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An Ideal Classroom as Depicted by Pre-service English Teachers

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Abstract. Recently, more and more studies have focused on analysing the development of teacher trainees in order to examine the influence of their past experiences on learning and teaching, to follow trainees' professional identity development, and to see how teacher training courses and actual teaching experiences contribute to trainees' transformative learning.
The present article discusses teacher trainees' envisioning of their ideal future lesson. Data was collected in February 2022, at a time when teacher trainees were still ahead of their English teaching methodology course. Trainees' visual and written narratives reveal that they are able to visualize a future ideal class most often relying on their previous language learning experiences. Trainees' narratives were analysed focusing on the way they see themselves as teachers, how they imagine an ideal learning environment, and how they depict classroom interaction.
The obtained results imply that the main aim of trainees' ideal lesson is to create a pleasant, stress-free learning environment so that their learners not be anxious or afraid to share their ideas and express themselves.

Keywords: teacher trainees, transformative learning, visual narratives, teacher identity

1. Introduction

Over the last few decades, a growing body of research has focused on teachers' beliefs and teacher identity development. Previous studies (see Borg 2009,

Arshavskaya 2017, Kalaja et al. 2018, Melo-Pfeifer and Chik 2020, Doró 2020, Maijala 2023) on teacher beliefs and identity all agree that trainees' prior experiences as learners have a significant impact on their beliefs about teaching. Therefore, studies focusing on teacher trainees aim to reveal their beliefs and try to trace the development of pedagogic thinking, namely how teacher trainees' perspective as learners gradually turns into a teacher's perspective.

As beliefs and thinking cannot be directly observed, researchers have used narratives of different types (written, oral, visual, etc.) in order to elicit teachers' and teacher trainees' views and beliefs about teaching. More and more studies focusing on teachers' beliefs and identity tend to collect multimodal data where photos or drawings serve as prompts for later writings or discussion (see e.g. Nikula and Pitkänen-Huhta 2008, Kalaja et al. 2008, Dufva et al. 2011, Melo-Pfeifer and Chik 2020, Maijala 2023, etc.). Visual data is often used to elicit or provide a stimulus for further data collection and to create other modes of narratives. Johnson and Golombek (2011) also highlight that narratives are not just research tools to elicit beliefs and views but, since they provide a context in which teachers or teacher trainees can express their thoughts and reflect on these, they enhance and contribute to teachers' development, have a "transformative power" (Johnson and Golombek 2011: 491).

Moreover, in an interview with Birello (2012), Borg suggests that longitudinal studies are more valuable when focusing on teacher development, as they can provide insights into teachers' or teacher trainees' process of learning over time. Since teacher trainees face several different experiences along their way of becoming teachers (prior experiences as learners, teacher-training courses, teaching practice, etc.), longitudinal studies are more recommended in order to trace their development and learning trajectory.

The aim of our study is to follow, over the course of four years, teacher trainees' learning trajectory, their transformative learning when teacher cognition, beliefs, and their teacher identity is undergoing continuous transformation. The present article shares the results of the first step of this longitudinal study, where teacher trainees were asked to depict their ideal future lesson before they received any methodological training or had any prior classroom teaching experience.

2. Theoretical framework

The theoretical framework of transformative learning is based on Mezirow's (2006, 2009) transformative adult learning theory, in which the author refers to the process during which adults adopt a new perspective or frame of reference on a life-changing event that they experienced. This theory also takes into account the emotions and feelings occurring along this process of learning since when

dealing with feelings a person might have an increased sense of critical reflection. The theory of transformative learning has been used to analyse adult learning processes, which was adopted and used in the context of teacher education as well (see Weinberg et al. 2020, Arshavskaya 2017). According to Mezirow (1998: 190), "learning may be understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience".

As Tillema (1997: 209) also pointed out, the aim of teacher training programmes or courses is not only to offer future teachers the necessary tools, techniques, and methodological knowledge in order for them to be able to hold a lesson in the future but also to change their beliefs. Therefore, teacher training must firstly acknowledge trainees' beliefs and then needs to offer and discuss alternative conceptions which they can use to further develop their teacher identities and professional selves. "Acknowledging the relevance of beliefs in initial language teacher education thus implies the need to: i) uncover, discover and recover beliefs about teaching and learning of FL; and ii) activate, connect and affirm prior experiences, in order to facilitate the envisioning of the future professional self" (Melo-Pfeifer and Chik 2020: 9).

2.1. Teacher cognition, beliefs, and identity

According to Borg (2009: 163), "the study of teacher cognition is concerned with understanding what teachers think, know, and believe". In teacher training, it is impossible to properly understand teacher trainees' experiences of learning to teach without taking a look at the mental dimension of this learning process.

One key issue discussed within teacher cognition is the influence of previous language learning experience on teacher trainees. Prior experiences that teacher trainees have accumulated as learners can shape their beliefs about teaching. As Borg says, "[a]t the start of teacher education pre-service teachers will already have strong beliefs about teaching, and there is much evidence that these ideas have a persistent influence on trainees throughout their initial training and beyond" (Borg 2009: 164). Thus, teacher trainees' concepts or ideas regarding teaching and learning that they bring to teacher education are shaped and influenced by their prior learning experiences; even later, teachers' classroom practices are said to be strongly influenced by "long-standing perceptions and belief systems" (Herrera 2016: 2). Michaela Borg (2005) conducted a case study on the development of pedagogic thinking of a pre-service teacher and found that during her subject's initial training some complex changes could be observed regarding beliefs, thinking, and knowledge. Even if teacher trainees enter such pedagogical training programmes with a strong set of beliefs, teacher education programmes are still the context in which such prior beliefs can be reflected

upon, confirmed, reassured, or transformed. It is a transition period in which the previous learner perspective changes into teacher perspective.

Some researchers even say that since teacher training in many countries lasts only for a short period of time (one or two years), it might be difficult for trainers to observe and discover teacher trainees' conceptions, let alone change these. Therefore, these researchers (see e.g. Melo-Pfeifer and Chik 2020, Maijala 2023) argue for the necessity to examine teacher trainees' prior beliefs about teaching and learning.

As Miller (2009) points out, Borg's research on teacher cognition does not mention teacher identity; however, teachers' beliefs, thinking, and practices are all part of their teacher identity, which is continuously formed and transformed through interaction and context. Identity is thus understood not as a fixed entity but rather as constantly changing and being shaped by a person's previous and current experiences. Barkhuizen (2017) defines teacher identity as something including teachers' beliefs and theories combined with their practical experiences (observation, student feedback) which help teachers make sense of their teaching practices.

Similarly, in a later study, Barkhuizen and Mendieta (2020) point out that teacher identity is understood as socially constructed, re-constructed, continuously changing, and embedded in a certain context and argue that it is possible to have several different parallel identities or selves.

Studying teacher trainees' envisioning their future ideal lesson means that these students have to imagine themselves as teachers before gaining any practical experience. This future image depicting them as future teachers is a possible self which might involve parts of students' 1) current selves (their present-day beliefs, attitudes, and characteristics), 2) their ideal self (how they would like to become), and possibly 3) their ought-to self (what they think others might expect from them) (Kubanyiova 2009, Dörnyei and Kubanyiova 2014).

Doró (2020) points out that for first-year students it is difficult to construct a teacher identity since they are still ahead of their teaching practice, so classroom experiences or learners' reactions, feedback are missing at this point. Their teacher identities are thus imagined rather than professional or practical identities (Doró 2020: 27).

Studying teachers' identity and beliefs poses some difficulties for researchers as well because beliefs are not directly observable, unlike behaviour, for example. The methodological challenges are to find a way to elicit teachers' beliefs. One way would be to ask them directly; however, one might not be able to share their views in such a direct manner. In an interview with Birello (2012), Borg concludes that direct strategies are most often the least productive ones, and thus he suggests visual strategies as indirect strategies to access teachers' beliefs.

2.2. Narratives as double agents

In teacher education, narratives have been used both for teacher inquiries and to elicit teachers' thoughts and beliefs; however, as Johnson and Golombek (2011) mention, narratives have also been recognized as means through which teachers can reflect upon their beliefs and experiences, thus constructing their identities and making sense of who they are and what they do. Nevertheless, little research has been carried out on the process itself, namely how the act of narrating can help teachers' development. Johnson and Golombek (2011: 486) argue that narratives are not just research tools, but they also function as "mediational tools" since they externalize and verbalize teachers' thoughts and beliefs and thus foster teachers' professional development. Narratives can offer teachers a context in which they can interpret and reinterpret their own prior and current experiences.

Based on Johnson and Golombek's (2011: 491) study, it can be said that narratives and narrating contribute to teachers' development and have a "transformative power". Moreover, the authors suggest that researchers and teacher trainers should examine the cognitive processes that come up during narrating since these cognitive processes might lead them to discover the "qualitative transformation" in teachers' professional development (Johnson and Golombek 2011: 491–492).

In recent years, however, researchers and scholars have turned to multimodal narratives in learner and teacher inquiries instead of using a single source of narrative data (for example, oral or written). Multimodal narratives, following Kress and van Leeuwen (2006), can be defined as narratives constructed in more than one mode (for example, written narratives embedded with photos or drawings). More and more studies focusing on learning processes and development tend to collect multimodal data where photos or drawing serve as a point of departure or prompts for later writings or discussion (see e.g. Nikula and Pitkänen-Huhta 2008, Kalaja et al. 2008, Dufva et al. 2011, Melo-Pfeifer and Chik 2020, Maijala 2023, etc.). Visual data is often used to elicit or provide a stimulus for further data collection and to create other modes of narratives. We can even speak about a visual turn in language education, which has become a useful and powerful tool to provide researchers with new insights into beliefs, emotional landscapes, and lived experiences (Kalaja et al. 2018, Melo-Pfeifer and Chik 2020).

Dufva, Kalaja, and Alanen (2011) conducted a study on language teacher trainees at the end of their teacher education programme in Finland by asking them to draw a portrait of themselves as teachers and to provide a short explanation or interpretation of their portraits. These findings show three emerging patterns, namely that teacher trainees emphasized more their educational expertise than their language knowledge; participants also focused on communication, interaction, collaboration, oral skills, and even culture besides focusing on grammar and vocabulary. Moreover, teachers' roles were highly emphasized at the expense of classroom interaction, as

teacher trainees often depicted themselves without learners around (50% of the self-portraits) or without any other teaching aids. For teaching aids, books were the most commonly drawn materials along with music, which was depicted by drawing notes or CDs. The authors conclude that the large number of drawings in which teacher trainees portrayed themselves alone reflect a learning and teaching process that is centred on the individual, not on interaction or dialogue (Kalaja et al. 2013: 120).

As reported in Kalaja, Dufva, and Alanen (2013), in another study (Alanen et al. 2012) the researchers asked teacher trainees to depict a future foreign language class they would hold. Their aim was to find out whether in this case there would be learners in the classroom or not and how teacher trainees visualize the language classroom, what artefacts they include in their drawings (e.g. textbooks, multimedia tools, etc.). Their findings show that in most drawings teacher trainees drew human figures, but there were also some highly metaphoric visualizations such as flowers basking in the sun. In this study, the authors focused on the ways human figures were depicted – with facial features or blank faces and in which direction the figures were looking (for example, at the viewer or at each other). The authors concluded that drawings which included human figures with facial features gave a sense of a more active and dynamic interaction in contrast to the images showing blank faces or highly symbolic human figures. The authors also focused on the location of the teacher (central or marginal), the learning environment (presence or absence of a board), and the presence of textbooks and other media. The results showed that in the images which contained a board, the classroom itself was depicted as a more structured one with learners sitting at desks, though not necessarily in traditional rows.

Doró (2020) also examined future teacher selves, but unlike the two previous studies presented, she focused on first-year undergraduate students before they attended any subjects within the teacher education programme. The author used a mixed-method analysis to examine students' written narratives (essays). Her findings show that some of the commonly occurring patterns in students' writings were reflecting upon personality, teacher self, student–teacher interaction, teaching skills and abilities, becoming members of the teacher community and other, more altruistic goals that go beyond teaching (e.g. helping, motivating their learners).

Two studies, Melo-Pfeifer and Chik (2020) and Melo-Pfeifer (2021), discuss the use of multimodal linguistic biographies to reconstruct teacher trainees' (future French and Spanish teachers') beliefs about languages and multilingual language learning in initial teacher education. Their study aimed to discover whether target language and migrant background influence the ways in which trainees visualize the multilingual repertoire and the process of becoming a multilingual. Their results show that there were almost no differences in the images, except that migrant-background students had a greater number of languages presented in their drawings. The authors explain this homogeneity by "the common language learning and

teaching ideologies and teaching methodologies student teachers have been exposed to during their language education path (from primary school to higher education), designated as similar professional socialization trajectories" (Melo-Pfeifer 2021: 24).

Maijala's (2023) study is also based on multimodal postcards that teacher trainees addressed to their future selves. The aim of the research was to examine teacher trainees' learning process throughout a one-year-long teacher-training programme at a Finnish university. The author focused on the changes in beliefs during this period of one year in order to observe the transformations in the trainees' learning process. Maijala (2023) concludes that teacher trainees' visions and beliefs changed over the course of the training programme. These changes were mostly related to teacher trainees' self-confidence and a more positive attitude towards teaching. At the end of the teacher-training programme, students had to respond to their postcards, which allowed a certain interaction or dialogue with one another and a chance to critically reflect on their development (Maijala 2023: 12).

In an interview with Birello (2012), Borg also highlights the importance of longitudinal studies, saying that "[i]f you are working with a group of teachers in a teacher education context and you want to see the development or change in learning in some aspect of their work or their practices, their beliefs, their knowledge, it is unrealistic to expect to see that in the short term" (2012: 93). Longitudinal studies are thought to be more valuable because they can provide insights into teacher trainees' learning process and development over time.

3. Aim of the study

The aim of the study is to observe, over the course of four years, teacher trainees' development, their transformative learning when teacher cognition, beliefs, and their teacher identity is undergoing continuous transformation. The present article discusses the results of the first step of this longitudinal study, where teacher trainees' visual and written narratives were analysed in order to examine how they see their future teacher selves, the classroom interaction, the learning environment and what teaching aids they would use. Nevertheless, as data was collected before trainees attended any teaching methodology courses or teaching practice, their visions about their ideal future lessons is strongly based on their prior experiences as learners.

4. Data collection

The data was collected drawing on Kalaja and Mäntylä's (2018) idea. Sixty-four teacher trainees participated in the study, 16 from Sapientia Hungarian University

of Transylvania in Miercurea Ciuc (Romania) and 48 from the University of Szeged (Hungary). They were all studying to become English language teachers. The participant trainees were asked to create a picture (either by drawing by hand or by using computer software or cuttings out of newspapers/magazines, etc.) entitled "An English lesson of my dreams", creating a visual image of a prospective future lesson. The participants were also asked to provide a brief written explanation of what is taking place in the lesson and give reasons why their lesson would be as depicted by them. The task was set as a homework assignment, and the students had two weeks to complete it. Also, they were informed that the task was not going to be graded for quality, the only requirement being to hand it in.

The collected data consists of 64 images and descriptions altogether provided by teacher trainees prior to any training on the methodology of teaching English as a foreign language. The images vary in elaboration and in representation techniques, starting from relatively simple pen or pencil stick-figure drawings through using a variety of colours to collages and computer images. Also, the descriptions vary in lengths and elaboration, but in most cases, they are excellent supplements to the images. Dégi and T. Balla (2022) have previously analysed the data for possible differences rooted in the various socio-cultural backgrounds of the students studying in two different countries; however, in agreement with Melo-Pfeifer's (2021) data on French and Spanish teachers, they found that the socio-cultural background does not seem to have an influencing impact on the ideas about trainees' depictions of their ideal lessons, but it is rather the teacher trainees' own learning experiences from their school years that form their vision of the perfect classroom.

This time, the participant teacher trainees' pictures were examined for emerging patterns; however, based on previous research results (Alanen et al. 2012, Kalaja et al. 2013, Doró 2020), the present study focused on the different ways students depicted themselves as teachers (facial features, personality, location – central vs marginal), how they envisaged the learning environment (board, desks, etc.), how they depicted classroom interaction (be it teacher–student or student–student interaction), the teaching aids they presented in their pictures (textbooks and other media). Moreover, reading teacher trainees' written explanations provided us with an insight into topics that were less visible or could not be depicted such as their ideas on what areas of the language they would focus on more, teaching skills and teaching objectives, or even goals that might go beyond teaching the language (helping, motivating learners).

5. Results and discussion

5.1. Imagined teacher selves

Looking at the 64 images created by the participants, we can see empty classrooms (N = 3), abstract images with no identifiable figures or roles (N = 3), classrooms with students only (N = 6), and also ones where both the teacher and the students are depicted (N = 47) and an image with the teacher represented only (N = 1). We find that the location and the position of the teacher is a great indicator of the relationship between the trainees' imagined teacher selves and their future students. In the different images, we can often see the teacher standing in front of the classroom or at any other location but still in a prominent position, while in other images teachers are depicted as participants, e.g. sitting in a circle or standing among the students.

Figure 1. *The teacher in prominent positions and among the students*

The teacher figures appear as standing, sitting, even kneeling, with the bodies turning, or often leaning towards the students, in one image even holding the hand of a young student. If we take a look at the facial representations of the teacher figures, we can see a lot of smiles as an indicator of positive classroom atmosphere, helpfulness, and a desire to maintain a friendly rapport.

Figure 2. *The teacher kneeling among the students, leaning towards them, and holding their hands*

When the teachers are represented in a prominent position, they tend to stand in front of the classroom, often in front of the board, or standing at the side of the classroom as an observant monitoring the students. Other than monitoring, teachers are depicted while providing explanations and participating in activities and discussions. At the same time, students are also depicted while engaging in a variety of activities, such as discussions, games, listening attentively to the teacher, acting out role-plays, raising their hands to indicate that they know the answer. In images where faces are recognizable, students often appear smiling, seemingly enjoying the class. A recurring pattern in the short descriptions provided by the trainees is the positive classroom atmosphere, in which the students are active participants ("The best lesson would be if the students participated in it. While paying attention to what I say.") and where they learn useful things ("My class would be the place where my students can learn important skills, and it would be the place where they can think uniquely…"). Further examples include references to both having a good time in the classroom as a teacher ("I imagine myself as a teacher who teaches English with pleasure.") and making sure that the students are having fun ("Hands reaching towards the ceiling, smiles and good marks would be some great feedback to my work, and this is what my goal is. To teach, educate, and make children happy." "I would like to hold enjoyable and memorable lessons."). Some trainees express willingness to be "confident, competent, and fair with the children", some to the extent that they actually become friends with their students ("I would want the children to see a friend in me.").

5.2. Classroom interaction

The trainees' ideas about classroom interactions in their ideal classroom can be seen in the way they represent communication in their images. We can see many examples for both student–student interactions, such as pair work, group work, role-play, etc., and teacher–student interactions, for example, the teacher standing in front of the class giving a frontal explanation (often pointing at or writing on, or standing in front of, the board), monitoring students and providing help while the students are engaged in various activities, acting as a participant, or providing help otherwise. In many images, speech bubbles are drawn to make clear not only that there is actual communication taking place but also to provide an insight into the nature of the communication.

The descriptions provided by the trainees reinforce the visual representations, and we can read about multiple work forms and activity types. Many trainees lay great emphasis on the necessity to provide students with a variety of tasks and that the tasks should be interesting. The idea that classroom instruction should be centred on communication and interactive tasks occurs frequently in the descriptions, e.g., "In my lesson, my students and I are discussing some very

interesting topics." Teacher trainees' written explanations were analysed and checked for keywords related to interaction such as discuss, talk, conversation, speak, communicate, etc. It was found that 27 explanations out of the 64 contained some kind of reference regarding communication in the target language. Speaking and fluency are the main focus of the lesson in many cases. As one trainee wrote, "I'll be really happy if the students talk and communicate with me and with each other fluently, that is the main goal."

Other frequently occurring ideas are using mind maps, making the students discover grammar rules on their own, watching movies and videos, playing games, etc., but traditional elements, such as reading and writing tasks, are also mentioned. Focus on culture also appears in the case of some trainees (N = 4), who emphasize the importance of teaching the target language culture, e.g., "My main purpose in teaching English is educating students for new cultures." As far as the work forms are concerned – although we can often see the teachers positioned in front of a blackboard or whiteboard –, trainees emphasize the importance of working in pairs and in small groups.

Moreover, teacher trainees' written accounts reveal that communication and speaking in the target language can most likely occur within a safe and motivating learning environment. When describing the classroom atmosphere, many trainees expressed thoughts in connection with attempting to create a safe classroom setting ("The environment is also good, the students are feeling safe to be here, and they know that they can share their ideas and opinions with the others and me. They know that they can trust me, and they will not be judged by me about who they are."), in which anxiety is reduced to the minimum ("We sit in a circle so that no one feels excluded." "A friendly and playful environment can provide a sense of security and confidence.") and learning is taking place in a motivating and calm environment, where everyone is included and encouraged to express their ideas ("I aim to create a stress-free atmosphere in which every individual could express themselves freely.").

5.3. The learning environment and teaching aids

As reported in an earlier study (Dégi and T. Balla 2022), most of the images created by trainees depict traditional classroom environments. Although the images vary in the degree of elaboration, the majority contains the seemingly compulsory elements of a traditional classroom setting such as a board, a teacher's desk, students' desks arranged in all sorts of manners from orderly rows to U-shapes or circles. The more elaborate ones include wall decorations, clocks, cupboards and shelves with books and plants, and even beanbags to provide a cosy environment.

Figure 3. *Examples for classroom environments*

The descriptions provided by the trainees underpin the idea of a comfortable classroom: "I think that sitting on soft cushions, in a more relaxed way (with low tables) would improve the class's atmosphere. This unusual sitting arrangement would be especially beneficial for kids who have some kind of attention deficit hyperactivity disorder."

There is an overwhelming richness both in the visual images and in the descriptions of the teaching aids. Apart from books on bookshelves and decorations on the walls (such as posters and flags) mentioned above, we can find textbooks, computers, music, books, and maps. Interestingly, realia (in that particular case, different fruits) only appear in one of the images. The importance of tablets and smart or interactive boards becomes evident from the written explanations of the trainees.

Looking beyond the physical teaching aids, the data contain ample references to various work forms, as well as activity types, and even teaching purposes. Rather than frontal teaching, smaller groups are emphasized, e.g., "I would also do pair works and group works in a lesson because it can make a lesson more interesting." "Having a welcoming environment that encourages teamwork is also important; I will try to involve students as much as possible and minimize frontal teaching." The importance of cooperation as an important social skill also appears: "I would instruct the students to work in groups because I think it is really important to develop the so-called '21st-century skills' such as cooperation". Trainees also have a good sense of the necessity to isolate and work on the different skills such as reading, listening, note taking, pronunciation, and communication – e.g., "I would like my students to get acquainted with original English texts, so I plan to assign occasional readings for them as well. I consider it important that their listening skills are appropriate, so the radio will be used regularly in my lessons." "I will try to include many exercises that involve listening to music and paying attention to lyrics, watching short videos, and reading interesting stories that will capture their attention." "We will focus on practising and taking short but useful notes that they can look back on when revising." [it is important that] "students have the opportunity to speak with each other and with me too. The speaking sessions are loosely organised in a sense that I would give the students certain situations or even roles to play, but I would not point out any inaccuracies while

the students understand each other, and the communication is more or less fluid". Moreover, the idea of paying attention to the students' needs is also present: "I would like to choose the main topics and build the curriculum over it to fit the students' needs and interests while also challenging them (in vocabulary and in form, grammar)." All these statements lead us to conclude that teacher trainees bring a variety of ideas and ideologies to their training, and even prior to actually starting to study subjects related to teaching English as a foreign language, many of them have a clear mindset about the teaching profession.

6. Conclusions

Our paper aimed to present the first step of a planned longitudinal study, namely teacher trainees' vision of their future ideal lesson. The analysed data provide colourful and pertinent evidence that teacher trainees arrive in the teacher training programme with relatively resolute ideas about their future teacher selves, what their teaching environment should look like, what teaching aims they would like to realize with what methods, and what rapport they would like to build with their students. As Dégi and T. Balla (2022) have already concluded that "teacher trainees' previous learning experiences have a great impact on their vision of the perfect classroom", this can be established from the experience that the depicted classrooms seem very similar to the ones attended by the trainees back in their school years, rather than ideal, imaginary ones. In the same vein, their current ideologies are shaped by their own experiences as students. Some of these ideologies seem to be rooted in positive experiences and are thus mentioned as examples to follow, while some, on the other hand, are based on dissatisfaction and negative experiences, where a lack of proper teaching and/or a worthy teacher personality is mentioned.

All in all, teacher trainees seem to have – even prior to their training in language teaching methodology – solid ideas about the kind of teacher they would like to become, as well as a wide range of ideas about what circumstances (environment, aids, methods, personal style) will help them achieve that aim.

This study contributes to the greater understanding of teacher development and provides the starting point for further research and analyses regarding teacher trainees' transformative learning and professional development.

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