

The DA exploration of the EFL Preservice Teachers for
Identities, Roles, and Expertise
การวิเคราะห์วาทกรรมของนักศึกษาฝึกประสบการณ์วิชาชีพครูสาขาวิชาภาษาอังกฤษ
เรื่องอัตลักษณ์ บทบาท และความเชี่ยวชาญ

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บทคัดย่อ

แม้จะมีการศึกษาวิจัยเกี่ยวกับการวิเคราะห์วาทกรรมของนักศึกษาฝึกประสบการณ์วิชาชีพครูมากมายในศตวรรษที่ 21 โดยเฉพาะอย่างยิ่งในขอบเขตของผู้ใช้ภาษาอังกฤษที่มีเจ้าของภาษา แต่ทว่าการวิจัยเรื่องอัตลักษณ์และบทบาทความเป็นครูของนักศึกษาฝึกสอนยังมีไม่มาก ด้วยเหตุดังกล่าว การวิเคราะห์วาทกรรมของบทสนทนาจึงทำให้นักศึกษาฝึกประสบการณ์วิชาชีพครูสาขาวิชาภาษาอังกฤษในระหว่างการฝึกประสบการณ์วิชาชีพครูเป็นที่เข้าใจชัดเจนยิ่งขึ้น งานวิจัยนี้มุ่งศึกษาบทบาทความเป็นครูผู้สอนภาษาอังกฤษ อัตลักษณ์และความเชี่ยวชาญของครู รวมถึงการวิเคราะห์มิติทางวัฒนธรรมที่หลากหลายของนักศึกษาฝึกประสบการณ์วิชาชีพครูตามทฤษฎีของฮอฟสตีต (Hofstede) ภายใต้คำถามว่า 1) ลักษณะทางภาษาเรื่องใดที่สามารถปรากฏให้เห็นได้จากการวิเคราะห์บทสนทนา 2) ลักษณะทางภาษาที่ปรากฏให้เห็นจากการวิเคราะห์วาทกรรมเหล่านั้นบ่งบอกถึงอะไร ข้อมูลหลักของงานวิจัยได้จากการถอดความบทสนทนาในชั้นเรียนและบันทึกการสอนของนักศึกษาฝึกประสบการณ์วิชาชีพครูวิชาภาษาอังกฤษ ผลการวิจัยสามารถตอบโจทย์งานวิจัยทั้งสองข้อ คือผลการวิเคราะห์ภาษาเผยให้เห็น ความมุ่งมั่นในการจัดการเรียนการสอนของนักศึกษาผ่านวาทกรรมที่แสดงถึงบทบาทและอัตลักษณ์ความเป็นครูอย่างหลากหลาย นอกจากนี้ผลการวิจัยยังสามารถตอบโจทย์ข้อที่สองคือ วาทกรรมของนักศึกษาที่บ่งบอกอัตลักษณ์ บทบาทและความเชี่ยวชาญของครูนั้นสะท้อนให้เห็นความต้องการของนักศึกษาที่มีต่อการจัดการเรียนการสอนภาษาอังกฤษในสายวิชาชีพครู ซึ่งเป็นประเด็นสำคัญสำหรับการพัฒนาหลักสูตรการจัดการเรียนการสอนเพื่อผลิตครูผู้สอนภาษาอังกฤษของประเทศไทยต่อไป

คำสำคัญ: อัตลักษณ์ความเป็นครู; บทบาทครู; ความเชี่ยวชาญของครู; การวิเคราะห์บทสนทนา; การวิเคราะห์วาทกรรม

Abstract

Albeit a number of Discourse Analysis (DA) researches about the pre-service English teachers have recently been emerged in this 21st Century especially in the non-native boundaries, the English

as a Foreign Language (EFL) teacher trainees' identities and roles exploration is still rare. As a result, Conversation Analysis (CA) was proposed and it raised the more explicit comprehension in the pre-service teachers and their teaching practicum course. This study aims to investigate the ELT roles, identities, expertise including Hofstede's cultural diversity acquired from the Preservice English teacher students under the inquiries: 1) what linguistic features emerged from conversation analysis are and 2) in what way representations of teachers are emerged from those linguistic evidences. The major data were collected from classroom conversation transcripts and teaching journals from the English teacher trainees. The results significantly answered both the research inquiries. It imparted the preservice teachers' attentiveness toward their teaching though their roles, identities, and expertise variously. Additionally, according to the second question, the DA data of roles, identities, and expertise crucially reflected the learners' needs in EFL teacher training course which was very essential for developing the curriculum of EFL teacher training education in Thailand.

Keywords: *teachers' identities; teachers' roles; teachers' expertise; conversation analysis; discourse analysis*

Introduction

It is known that one of the pivotal causes of English education failures in Thailand was the teacher insufficient English skills and culture knowledge (Noom-ura, 2013). Consequently, the effective teacher training course and practicum was an important impact of English Language Teaching (ELT) in Thailand. In teaching profession, a number of demands requiring teachers expect to achieve in their classrooms. And this is a complex task especially for pre-service teachers to understand how their duty should be effectively fulfilled (Cattley, 2007; Harden & Crosby, 2000). This explicitly explains why English teacher training programs around the world have been trying to cultivate their young blood teachers for the recently 21st education era. The purposes of this teacher profession curriculum mostly aim to provide sufficient English language instruction expertise and to raise the educational expertise in the pre-service teachers.

In this respect, the English as a Foreign Language (EFL) teacher students' teaching situations are significantly located as the supreme goal of the research to comprehend how non-native English trainees perceiving their roles and identities. Why are the EFL roles and identities matters? It is because the challenge of identifying the pre-service teachers' identities and roles is an effect of L2 learners' diversity. They are the crucial means of cultural difference comprehension among pre-service teachers and students belonging in groups. The feeling of a member of group memberships is derived from a sense of belonging in the groups which might be similar or different from others (Phinney, 1990; Talib & Hosoya 2015). Considering to the pre-service teachers, their professional individuality is highly related to their decision making on their English classes. This certain distinctiveness directly clarifies their

conversation toward teaching and interacting with students. The identities are sharpened after the profession practicum course. They also encourage personal daily life experiences toward technical and emotional aspects in the society, culture and institution (Sleegers & Kelchtermans, 1999; Talib & Hosoya 2015). The CA methodology developed in the EFL researches also reveals the socio-cultural theory of language instituted in the classrooms (Sert, 2010). It is the same line as Seedhouse (as cited in Sert, 2010) emphasize that CA-informed researches are relevant in several areas of English pedagogy such as ESP, teaching material designs, language professional assessment, classroom interaction, and code-switching. That is why CA application is widely used in L2 studies (Huth & Taleghani-Nikazm, 2006; Peng, 2007).

The advantages from the following research scopes grounded the research framework and conceptualization. They raised the more explicit comprehension in the pre-service teachers and their teaching practicum course. This study aims to investigate the ELT roles, identities, and expertise towards the pre-service English teachers under the inquires;

1. What are linguistic features emerged from conversation analysis?
2. In what way are representations of teachers emerged from those linguistic evidences?

Definition of terms

Pre-service teachers refer to the fifth-year English teacher students in the curriculum of English Education at the Humanities and Social Sciences, Nakhon Pathom Rajabhat University. They were supposed to be in the English teaching practicum during the academic year of 2019 - 2020.

English Education Curriculum means the program of study at the Humanities and Social Sciences in Nakhon Pathom Rajabhat University. It is organized by the five curriculum committees in the five-year term during 2012 to 2016. In this curriculum, the students are supposed to complete the four-year studying including a year of ELT practicum at the local schools.

Transcription in this study is one of the main methods of the data collection. It involved the students' dialogue during the teaching scenario in the classrooms. The collected transcriptions were theoretically analyzed and construed for the identities, roles and expertise investigation. It also pursued the reflections of Hofstede's cultural dimension theory variously.

Classroom conversation means the talks between the preservice English teachers and their students during their full-time teaching at the local schools. They were involved of the discourse analysis theories to clarify the pre-service teachers' identities, roles, expertise, and cultural diversities.

Teaching journal refers to the pre-service English teacher students' assignment required by the course of Teaching Practice 1-2. These journals were considered as a part of the course formal evaluation graded by the education faculty at Nakhon Pathom Rajabhat University.

The research scopes and frameworks

In the following literature review pinpoints the theoretical framework of the teacher profession identities, roles, expertise and the cultural theory for the pre-service teacher explorations.

1. Teacher identities

The study purposes to specify two essential ELT identities: actual and designated identities. As noted by Sfard and Prusak (2005), both terms are identities being established over experiences. In this reflection, each certain scenario portrays an individual type of persons. These stories also reveal various reasons of a person's behaviors. Sfard and Prusak (2005) highlighted them as the individual's sociocultural origins. Similarly, Olsen (2008) mentioned that according to those experiences, social psychology, philosophy and sociolinguistics are also firmly related in teacher identity building.

To explain these key identities, the actual identity is based on the factual declarations of actual states of affairs (Sfard & Prusak, 2005). The examples of statements noted for this type of identity are '*I am a good...*', '*I have an average...*', '*I am a teacher...*'. These narratives are usually in present tense (Aktekin & Çelebi, 2020). On the other hand, the designated identity represents the expected statements. They indicate a person's commitment, obligation and necessity. The narratives in this type of identity are usually stated with certain verbs such as '*should, ought, have to, must, want, can and could*'. The designed identity examples are '*I have to be a better person*', and '*I want to be a doctor*' (Sfard & Prusak, 2005). The designated identity gains influences on one's action (Sfard & Prusak, 2005) and also leads that person direction to do things. Besides the institutional narratives such as diagnoses, certificates and licenses are also a part of designated identity constructions (Sfard & Prusak, 2005), since they arouse one's action on a certain goal. Therefore, the designate identities can be repeated through one's special aptitudes, gift, and talent (Sfard & Prusak, 2005). This means that the designated identity can reflect one's a particular capacity toward his or her desires.

2. Teacher roles

As being a teacher needs to achieve several complex tasks, a teacher's roles are consequently various (Harden & Crosby, 2000). Considering the roles noted by Harden and Crosby (2000) the first dimension directs to teachers' content expertise; facilitator, role model, information provider, and resource developer. They contain diversely components. As a class facilitator, every teacher needs to make the learning situation smooth and possible. These facilities help students learn and give them freedom to do activities in the class. Next is the role of a model which refers to a traditional teacher instructing in the class. It is a traditional teacher whose role related to the information provider. In the third role of givers, Harden and Crosby (2000) urged they need to offer students about helps, reflecting, and sharing thoughts to them. The fourth is the role of resource developer or resource material creator.

The second section points to the educational expertise of teachers which is about facilitator, assessor, planner and resource developer. In his point, the role of teachers as a facilitator means about

the mentor for a transition of a certain knowledge. With the teacher's supportive sources, it helps students learn better. Apart from that, the next role is an assessor in both student and curriculum areas. The teachers require the special knowledge of curriculum and the assessment to conduct the appropriate achievement tests (Harden & Crosby, 2000). The third role of teacher expertise is a planner for the curriculum and course. For the course planner, it is crucial to consider what approaches are best reflected the course and the problems in teaching program (Harden & Crosby, 2000). The last role returns to the resource developer in study guide creating. Because of a teaching restrict, teachers need to be a facilitator for a certain area in student's learning weakness. The extra teaching materials and handouts may need to be prepared to assist students during the course.

3. Teacher expertise

The teacher profession expertise defined by Beijaard, Verloop, and Vermunt (2000) include in three domains: subject matter, didactics and pedagogy. The subject matter in this focus means the skills required in a particular area for EFL teaching. It is a part of the teacher's knowledge base (Beijard, Verloop, & Vermunt, 2000).

Meanwhile another expertise, the pedagogy domain can be delineated as teaching and learning procedures. This practicum relates to the training of their teaching plans, activities, and assessment. It is greatly related to a pedagogical skill with ethical and moral aspects (Beijard et al., 2000). Students' problems and weaknesses are included in the teacher's pedagogy in order to help them cope with their obstacles. As urged by Beijard et al. (2000) that teachers is one of the profession who facing moral, social and emotional problems particularly in students' cultural diversity. This expertise can be interpreted in such a dialogue commuted by teachers and students. As a result, the classroom relationship between teachers and students usually reflects their thoughts and actions based on their norms and values (Damon, 1992).

And the last domain of didactical expertise is about how the students learn English in the classroom. It involves the learning and teaching activities and process (Aktekin & Çelebi, 2020). The didactical expertise shows how the lesson being planned, executed, and evaluated (Beijard et al., 2000). As the supreme goal of ELT process, this expertise highly focuses on how teachers sharpen their learners' thoughts for example the raise of the student-centered teaching (Beijard et al., 2000). This EFT conceptual encourages teachers' role in more teaching preparations regarding of students' development. The teachers' tasks empower the learners' learning and thinking effectively.

4. Hofstede's cultural differences in teaching and learning

Hofstede (1986, p.301-302) declares that the teacher and students as a typical role pair is in the four fundamental institutions. They include the family, the school, the job, and the community as an essential lead for all human societies.

In the Hofstede's dimensions, the diverse power distance explains teachers and students' cultural interactions influencing in the classroom language. For example, the small power distance emphasizes in the impersonal truth principle and the student-centered education nonetheless the larger power distance society represents the personal wisdom and the teacher-centered method. As a result, teachers are extremely respected in the large power distance society. However, the student independence is more concerned in the small power distance class. In the teacher and student interactions related to the feminine society indicates that teachers' friendliness and students' social adaptation are raised but for the masculinity, the students' academic performance is rewarded and the teachers' admiration is expected.

For the differences of the individualism and collectivism dimensions, there are various details mentioned by Hofstede (1986). The society of positive association with whatever rooted in tradition is viewed as the collectivism meanwhile the association in society with new things and permanent education is expected in the individualist society (Hofstede, 1986). The last concern in the cultural differences in ELT is noted for the uncertainty avoidance. It is about how students feel in the learning situations. For example a good teacher in the strong uncertainty avoidance society, teachers use academic language while in the weak uncertainty class, the teacher's talk is in a simple language (Hofstede, 1986). Apart from the language usage, the emotional expression is more also concerned in the strong uncertainty avoidance classroom comparing to those in the other society.

Methodology

1. Participants

The participants were the fifth year students of the English Education Curriculum at Nakhon Pathom Rajabhat University who accomplished the profession practicum at the local schools in the center of Thailand. They were the five-volunteered pre-service English teachers who were in the English teaching practicum during the academic year of 2019 - 2020. The convenience sample was crystalized by five pivotal criteria to select all trainee students as the main data sources. They were the teaching practicum qualification, the preservice teachers' readiness, the comprehension of the research materials, the English writing ability in the transcription process and the quantity of works.

In details, there were about 22 students who could participate in this research program. Secondly, as the convenient sampling was applied, it caused merely 15 students could stay in the research process. Thirdly, after the research introduction, there were 10 students were able to complete the research materials as the research requirement. Fourthly, 7 of them were resisted due to their effective English writing journal and conversation transcriptions. Finally, because of the quality and quantity of works, merely 5 could send their data back to the author as the major research data.

2. Instrumentation

All the data used in this study were in two major sources: classroom transcriptions and teaching diaries. Each preservice English teacher engaged in the study sent two classroom conversations from their teaching recorded during the teaching scenarios. The researcher took a responsible for facilitating all participants the transcribing methods so that the effective transcriptions were achieved. The sample's transcription was completed after the last week of the teaching practicum and firmly established as the major source of the research data.

Moreover, two extracts of their daily teaching journal in the practicing practicum courses were included in this study. There were ten English diaries from the five participants. These reflection journals were a part of the pre-service teachers' grading in their English teaching profession sections. By the end of the teaching course, these daily journals were sent to the researcher.

3. Methodological and analytical procedures

As the DA research, this study employs a qualitative methodology to construe the conversation analysis and to explore the pre-service English teachers' identities, roles, and expertise. The procedures of the research methods comprise as the following details

3.1 The research principle exploration: the theoretical framework of the teacher identity, role, expertise regarding on CA, and Hofstede's theories were explored. It was also firmly associated with the dialogue transcribing and coding procedures.

3.2 Because of the participants' convenience, the research introduction via online meeting was done for the importance and other relevant information of the study.

3.3 After the conformed form process, the author explained and gave samples of 'transcription'. And all participants joined the practice of conversation coding via the online meeting.

3.4 The seven online meetings for the research data constructions: each sample recorded their class conversations and turn them to the transcription with the researcher's assistance.

3.5 After a couple of months, the conversation transcripts and reflection diaries were completed (20 of CA transcriptions and 20 reflection journals) and sent to the authors.

3.6 In regard to the analysis of CA pursuing as well as the journals coding, the researcher started the discourse analyzing.

3.7 With CA methodology, the interlocutor's structures, turn-taking, and classroom language interactions were revealed.

3.8 The reflection of these classroom transcripts imparted how the classroom was organized

3.9 By means of Hofstede's theory, the data were explored for cultural values and perspectives.

3.10 All participants viewed the results of work and they were agreed on the interpretation.

Results

According to the first research question, the findings could be clarified in three dimensions: roles, identities, and expertise of the preservice teachers extracted from the instrument. Primarily, the conversation analysis was explored to identify the teacher's roles.

1. The information provider, the role model and assessor

The samples of the transcript 1 and 2 remarkably revealed the preservice teachers' role of traditional lecturers who give learners information. And the sample 2 and 6 also expressed teachers as a language prototype for students' practice while the example 6 explicitly raised the role of lecturer and assessors.

Excerpt 1

- 1 L2: Teacher...what is this (point to the worksheet)
2 T: >yes<let me see...<okay> it is another form of verb be...(write on the blackboard)...were Alisa...repeat after me...were
3 L2: were (smile) แปลว่า อะไรคะ (what does it mean?)
4 T: (smile)..okay...were means เป็น อยู่ คือ

Excerpt 2

- 1 T: >yes<what is it? (walk to the student) okay... answer is taught you need to change from
2 L2: what is it
3 T: >okay<สอน (teach) in Thai it is teaching in the past from teach change to taught...(look at every student) everyone repeat after me taught...taught
4 L: taught
5 T: ...okay...

Excerpt 3

- 1 T: good morning class
2 L: good morning teacher
3 T: we are going to study I will check the absent students (look at the students) anyone doesn't come today
4 L123: Isara
5 T: okay...only one
6 L2: >yes< teacher
7 T: >okay<... I will check the homework please show me your work now (read the instruction) okay number one Darinrat >what is answer <(smile and look at the Darinrat)
8 L4: in (smile)
9 T: good correct answer (smile to Darinrat) number to Natrada answer for me
10 L5: >on no< no...at (laugh)
11 T: not correct...try again Natrada
12 L5: <on> is correct teacher
13 T: yes...it is the correct answer (smile to Natrada)...<number three> Suphachai.

2. The roles of mentors, facilitators and resource developer and planner

The excerpt 3 disclosed a significant role of student mentors, course planners. And the sample 4 showed the crucial evidence of facilitators and source developers similarly to the transcript 5 that was strongly noted for the source developers and planners.

Excerpt 4

- 1 L: <Teacher>...can I...see you?
2 T: Tle...(smile)want to talk to me?
3 L: yes...teacher
4 T: >yes yes<come in >here<...what is it about? (smile and the boy to come to the teacher's desk)
5 L: I do <bad>...unit 1 grad (look sad and shy)
6 T: Oh...yes...your grade (smile)
7 L: (smile) unit 1 is difficult
8 T: >yes< no problem...I will help you...want me to>review it<?
9 L: I am not good... English
10 T: >no no< you are fine...Unit 1 is difficult I agree and it is about listening...(look at the book and open it) do you like listening?
11 L: yes...teacher (look at the book)
12 T: Okay(smile) see me here again after class...today
13 L: ...yes...(smile)

Excerpt 5

- 1 T: Kitja...how was the class last week
2 L1: I think...< it difficult>... passive voice is ...difficult >but okay<
3 T: >other students< what do you think
4 L2: I like your activity >it's very fun< and it helps me learn better
5 L3: I like you game >teacher<
6 T: how about listening and speaking part do you like it difficult
7 L3: >yes yes< your game makes me relax better than other subject
8 L4: >yes game<...about vocabulary is good for learning vocabulary
9 L5: I like learning in the class not <stressful but happy>
10 T: >okay okay< what activity do you like best
11 L1: ชอบที่สุดใช่ไหมครับ (*Is it about liking best?*)
12 T: >yes< like best is ชอบมากที่สุด (*like best*)
13 L1: back to the board and close eyes is the best

Excerpt 6

- 14 T: next week... I want you to bring a piece of news
15 L1: >okay< teacher
16 L2: ...what topic... news
17 T: <anything> politic health sport movie
18 L3: teacher...from a newspaper or mobile

19	T:	good question...it should be <u>a piece of paper</u> you can cut from a newspaper or print out from the computer
20	L4:	>okay< why we bring it...teacher
21	T:	I want to do something...an activity about reading...> it is fun<
22	L5:	okay game right >teacher<
23	T:	>yes< it is called <u>running dictation</u> activity

Apart from the conversational analysis, another important research source was examined through the daily teaching journals for the identities and expertise identification.

1. The actual identity and pedagogical expertise

Extract 1

"I teach about telling the time today. Some students are slow to learn so I help them" "The lesson today is about reading skill. The activity I used today is called running dictation. Students liked this game and they said they wanted to do it again. I am very happy to hear that and feel more confident with my teaching."

Extract 2

"I am very happy and confident with my teaching today. The power point and the chart about telling the time are very useful." "All students could do the game about word-spelling. The bad point was it finished very quickly and too noisy."

2. The actual identity and the didactical expertise

Extract 3

"Some students were naughty and they hardly listen to me. They cause other students unable to hear me too. I was not angry but I tried to talk to them and asked why they did so. I was surprised that they were better after that."

Extract 4

"Today I also used mini-white board activity or reading class. The students liked it very much and they were active with the activity. This activity made all students alert to learn and answer the questions I was very happy that the boys paid more attention to the lesson too."

3. The designated identity and didactical expertise

Extract 5

"I want to learn more about v-ing form so that I can tell students more. I think grammar is English grammar is difficult for me too but I need to read more."

4. The designated identity and subject matter expertise

Extract 6

"I could see that some students wanted to do the activity today but they couldn't because they were weak at English. I will teach them more adjectives to help them."

Extract 7

"I think next week I will teach them again about words with prepositions."

Extract 6

"...many students had problems about tenses. It is not good to teach three types of conditional clauses at once."

5. The actual and designated identity with subject matter expertise

Extract 8

“Next week I need to prepare the extra sheet to explain about the difference between both past tenses. I should realize this problem for the next lesson because some students don’t know the form of past participle. I should show them a chart of verb forms before teaching them the conditional sentences.”

Extract 9

“The activity I used today is called running dictation. Students liked this game and they said they wanted to do it again.”

Discussions

To achieve the first research question of what linguistic features emerged from conversation analysis, the findings in this study revealed the pre-service teachers’ reflection from diaries and classroom conversations variously.

Primarily, the coding allowed us to find the information provider is one of the significant roles for EFL profession in the pre-service teachers. From the **exert 1**, the teacher trainee tried to simplify the lesson by explaining the verb form and also translating the word meaning in order to make the students understand. This classroom interaction is coded an important profession role of the lecturer and practical teacher. As noted by Harden and Crosby (2000) teachers believe their genuine role in the class is to transmit students the knowledge. The teacher is the expert in this situation and students rely on them.

While the **exert 2** worked as the second sample also insisted the remarkable role of pre-service teacher as the lecturer. He didn’t only tell the answer but he also made it clearer to the students by Thai translation. The classroom interaction pointed out the students’ freedom in this learning situation. As a result of this analysis, the teachers in these extracts vitally shine in the subject matter and pedagogical expertise. In the deeper focus of both excerpts, the relationship between the interlocutors also significantly shows the feminism society due to the teacher’s tenderness toward the students. The teacher’s friendliness empowered the students’ confidence so they felt free to ask the question in the class. It is in the same path urged by Hofstede (1986), the classroom interaction with weak uncertainty avoidance raises students’ congeniality.

Apart from the class interaction inspection, the pre-service teachers’ diaries reflected crucial EFL teacher role of traditional pedagogy variously. For example, the **extract 1**, *“I teach about telling the time today. Some students are slow...”* *“The lesson today is about”*, it was as an information provider, the teacher trainees expected to do well in their classes in regard to the lesson instruction and teaching strategies. Interestingly, it indicated the expertise of both subject-matter and didactical domains. These samples revealed an essence of the actual identity. These diary studies significantly described the classroom cultural dimensions as defined by Hofstede (1986). Firstly, they mirrored the feminism society in particularly point of failure in the class is not a major trouble (Hofstede, 1986). And students can

learn from their mistakes. However, they were highlighted for the large power distance society according to the stress of 'wisdom' and teachers as 'guru' (Hofstede, 1986).

These reflections were also found as the EFL teacher's role model. In this view, Bandura (1986 as cited in Harden & Crosby, 2000) stated that teachers are as role modeling of transmitting thought and behavior to students. Therefore, to accomplish the teaching goal, teachers need to concern of the knowledge, skill, and attitude. To specify clearer details in the teacher model role, this **extract 3** was proposed, "*Some students were naughty and they hardly listen...*". The teacher student showed her patient during the class and how she could handle with her class management. This potentially revealed the expertise of didactical aspect. Secondly the sample of **extract 9**, "*The activity I used today is called running dictation....*" from this EFL pre-service teachers' diary, was also analyzed as the role of teachers as the facilitator and the resource developer. And more crucial evidences were clearly noted. In the **extract 4**, "*Today I also used mini-white board....*". It emphasized the facilitative relationship in the EFL setting encourages students' learning and motivation effectively.

The teacher student' actions reflected the expertise in subject knowledge, pedagogy and didactic. They were consequently interpreted as the teachers' actual identity owing to the factual declaration conditions (Sfard & Prusak, 2005). On the other hand, the other teacher role such as the mentor of EFL profession was revealed as the designated identity as a result of the teacher's commitment in **the extract 5**, "*I want to learn more about v-ing form so that I can tell ...*". This extract strongly reflected the teachers' mentor role from their self-reflection which is the teaching profession vogue (Harden & Crosby, 2000). Additionally, in Hofstede's cultural dimensions, when teachers admitting they don't know something, it meant their weak uncertainty avoidance society was elevated (Hofstede, 1986). This notably related to the effective teaching, the teacher's excellence, and personal wisdom of teachers as 'guru' as defined in the large power distance societies (Hofstede, 1986). Intriguingly, by means of conversation analysis, the teacher role of facilitators was variously seen for example in **the exert 4**. And it was explicitly noticed the teacher's facilitative character. The teacher trainee's offering reflected her concerns on the problem-base teaching strategy which is one of the essential keys for the good teacher role (Harden & Crosby, 2000). In the diversity of cultural dimensions, the teacher's femininity was initiated nonetheless the student's reaction was construed as the masculinity due to the academic performance rewarding involvement as in the viewpoint of Hofstede (1986). Contrastingly, the student's decision to reveal his problem and to call for help openly indicated the feminine character emerging in his mindset. It caused the student confident and comfortable with the structure learning situation which can be analyzed as a strong uncertainty avoidance society (Hofstede, 1986). This mentioned as an expert of the teacher in the pedagogical identity which noted by Beijaard et al. (2000) that in the pedagogical domain emphasizes with ethical and moral aspects. As a result, that vanishing the students' obstacle firmly determined the teacher's pedagogical skills.

In addition, **the exert 5** pointed out the expressive teaching professional role of assessors particularly in curriculum and course designs. Generally, teachers' capacity can be evaluated in various means and one essential way is the students' feedbacks, peer evaluations and product assessments (Harden & Crosby, 2000). The conversation revealed the pre-service teacher's risk taking in pedagogy feedback which allowed the subject-matter, pedagogic and didactical expertise to be instituted during the profession practicum. Through CA, this excerpt was significantly extended to other crucial teacher roles: the planner and the resource developer. It shaped their thoughts in learning requirements and expectations which is noted as the curriculum planning role of the teacher. Harden (1986 as cited in Harden & Crosby, 2000) precisely identifies that for the curriculum designing, it is involved in several aspects. They are needs, learning outcomes, contents, organizations and procedures, teaching strategies and methods, assessment, staff and student's communication, and educational environment (Harden & Crosby, 2000). Furthermore, findings from this classroom interaction highly conveyed the teacher role of a resource developer especially in a material creator.

As obviously seen in the **exert 6** raised more awareness of the material builder. In this interaction, their questions about the teacher's quest explicitly revealed their interests in the learning situation as a result, it could be interpreted for the pedagogy and the didactic expertise establishment. The relationships of the interlocutors located in the extract 4 and 5 was analyzed and emphasized on the power distance society.

As in the Hofstede's small power distance dimension, both of the two interactions represented the two-way communication and the student-center approach which made the learning management available and meaningful especially for students. Besides the CA studies, the pre-service teacher's journals also divulged the significant roles of the resource developer, the assessor and the planners varyingly. For example, in the **extract 8**, "*Next week I need to prepare the extra sheet to ...*". This sample indicated the teacher's responsibility for the classroom management and the material organization at the same time. Her actual identity and the designated identity were tightly associated remarkably. Her commitment of classroom improvement showed vital influence in the teaching plans. It drove her pedagogy, subject-matter and didactic expertise in the right track of the teaching profession development. Similarly, the classroom milieu was considered an essential key of learning consequence that was related to the teacher role of resource material creator. As in the **extract 2**, "*I am very happy and confident with my teaching today. The power point and the chart about telling*". These teachers' feedbacks on their own works proclaimed the assessor character and the resource developer. That's why the above samples from the teaching diaries were construed as the teacher didactical and subject-matter expertise as stated by Beijard et al. (2000) that teachers' expertness in the subject-matter is about how teachers can transmit the content and knowledge base to students. Moreover, the didactic skillfulness related to the learning activities organized in the classroom (Aktekin & Çelebi, 2020).

Alternatively, the aspect of the large social distance from the EFL pre-service teachers' practicum milieus analysis was interestingly coded and showed in the pre-service teachers' class as the **exert 3**. Due to Hofstede's theory of cultural values and dimensions (Hofstede, 1986), this indicated a large power distance societies from most of the students' interactions towards the teacher's quests. As found by Hofstede (1986), Thailand is include in the large power distance and also low individualism and this expressed that Thai cultural background and belief gained vitally impact on the classroom talks. . As a result, students always rely on the teacher's guiding (Yoo, 2014, p.172) and they shouldn't interruption the teacher during the class unless they were allowed to do so. The students highly respected the teacher as a 'guru' (Yoo, 2014). The extract showed that the teacher's dominating the classroom creating a large gap of power distancing. Especially when the teacher asked questions or gave students a learning path, "*not correct try again Natrada*". The student replied right away, "...*'on'...is correct teacher*". This action typified as the high collectivist dimension pointed by Hofstede (1986, p.312). In this certain society, it emphasizes that the young should learn. And the class situation is quite formal all the time.

In the deeper focus, the excerpt 6 was coded and interpreted as the strong uncertainty avoidance society in regard to the certain way of the turn-taking. While the EFL students were explicitly guided to learn through instructions and questions. This teaching format was also coded for the significant influence in the profession role of teachers.

Apart from the CA exploration, the journals of Preservice teachers revealed the high domination of teachers as a guru in the class as the sample of **extract 6**, "*I could see that some students wanted to do the activity today but they couldn't because they are...*". We could code the previous teacher reflections for the role of information provider on account of their teaching improvement and desire. In addition, the duty role model was also extracted from these practicum journals. Since the teacher trainees' responsibility in their EFL classes was remarkably seen despite the brevity of teaching practice. They also expressed the pre-service teachers' identity of subject-matter, pedagogy, and didactic expertise through their aspiring in the English classroom improvement. This delineated why the designated identity remarks were clearly stated such as 'I will teach...' and " I could...".

Briefly, the above results and discussions effectively responded the first research question and it remarkably answered the second inquiry about in what way representations of teachers were emerged from those linguistic evidences. In details, all teachers' roles extracted from the preservice teachers' data extremely pointed to both actual and designated identities equally. This pointed out the teacher trainees' attentiveness to their teaching experiences as a supreme goal. It also clarified the three elements of expertise as crucial factors for the preservice teachers' practicum lives. The special attention to the ELT fostering particularly in the trainees' reflections was a significant key of the English pedagogy needs in the curriculum improvement.

Conclusion

In summary, by means of DA in this study, it precisely delineated how the EFL preservice-teachers should be promoted. As the trainees' perspective emphasized on the instruction roles such as 'lecturers', 'facilitators' and 'mentors', these should be initially established as the main EFL teaching profession course. Next, it was the knowledge and ability of the course planning and evaluating which all student teachers emphasized. It was conclusively determined their strength and weakness in this ELT practicing course and spotlighted the further directions of the teacher profession cultivation in Thailand.

The research implications

On the far side of the research, as Canagarajah (2006) and Seidlhofer (2004) state that the first essential cue of ELT professional course was raised by the learners' awareness. This study underlined the EFL training teachers' needs analysis towards the preservice teachers' course both the training practicum boundary and for the curriculum improvement. Since the exploration of the DA in classroom transcripts and diaries effectively crystallized the background information for the English language teaching (ELT) curriculum improvement and the course design.

The suggestions for further researches

There should be more investigate on the following areas;

1. The reflections of Thai Preservice teachers' trainers in higher education system towards the EFL trainees' teaching ability or the training practicum program.
2. The exploration on EFL Preservice teachers' reflections on the curriculum management or the Thai education and the teachers' professional development.
3. The investigation in specific EFL pedagogy such as the code-switching, the power of social interaction influencing in English teaching in Thailand.

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