**Writing for Academic Purposes**

**Midterm Check-up**

**Which sentences require references and why?**

Although the majority of teachers enter the profession with high motivation to teach and a desire to be good teachers, pre-service teachers are known to encounter a number of personal and contextual challenges which might threaten their overall wellbeing and ultimately lead to them leaving the profession early. As they juggle their student and teacher roles, pre-service teachers typically experience a complex process of transition in their identities and position in the professional domain, which can challenge their sense of self. Furthermore, they might initially hold naïve and idealistic views of the teaching profession which can make them feel overwhelmed and disillusioned once confronted with the realities of teaching. These issues are further exacerbated by the desire ‘to get it right’ at all times, and the need to appear confident to others. Contextual challenges include excessive workload, potentially problematic relationships with mentors, and issues in managing classroom behaviour.

**Paraphrase the following sentences**

1. Although the majority of teachers enter the profession with high motivation to teach and a desire to be good teachers, pre-service teachers are known to encounter a number of personal and contextual challenges which might threaten their overall wellbeing and ultimately lead to them leaving the profession early.

2. Furthermore, they might initially hold naïve and idealistic views of the teaching profession which can make them feel overwhelmed and disillusioned once confronted with the realities of teaching.

**Summarise the following study**

Sulis, G., Mercer, S., Mairitsch, A., Babic, S., & Shin, S. (2021). Pre-service language teacher wellbeing as a complex dynamic system. *System*, *103*, 102642.

Abstract

Pre-service teachers face a number of challenges which might threaten their wellbeing, including negotiating their student and teacher roles, and difficulties in managing their pupils and workload (Day & Gu, 2010). Due to the Covid-19 pandemic, they have been confronted with additional challenges resulting from the transition to online learning and teaching, as well as social problems caused by lockdowns. In this study, we explore the wellbeing of six pre-service language teachers through individual interviews conducted during the first wave of the pandemic. The study has two main aims. Firstly, we seek to identify how these pre-service teachers coped with the challenges of becoming a teacher in the context of a major disruption to their wellbeing. Secondly, we aim to contribute to theoretical work in this field by examining their wellbeing from a Complex Dynamic Systems Theory (Larsen-Freeman & Cameron, 2008) perspective to explore the dynamic and complex nature of the construct. Findings revealed that the pandemic served as a critical incident leading to diverse attractor states for each individual's wellbeing. They also show how agency played a key role in guiding the trajectory of the teachers' wellbeing system, and that this was contingent upon individual perceptions of environmental affordances.