempts to respond to the students' language learning needs by modifying and adding to the teaching materials and fulfil their job requirements to finish the assigned course book materials.

The findings of this study will be of interest to the policymakers in ELI and similar language teaching educational settings which supports TA in their public documentation. The built-in coordination system with its regulating and monitoring tools seemed to be detrimental to novice teachers' perception of freedom and authority to take control over the teaching process which seems to be consequently impacting their ability to respond to students' language learning needs at certain stages of their teaching experiences. Therefore, creating a supporting mentoring program might help this type of teachers to manage the transition from being a student teacher to being a teacher. Also, it might help them find common balancing grounds between their idealism and the expected roles in any standardized language teaching setting. By doing so, the novice teachers' idealistic views of language teachers' responsibilities are not compromised. At the same time, expectations imposed by officials are met by them. Pillen *et al.* (2013, p.87) assert that "To prevent beginning teachers from feeling frustrated in the process of learning to teach, they should not be left to cope on their own with their professional identity tensions." One way to do that is through the Joint reflection with experienced colleagues familiar with the sociocultural context might help novice teachers fit and assimilate in their new learning settings. Also, it might help them manage the transition with less conflict that seemed, as the study suggest, negatively impacting their welfare and their ability to respond to students' learning needs. Johnson and Golombek (2011, p.6) assert that:

Knowing what a novice teacher can do on her own tells us little about her potential to learning something new. However, when we see/hear how this same teacher interacts with someone who is more capable while accomplishing a task that is beyond her abilities, this creates a window through which we can see her potential for learning and her capabilities are they emerging.

Allowing spaces for such interaction with more experienced teachers who are familiar with the context's constraints might allow expansion of novice teachers' capacity to overcome constraints and respond well to their students' language learning needs. Freeman (2002) suggests that mentorship, where new teachers interact with experienced teachers, would be a practical means for experienced teachers to share their teaching knowledge with new teachers. Creating supportive induction programmes might help beginning teachers to find ways to create spaces for their idealistic views of language teachers' responsibility in language learning classes without disrupting the constant task of preparing language learners for exams. The focus of these supportive programs should be on helping novice teachers to understand identity tensions and overcome them (Pillen *et al.*, 2013). In other words, providing supportive teaching programs that would help them to find

their ways out in such restrictive educational settings and in facing conflicted views around language teacher's authority and freedom over the teaching process without, "rejecting out of hand what may have been put in place with good reason" (McGrath, 2000, 102). Hence, "teacher education and training programs should include and design courses, practicum to enhance and promote teacher-learner autonomy." (Han, 2020).

At the level of policymaking regarding the curriculum followed in the educational setting, allowing spaces for teachers' initiatives to respond to emergent students' language learning needs in the classrooms and rewarding teachers by adding criteria for teachers' creativity and ability to take the initiatives to respond to students' various learning needs might be the necessary step towards enhancing the effectiveness of the learning process among language learners by enhancing TA and rewarding teachers' initiatives in responding to language learners' personalised learning needs. This is because allowing spaces for TA is key to teacher's overall job satisfaction. A case in point is Noor's comment on the lack of authority over the marks in interview one "we do not have any authority; we cannot motivate the students. Back in the days, a teacher can motivate his students with bonus marks. Now, it is so lame and stupid". According to a recent research that examined the importance of TA to teachers' job satisfaction and retention, "Teacher autonomy is strongly associated with improved job satisfaction and a greater intention to stay in teaching." (Worth, Van den Brande and National Foundation for Educational, 2020).

7.3 Limitations

The most obvious limitation in this study was the small sample size which affected the generalizability of the study findings to other language learning settings. The number of the participating subjects was too small to possibly provide a generalized understanding of other language learning contexts beyond the study context. Additionally, this study has focused on female teachers. This is due to contextual factors inherited in the research setting where researching the male section is not possible for female researchers and vice versa. Therefore, further research may look at including male participants in other research settings that allow examination of both female and male participants.

This study was further limited by not capturing the development of TA in a context where novice teachers find support for their autonomous teaching identities that two of my study participants found in the second research setting in the second year. Due to the limited time given for my PhD candidature and due to limited time given for data collection by the Embassy of Saudi Arabia Cultural Bureau, I was not able to trace the impact of such supportive language learning settings

that two cases were moved to another university in 2019 and how a shift in teaching contexts might impact the development of TA over time. Therefore, further research on such language learning settings impact on the development of TA among novice teachers could be the next step for further research.

7.4 Suggestions for future research

This thesis has provided a deeper insight into the recursive nature of TA development among novice teachers. It also has shown how the sociocultural context appeared to play a critical role in most time obscuring TA development. It has shown how facing conflicted views around language teacher's authority and freedom impacted their ability to respond to their students' language learning needs including enhancing students' motivation to learn L2. This is because the novice teachers, most of the time, were challenged to meet the competing demands of the officials to cover the assigned coursebook material. More systematic research in other educational settings that have TA as a goal in their designed teaching educational programmes and explore the possible impact such a teaching environment on the phenomenon over time might provide further understanding and insights into the development of TA in that type of language learning setting, which then will extend the work in this study. This type of research would complement this study's findings in providing insights into the impact of supportive teaching educational settings on TA. Also, future research exploring TA development in other educational settings with both male and female teachers would extend this study's findings. It will provide an in-depth understanding of this phenomenon across educational settings and among various genders. Examining language learners' attitudes and views around their roles and language teachers' roles in the language learning process will provide a profound understanding of its possible impact on the development of TA among beginning teachers.

Appendix A Participant information Sheet

Researcher: Faizh Albogime

Ethics number: 30315

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

My name is Faizh Albogime and I am a researcher. I am interested in investigating novice teachers' approaches in enhancing their professional development. My research project is aimed at fulfilling an academic PhD qualification at the University of Southampton.

Why have I been chosen?

You have been chosen at random after having expressed your initial approval to participate in my study via email responding to my invitation email asking for volunteers for my study where I explained my study aims and focus.

What will happen to me if I take part?

You will be asked to fill in a questionnaire. You will be regularly interviewed. Classroom practices will be observed regularly. You will be asked to provide a daily reflection on your classroom issues and plans.

Are there any benefits in my taking part?

The benefits of participating in this study, lay in the contribution you will make in understanding how novice teachers develop professionally over time. The findings of this study will add to the current knowledge on this phenomenon.

Are there any risks involved?

There is minimal risk in this study. For example, if you feel tired or not well on the scheduled interview session, we can reschedule another session at your convenience. During the interviews, you can ask for break if you feel tired or not well.

Will my participation be confidential?

Following the University of Southampton policy of data protection act, all the information provided by the participants will be anonymous and confidential. The data will be coded and kept on a password protected computer. Your real names will not be revealed and will be replaced throughout the study with fake names. Your voice recordings will be saved in my own protected computer with a password only me can access it.

Appendix A

What happens if I change my mind?

If for any reason you would like to withdraw at any time, you have the right to do so without your legal rights being affected.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you should contact the research Governance Manager by phone 02380 595058 or by email at rgoinfo@soton.ac.uk

Where can I get more information?

If after reading this information sheet, you have more questions. Please feel free to contact my supervisor Professor Vicky Wright at v.m.wright@soton.ac.uk

Appendix B Consent form

Study title: Exploring Teacher Professional development: A case study of EFL novice teachers

Researcher name: Faizh Albogime

Staff/Student number: 26571196

ERGO reference number: 30315

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (insert date /version no. of participant information sheet) and have had the

☐

I agree to take part in this research project and agree for my data

☐

I understand my participation is voluntary and I may withdraw at

☐

Data Protection

I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Name of participant (print name).....

Signature of participant.....

Date.....

Appendix C The study Questionnaire

**THE CONTENTS OF THIS FORM ARE
ABSOLUTELY CONFIDENTIAL.
INFORMATION IDENTIFYING THE
RESPONDENTS WILL NOT BE
DISCLOSED UNDER ANY
CIRCUMSTANCES**

Date:

Questionnaire on teacher's perceptions

I would like you to help me by answering the following open-ended questions concerning your perceptions on the teacher's role towards his/her professional development and the language learning of his/her students. This is not a test so there are no "right" or "wrong" answers. I am interested in your personal opinion. Please give your answers sincerely, as only this will guarantee the success of investigation. Thank you very much for help.

Please read the instruction carefully of each question and answer providing as much information as you can relevant to the question

A. Perceptions on teacher's role

Please answer the following questions by providing your personal perceptions on each point mentioned in the questions below

1. What made you choose teaching as a career?

2. What kind of teacher do you hope to be?

3. What kind of teacher do you fear becoming?

4. How confident are you in your teaching ability? Please highlight the number that reflects your confidence on the scale from 1-10

*Not
Confident*

*Sort of
confident*

*Very
confident*

1

2

3

4

5

6

7

8

9

10

5. What experiences have you had that make you feel this way?

6. On the scale of 1 to 10, please highlight how much do you feel like a teacher?

<hr/>									
<i>Not very much at all</i>			<i>Sort of feel like a teacher</i>				<i>Very much like a teacher</i>		
1	2	3	4	5	6	7	8	9	10
<hr/>									

7. Why do you feel this way?

B. Demographic and personal information

Please fill in the blank with the required information

1. Name:
2. Your degrees:
3. Time length of teaching English: Months/Years

Thank you for taking the time, effort and participating in this questionnaire(:


Appendix D Points of Reflection in Diary

Reflect on the following in your diary:
1. Did you have the freedom to plan your lesson today?
2. Did you anticipate any difficulties in applying what you planned to do?
3. Did you change or modify any of today's lesson plan?
4. How did you make your students motivated today?
5. In your opinion, how could today's lesson help you to improve your teaching in general?
6. Did you employ anything extra in today's lesson? And did you find it beneficial for your students?
7. How did you feel today?
8. Did you have any goals for today's lesson and were you able to achieve them?
9. What did you learn today to improve your teaching in general?

Appendix E A cross-cases comparison using tables

<p>...at the end she was identifying the two in which she <u>use</u> <u>adaption</u> and then provided them with <u>tradition</u> way of teaching grammar</p>	<p>? points to be traced for previous existence or whether is emerging recently Is there any change in ability to create learning opportunities for her ss to be independent</p>
	<p>Identity <u>dissonance</u> emerged in this phase and changed in phase3: how she dealt with opposing views of how to teach <u>writing</u> in phase2 in <u>comparison</u> in phase3. in phase 2 she was <u>autonomously</u> in resolving this <u>identity dissonance</u> between setting view of how writing should be taught and her view but in phase 3 she did not <u>resolve</u> this issue and just followed what they think is suitable maybe because of the ss (she explained that in second year)</p>
<p>Noor phase3 Capacity to take control: adaption * a key issue that those teachers are dealing with is ss lack of <u>motivation</u> <u>especially with repeaters</u> and this teacher ability to handle this has <u>increased in this stage more than phase 1: (technology and more understanding of the ss)</u> 1. ability to improvise a modification of a learning activity into (simplified speaking activity) to overcome a problem related to ss low level in lang which impacted her freedom to use already planned added <u>learning</u> activity <u>remerged</u></p>	<p>Huda phase3 Capacity to take control: 1. perception of external freedom to use planned plan is impacted negatively by lack of technology (<u>storage room</u>) 2. ability and desire to improvise a modification (simplify) learning material to suit her ss (changing the accent, reading it slowly, finding <u>suitable examples</u> for ss) <u>to control negative feelings of being not motivated to learn</u> and to have an impact on ss skills in lang and to move with the <u>curriculum</u> (balancing identity)+ ability to <u>evaluate</u> the impact on teaching <u>manoeuvre</u> on ss <u>learning</u> and motivation to do the activity <u>consistent</u> over this phase</p>

*up till now, identity is part of the process of TA development and thus part of I4

<p>1. survival stage: practicing autonomy to fulfill identity goal Nuha is trying to fulfill her idealist identity and <u>hawazen</u> was trying to fulfill urgent ought to teaching identity a. Focus on self This is related to stage in which the teacher is focusing on fulfillment of teaching identity without consideration of ss e.g. <u>hawazen</u> urgent ought to teaching identity and Nuha idealist identity goals. However, Nuha was adaptive to ss <u>learning needs</u> in new roles that she embraced (sense of <u>responsibilities</u>) b. autonomy over learning material <u>hawazen</u> capacity to modify learning material by <u>skipping learning activities</u> (external constraint on freedom to be creative over teaching process impacted by time) Nuha capacity to departing from <u>curriculum</u> (not aware of external constraint) *more examples of two cases in this stage (check tables above)</p>	<p>*the focus of teacher concerns' is herself Fuller's (1969) model of teacher development of concerns</p>
<p>2. identity dissonance Conflicted identity goals that either internal (feared and <u>ideals</u>) teaching identity) or <u>external</u> between teacher (<u>ideals</u>) and ought to teaching identity imposed by setting) <i>Enhancing ss motivation and learning skills are recurring themes in two phases among two cases that are linked to teachers' identity and capacity to take control these two concepts are creating <u>reoccurring themes</u> in identity dissonance</i></p> <p>3. adaption stage BIG change in focus/ concern (adaption stage) in this teacher is adapting her identity goals to overcome identity dissonance In this stage, the two cases focus <u>shifted from focus on the self to focus on ss</u></p>	<p>Impeding bureaucracy (warning emails) Ss lack of motivation = <u>Awareness of ss learning and motivational needs (positive factor)</u></p> <p>*increased sense of responsibility towards achieving <u>this balanced identity</u> This could show how <u>identity</u> is part of the process of development of TA among novice teachers along with</p> 

Appendix F Interview Protocol

❖ Welcome participant

Grand tour "I wonder if you could talk me through your typical day in this module as a teacher

Probing and reflection might be necessary

❖ Ideal, Ought-to and Feared TPI

1. How would you describe yourself as a teacher now in this teaching module? Do you think that you are changing? How and WHY?
2. What kind of teacher you hope to become in the coming module?
3. What kind of teacher you are afraid of becoming in the coming module?
4. What do you do now to become/avoid this type of teacher?
(Ask about the effectiveness of what they do to reach/avoid idealized/feared TPI)

❖ Control over learning

5. At this point, what do you think the teacher's main responsibilities towards herself?
Probing and reflection might be necessary
6. Could you tell me in as much detail as possible **what** do you do to meet those responsibilities of the teacher towards herself?
7. What has changed since module 1 regarding learning how to teach?
8. Do you feel interested in managing your professional development? (Can you explain more please)
9. Do you feel that you are free to manage your own professional development?
10. Do you feel that you now have the skills and knowledge to manage your own professional development?
11. What are main learner responsibilities to you?

❖ Control over teaching and support LA

12. What do you think the teacher's main responsibilities towards her students?
13. How free you are in regard to what you teach or how you should teach?
14. How much freedom are you given to be creative in what you teach or how you teach?
15. How important is being in control in teaching and learning? Why?

❖ The role of context on the development of PI& aspects of TA

I would like now to move on to a different topic

1. How could describe your relationship with other teachers? Do you find any support from your work environment for your views of the teacher's responsibilities and what the teacher should do? (Here the focus will be on exploring the role of their colleagues (senior teachers, or other novice teachers) **WhatsApp groups**?)
2. If there is enough time to meet other teachers, how do you see the impact of not having the time to contact your colleagues on your ability to take control over teaching practice and improve it?

❖ Thank participant

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