



Indonesian Pre-Service English Teacher Identity Construction in Team-Teaching Context

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Article Info	Abstract
Received: 2026 - 06- 01	<i>Forming a teacher's identity is crucial for becoming an educator who can appropriately position themselves within the social environment, particularly in the classroom. Pre-service teachers, such as students majoring in teacher education, need opportunities to develop their identity beyond what is formed through their academic experiences at university. To foster this development, team-teaching in schools is essential. However, there is still limited studies that have explored how team-teaching, where pre-service English teachers and mentor teachers collaborate in a classroom, can influence the construction of teacher identity. This study aims to examine how team-teaching helps reconstruct pre-service English teachers' identity in the context of an EFL (English as a Foreign Language) classroom. Using a phenomenological qualitative approach, the study explores the experiences of three pre-service English teachers during team-teaching. The results show that although students initially faced challenges such as nervousness, anxiety, and limited understanding with mentor teachers, they gradually adapted and actively engaged in team teaching. This experience shaped their identity as English teachers as pedagogical facilitators, while also fostering autonomous and self-regulated teachers prepared for independent teaching.</i>
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1. Introduction

To improve the quality of education, it's essential to focus on both active teachers and pre-service teachers. Special attention should be given to providing opportunities for pre-service teachers to develop their self-identity, enabling them

to enhance their self-regulation in the process of identity construction (Sachs, 2001). Burns & Richards (2009) argue that identity construction involves how individuals perceive themselves and how they act according to the given context. Similarly, Richards (2011) explains that identity is formed by pre-service teachers through their interactions with lecturers and other students during the learning process. Therefore, the construction of teacher identity must occur through a dynamic process that shapes their beliefs.

Teacher identity is formed through the interaction between teachers, their environment, experiences, and personal characteristics (Richards, 2021; Richardson & Watt, 2018). It is also understood as a dynamic and evolving process that develops as teachers participate in different communities and engage in social interactions with others, including fellow teachers and students (Yazan, 2018). Similarly, Sachs (2005) argues that teacher identity continuously develops through experiences and interactions with others. From a sociocultural perspective, identity is shaped through social interaction, as emphasized in Sociocultural Theory (SCT) (Lantolf, 2024).

In the context of this research, pre-service English teachers interact with mentor teachers, students, and school officials while observing school regulations, teaching practices, and mentor teachers' instructional approaches, all of which contribute to the reshaping of their professional identity. Their involvement in the teaching community also positions them within a community of practice, where they negotiate ideas, knowledge, and beliefs through interactions with schools and fellow teachers, gradually gaining recognition for their teaching practices (Yazan, 2018). Therefore, teacher identity can be understood as a socially constructed and continuously evolving process shaped through participation, interaction, and engagement within teaching communities. Therefore, team-teaching is a valuable instrument that can influence the identity construction of pre-service English teacher, helping them shape their professional identity.

Team-teaching is a method in which two or more teachers collaborate in creating lesson plans, delivering teaching materials, and/or evaluating a subject (Baeten & Simons, 2014). The success of team-teaching is greatly influenced by the collaboration, involvement, and participation of the teachers involved in the same class (Mandal et al., 2019). Social interactions between teachers, students, school officials, and parents, as well as classroom teaching experiences, provide opportunities for teachers to reflect on their teaching practices as they learn to teach. Therefore, in the context of this research, pre-service English teachers engage in a community of practice and experience social interaction with senior teachers through team teaching in the classroom, enabling them to negotiate the ideas, knowledge, and beliefs acquired at university with direct teaching practices in the field.

Previous studies have highlighted the benefits of team-teaching and teacher identity construction. Walsh & Elmslie (2005) found improvements in teaching

quality. Dee (2012) and Gardiner & Robinson (2011) found that collaboration between teachers resulted in mutual support and emotional support, and Wassell & LaVan (2009) found that it can encourage reflection on practice. Team-teaching can also develop teacher professionalism in teaching. In developing teacher professionalism, team-teaching can make teachers become better reflective thinkers, collaborators, and educators (Birrell & Bullough, 2005; Shin et al., 2007). Meanwhile, considerable research on teacher identity has also been conducted. Moonthiya (2024) investigated non-native English teachers participating in a teaching practicum program and found that they constructed identities as knowledge transmitters, nurturers of learners, and lifelong learners. Alam et al. (2024) examined English teachers in Bangladesh and found that teaching experiences in schools contributed to the construction of their identity as professional English teachers. Additionally, Barahona and Toledo-Sandoval (2022) analyzed EFL teachers and found tensions related to perceptions of being an ideal teacher, diverse classroom contexts, and limited resources.

However, despite team-teaching's potential to enhance teacher professionalism, there is still a limited study exploring identity construction in this context. Moreover, there are still limited studies on the identity construction of pre-service English teachers. Furthermore, in this study, the teaching practicum is conducted as part of a university internship program. The focus of this study is to investigate how Indonesian pre-service English teachers construct their identities while participating in team-teaching. Specifically, this research aims to examine how pre-service English teachers develop their identities during their internship programs through team-teaching experiences. Therefore, the present study formulated the following research question:

1. What identity is constructed in Indonesian pre-service English teachers through team-teaching?
2. How does team teaching contribute to the development of autonomy and self-regulation among student teachers?

2. Method

This study employed a qualitative phenomenology design to explore how pre-service English teachers' identities were reconstructed after participating in team-teaching after their college internship program. A qualitative phenomenology was chosen to identify how students' identities were reshaped through their team-teaching experiences in the internship program. The study provided an in-depth description of the experiences of three pre-service English teacher as they engaged in team-teaching, which contributed to their identity reconstruction. Data were collected using an interview.

The study was conducted after the students completed their teaching internship, a program provided by the university. As part of their internship, students taught in schools alongside the school teachers, engaging in team-

teaching. The participants in this study were English Education students from Islamic universities in Indonesia, with three students taking part in the research. The three participants chose because this study wants to analyze deeper exploration of individual experiences, interactions, and identity negotiation processes within the teaching practicum context. They participated in a 16-week teaching process, including teaching with a mentor teacher, which is a team-teaching method, and pre-service English teachers were given the opportunity to teach individually without the help of a mentor teacher. They taught at junior high schools where the students were aged 12-13 years. Each participant taught at a different junior high school.

The participant was selected through purposive sampling because, during the internship, the student worked collaboratively with the teacher in team-teaching the class, rather than teaching the class independently. More detailed information about the participants can be found in the demographic survey below:

Table 1. The Participants' Demographic Survey

Pseudonym	Gender	Age	Semester
P1	M	21	7 th
P2	F	21	7 th
P3	M	21	7 th

Based on Table 1, there are three participants: two male students and one female student. They are in their seventh semester, meaning they are senior students. The internship program was conducted during their seventh semester, allowing this study to explore their experiences while teaching in schools as part of the program.

The interviews were conducted after the students completed their internship teaching program. Each interview lasted approximately 30 minutes and was conducted face-to-face with each participant. The interviews were conducted in Indonesian to capture rich and in-depth data. The interview questions were guided by Yazan's (2018) framework of teacher identity, including teacher biography, teacher cognition, and teacher learning. Accordingly, the questions explored what participants had learned during their university studies, for example, *"What did you learn from university about how to teach?"* Questions regarding teacher cognition included, *"How do you teach English?"*, while questions related to teacher learning included, *"What have you learned from your teaching experience in the classroom?"* The purpose of these interviews was to explore participants' experiences with team teaching during their internship program. Specifically, the study aimed to examine the students' beliefs, knowledge, attitudes, and challenges related to their identity as teachers throughout the team-teaching process.

This study employed thematic analysis proposed by Braun and Clarke (2006) to identify and interpret the construction of pre-service English teacher identity based on participants' experiences, feelings, and attitudes during team teaching. First, the interview recordings were transcribed verbatim and repeatedly read to familiarize the researcher with the data. Next, initial codes were generated from meaningful statements related to teacher identity construction. The codes were then categorized into potential themes, which were reviewed and refined based on recurring patterns across participants' experiences. Finally, the themes were interpreted to explain how pre-service English teachers constructed their identity throughout the team-teaching process.

The trustworthiness of this study was established through several strategies. First, member checking was conducted by sharing the findings with the participants to verify the accuracy of the data and ensure that the interpretations reflected their experiences without misrepresentation. In addition, data source triangulation was employed by comparing participants' different teaching experiences, classroom contexts, and interactions with different mentor teachers during the team-teaching process.

3. Result

This study aims to explore the identity construction of pre-service English teachers based on their involvement in team teaching. Furthermore, it aims to determine whether teachers can become autonomous and self-regulated after completing a team-teaching course.

Pre-service English Teacher's identity as shaped through involvement in team-teaching

In order to answer the first question, a structured interview was used to learn more about the pre-service English teachers' identities prior to team-teaching. During the interview, they discussed their teaching beliefs, challenges, and interests. To understand their thoughts and feelings about teaching English, the researchers used interviews to learn more about their pre-identity before they entered the classroom. On the other hand, this interview helped compare how the identities of the pre-service English teachers changed throughout the team-teaching course.

1. Pre-service Teachers' Expectations in Teaching

The pre-service English teachers reported that their teaching experience was limited. Although they possessed advanced knowledge of English content and pedagogical skills, their experience in dealing with real classroom situations was limited. Therefore, it is important to examine their professional identity, given their limited experience as beginning English teachers, before constructing their identity within a team-teaching context. As Participant 1 explained:

Participant 1: *"I have taught English to children around my house, but I'm not sure that it is the same as teaching in a school." (Participant 1, interview, before team-teaching course)*

It can be seen that they already expected that teaching in a school would be different from teaching in a non-formal context. Although they had experience teaching English privately, they were aware that teaching in a formal classroom setting would involve different situations. Their previous experience involved teaching only a few students in a home setting rather than managing a full classroom in a school environment. Therefore, based on Participant 1's statement, they did not assume that these experiences would be similar, and they recognized the need to adapt in order to overcome the challenges of a real English classroom.

Furthermore, participants have an inner desire to become English teachers. They got pleasure from teaching English, especially to young learners. Their initial emotion about teaching English is positive, as they are enthusiastic as they enter the English classroom. It can be seen in the following excerpt:

Participant 2: *I enjoy teaching private English to children" (Participant 2, interview, before team-teaching course).*

Based on the excerpt, the student's perception of teaching in a classroom setting differs from teaching in a private, one-on-one situation. When teaching privately to one or a few students, they feel more satisfied. It can be concluded that the student's initial belief is that teaching English is enjoyable. However, they realize that teaching individually and teaching a classroom full of students are not the same.

Although teaching English is enjoyable for them, they realize that the responsibilities of professional teachers are far more challenging, as they are required to prepare lesson plans and manage the learning process, not merely transfer content. As reflected in the excerpt below:

Participant 3: *I like teaching English, but if you have to teach a class and make a lesson plan, it's difficult." (Participant 3, interview, before team-teaching course).*

From the excerpt, it appears that the pre-service teachers already expected that becoming a professional English teacher would not be an easy task. However, they found teaching English enjoyable because they genuinely liked the subject. Therefore, they were able to cope with challenges, such as preparing lessons and managing a large number of students in the classroom, through their enjoyment of teaching English.

They also face difficulties where knowledge about teaching English is still limited. As the participant said:

Participant 1: *"I understand English, but I have difficulty teaching it"*

(Participant 1, interview, before team-teaching course).

As seen in the following excerpt, the student considers the complexity of preparing for a class. This process begins with creating a lesson plan and practicing their pedagogical skills to effectively implement the plan. Therefore, the student's previous belief is that teaching English in an EFL classroom would be challenging, as they must be well-prepared.

It can be concluded from the findings that pre-service English teachers enter the classroom with mixed expectations. On the one hand, they perceive teaching English as enjoyable and personally meaningful, especially based on their prior experience in private or informal settings. On the other hand, they anticipate that teaching in a formal school context will be more complex and demanding, requiring lesson planning, classroom management, and effective pedagogical strategies. Despite their limited practical experience, they are already aware that being a professional English teacher involves more than content knowledge and that they must be prepared to face real classroom challenges.

2. Pre-service English teachers' Initial Knowledge of Teaching

This research found that pre-service English teachers' cognition was shaped by their learning experiences at university. At university, they were mainly exposed to conventional teaching techniques, such as the lecture method and repetitive exercises. As a result, most of them developed beliefs about effective English teaching that emphasize repetition of material and continuous practice. For example, Participant 1 stated:

Participant 1: "I think the best way to teach English is by giving repeated practice (Participant 1, interview, before team-teaching).

It can be seen from the excerpt that the pre-service cognition about teaching English is based on using the drilling method, which means it begins with explaining the content and then gives the students repeated exercises so that they learn, understand, get used to, and adapt to the material given by the pre-service English teacher. This is the method they use in their experiences teaching in a non-formal context.

Participant 2 also believed in the continuous repetition of the exercises to build the students' understanding of a certain topic, which can be seen in the following excerpt:

Participant 2: "I believe that if students want to be fluent in English, they have to repeat English exercises and practices (Participant 2, interview, before team-teaching).

The pre-service English teachers' belief about teaching English is that, to become proficient, students must learn the language through repetitive practice. They believe that the more students repeat certain materials, the more quickly they will be able to use English effectively. The pre-service English teachers bring this

belief as part of their initial professional identity regarding how English teaching should be conducted.

The teachers were then asked about their views on the role of the teacher in the classroom. Most of them responded that the teacher serves as the highest authority in the class. They believe that a teacher should be the most knowledgeable person in the classroom so that students can trust that the knowledge delivered is reliable, as illustrated in the following excerpt:

Participant 1: "Students must obey the teacher's orders. They know better what is good" (Participant 1, interview, before team-teaching).

It can be seen that pre-service English teachers believe that the teacher is the highest authority in the classroom. They recognize the teacher's role as the person who conveys knowledge to students; therefore, the knowledge delivered by the teacher must be accurate. Furthermore, because the teacher is perceived as the highest authority and the one who regulates the learning process, pre-service English teachers believe that teachers must be able to provide clear instructions to students, who are expected to follow those instructions.

It can be concluded that the initial knowledge of pre-service English teachers about teaching mainly centers on instructional strategies, particularly the drilling technique, in which teachers provide repeated exercises to help students understand and master specific topics. Through repetition and explanation of the material, students are expected to develop greater fluency in English. In addition, the participants perceive the teacher as the highest authority in the classroom who is responsible for organizing and managing the English learning process. Therefore, teachers are expected to master English proficiency as well as the conceptual understanding of English topics and to be able to effectively regulate the learning process in the classroom.

3. Pre-service teachers' Challenges at the Initial of Classroom Teaching

In the early days of their student teaching, the participants felt anxious and confused as many aspects of the experience were new to them. They lacked sufficient classroom teaching experience. Additionally, since this was a team-teaching arrangement, where there was a main English teacher and a student co-teacher, the students felt unsure of their roles in the classroom. This sense of confusion stemmed from transitioning from never having been in a classroom to being responsible for teaching. The research highlights the students' dominant feelings of confusion, as seen in the following excerpts:

Participant 1: "When I entered the class, I forgot what needed to be done in the first place " (Participant 1, interview, the team-teaching process)

Participant 2: "I was fine before entering the class" (Participant 2, interview, the team-teaching process)

Participant 3: "I think the students were also confused to see me nervous"

(Participant 3, interview, the team-teaching process).

It can be seen from the interview excerpt above that the pre-service teachers experienced similar challenges when entering the classroom. They tended to forget the technical aspects of teaching when directly facing a large number of students. In fact, before entering the classroom, they had prepared a lesson plan that they intended to follow during the lesson. However, their preparations seemed ineffective when they felt nervous, which in turn made the class confused as the students sensed the teacher's anxiety.

There is pressure related to gender, where a female teacher entering a classroom with a majority of male students feels increased anxiety. She has rarely been in a situation where she has to lead a class dominated by male students. Her anxiety is evident in the following excerpt:

Participant 2: "I feel nervous teaching in a class with more male students because they seem to seek my attention rather than listen to what I say" (Participant 2, interview, the team-teaching process).

The reactions of the male students toward the young teacher contribute to her feelings of anxiety in the classroom. The students tend to seek the teacher's attention rather than follow the teacher's instructions.

In the early days of teaching, the participants were unable to fully assist the mentor teacher due to their lack of experience. They were not yet able to collaborate smoothly with the mentor teachers. The mentor teachers were observed explaining tasks to the participants, who followed the instructions gradually. This lack of alignment in the teaching collaboration is evident in the following excerpts:

Participant 1: "I paced the class... back and forth asking the teacher what to do" (Participant 1, interview, the team-teaching process);

Participant 2: "The class teacher and I lacked coordination" (Participant 2, interview, the team-teaching process)

Participant 3: "I feel unprepared" (Participant 3, interview, the team-teaching process).

These statements indicate that the participants struggled to understand the teacher's instructions, often returning to clarify them to avoid mistakes. This lack of coordination made the participants appear confused in class. Their inability to fully grasp the mentor teacher's requests and collaborate effectively in team-teaching stemmed from their feeling of being unprepared to teach.

4. Gaining New Teaching Strategies

After a few days of teaching, the participants' confusion, anxiety, and lack of coordination gradually diminished. Pre-service teachers were able to reduce these challenges by communicating with and observing their mentor teachers. During

the mentoring process, they gained valuable knowledge on addressing individual challenges, such as dealing with student differences, managing anxiety, and handling various age groups. They also learned teaching techniques, including communication and classroom strategies.

For example, Participant 1 learned how to teach vocabulary by observing the mentor, as seen in the following excerpt:

Participant 1: "The teacher practices vocabulary in class, such as 'walk' by walking, and 'run' by running" (Participant 1, interview, the team-teaching process).

It can be seen that participant 1 understood how to teach vocabulary by physically demonstrating the actions. By observing mentor teachers who teach in the same class as part of a team-teaching program, pre-service English teachers gain practical teaching strategies that they can use to deliver vocabulary lessons.

Participant 2 noticed that the mentor teacher taught colors by pointing to objects of the corresponding colors, as illustrated in the following excerpt:

Participant 2: "The teacher points to objects that match the color being taught, so students immediately understand the vocabulary" (Participant 2, interview, the team-teaching process).

It can be seen that through the implementation of team teaching, the teachers discovered alternative ways of teaching vocabulary, such as directly showing objects that represent the target vocabulary and its colors instead of translating the words into students' first language.

Meanwhile, Participant 3 received advice from the mentor teacher to use singing as a method to help students remember vocabulary as seen:

Participant 3: "The teacher told me to try making a song from the vocabulary being taught" (Participant 3, interview, the team-teaching process).

From the excerpt, the mentor teacher observed that the pre-service teacher taught English in the classroom using conventional methods acquired during their university studies, which still required improvement. The team-teaching program facilitated collaboration between the pre-service teacher and the mentor teacher by providing valuable feedback that helped the pre-service teacher become more creative in teaching, such as incorporating songs, since young learners tend to enjoy singing.

It can be seen that both Participants 1 and 2 observed how their mentor teachers taught in the classroom. The difference lies in the teaching strategies employed by the mentor teachers. Participant 1's mentor teacher used a demonstration strategy to teach vocabulary to students, whereas Participant 2's mentor teacher employed a pointing strategy by identifying objects directly to explain vocabulary. Meanwhile, Participant 3 not only observed the mentor teacher

but was also given pedagogical suggestions, such as creating songs to make students more engaged in the learning process.

These findings indicate that the interactions between pre-service English teachers and their mentor teachers involved not only classroom observation but also the acquisition of pedagogical knowledge applicable to real-life teaching contexts. Moreover, Participant 3's interaction was particularly valuable, as the mentor teacher encouraged him to create songs based on her understanding of his abilities, which had developed through their collaboration in the team-teaching process. Such interactions enabled pre-service English teachers to negotiate their existing cognition and reconstruct new pedagogical knowledge and beliefs about teaching.

Through team-teaching, the mentor teacher observed the pre-service teachers, providing suggestions and guidance on various teaching strategies. This indicates that, after a few days of teaching, the teachers' professional identity began to form as they adapted to real classroom conditions.

5. Pre-service English teachers' Identity as Pedagogical Facilitator

Through the collaborative teaching process between pre-service teachers and mentor teachers in the EFL classroom, difficulties such as confusion and anxiety gradually diminished. As they worked with their mentor teachers, the pre-service teachers' identities began to take shape. Over time, their professional identities were gradually reconstructed as they compared their initial knowledge gained in college with real teaching experiences. From this process, the identities that pre-service English teachers developed were those of "English teacher as Pedagogical Facilitator".

The pre-service teachers' confidence gradually increased through their interactions with their mentor teachers. Their identity as an "English teacher as Pedagogical Facilitator" began to take shape as they assisted the mentor teachers in the classroom. They helped by re-explaining material, assisting with the activities, and giving individual support to students who didn't understand the instructions, and by supporting the implementation of learning strategies. This is evident in Participant 1's statement:

Participant 1: "I see myself as the teacher's supporter. When the teacher explains the material, I pay attention to the students to ensure they are focused on the teacher. If there are students who don't understand, I help explain what the teacher is saying." (Participant 1, interview, the team-teaching process).

Based on the excerpt above, Participant 1 stated that his role in the classroom was to serve as an assistant to the main teacher. This is reflected in his responsibilities, which included supporting the main teacher while the material was being explained. During the lesson, the pre-service English teacher

independently observed the students to ensure that they remained attentive and helped the main teacher maintain their focus on the material. He also positioned himself among the students to provide individual assistance, particularly to low-achieving students who required further clarification. In addition to supporting the explanation stage, the pre-service English teacher assisted the main teacher in implementing classroom learning activities, as illustrated in the following excerpt:

Participant 2: "I assist the main teacher in carrying out their learning activities. For example, I use role-playing methods, pointing out directions, and helping students show examples in the textbook" (Participant 1, interview, the team-teaching process)

It can be seen that the teacher facilitates the English learning process through the role-play method, which was developed in the lesson plan for the session. The pre-service English teacher is present to assist students as they practice the role-play in pairs. It can be concluded that while the main teacher explains the instructions for carrying out the activity, the pre-service English teacher supports students in following the tasks effectively so that the learning objectives can be achieved optimally.

Based on the following explanation, the pre-service teachers' identities as "English teachers as pedagogical facilitators" were shaped through their efforts to support mentor teachers in optimizing the learning process and ensuring that students remained attentive to the lesson. The findings show that the pre-service teachers facilitated the implementation of lessons designed by the mentor teacher so that classroom activities ran more smoothly with their assistance.

They supported students in carrying out learning activities, such as role-plays, by providing guidance in accordance with the textbook instructions, enabling students to achieve the intended learning objectives. In addition, they assisted students in understanding the material being taught by monitoring classroom engagement and offering individual support to those who needed further clarification. Through these actions, the pre-service teachers demonstrated their understanding of their role as supporters of the learning process, which reflects their identity as pedagogical facilitators.

The transformation of pre-service English teachers into pedagogical facilitators occurred because their involvement in the team-teaching process provided opportunities to actively engage in classroom instruction while receiving guidance from mentor teachers. Through continuous interaction with mentor teachers and direct participation in classroom activities, the pre-service teachers gradually gained confidence and a clearer understanding of their professional role in supporting student learning.

Their responsibilities, such as assisting students, clarifying instructions, and facilitating classroom activities, enabled them to negotiate the pedagogical knowledge acquired at university with actual classroom realities. As a result, rather

than positioning themselves solely as knowledge transmitters, they began to view their role as facilitating students' understanding and participation in the learning process. From a sociocultural perspective, this identity transformation occurred because teaching experiences and social interactions within the classroom community shaped their understanding of what it means to be an English teacher.

Pre-service English teachers bring the knowledge, ideas, and beliefs they acquire from university into their teaching practice. This prior knowledge is then compared with the mentor teachers' real classroom practices. Through observation and interaction, pre-service English teachers negotiate what they have learned at university with what they observe in the classroom. As a result, they adjust, validate, and expand their pedagogical understanding by integrating theoretical knowledge with practical teaching experiences gained from mentor teachers.

Furthermore, pre-service English teachers are given opportunities to teach in the classroom, allowing them to test and refine the pedagogical knowledge developed through this comparison between university learning and mentor teachers' practices. This negotiation between university-acquired competencies and actual classroom experiences gradually shapes their teacher cognition. As found in this study, pre-service English teachers developed a new understanding of their role in team teaching. Rather than acting as the main teacher, they positioned themselves as supporters of the learning process by assisting mentor teachers in achieving learning objectives. Their roles included monitoring students' attention, re-explaining instructions, providing individual support, and, at times, taking over classroom teaching while the mentor teacher observed. Through these experiences, pre-service English teachers gradually constructed their identity as pedagogical facilitators.

The Contribution of Team Teaching to Student Teachers' Professional Autonomy and Self-Regulated Learning

To determine whether pre-service English teachers became autonomous and self-regulated after completing the team-teaching course, the school provided them with the opportunity to teach individually during the 16-week internship program. This allowed the researchers to examine whether the teachers' professional identity—particularly their development as autonomous and self-regulated teachers—had been formed.

After collaborating with mentor teachers and gaining new perspectives, knowledge, and ideas about teaching, the pre-service English teachers stated that they were ready to teach independently when they had the opportunity to teach on their own. This is evident in the following excerpts:

Participant 1: "The more often I go to class to teach, the better I feel, I feel I am able to manage my own class and communicate with students where previously I was still nervous and hesitant." (Participant 1, interview, the

team-teaching process)

Based on this excerpt, Participant 1 began to develop internal autonomy, which made him more confident and capable of teaching without the assistance of a mentor teacher. After practicing teaching through team teaching, his anxiety and nervousness gradually decreased, and his communication skills with students improved. This development made Participant 1 feel more prepared to enter the professional teaching environment in the classroom. The pre-service English teacher reported that his anxiety and nervousness diminished after several teaching sessions with the mentor teacher in the classroom, as illustrated in the following excerpt:

Participant 3: "After coming in several times, finally I no longer felt afraid to face many students in the class." (Participant 3, interview, the team-teaching process)

The excerpt shows that Participant 3 is ready to teach autonomously after repeatedly interacting with students in the classroom and assisting the mentor teacher. Their readiness developed through the experience of team teaching. The pre-service English teachers stated that the challenges that previously hindered their teaching in the classroom gradually diminished, and they developed a professional teacher identity that prepared them to teach independently in the classroom.

When asked about their readiness to teach independently, the pre-service English teachers stated that they were ready to teach without assistance. This is illustrated in the following quote:

Participant 1: "Yes, I'm ready to teach in class." (Participant 1, interview, the team-teaching process)

Participant 2: "I'm starting to feel confident teaching without the help of a mentor teacher." (Participant 2, interview, the team-teaching process)

Participant 3: "I already know what to do when I enter the classroom facing students." (Participant 3, interview, the team-teaching process)

The statements of the pre-service English teachers demonstrate that they are finally ready to teach independently and become autonomous teachers in the future. Their teacher identity is developing, which may help them enter their early careers as teachers.

4. Discussion

This study aimed to examine the reconstruction of pre-service English teachers' identities after participating in team teaching in an EFL classroom. The findings revealed that, at the beginning of the teaching practicum, pre-service English teachers experienced challenges such as nervousness, confusion, anxiety,

and limited mutual understanding with mentor teachers. These difficulties emerged because the participants entered an unfamiliar professional environment and had limited classroom teaching experience, despite possessing pedagogical knowledge from university and non-formal teaching experiences. This finding is consistent with Gardiner and Robinson (2011), who argue that beginner teachers commonly experience anxiety and confusion during the early stages of team teaching due to their lack of professional experience.

However, as pre-service teachers became increasingly involved in the team-teaching process, they gradually adapted to the classroom context and overcame these initial challenges. Repeated participation in teaching activities, classroom observation, and interaction with mentor teachers enabled them to better understand classroom dynamics and their professional roles. This finding supports Dee (2012), who found that pre-service teachers develop teaching knowledge and practical understanding through repeated classroom experiences. Similarly, previous studies have shown that collaborative teaching contributes to professional identity development. For example, Tsybulsky and Muchnik-Rozanov (2019) found that team teaching promotes self-confidence, empowerment, and professional growth, while Mirzaee and Aliakbari (2018) demonstrated that collaborative teaching experiences shape pre-service teacher identity through professional engagement.

A key finding of this study is that pre-service English teachers reconstructed their identity as English teachers as pedagogical facilitators. This transformation occurred through continuous interaction with mentor teachers during the team-teaching process. By observing mentor teachers' instructional strategies, such as demonstrations, pointing techniques, and classroom management approaches, pre-service teachers negotiated the pedagogical knowledge acquired at university with actual classroom practices. These interactions enabled them to refine their beliefs, teaching approaches, and understanding of their role in the classroom. Rather than positioning themselves as primary knowledge transmitters, pre-service teachers began to view themselves as supporters of student learning by assisting with explanations, facilitating classroom activities, and providing individual support to students. From a sociocultural perspective, this finding highlights that teacher identity develops through social interaction and participation within a teaching community.

This finding aligns with Shin et al. (2007), who suggest that pre-service teachers can support mentor teachers as collaborative partners during classroom instruction. Similarly, Kamens (2007) argues that collaboration with more experienced teachers allows pre-service teachers to share knowledge and address classroom challenges. Furthermore, Dee (2012) and Jang (2008) emphasize that team teaching strengthens collaboration between mentor and pre-service teachers, enabling more effective teaching practices. Therefore, this study extends previous research by showing that team teaching not only supports professional

collaboration but also facilitates the development of a pedagogical facilitator identity among pre-service English teachers.

From a sociocultural perspective, this finding highlights that teacher identity develops through social interaction and participation within a teaching community. This process can also be understood through the lens of Communities of Practice, in which pre-service teachers gradually moved from peripheral participation, such as observing mentor teachers, to more active participation through assisting and teaching in the classroom. Through continuous engagement with mentor teachers and students, pre-service teachers negotiated pedagogical practices, developed professional understanding, and gradually constructed their identity as pedagogical facilitators.

The findings also demonstrate the development of teacher agency among pre-service English teachers. Rather than merely imitating mentor teachers' instructional practices, the participants actively negotiated, adapted, and applied pedagogical knowledge acquired from university to fit classroom contexts. For example, pre-service teachers adjusted instructional approaches, provided additional explanations to students, and implemented mentor suggestions based on classroom needs. This suggests that team teaching not only supported professional identity development but also enabled pre-service teachers to exercise agency by making instructional decisions and developing confidence in their own teaching practices.

Another important finding is that team teaching contributed to the development of more autonomous and self-regulated pre-service English teachers. After participating in collaborative teaching, the participants reported increased confidence and readiness to teach independently. Their reduced anxiety and improved pedagogical understanding suggest that team teaching provided a supportive environment for developing teaching competence. These findings support Birrell and Bullough (2005) and Shin et al. (2007), who argue that team teaching strengthens teachers' professional identity through collaboration and professional interaction. The findings further suggest that team teaching prepares pre-service teachers to become independent educators who are capable of planning lessons, managing classrooms, and responding to students' learning needs effectively.

This study contributes to teacher identity research by extending the sociocultural understanding of identity construction in the context of team teaching during teaching practicum. While previous studies have emphasized that teacher identity develops through social interaction and teaching experiences, this study demonstrates that identity transformation occurs through the negotiation of pedagogical knowledge acquired at university with mentor teachers' classroom practices. The findings further refine Yazan's (2018) framework by showing how teacher cognition and teacher learning are reconstructed through collaborative teaching experiences, leading pre-service English teachers to develop an identity

as pedagogical facilitators. Thus, this study highlights team teaching as an important social and pedagogical space for teacher identity formation.

The findings of this study have several practical implications for teacher education programs. Since pre-service English teachers developed their professional identity through interaction with mentor teachers during team teaching, universities may consider strengthening collaborative teaching opportunities in internship programs. Mentor teachers should also be encouraged to provide guidance, feedback, and opportunities for gradual teaching responsibility, as these experiences help pre-service teachers negotiate their pedagogical knowledge and develop confidence in classroom teaching. Furthermore, teacher education programs may benefit from integrating more practical and reflective activities that bridge university-acquired knowledge with real classroom experiences.

5. Conclusion

In conclusion, the findings of this study reveal that the process of identity construction for pre-service English teacher in an EFL context is significantly shaped by their experiences in team-teaching. Initially, the pre-service English teachers entered the classroom with limited teaching experience and faced challenges such as anxiety, confusion, and a lack of confidence. However, as they engaged in team-teaching with their mentor teachers, their professional identities gradually evolved. Through observing, assisting, and collaborating with mentor teachers, they adopted an identity: "English teacher as Pedagogical Facilitator".

As pedagogical facilitators, the pre-service English teachers assisted their mentor teachers in classroom activities, re-explaining material, and ensuring that students were attentive and understood the lessons. They began to take on more responsibilities, learning and applying teaching techniques, strategies, and approaches from their mentor teachers. This hands-on experience, combined with mentorship, allowed them to overcome initial challenges and build confidence in their teaching abilities. Over time, the pre-service English teachers transitioned from beginners to more self-regulated and reflective educators, prepared to take on a greater role in their classrooms.

The implications of this study for students are significant in enhancing their practical teaching experience. By participating in team-teaching, students have the opportunity to bridge the gap between theoretical knowledge gained in lectures and real-world classroom application. This hands-on experience allows them to experiment with different teaching techniques, strategies, and materials, helping them to determine which methods are most effective in an actual classroom environment. Moreover, this process encourages students to reflect on their teaching practices, adapt their approaches to better meet the needs of their learners, and develop a deeper understanding of how to teach English effectively. This not only boosts their confidence but also fosters their professional growth as

future educators.

Stakeholders, particularly schools that have not yet implemented team-teaching, should consider adopting this approach. Based on the findings of this study, as well as previous research, team-teaching has proven to be effective in enhancing the teaching process and improving student engagement and understanding of the material. By allowing for more personalized attention, students receive better monitoring and support during lessons, which can lead to improved learning outcomes. Additionally, team-teaching provides valuable experience for new teachers, especially in the context of teaching EFL (English as a Foreign Language), helping them to develop their professional identity and skills while collaborating with experienced mentors.

7. References

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