

The Case Study of the Relationship Between Pre-Service Teachers' Beliefs and Cultural Awareness in Teacher Education

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Abstract

This study aims to examine how and in what ways pre-service teachers' identities are constructed and developed in student-teaching experiences. In this study, two Taiwanese EFL university pre-service teachers participated in a year-long 2019–2020 case study at Southern University. Data consisted of pre-service teacher multicultural attitudes, the transcriptions of course documents, and open-ended interviews. The study suggests that the pre-service teachers' beliefs play a significant role in shaping their understanding of language learning and teaching. Additionally, the experiences pre-service teachers have in diverse cultural settings shape their identities and inform their future teaching practices as they develop the ability to connect with their students and offer valuable insights. The results suggest that future pre-service teacher education programs should nurture pre-service teachers' multicultural awareness and cultural teaching strategies before and during teaching the students.

Keywords: cultural awareness, teacher education, teacher belief, teacher perception, teaching engagement

1. Introduction

Learning is fruitful when foreign language learners can build identities that enable them to attract attention and become the subject of the conversation because language learning is not created as a natural setting of communication but is grasped by the direction of social meaning (Peirce, 1995). Consequently, learning a foreign language is not a natural process especially when language learners are encountered with academic tasks in a language they have not fully mastered. Learning a foreign language requires much more consideration, endeavor, and mediation because it is a process of approaching a social action and the restructuring of the teaching-learning context and the social environment. This approach emphasizes the process, context, and content, especially when the identity is complicated (Brown & Kysilka, 2003; Peirce, 1995). Therefore, multicultural awareness of the teacher education becomes essential. Teachers are required to use classroom activities and materials that will help foreign language learners because the learners believe their endeavor will increase the value of their "cultural capital." The teachers must give the learners access to knowledge so that it will help them in a variety of social environments (Darmody et al., 2012; Ellis, 2001; Peirce, 1995).

In this global village, the growing diversity of students in the classroom has challenged the schools' view about language learning. Educators struggle to meet the needs of the changing student population that brings a variety of values, backgrounds, and preparations. For example, the number of immigrant students is increasing in every school district, and pre-service teachers need to understand the attitude required to teach in this environment (Pérez, 2004; Schwarzer 2001; Schumm et al., 1992). Therefore, examining the experiences of culturally diverse pre-service teacher is important before teaching in the classroom (Kinzer & Risko, 2019; Akmal, 1997). Conversely, research has pointed out that after graduating from the teacher program, pre-service teachers are scared about the situation they are expected to handle. They are unable to identify how the strategies learned in the program can be used in their classrooms because they find it difficult to make a connection between the preparation program and the classroom. Presently, there are not enough studies on how pre-service teachers meet the needs of English language learners (ELLs) in the sociocultural context. This is because there is a lack of

connection between teacher preparation programs and the transition of pre- and in-service teachers into schools. After pre-service teachers gain awareness of the factors that prevent them from working successfully with ELLs, they can work toward amelioration of those factors. Therefore, teacher preparation programs are important because they help pre-service teachers recognize the needs of the changing society and provide more training in teacher preparation programs (Premier & Miller, 2010; Berryman, 1991). This paper explores the factors that influence pre-service teachers' identities and prepare teachers to be culturally aware educators in their classrooms.

2. Review of Literature

2.1 Teachers' Beliefs and Cultural Attitudes

In the preparation programs, many workshops and courses are designed to help pre-service teachers improve their skills in the future classroom because a successful and effective future teacher is influenced by good instructions. The goal of the pre-service preparation program is to help teachers understand what is new in their future profession so that they can handle the constant changes in the society and the level of understanding of the students. These workshops and courses provide pre-service teachers with effective strategies that will eventually benefit their students. Effective instruction by teachers is not only directed by the preparation program but also by preserving the cultural and social identities of pre-service teachers themselves. Consequently, the teachers need to prepare themselves to face unpredictable situations in their classrooms. We recognized that understanding and implementing pre-service teachers' identities is necessary to meet the needs of teachers in their future classrooms. Teachers' identities are affected by what they learn from the teacher education program and how they interpret who they are in relation to their students, and during their conversation with people around them (Tseng, 2013; Pérez, 2004). Therefore, preparing pre-service teachers to have a multicultural understanding to be able to relate to the group of diverse students is crucial for cultivating their beliefs in the pre-service program.

Teachers' prior knowledge of teaching and the experience of attending previous teacher preparation programs influence their identity in the classroom. Consequently, teachers decide to use strategies based on their identity, which can be varied and influenced by personal experiences, assumptions, and perspectives in the content area (Kinzer & Risko, 2019; Valerie, 2010; Lamy & Hampel, 2007; Levin, 2003; Griffin, 1995; Freeman, 1994). Therefore, when teachers make their decision, the view of language exists in the form of discourses, which are a function of the rules and relations of power particular to various social and cultural contexts that in turn affect the words and practices that will be considered important within those social and cultural contexts (Luann, 1998). In practice, teachers believe in "problem-solving based theories"; beliefs or perspectives guide them about simple educational decisions and how to implement them (Lipson & Wixson, 2003). In turn, this assumption affects the knowledge they want to learn and how to apply it in the classroom. Therefore, the ELL's ability to differentiate between what they knew from home and what they learned at school is based on teachers' identities and how the teacher helps them understand the context in the school.

Moreover, when teachers encounter cultural topics, they must explain the myths to the students (Kramersch, 1993). Most multicultural activities focus on content integration rather than knowledge construction or pedagogy. The knowledge construction process embraces the methods, activities, and questions that teachers use to help students understand, investigate, and decide how implicit cultural assumptions, frames of reference, perspective, and biases within a discipline influence the ways in which knowledge is constructed (Banks, 2001). Moreover, the equity pedagogy that teachers use or modify in their teaching methods will facilitate the academic achievement of students from culturally diverse groups. It will draw on students' cultural and language strengths if teachers can increase the classroom participation and academic achievement of students from different cultural groups by modifying their instruction (Dean, 1989). Therefore, teachers need to understand that culture is a skill that can be negotiated with others (Norton, 1997). Consequently, the role of the teacher is to lead the students to look at the meaning of the behavior because ELLs are not aware of how to pay attention to the cultural meaning. In this way, ELLs are able to create their own utterances and correspondence with others through teachers' explanations (Blake, 2008). However, in professional development experiences, pre-service teachers are unable to explain the concept effectively to their students. The real teaching situation that the teachers encountered did not prepare them to explain in real classroom settings because when it comes to a specific situation, the information they learned often becomes abstract. The pre-service teachers who graduated from the program would wipe out the knowledge they learned (Kinzer & Risko, 2019; Ismail et al., 2016). When these pre-service teachers come to the classroom and interact with the students, the belief they hold enables them to identify the needs of the diverse students. Controversially, the courses that the teachers attended in the teacher education program changed their attitudes towards the multicultural understanding when they became in-service teachers

(Davis, 1995).

Current research tries to explore how teacher education learning experiences can be provided fully and wholly for pre-service teachers by strategies and context learning. The attitudes and perceptions of pre-service teachers toward the course and the cultural attitudes become important. If teachers' attitudes and perceptions are not positioned accurately in the teacher education, then strategies may be developed and employed or abandoned in the classroom. Through community teaching practice, pre-service teachers have an opportunity to implement cultural values and beliefs to understand how to refine their ideas and transfer their knowledge to the in-service teachers who implemented the teaching strategies learned in the program (Levin, 2003).

2.2 Multicultural Pedagogy

When teachers prepare lessons about cultures, they not only deliver knowledge about cultures, but also convey their habitus through teaching. Bourdieu (1986) defines habitus as the way one perceives the society around them and acts accordingly. Habitus is inherited from an individual's family that shapes the understanding, attitudes, and behaviors to understand what counts as "capital." Capital forms the foundation of social life and determines one's position in the social hierarchy. The more capital an individual owns, the more powerful the position he occupies in this social order. Cultural capital refers to a collection of symbolic elements, such as professional skills, fashion, music tastes, manners, and credentials that a particular social class requires. Therefore, cultural capital creates a sense of group identity. For example, during conversations, we sometimes say "people like us..." to represent a sense of belonging to a group of people. Cultural capital is also seen as a source of social inequality because certain forms of cultural capital are valued more than others and can assist or prevent an individual's social mobility. One of Bourdieu's cultural capital forms is institutionalized, and it refers to credentials such as college degrees and qualifications for professional titles. Credentials are important to an individual's career opportunities and to become a part of a person's identity. Since education is seen as providing credentials, education is seen as a way to move from a lower socioeconomic status to a higher one. Moreover, Ellis (2001) presented social factors that decide how the contact with the second language individual that learners experience decides their success in learning. Therefore, learning English as a highly valued form of cultural capital is perceived as a means of raising the social status in which interaction can proceed and has the power to bring closure to the conversation (Graddol, 2006; Tetrault, 2003). Indeed, people learn English as a foreign language, and as the need increases, English language teaching becomes a market with a high profit.

Li (2007) is critical about the Taiwanese social system for making the Taiwanese people believe in meritocracy. As long as the people study hard and earn a degree in higher education, they are able to gain status and power. However, cultural capital plays a big role in family inheritance, which leads to educational and social inequalities, and then reproduces social class. People in Taiwan have a higher expectation of pursuing higher education. Therefore, Taiwanese people believe that the more education one has, the higher the social and cultural capital that can be achieved (Fu, 2004). According to Li (2010), unlike the middle- or upper-class, parents with lower socioeconomic status (SES) do not have the cultural capital related to English language education (ELE), and these parents are hardly able to spare money for the children to attend the ELE Buxiban, especially if they reside in rural areas that lack ELE resources. In this study, students with low SES hardly learned English at the elementary level, and these students had the tendency to give up when they entered middle school. Therefore, these students might fail the ELE listening test that is required to get admitted to a high school or vocational school. Hence, being competent in a language is perceived as an investment in human capital (Schultz, 1961). Similar to the pre-service teachers in the USA (Davis, 1995), these groups of pre-service teachers strongly believe that good performance depends on the home environment. Consequently, these pre-service teachers who hold this cultural capital to their students consider whether the students have low performance, which implies that they do not have a good home environment. Conversely, language development performs as a system of differences, values, and social inclusion/exclusion because being able to speak English is a domain of competence, which is an important tool or function for job performance. Consequently, linguistic capital is not only human capital but also social and cultural capital (Bourdieu, 1991).

Multicultural education has taken several forms and different approaches, one of which focused on the teaching of the exceptional and culturally different. More approaches appeared and were primarily seen as a way to help students of color, students in poverty, students with limited English proficiency, and students who had special educational needs succeed in mainstream education. Textbooks can help students expand positive racial attitudes by many factors, including the teacher's racial attitudes and skills, the classroom atmosphere, and the ethnic and racial components of the school and classroom (Banks, 2001). ELLs from culturally and linguistically diverse homes may have had limited experience with English literacy. However, when ELLs learn their native language with the cultural referents for which they have background knowledge, they have certain meaning-making

vantages that will help them explore English later (Pérez, 1998). Multicultural approaches have the potential to diminish pre-service teachers' cultural capital to help them view and reduce their stereotypes in the future (Banks, 2001; Pérez, 1998; Duetserberg, 1998).

Within this framework, two component questions guide the study:

- 1) What identities are constructed and developed in pre-service teaching experiences?
- 2) What is the interaction between language teacher identities and their multicultural awareness?

3. Methodology and Methods

3.1 Participants

In this study, there were 15 students enrolled in an English teaching course taught by an instructor-researcher. Based on the convenience sampling, the participants were two Taiwanese female ELLs were selected. The participants shared the same major of study, English major, and could generally be described as high-beginners of English proficiency. There were two main goals of the course: one was to provide opportunities for pre-service teachers to apply teaching strategies in a multicultural classroom, and the other was to prepare pre-service teachers to become more comfortable teaching English. For this part of the course, the researcher arranged for an outsider speaker from the New Immigration Women and Family Service Center. This experience helps the pre-service teachers have a better understanding of others and get an insight that they are going to teach students with diverse cultural backgrounds. The reasons for visiting this outside speaker was giving pre-service teachers an overview of how these group immigrants migrated to Taiwan. The class met for two hours weekly, and the activities were designed to meet the first goal described above. The first half of the semester was dedicated to cultural activities accompanied by picture books that required pre-service teachers to implement in the lesson plan, whereas the tasks in the second half of the semester were focused more on pre-service teachers attending community events teaching.

3.2 Data Collection Instrument and Data Analysis

For this study, there are five sources of data: the pre-service teacher multicultural attitude, the transcriptions of course documents (lesson plan design, video-recording teaching, writing reflective journals), and open-ended interviews. As a first step in the analysis, instructor-researcher listened to interview tapes to transcribe them. Our next step was to read the interview transcripts and other sources of data to be analyzed. While instructor-researcher read sources of data, instructor-researcher wrote notes on what we saw in the data to develop tentative ideas about categories and relationships regarding the research questions. After this, instructor-researcher coded all the data. To present more accurate data, the instructor researcher needs to be aware of the pre-service teachers' attitudes and perceptions toward the course that they attend. This study triangulated the interviews, document reviews, and additional writing to ensure consistency of evidence across sources of data.

4. Analysis of Data

In this present study, data showed the construction between pre-teachers' identities and their past teaching experiences, their mother culture is interrelated. To be clear, the portrait of the identification process of the two pre-service teachers who worked with ELLs at an elementary school was presented to show how these two pre-service teachers' identities influence their teaching engagement which provided an analysis of teachers' identities and an interactive view of teaching cultural strategies.

4.1 Ms. Mita's Identification Process

Ms. Mita was a typical Taiwanese person who had not traveled out of the country and had grown up in a local Taiwanese community. Her surname was Chen, but her grandfather's family was poor, and she inherited her grandmother's name. She had never worked with friends from other cultural backgrounds, but she had taken three intercultural communication courses. She enjoyed exotic cultures and loved to meet people who were different than she was. Her receptiveness to diversity was evident in her desire to learn about and appreciated other cultures. She was a senior student at a Southern University who had been taking the teaching module course since her freshman year because she loved kids and manages the class well. She also believed that she was a teacher. She noted,

When I was in kindergarten, I always liked to imitate the check and grade students' papers as the teacher did. From that time, I practiced writing 0 to 100 because I wanted to be like a teacher and grade students' papers. I decided to be a teacher and that is why I took all the teaching module courses.

Mita's original plan was to become a teacher. After careful consideration, she hesitated because she thought it

would be difficult to get a teaching certificate, and the teacher pool was limited. This made her reluctant to become a teacher. During the decision-making process, she also considered being a lawyer. However, when Mita received more teaching experience in the community, she thought positively about teaching and wanted to help her students and became aware of the multicultural concept.

4.2 Ms. Mita's Multicultural Teaching Engagement

When Ms. Mita taught in the classroom, she always used realia so that her students became interested in her class. She often put herself into the students' shoes. She placed great importance in preparing her class and reflected after the class. She wanted her students to not just learn happily, but also to learn beyond their level and to gain achievement. During break time, she liked to talk with her students to know more about the students. She invested a lot of time and energy to build a good relationship with her students. She said, "If I were a student today, I'd like my teacher to come and talk to me and know my ideas." When she assisted her teaching partner in the class, she felt like she was a student and encouraged the students to talk and practice in the classroom. She also thought that the teacher being a role model is important, but was sometimes neglected in the class. In her class, she delivered knowledge and considered it necessary to discipline the students. From her teaching experience, she reflected on her own experiences in a critical way and continues to explore the impact of these on the way she would teach in the future.

In the class, she noticed her students' difficulties and negative feelings during a certain event. She learned the art of observation from her previous teaching experience with a special group of students in a remote area. She used her prior teaching experience to reflect and teach the group of culturally diverse students. She always watched her words while talking to the students to ensure that she does not hurt their feelings. Mita's teaching experiences (before taking up the teaching module courses) greatly impacted her perspectives, and these might have influenced her to commit herself to teaching this time. As Baldwin and Ford (1988) stated, a positive transfer of learning defines how learners applied knowledge, strategy, and attitude to their profession.

Ms. Mita mentioned in the survey and interview that teachers needed to be aware of the students' cultural background so that the teacher will not say offensive words to students. Ms. Mita seemed to care very much about her students' cultural background. She noted,

When I teach immigrants, I will pay more attention not to say any words that might hurt them. So, every time before going to class, I will tell myself not to mention anything that may trigger negative feelings in them. When I finish the class, I often ask who is coming to pick you up instead of asking whether mom or dad will pick them up.

Mita developed multicultural awareness and sensitivity when she was at the beginning of the first student teaching class. She observed that her students showed with their facial expressions that they were bored. She was aware of this and adjusted her class the next time. Mita tried to demonstrate how she was paying attention to students' reactions to her class, but also willing to know and think critically about the students' cultural background. Mita seemed to try to stay in a safe place to avoid inequality among immigrant students.

According to Mita's view of English education in Taiwan, she thought that students had much pressure from the cram school and paid too much attention to the tests. This made the teacher focus only on the right or wrong answer explanation. This happened when she was learning English. When she was learning English, the English textbook had a column for expanding cultural issues or a corner for students to read the cultural part, but the teacher only read the sentences and did not apply and teach it in the classroom. Therefore, Ms. Mita was a teacher; she found it difficult to integrate English with culture in her teaching.

When I was in elementary school, I thought the textbook was written about culture, but the teacher did not mention it. She read it, but did not teach us how to respect others.

Therefore, she was uncertain that the curriculum emphasized multicultural awareness because in her learning experiences she did not receive the knowledge of multicultural education. This was what happened in teacher education. Even when Mita took several multicultural courses, when she encountered a class that needed to be embedded into the cultural perspective in her student teaching, she seemed to not know what to do. According to her lesson plan design, the topic that she related to the festival was the linguistic part, but with not much cultural contents. For example, when she taught about the moon festival, she explained the history of the moon festival and shared the words and phrases to the students and had the students practice them by using games and worksheets. The perspective below shows how she thought that a teacher needed to act in the class.

I think that a teacher must be aware of the concept of culture. The teacher is a role model, and the behavior will be learned by the students. For example, respecting others, dealing with bullies, or managing learning

difficulties. The teacher needs to talk about a multicultural perspective because there are students of different countries coming to school.

From this view, it is clear that Mita thinks the teacher is a role model to the students. Therefore, the teacher not only delivers knowledge but also conveys what is right or wrong.

In short, Mita did not provide a complete explanation of cultural awareness but addressed it in a superficial or fragmented way in her teaching. During a class, Mita found it difficult to teach a picture book integrated with cultural content. Therefore, she used the familiar way of vocabulary teaching and sentence practicing that she found best suited to acquire knowledge about English and culture.

4.3 Ms. Mina's Identification Process

Mina considered herself Taiwanese even though her father was from Mainland China and joined the army and her mother was from Taiwan. In Taiwan's society, if a family was from China and joins the army, then the society associated these people to certain political parties. However, her family did not give her that ideology to force her into certain category. She said,

My family does not give me a strong ideology to define myself. I think respecting others is important. I do not think I belong to any political party. I am Taiwanese.

Mina had traveled once or twice in her life and has one acquaintance from a different culture. She was open to understand and explore different cultural backgrounds and media. She was a junior student from Southern University and had taken up a teaching module. She had prior experience teaching students at a regular class without immigrants. She was completely responsible for the class, which was a big accomplishment for her. At the beginning of the class, she was unsure and did not understand how she would teach a class with immigrants. She was not sure about how the teaching profession could help her in the future. After conducting the class and interacting with the students she received a different perspective about teaching. She realized that if she prepares well, there was good scope for English teaching in the future. Therefore, she considered herself as a qualified teacher and wanted to be a teacher in the future. Here are the notes how she described her personality and fit in the teaching profession.

I am a patient person and I can teach repeatedly until they understand the subject. Because these immigrant students are my target audience, I will emphasize on a multicultural perspective in my teaching. If there are other Taiwanese students there, I will tell them that they need to respect each other. I will not single out the culture part, but will tell students to respect others.

From this we can see that, Mina consider students were the same in the class even they were from different cultural backgrounds. She considered her students are equal; there was no difference among them. She did not think there is any difference between immigrants' students and local students from their appearance. However, she still needed to know their cultural background so she could be sensitive in what she says to them.

Times are changing and the number of immigrants has increased. The teacher must treat every culture equal and not discriminate in the classroom. The society of the United States comprises different people and races. I am conscious while speaking to the students so that I do not hurt their feelings. I treat all my students equally and do not differentiate between an immigrant and a local. However, I still need to understand who the immigrant students are because it is a mixed group. I do not label students as good or bad based on whether they are Taiwanese or immigrants. I treat them equally.

About the topic of multiculturalism in the survey, Mina did not think there was a great need for her to be aware of the diverse background because she did not treat the student differently. Moreover, she was uncertain how the multicultural awareness would help her when teaching diverse students. Therefore, she taught students with culture content. She had a hard time implementing the multicultural perspective into her teaching because she needed to find more information on the Internet and was feared teaching them wrong content. She notes,

In my teaching experience, I never thought that culture could be taught. So, I was scared when I needed to teach immigrants, but I am still happy to teach them. Therefore, it was difficult to find the supplementary information for my lesson and to understand my students' cultural background. It took me much time to include this in my lesson. Therefore, I pay attention to their emotions or their eyes so that I do not hurt their emotions when teaching them.

The main character of the picture book that Mina used in her classroom was a black girl. Mina described to the students why the skin color is black. She explained that the melanin content in the girl was more than what was present in Taiwanese. Consequently, this was the reason why the color of her skin was black to prevent sunburn.

The way that Mina embedded culture in her lesson by introducing the topic of melanin so that students could understand the difference in skin color. With regard to the student's ability, Mina thinks that the immigrant students had lower abilities than others. She suggests that it was better to separate the students based on their learning ability.

This group of immigrants are not familiar with English. I think their ability is a little bit low. I suggest dividing them into Taiwanese and immigrants. Well, I think we should divide them based on their abilities, not their cultural backgrounds.

From this we can see that Mina was contradicting herself. She wanted to divide the students by cultural backgrounds. However, she kept herself from saying wrong things and changed what that she said at the beginning.

4.4 Ms. Mina's Multicultural Teaching Engagement

In Mina's point of view, good classroom management was the key for teachers because that was a critical teaching component. During the interview, she mentioned "classroom management" many times to emphasize good teaching which means that if the teachers could manage the classroom well, then that's good teaching. She said,

During my study period, I met many teachers and I saw some advantages and disadvantages from certain teachers' methods. I learned a lot from these experienced teachers and later improved my teaching. I learned that classroom management is emphasized at the elementary level. If the teacher cannot manage the classroom well, then the lesson will not be delivered smoothly. Some teachers have good strategies that I want to learn well so that I can use it in classroom management.

Moreover, she thought that the teacher not only managed the classroom well, but also became a good role model and delivers correct morals to students.

I think the teacher needs to pay more attention to the students' psychological transformation, especially for middle school students. Teachers need to tell them how to prepare them for boyfriend/girlfriend relationships and peer relationships. At this age, students want to be adults. However, they do not learn from the good behavior of their role models. Most of the time they learn the negative aspects.

Besides classroom management, Mina considered students' ability to be an essential part of classroom teaching. She was more aware of the high social status of students going to cram school than the low socio status of the other students. She mentioned that the teacher did not teach the fundamental abilities at the school if the teacher had known that most of the students had learned the basic skills and there was no need to teach the content again. Mina thought that it was not fair for poor students because they did not have enough opportunities to acquire the knowledge they need. She noted,

If there are few poor students who cannot go to cram school, then they will get poor grades. However, those with high socio status will be taken care of and get good grades. So, I think the teacher needs to be aware of the differences between high and low social status, which will cause students to get good grades or low.

She was worried about a situation where there was a big gap between the abilities of students. She was concerned that high ability students would get bored in the class. Therefore, she would have to ask low ability students to be quick. She noted,

I will also take care of those high ability students. I will ask them to practice the activities again. I will tell the slower students to hurry because they are just distracting from other stuff not because of their level of ability.

According to Mina's teaching philosophy, enhancing students' linguistic ability and having good classroom management was essential. Therefore, she tried to take care of her students and did not want to leave any one behind in the class. At the same time, she wanted to deliver the lecture she had prepared.

5. Results and Discussion

The guiding questions of this study regarded how the identities of pre-service teachers were utilized to meet the needs of English language learners and the manner in which way the cultural capital of pre-service teachers was held. The numerous contradictions were evident in the difference between what was espoused and what actually occurred in the classrooms. The initial point for discussion to commence must have been the identity of pre-service teachers. In this study, Ms. Mita and Ms. Mina believed that the classroom teacher should be a role model to the students. They assumed that the manner in which they behaved in the class would influence their students' learning and bring more confidence and belief that being a good role model would impact their students.

From this, we can see that these pre-service teachers not only brought themselves and culture into the class but also brought their assumptions and identity about what a good teacher was and should do. Because they believed in being role model, when Mita and Mina encountered a group of multicultural students, they were careful and aware of not offending their immigrant students in the classroom. Moreover, they learned about their cultural background as much as they could before and during the class. From this, we can see that both pre-service teachers were shaped by social and cultural interactions in their Chinese cultural identity. For example, the conversation ground needed to be placed before knowing the position of the interlocutor in Chinese culture. Therefore, these pre-service teachers need to know the background and the number of immigrants in the classroom before the class so that they understood how to interact with them. According to Laursen (2020), some teacher training did not have a significant impact on pre-service teachers because they did not see their teacher as a good model teacher. Therefore, if the pre-service teachers did not appreciate the theories they were going to learn or transform their attitude to be positive, and then the teacher's identity would not be transformed and changed. When Mita and Mina were taking the English teaching module and shaping their beliefs, they expend their efforts to decide whether and how they must seek professional development opportunities, and the obligations they viewed as intrinsic to their role as a teacher. Moreover, intrinsic motivation was related to individuals' identities, and when it came to language learning and teaching, students were intrinsically motivated to set a learning goal because of the desire and satisfaction experienced in the learning process. Extrinsic motivation came from outside individuals, such as rewards when learning was done, and these rewards could be in the form of verbal praise or good grades (Ryan & Deci, 2000). When these two pre-service teachers were English language learners, they received positive feedback from their schoolteachers, which triggered their intrinsic motivation to become English language teachers. As students, they learned not only to develop identities through teaching experience but also learned that being able to teach in the classroom is a merit to gain their social status.

As shown by Lipson and Wixson (2003), good teaching always involved adapting instruction to the needs of specific individuals or groups of students. When Mita went on to explain and believe how past teaching experiences in remote areas impacted her practice as a pre-service teacher, we see her willingness to understand the students' family background. For instance, she was cautious about the usage of words in her conversation with the students. Mita was able to put herself in others' shoes to understand her students' needs. However, there was a growing concern over how certain words may offend students with a different cultural background. Mita and Mina might be influenced by the social atmosphere and cultural taboo not to share details about this.

Both these pre-service teachers had similar ways of delivering cultural teaching. When Mina teaches culture, she presented general knowledge of the content, and then researches the subject and delivers the lecture to the students. These two pre-service teachers used their way of learning English to teach English. Vocabulary learning was the main method by which Mita has been learning English. Therefore, it became evident that vocabulary is her main way of teaching English even in the cultural teaching. The data argue that these two pre-service teachers had a complex and sometimes contradictory identity, changing across time and space. Before the teaching experience, these two pre-service teachers had taken a few multicultural classes, and they all claimed that they were open to accept other cultures. However, the multicultural classes were not of much help to the pre-service teachers. The multicultural classes seemed like a stand-alone lesson and not embedded in their teaching. When they had to teach cultural topics, Mina thought that classroom management was important and if she can manage students well, then teaching cultural issues would not be a problem. As described in Bourdieu's (1986) theory, these linguistic practices were rooted in each social field, and these skills are in accordance with the conventional approach (Carrington & Luke, 1997). When Mita and Mina delivered their lesson, their content consisted of linguistic practices that they thought would benefit their students, which are valued and dynamic within these two pre-service teachers, and that's the way what they have been learning English in their social field. Their prior knowledge and experiences affected the attitude of the teachers that in turn had consequences on their behavior (Nordin et al., 2016; Tseng, 2013)

In a growing culturally diverse and pluralistic society, teachers' identity cannot simply be a process of transmission and internalization of a set of cognitive functions or skills that are characteristic and inherent exclusively in the individual. The view that teachers' identity is an interactive process that is constantly in need of being defined and negotiated as the individual transacts with the sociocultural environment becomes especially important (Teng, 2019; Le Huu Nghia & Ngoc Tai, 2017). These pre-service teachers, who consistently engaged themselves in the teaching practice, experienced changes in their identities and cultural awareness. These changes enable them to have a deeper understanding of the nature of their students' learning, sharpen their decision-making skills, enhance the effectiveness of their teaching, and eventually boost their

confidence in teaching. All these changes will certainly contribute professionally to their growth as teachers.

6. Conclusions

This research brought us the focus of our concern as a teacher educator from the attitudes and beliefs of these pre-service teachers about the teaching context of diversity children they viewed and worked. As the teacher educator, for the future pre-service teacher education program, should nurture student teachers' multicultural awareness and cultural teaching strategies before and during student teaching practice. Most of pre-service teachers understand that they need to respect other cultures. However, finding a way and making sense of these cultural teaching strategies as a part of the lesson into their student-teaching has failed. In order to help these pre-service teachers have a deep understanding of implementing cultural teaching strategies, the teacher educator needs to design a task that has a cultural theme unit for student's teacher to demonstrate the lesson. When pre-service teachers are participating in the cultural event, they will be aware of and understand the group of diversity students' needs. At the same time, the teacher educator needs to help the pre-service to think critically about the cultural practice and perspectives in order to prepare them to have multicultural awareness when confronting the diversity of students. Then they will know how to perform and react in their future student-teaching practice. When pre-service teachers are participating in different cultural scenarios, they are constructing and shaping their identities to make decisions and learn to make a connection to their future student teaching. Moreover, the importance of fostering pre-service teachers' cultural awareness and respecting their students are essential because the pre-service teachers will be benefited for enhancing their teaching self-efficacy. Consequently, the pre-service teachers will not feel hesitated to implement the cultural activities in their lesson plan. Therefore, creating opportunities for pre-service teachers to navigate their multi-cultural teaching strategies would help them to feel comfortable enough to step out and implement this in the real context of teaching.

Conflict of Interest

The authors declare that they have no conflict of interest.

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