

The First Field Experience: Perceptions of ESOL Pre-Service Teachers

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ABSTRACT

Researchers have recognized pre-service teachers' field experiences as a pivotal element for enhancing teaching practices. Research indicates pre-service teachers usually are optimistic about teaching. However, when pre-service teachers encounter complexities in classrooms, their optimism fades. There is little research about ESOL pre-service teachers' perceptions of field experiences. In this inquiry, we focused on pre-service teachers' perceptions of their first field experience with ESOL students in a southeastern United States public school. We selected a multiple case study to conduct this qualitative research. We collected the data through student interviews, field experience reports, and the participants' journals before and after the field experience. Our discoveries through constant comparative analysis centered on ESOL pre-service teachers' perceptions of field experience, teaching strategies and pedagogical competence, and development stages of teachers. The findings of the present study indicated that field experience serves as a catalyst to facilitate the learning process for ESOL pre-service teachers. Teacher educators can adopt field experiences to challenge preservice teachers. Field experiences can be helpful tools in the developmental stages of teachers. These experiences can help preservice teachers gain insight into the culturally sensitive strategies required for ESOL courses. The findings of this study proved Khoshnevisan's (2017) developmental stages of teachers.

INTRODUCTION

In 2001, the United States Congress passed the No Child Left Behind Act (NCLB) to support standards-based education reform. Accordingly, teachers in public schools need to prepare their students for standardized tests and provide evidence for their mastery of the subject matter. "Academic achievement is vital to the lives of all students, no matter their cultural or linguistic backgrounds. They need teachers well trained in the specific needs of language acquisition and strategies for active learning" (p. 23). With shifting demographics in the United States, pre-service teachers need to enhance their understanding of children whose cultural and educational background differs considerably with those of the teachers. The United States Census Bureau (2010) reported that the current minority at school would be the majority by the year 2042. According to the National Research Council (NRC) in the past few decades, program developers have successfully incorporated field experiences into international teacher education programs. NRC considers field experiences as one of the most significant aspects of teacher preparation. (NRC, 2010). Pre-service teachers bring with them specific expectations to field experience, partly formed by their prior knowledge and partially formed by the

online ESOL course they had just passed. It is not surprising that their expectations do not tally with the reality of teaching in a physical classroom.

Preservice teachers may have different expectations. In some cases, their expectations may undermine the complexities of teaching tasks in a real classroom (Atay, 2007). Research has shown that pre-service teachers often cannot connect e-course content with their practicum experience (Allsopp, DeMarie, Alvarez-McHatton, and Doone, 2006). Field experience can and should bridge this gap to put theory into practice. The first step seems to be exploring pre-service teachers' perceptions via qualitative inquiry to find their expectations and beliefs and perceptions. Field experience is the first practical encounter of pre-service teachers with a physical classroom. Pre-service teachers are so engaged with online practices that they lag behind with face-to-face communication, social cues, cultures, and other struggles. They usually ignore the practical aspects of field experience. To study reports of my ESOL pre-service teachers, we found ignoring practicum is an oft-neglected topic. To explore ESOL pre-service teachers' beliefs and perceptions of field experience, we conducted a multiple case study.

Several researchers have studied pre-service English teachers' perceptions of field experience while learning from an expert mentor (Biermann, Karbach, Spinath, & Brünken, 2015). Research has shown that pre-service teachers' expectations do not fit with the demands of a real classroom (Hartos, 2004). Many researchers have explored the positive effects of course-embedded field experiences (cf, Billig & Furco, 2002; Eyster, Giles, Stenson & Gray, 2001). In Chen's study (2012), pre-service and in-service teachers of Teaching English to Speakers of Other Languages (ESOL) worked on an online lesson planning program, collaboratively. The study showed an inequality between theory and practice. Chen concluded that in-service teachers could bridge the gap by helping pre-service teachers in designing their lesson plans. This study shows a more knowledgeable other (MKO) can help pre-service teachers to enhance their understanding and overcome struggles in a real classroom. We consider Field experience a nice bridge to get over the gap between theory and practice. Freeman and Johnson (1998) speculated that English teacher education programs are required to encompass field experiences during which expert English teachers mentor pre-service teachers.

Theoretical Framework

Different models portray the developmental stages of teachers (DST). There has been an ongoing debate about the stages (Khoshnevisan & Rashtchi, 2019). The models have detailed and deconstructed the teacher identity construct and how this identity is shaped in a professional milieu (Fuller & Brown, 1975; Katz, 1972; Khoshnevisan, 2017). These models include both pre-service and in-service teachers. The models claim that they have dissected the identity notion and can predict what stages a teacher experiences to become professional. In this article, we exclusively adhere to Khoshnevisan's (2017) model of the Developmental Stages of Teachers (DST). The reason behind this choice is because other developmental stages of teachers' models are linear. In other words, there are a number of stages that a teacher needs to undergo. There is no escape in stages, and every stage emerges at the heel of the prior one. However, according to Khoshnevisan's model, there are five developmental stages for teachers. Furthermore, the model posits that the stages are not linear, and it may wax or wane for many different reasons. The model asserts that there is no ending to the professional development of teachers, and it is a never-ending process. In the first stage, hesitations and doubts, teachers step into the process with uncertainty because of their lack of prior experience. Every assignment is a challenge during this stage. Arguably, this stage starts from the beginning of their enrollment in the course and may or may not continue toward the end of the process. (Khoshnevisan, 2017, para. 5)

Once pre-service teachers sit in physical classrooms and witness the modus operandi of the didactic strategies, they are indulged in the second stage, recognition. It is when pre-service teachers can unlock the instructional strategies learned during ESOL courses. Having learned these strategies in action, pre-service teachers

enrich their repository of techniques to employ them in their future teaching profession. The novelty of techniques may appear perplexing at first. However, later on, pre-service teachers learn to absorb new techniques in action rather than solely learning them from books. (Khoshnevisan, 2017, para. 7)

As soon as pre-service teachers embark on teaching learners, they are immersed in the fourth stage. In this stage, pre-service teachers take full responsibility for teaching and managing classrooms. During this stage, pre-service teachers become familiar with all aspects of running classrooms. Often, they become perplexed and surprised. They learn the ups and downs of teaching. Last but not least, pre-service teachers undergo the last stage, building trust and confidence. This stage states:

teachers have successfully constructed their teacher identity. They may not be a master as Fuller and Bown (1975) hold and it is not to say that they will not face hardships in their career. However, they are confident in their profession and they accept hardships while moving toward mastery and competency. (Khoshnevisan, 2017, para 9)

During the second stage, recognition, students complete their first field experience. Field experience enables pre-service teachers to unlock the strategies they had already studied in their books. This stage is their first encounter with all the strategies they had heard about them. During the third stage, pre-service teachers complete their observation sessions. Considering the model, the observation sessions' purposes are threefold: pre-service teachers will gain insight into (1) culturally sensitive strategies, (b) individualized teaching, and (c) a comprehensive view about classroom teaching. In the third stage, pre-service teachers complete their field experience sessions and do their first practicum. This practicum triggers prior stages; that is to say, hesitations and doubts, recognition, and learning new techniques in action. The reason for recurring these stages is because pre-service teachers witness a physical classroom and need to shoulder the full responsibility of classrooms for the first time. This event is a drastic change in their path to professionalism. Accordingly, prior stages may arise during this stage based on the pre-service teachers' needs. Finally, these teachers regain their confidence. Once their confidence is built, it does not mean that it stays intact forever. This can be easily problematized, and in-service teachers may feel that they are going through one or some of these stages. There is no order or linearity in this model. Thus, it is a cyclical and multilayer model and may arise at different times for different reasons. This model is a working model to predict different stages that pre-service teachers experience to become professional. Once teachers become professional, they do not leave these stages. Outside stimuli like changes in audience, material, and content may culminate in arising one or more stages. As discussed above, Khoshnevisan's model of developmental stages of teachers (DST) undergirds this study. Thus, we will report the results based on this model.

A Priori Questions

We developed the following questions to usher my way to conduct this qualitative research:

1. What are two ESOL pre-service teachers' perceptions about their first 6-hour voluntary field experiences with ESOL students at a public school?
2. How do these two ESOL pre-service teachers describe their understanding of teaching strategies and pedagogical competence at the beginning and the end of their voluntary field experiences?
3. In what ways do these two ESOL pre-service teachers perceive their development of teacher identities as they worked in a 6-hour voluntary field experience with ESOL students at a public school?

METHOD

Study Participants

In this study, we interviewed two ESOL pre-service teachers who studied online ESOL1 at a major Southeastern university in the United States. *Jennifer*, who is originally from Mexico, is the mother of three children. She studies Special Education and likes to work with ESOL students because she thinks they have a lot to offer. However, since they do not know the language, they shine in the education system. So, she is here to pave their way to the top of the education ladder. The other participant is *Julie*. She is 24 years old, single, and is doing her B.A. in Special Education. She knows sign language and helps students learn it. She also likes to teach ESOL at the K-12 level. She deems that students with limited English proficiency need extra attention, and she is prepared to help them once she completes her ESOL course. The participants are taking online ESOL courses in a major Southeastern university in the United States. Pre-service teachers matriculate in ESOL courses to receive ESOL endorsement in the United States. Pre-service teachers receive, more or less, the same topics in all online ESOL courses. Teachers have no control over the content and material. ESOL classes share content, yet they may have different final exam questions.

Data Sources and Data Analysis

We conducted a semi-structured interview (Berg, 2009) in the ESOL office to explore the teachers' beliefs, opinions, and perceptions. The interview included fourteen questions (Appendix A). We video-recorded the interview to extract the transcripts. For the sake of data triangulation, we used the transcripts of their reports about the field experience they completed. We asked the participants to member check the data to reassure the authenticity of the data. We also used their reports on different assignments regarding field experience before and after six-hour field experience. We selected *case study* as an appropriate methodology for this study. Zainal (2007) stated that case study has the potential to tackle common complexities and limitations of a qualitative inquiry. Blatter (2008) asserted that case studies facilitate in-depth analysis. Case study enabled us to obtain data through the participants' lens. Case studies, according to Yin (1984), fall into three different forms: exploratory, explanatory, and descriptive. We selected *explanatory descriptive*

case study because we intended to detail the results and findings gleaned from the data.

Furthermore, a descriptive case study helped us portray the participants' experiences as they appeared in their academic life (Yin, 1984; Zainal, 2007). We video-recorded, transcribed, and shared interviews with the participants to avoid misinterpretation of the data. We will analyze the data using the constant comparative method. We used three levels of analysis described by Strauss and Corbin (1990): Open coding is "the process of breaking down, examining, comparing, conceptualizing, and categorizing data" (p. 61). Axial coding is "a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilizing a coding paradigm involving conditions, context, action/interactional strategies, and consequences" (p. 96). Selective coding has got to do with "the process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development" (p. 116).

Findings

Having scrutinized the perceptions of the participants of this study, we found three major themes: perceptions of the participants, teacher identity, and teaching techniques. Under every major theme, we explored several subthemes. Under the perceptions major theme, we found the following subthemes: theory-oriented versus practice-oriented, bilingualism, different expectations, and gaining a cultural lens. Under the teacher identity, we uncovered these subthemes: hesitations and doubts, recognition, learning more techniques, seeking opportunities to teach, and building confidence and trust. These subthemes led us to confirm the five stages of Khoshnevisan's model of the developmental stages of teachers (2017). Finally, three found subthemes (culturally sensitive strategies, individualized teaching, and all-encompassing view) fall under the teaching techniques theme. The following paragraphs showcase excerpts from the pool of data we collected.

Perceptions

Theory-oriented VS Practice-oriented

Jennifer/before

Teaching English as a second language requires capable and competent instructors. This is achieved by learning and understanding many teaching methods.

After

Teachers must be willing to research, investigate, draw charts, bring technology, provide books, visuals, videos, concrete materials, and anything that makes learning more comprehensible. Finally, teachers must be willing to take courses to update their knowledge to be able to use new methods, new strategies, and new technology, to bring all those new ideas to their classrooms.

Bilingualism; A must/A tool

Jennifer/before

I helped them with pronunciation and explaining the meaning of the words....

In the school, three bilingual aids rotate in the ESOL classrooms during the morning to assist the teachers with the students that need help.

Julie before

language barrier because it goes to Spanish and they were making jokes, and I felt outta the loop If I were the teacher, I don't think I could do it. Someone translated I felt better in there. The teacher was a second mom, and I felt comfortable If another teacher it couldn't be as personal as It was.

Julie/after

What was important was how effectively the teacher was able to convey the lesson even without the use of a shared language between herself and the person watching her recorded lesson. It shows just how much visual stimulation and facial expression can convey just as much or more than just the spoken word alone.

Important skills ESOL teachers need to be able to succeed in an ESL classroom is the ability to be able to teach lessons in a visual manner rather than just speaking it.

Jennifer/after

Knowing another language is a great help for students and also for teachers to understand the ELL students better. This is an important skill that an ESOL teacher can benefit from.

Theoretical lesson plan VS segmented focus on four skills

Jennifer/before

Through a good lesson plan and a well-prepared teacher, ELL students will succeed in the acquisition of the second language. Not only in that but all the other content areas, as well as reading comprehension, writing, listening and speaking. Students will be more interested and more motivated.

Julie/after

The last class that came in was a group of seventh graders. They mostly focused on reading out loud. I found out that while many students may speak English fluently, the reason they stay in ESOL is that they have low proficiency in writing and reading.

Different expectations before their first encounter

Julie/before

Mid schoolers are scary I was not sure what to expect I am not used to hearing people speak Spanish around me...I

enjoyed it more than I thought I had no experience with Spanish. It was nice to go to classroom it was different from what I expected. I enjoyed you don't know what to expect. You learn from students and the authority is different you get to know the other side of the coin. I have more experience now...and being in an ESOL classroom was like a completely different world.

Required dispositions for teachers and students to achieve their goals

Jennifer

Teachers must be enthusiastic, organized, and prepared. They should have the disposition to find a variety of materials to support their lessons. They should possess learning strategies that motivate students through the learning process and reach the content and language objectives planned throughout the year...The second class that I observed was English III with Mr. Pen. He had sixteen students in his class. I really liked this class also because Mr. Pen was very dynamic. His class was organized by teams of four students each. They were going to write an essay for homework about a personal experience and what they would like to do different or transcendental in their lives...he explained the meaning of different words, he asked the students for opinions and had them participate. He used a strategy using a traffic light on cardboard to analyze and select the hard words to the easiest words. Every team had white cardboard in the center of their tables with three big circles: a red one, a yellow and a green one simulating a traffic light.... I observed the students were very motivated, and all were working and paying attention.

Julie

Students were motivated and paid attention...Above anything else, patience is the MOST IMPORTANT disposition a teacher can have while working with ESL students. Until they learn the language, it will take longer for a student to understand any lesson being talked about. A teacher getting impatient and then frustrated at an ESL student can cause that student to emotionally shut down. Because of their limited grasp of the language, their use of English can be very broken, and they might feel dumb when trying to interact with other classmates. Patience can mean the difference between confidence and low self-esteem.

Gaining a cultural lens

Julie

Although it may seem insignificant, one of the most important things to know is how to pronounce a child's name properly. A child from a different country may have an uncommon name that may be difficult for people of our country to say, but the ability to say it properly can make a world of difference for a foreign student.

Jennifer

We will most certainly have a diverse group of students, so we must get students and parents involved. For example, parents can be a great source of background and cultural support by bringing items from home and talk to students about them. This will enrich their knowledge about their classmates' cultures as well as being able to share theirs. In addition, teachers must know the relationship between spoken language and print. Furthermore, teachers must learn and get familiar with the ELL's family traditions and values and make a connection with their teaching so the learning process will be more meaningful and more proficient.

Being familiar with affective Filter (Krashen 1982)

Julie

Because of their limited grasp of the language, their use of English can be very broken, and they might feel dumb when trying to interact with other classmates.

Teacher Identity

Hesitations and doubts

Julie

Mid schoolers are scary. I was not sure what to expect. I never had the experience to teach in a school with ESOL students. I had friends who teach at schools, but I never teach at schools. Even thinking about teaching at school was scary.

Recognition

Jennifer

I observed three teachers and they did different things, and they explained to me what was going on in the class. I was able to explain what they did.

Learning more techniques

Jennifer

I know all these great ideas will help me to become a better teacher and remember to be patient and understanding as my ELL students are in the process of learning a second language which is definitely not easy, and I can attest from my own experience as I once was an ELL. To motivate my ELL students, I will make sure to use authentic materials as much as possible (i.e., real-life examples, tangibles, etc.)

Julie

This approach can make or break a student's language acquisition skill. It has also shown me how many different types of situations a student can come from when entering a classroom. Sometimes it might just be that the student is at grade point level but just has trouble comprehending English, while at other times the student may have come from a country that lacks education standards.

Seeking opportunities to teach

Jennifer

I needed more hours of observation, but I like to have contact with students. I liked to contact with them and teach them to experience teaching than just observation.

Building trust and confidence

Julie

Overall, we are not very different as people, and although our cultures differ our core values as human beings remain basically the same. Whether someone is from Florida or Puerto Rico, they still retain similar family structures and pride as anyone from anywhere else.

Development of identity: hesitations and doubts, recognition, learning more techniques, seeking opportunities, building trust and confidence

Teaching Techniques

Culturally sensitive strategies

Jennifer

I noticed that he was very patient, especially with the ESOL students the students had a green folder with special notes and projects that they worked on during the nine weeks period. The students were taking it at home as a tool to write their essay. Mr. K's classroom was very well organized, and he had several pictures around the classroom with positive messages for the students and a poster with all the flags of the world. I thought that was a great idea for the students from other countries to see that their flag is there. I know it is important for them because when I saw the flag from Mexico, I had a welcome feeling. I also liked the way his classroom was arranged his class was organized by teams.

Integrated skills, suprasegmental features

Jennifer

They were reading Shakespeare, and the students were practicing a play in the auditorium. In this activity, Mr. Ed was assessing their reading comprehension, pronunciation, and the ability to listen and speak. After that, he asked each team to write a critical perspective of their participation on the play, including vocal inflection, specific words and phrases, gestures, and movements.

Exemplary teaching

Jennifer

They were very professional and very well prepared. The classes were very fluid, you couldn't even feel that the time went by. The ESOL students, as the regular students, were very attentive and cooperative. The professionalism of Mr. Edwards, Mr. Kn and Mr. Pen truly made an impact on my life so when I become a teacher I would like to have them as an example of how a teacher must be. I like the strate-

gies they used in their classes and the attention given to the students individually and as a group. I am sure I will use all these ideas and examples in my future classroom.

Individualized teaching

Jennifer

Each culture has their similarities and differences, and both are important. I came to the conclusion that every school should conduct cultural interviews to the parents with two purposes: First, knowing the student's culture and backgrounds, teachers will be able to understand them better and will find a variety of teaching strategies to satisfy their needs and fulfill their interests providing a better quality of education, and secondly, get the parents involved and encourage them to participate in cultural activities so that the students can expand their knowledge and their vision about other cultures and respect the value that each culture has.

All-encompassing view

Jennifer

I will make sure to use selective materials, clear subject content and language objectives, and I will adjust them to the grade level to fulfill my ELL student's needs. I will give them hands on activities and I will provide a variety of strategies and learning opportunities to motivate them and encourage them to build up their English language skills so they can soon feel the freedom to be more academically and socially, involved with the English native speakers and the teachers.

DISCUSSION

In this study, we aimed to explore the perceptions of pre-service teachers about their first 6-hour voluntary field experiences with ESOL students at a public school. Pre-service teachers complete their first 6-hour voluntary field experiences during their second stage of the developmental stages for teachers (recognition). The data gleaned from the interview, in response to the first A Priori question, identified 4 different themes: theory-oriented VS practice-oriented, bilingualism, different expectations, and gaining a cultural lens. The perceptions of pre-service teachers center on the mentioned themes. The perceptions highlight the importance of key tools in facilitating learning for ESOL learners such as mother tongue, cultural aspects, and more practice. More importantly, more practice emanating from field experience equip pre-service teachers with a cultural lens, realistic expectations, and an arsenal of didactic strategies useful to manage classrooms. The findings of this study, aligned with the second a priori question, indicated that voluntary field experiences help pre-service teachers gain insight into teaching strategies and pedagogical strategies including culturally sensitive strategies, individualized teaching, and an all-encompassing view. The findings implied that cultural tools and students' mother tongue are culturally conducive tools to pave the students' way.

The findings pertinent to the third A Priori question provides us with five developmental stages for pre-service

teachers (consistent with Khoshnevisan, 2017). The identified stages initiate with pre-service teachers' doubts about their abilities and what the future holds for them on the way of professionalism. The participants' perceptions showed the other four stages, such as recognition, learning more techniques, opportunities to teach, and finally building trust and confidence. The findings of this study are in harmony with Khoshnevisan's (2018) developmental stages of international teaching assistants (ITAs). He delineates the same stages for ITAs through an introspection. Khoshnevisan found that his model of developmental stages of teachers applies to ITAs. He placed emphasis on the multilayer and nonlinearity of the model. Our findings in this study align with the results of prior studies (Khoshnevisan, 2017, Khoshnevisan 2018, Rashtchi & Khoshnevisan, 2019). However, the models prior to this model do not emphasize the multi-aspect construct of the notion of teacher identity (Fuller & Bown, 1975; Katz, 1972). In prior models, there was an initiation and an end. Once pre-service teachers embark on teaching in physical or online environments, they move toward professionalism, and that is the end goal. However, Khoshnevisan's (2017) model posit that this professionalism can be destabilized and needs to be reconceptualized. In this sense, one or more stages may reappear to cater to the needs of in-service teachers.

Limitations of the Inquiry

Even with bracketing, we may not have been able to avoid my biases consciously or subconsciously, because one of the authors was the instructor of the ESOL course. Similarly, the participants may have been reluctant to tell me everything about their experiences. My familiarity with the participants could have stopped them from revealing every aspect of the ESOL course and field experiences. Last but not least, due to hermeneutic consideration, other researchers may interpret the data differently due to different backgrounds, prior knowledge, and perspectives. Accordingly, what we presented in this article from the gleaned data to findings and discussions is aligned with my prior experiences, knowledge, and understanding both as an individual and researcher.

Implications of the Study

We undertook this study to demonstrate a portrait of field experience perceptions of ESOL pre-service teachers aiming that curriculum designers utilize the discoveries of the present study to design an all-encompassing, practical field experience. We found that field experience can help ESOL pre-service teachers witness didactic strategies in action and unlock the hardships of teaching in classrooms. Furthermore, field experiences can—aligned with the Khoshnevisan's (2017) model of developmental stages of teachers—trigger prior stages, if needed. Field experiences, thus, are effective tools to be adopted by teacher educators so pre-service teachers are slightly challenged early on. Later on, in their path to professionalism, pre-service teachers may experience deconstruction of their identity and reshape it because the model is not linear. As discussed earlier, its stages may recur

and emerge for different reasons. In a nutshell, considering the discoveries of this study, field experiences may yield clinically rich teacher education programs, if field experiences are effectively integrated.

Ideas for Further Research

It is imperative to explore the perceptions and beliefs of teachers of the observation sessions whose ideas, perceptions and experiences are absent in this study. In future studies, researchers may recruit more participants to have a richer narrative to either confirm or disconfirm the model. The accounts shaped by the narrative of more participants are more reliable to conclude the affordances of field experiences in teacher education programs.

CONCLUSION

In this qualitative study, we explored two ESOL pre-service teachers' perceptions and experiences to better understand the role of the first field experience in the participants' teaching strategies, perceptions, and identity development. The role of field experiences in different domains were already researched by multiple researchers. However, in this research, we aimed to unfold the role of field experiences in ESOL teacher education courses. The participants' experiences included the use of cultural and instructional tools to help learners tackle their language barrier. The use of flags and students' mother tongue are examples of cultural tools. Observation sessions equip pre-service teachers to gain insight into the required culturally sensitive strategies. The cultural lens achieved through field experiences serves as a precious tool to see students through it. The participants' teaching techniques are reshaped by the cultural lens and individualized teachings. Collectively, the newly acquired lenses and individualized teachings form a comprehensive view concerning the participants' teaching philosophy. Finally, the findings regarding the developmental stages of teachers corroborate Khoshnevisan's (2017) developmental stages. Besides, the findings reiterate the same five stages and the nonlinear nature of the stages (consistent with Khoshnevisan, 2018; Rashtchi & Khoshnevisan 2019). The model's stages are doubts, recognition, more instructional strategies, new opportunities to teach, and finally confidence. These stages are nonlinear, and a pre-service teacher may skip one or more stages. When a pre-service teacher becomes professional, he can survive in a professional milieu (Katz, 1972). However, his survival is maintained not because he has completed a linear developmental stage. The main reason for survival in a professional milieu is going through the same stages over and over again once the need arises due to outside stimuli. In Katz's words, maturity is the last stage, and teachers wonder about their philosophical perspectives. This prompts in-service teachers to learn novel strategies, practice more technological tools that they do not feel confident to use, and finally, they would be confident to use those technology-integrated tools.

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APPENDIX A: INTERVIEW QUESTIONS

1. How do you describe your experience of the first field experience?
2. What is your perception regarding ESOL teaching before completing the first field experience?
3. Did the first field experience change your opinions about ESOL teaching? How?
4. What did you like about your experience most?
5. What didn't you like about it?
6. Did it change your ideas, beliefs and opinions?
7. What practice did you learn that you couldn't gain through books?
8. How would you change it if you were the instructor?
9. How would you incorporate your knowledge in this class?
10. How do you assess the feedback given to you by the teacher?
11. How did you feel about the feedback?
12. Was it really useful? Why?
13. What was easy/difficult about it?
14. Do you prefer to have another one? Why? What changes would you make in the next experience?