REFERENCES

- Andreasen, J. K., Bjørndal, C. R. P., & Kovač, V. B. (2019). Being a teacher and teacher educator: The antecedents of teacher educator identity among mentor teachers. *Teaching and Teacher Education*.
- Barkhuizen, G., Benson, P., & Chik, A. (2013). Narrative inquiry in language teaching and learning research. Routledge.
- Beattie, M. (2000). Narratives of professional learning: Becoming a teacher and learning to teach. Journal of Educational Enquiry, 1(2), 1-23. http://www.ojs.unisa.edu.au/index.php/EDEQ/article/view/573/443
- Beijard, D., N. Verloop, and J. Vermunt. 2000. "Teachers' Perceptions of Professional Identity: An Exploratory Study from a Personal Knowledge Perspective." *Teaching and Teacher Education* 16: 749– 764.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language teaching*, *36*(2), 81-109.
- Britzman, D. P. (2003). Practice makes practice: A critical study of learning to teach. (Revised Edition). Albany: State University of New York Press.
- Clandinin, D. J., & Connelly, F. M. (2000). Narrative inquiry: Experience and story in qualitative research. San Francisco, CA: Jossey-Bass.
- Cohen, J. L. (2010). Getting recognised: Teachers negotiating professional identities as learners through talk. *Teaching and Teacher Education*, 26(3), 473-481.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of Experience and Narrative Inquiry. Educational Researcher, 19(5), 2– 14. doi:10.3102/0013189x019005002
- Craig, C. (2007). Story constellations: A narrative approach to contextualizing teachers' knowledge of school reform. Teaching and Teacher Education, 23, 173–188.
- Davis, G. M. (2017). Songs in the young learner classroom: a critical review of evidence. *Elt Journal*, 71(4), 445-455.

- Day, C., A. Kington, G. Stobart, and P. Sammons. 2006. "The Personal and Professional Selves of Teachers: Stable and Unstable Identities." British Educational Research Journal 32 (4): 601–616.
- Deng, L., Zhu, G., Li, G., Xu, Z., Rutter, A., & Rivera, H. (2018). Student Teachers' Emotions, Dilemmas, and Professional Identity Formation Amid the Teaching Practicums. *The Asia-Pacific Education Researcher*. doi:10.1007/s40299-018-0404-3
- Earthy, S., & Cronin, A. (2008). Narrative analysis.
- Ekşi, G. Y., & Yakışık, B. Y. (2016). To be anxious or not: Student teachers in the practicum. Universal Journal of Educational Research, 4(6), 1332-1339.
- Farrell, T.S. (2001). English language teacher socialisation during the practicum. Prospect, 16(1), 49–62
- Flores, M., and C. Day. 2006. "Contexts Which Shape and Reshape New Teachers' Identities: A Multi-Perspective Study." *Teaching and Teacher Education* 22 (2): 219–232.
- Gee, J. P. (2001). Identity as an analytic lens for research in education. In W. G. Secada (Ed.), Review of research in education, Vol. 25 (pp. 99–125). Washington, DC: American Educational Research Association.
- Hargreaves, A. (1998). *The emotional practice of teaching. Teaching and Teacher Education, 14(8), 835–854.* doi:10.1016/s0742-051x(98)00025-0
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and teacher education*, 16 (8), 811-826.
- Hawkins, M., & Norton, B. (2009). Critical language teacher education. In A. Burns & J. Richards (Eds.), *Cambridge guide to second language teacher education* (pp. 30–39). Cambridge, England: Cambridge University dPress.
- Huling, L. (1998). Early field experiences in teacher education. ERIC Digest ED429054. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.

- Kelchtermans, G. (2005). Teachers' emotion in educational reform: selfunderstanding, vulnerable, commitment and micropolitical literacy. Teaching and teacher education, 21 (8), 995-1006.
- Korthagen, F. A. J. (2004). In search of the essence of a good teacher: towards a more approach in teacher education. *Teach. Teach. Educ.* 20, 77–97. doi:10.1016/j.tate.2003.10.002
- Kubanyiova, M. (2012). Teacher Development in Action. doi:10.1057/9780230348424
- Lave, J. & Wenger, E. (1991) Situated learning—legitimate peripheral participation (Cambridge, Cambridge University Press).
- Liu, Y., & Xu, Y. (2011). Inclusion or exclusion?: A narrative inquiry of a language teacher's identity experience in the 'new work order'of competing pedagogies. *Teaching and Teacher Education*, 27(3), 589-597.
- Lukacs, K., Horak, A., & Galluzzo, G. (2011). Does teaching how to make a difference make a difference? A pre/post study of an 'educational change' course. Focus on Teacher Education, 10, 7–11.
- Macwan, H. J. (2015). Using visual aids as authentic material in ESL classrooms. *Research Journal of English language and literature* (*RJELAL*), 3(1), 91-96.
- McLoughlin, A. S., & Maslak, M. (2003). Prospective teachers' perceptions of development during fieldwork: Tutoring as a vehicle for professional growth. The Teacher Educator, 38(4), 267– 284. doi:10.1080/08878730309555323
- Nichols, S. L., Schutz, P. A., Rodgers, K., & Bilica, K. (2016). Early career teachers' emotion and emerging teacher identities. Teachers and Teaching, 1–16. doi:10.1080/13540602.2016.1211099
- Nunan, D. (1992). The teacher as decision-maker. In J. Flowerdew, M. Brock & S. Hsia (eds.), Perspectives on Second Language Teacher Education (pp. 135–65). Hong Kong: CityPolytechnic.
- O'Connor, K. 2008. "You Choose to Care': Teachers, Emotions and Professional Identity."*Teaching and Teacher Education* 24: 117–126.

- Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC journal*, 47(1), 5-23.
- Pillen, M., Beijaard, D. & den Brok, P. (2013). Tensions in beginning teachers' professional identity development, accompanying feelings and coping strategies. European Journal of Teacher Education, 36(3), 240-260. http://dx.doi.org/10.1080/02619768.2012.696192
- Schumann, J. H. (2001) Learning as foraging. In Dörnyei, Z., and R. Schmidt (eds) Motivation and second language acquisition, Honolulu: Second Language Teaching and Curriculum Center, University of Hawaii at Manoa: 21-28
- Schutz, P. A., & Lee, M. (2014). Teacher emotion, emotional labor and teacher identity. Utrecht Studies in Language and Communication, 27(1), 169-186.
- Scott, C., Stone, B., & Dinham, S. (2001). International patterns of teacher discontent.
- Shin, J. K. (2006). Ten Helpful Ideas for Teaching English to Young Learners. In *English Teaching Forum* (Vol. 44, No. 2, p. 2). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Smith, P., Geng, G., & Black, P. (2016). Teachers as Reflective Practitioners. The Challenge of Teaching, 25–32. doi:10.1007/978-981-10-2571-6_4
- Smyth, J. (1992). Teachers work and the Politics of Reflection. American Research Journal, 29, 267-300.
- Stryker, S. (1980) 2002. Symbolic Interactionism: A Social Structural Version. Menlo Park: Benjamin Cummings.
- Teng, M. F. (2017). Emotional Development and Construction of Teacher Identity: Narrative Interactions about the Pre-Service Teachers' Practicum Experiences. Australian Journal of Teacher Education, 42(11), 117-134.

- Van der Heijden, H. R. M. A., Geldens, J. J. M., Beijaard, D., & Popeijus, H. L. (2015). Characteristics of teachers as change agents. *Teachers and Teaching*, 21(6), 681-699.
- Waller, L., Wethers, K., & De Costa, P. I. (2017). A critical praxis: Narrowing the gap between identity, theory, and practice. *TESOL Journal*, 8, 4–27. <u>https://doi.org/10.1002/tesj.256</u>
- Young, J., and Graham, R. (1998). Curriculum, identity and experience in multicultural teacher education. *Alberta J. Educ. Res.* 44,397–407.
- Yuan, R., & Lee, I. (2015). The cognitive, social and emotional processes of teacher identity construction in a pre-service teacher education programme. *Research Papers in Education*, 30(4), 469-491.
- Yuan, R., & Lee, I. (2016). 'I need to be strong and competent': A narrative inquiry of a student-teacher's emotions and identities in teaching practicum. *Teachers and Teaching*, 22(7), 819-841.
- Zeichner, K., & Gore, J. (1990). Teacher socialization. In: W.R. Houston, R. Howsam, & J. Sikula (Eds.), Handbook of research on teacher education: A project of the Association of TeacherEducators (pp. 329– 348). New York: Macmillan.
- Zembylas, M. (2003) Emotions and teacher Identity: A poststructural perspective, *Teachers and Teaching* 9 (3): 213-244.
- Zembylas, M. (2005). Three perspectives on linking the cognitive and the emotional in science learning: Conceptual change, socio-constructivism and poststructuralism.