

Ministry Of Higher Education & Scientific Research

University Of Algiers 2
"Abou El Kacem Saadallah"

Faculty Of Foreign Languages
Department Of English



PEDAGOGICAL SUPPORT

COURSE: TEACHER IDENTITY

FOR MASTER 2

**Submitted in fulfillment of the requirements for the professional rank of
Professor in English linguistics & didactics**

Submitted by

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ACADEMIC YEAR

2020/2021



COURSE OBJECTIVES

The course is meant to raise Master 2 students' (specialized in Didactics of Foreign Languages) awareness regarding the kind of teacher they think they are and/or they want to be, their pedagogical beliefs and values, the educational goals they seek, and understand the impact the learning activities they will want to select or create for their future learners, as well as the training they will seek to continue to improve their teaching practice.

By the end of the semester, students should be able to:

- Demonstrate good knowledge of the identity of the teacher as a person and a professional.
- Understand the complexity of the teaching profession

TOPICS

- Teacher identity/ identities (Week1 & Week 2)
- Models of Teaching (Week 3 & Week 4)
- Teaching Stereotypes (Week 5)
- Teachers' beliefs & perceptions of themselves (Week 7)
- Portrait of the good teacher (Week 8)
- Action research, teacher development and teacher identity (Week9)
- The reflective teacher (Week 10)



ASSESSMENT METHOD

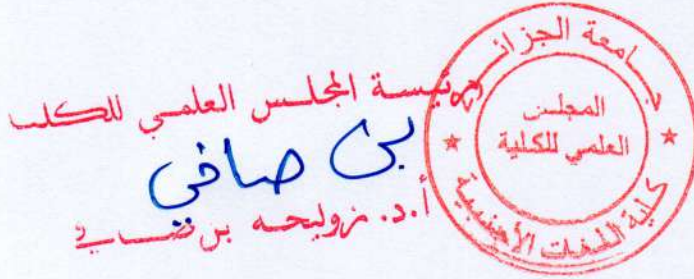
- Continuous assessment and final examination.
- Class presentations and discussion

BASIC READINGS

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LECTURE 1

TEACHER IDENTITY/IDENTITIES (A)

Brainstorming:

- What are your motives for enrolling in a master in didactics?
- Are you studying to become a teacher?
- How do you perceive teacher expertise?

Task 1: Defining the identity construct

- ❖ What are the components or dimensions of identity?
- ❖ What “work” does identity do for us as teachers?

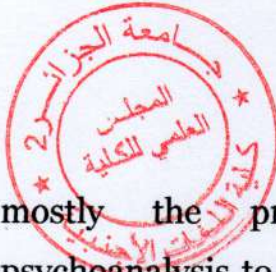
WHAT IS IDENTITY?

COMMENT ON THE FOLLOWING:

- ❖ DNA is what we are,
- ❖ Identity is who we are,
- ❖ What is the self ?
- ❖ How are boundaries between individuals and their experiences (Or between mind/body, self/other, i/we) drawn?

DEFINING IDENTITY

- ❖ Part of the trouble of defining teacher identity stems from the many ways the word « identity » had been used over time.
- ❖ In early and middle parts of the 20th century, the term was



mostly the province of psychoanalysis to refer to the individualized self-image any person possesses (Freud, 1961/1909). In this way, identity was framed as mostly autonomous and frequently directed by its owner.

- ❖ Although social psychologists (including Erickson, 1968; & Vygotsky, 1978) have since framed identity as a more situated, dynamic process of individuals developing conception of themselves as rational beings over time.

In considering a definition of identity, a core issue which must be addressed concerns the fundamental question 'who am I?' or 'who are you?'

Such a question could entail a self-concept originating from an introspective reflection (I am

Algerian, a physician, a university lecturer, married, a father, and/or a cyclist, for example). Identity here is something personal (Who I am?).

But it could also be a response to an external inquiry from another individual or group (Who are you?). This domain essentially entails a more social perspective, and these two dimensions might also involve plural meanings 'who are we?' or 'who are you?' The personal and the social, then, become inseparable.

Put simply, while the former represents notions of who 'we are to ourselves'; the latter entails 'who we wish to seem to the others'.

Identity evolves as individuals participate in social life or as they act as members of a group. This leads towards the conceptualisation of collective identities when an individual identifies with a group and builds up a sense of group



membership (Tajfel and Turner, 1986).

Nevertheless, we might relate to several groups at the same time, and so this relationship is changeable and dynamic rather than static.

Therefore, our roles and personalities may also correspond to those varied settings and interactants. Our affiliation with broader social structures and cultures may also be part of this.

As a result of these processes, identity is constructed, shaped, or transformed.

In summary, the concept of identity necessarily engages the meanings surrounding the person, as well as her/his experience as a member of a social community.

Speaking about identity in personal terms implies psychological, affective, and cognitive notions.

On the other hand, the sociological dimension includes labels such as gender, race, age, or nationality as well as social, historical and cultural factors.

Although these two perspectives have been approached separately by psychologists and sociologists, it is difficult to locate precisely where the person ends and the social starts, so that 'the focus must be on the process of their mutual constitution' (Wenger, 1999, p.146).

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LECTURE 1

TEACHER IDENTITY/IDENTITIES (B)

Introduction

The concepts of **SELF** and **IDENTITY** have been receiving increasing attention in educational research in the past two decades. Many concepts and theories originating from the social sciences have informed educational research and have influenced the conceptualisations of teacher self or teacher identity.

The concept of identity of the teacher raises three inter-related questions:

- What is meant by teaching?
- Is teaching supposed to be a profession or an occupation?
- How much education does a person need to become a teacher?

Identity as a multifaceted concept

In general phraseology, “identity” refers to the traits and peculiarities that distinguish an entity from other entities.

Personal identity may be described as the markers of a person’s individuality, which subsumes consciousness of one’s self or being.

Thus, identity has to do with one’s ‘self’ or ‘essence’ in the specific terms of one’s unique attributes in relation to one’s social roles and responsibilities as perceived by oneself or others.



Teacher identity as a theoretical construct

The last few years have witnessed the appearance of a significant number of applied linguistics studies devoted to the topic of teacher identity (e.g., Duff & Uchida, 1997)

The need for these studies emerged from two independent lines of thinking about language teaching.

For a long time, applied linguists viewed teachers as technicians who needed merely to “apply” the right teaching method in order for the learners to acquire the target language.

As classroom-based research became more popular, it became increasingly obvious that classrooms are in reality very complex places in which simplistic cause-effect models of teaching methods were inadequate (Nunan, 1988)

The teacher plays a major role in the structure of classroom practices and became, consequently, the focus of research attention.

Initial investigations and explorations of teacher beliefs, knowledge and attitudes showed that it was the teacher’s whole identity that was at play in the classroom. This line of thinking sees teacher identity as a crucial component in determining how language teaching is played out.

At the same time, a separate line of research was beginning to explore the sociocultural dimensions of teaching. This research revealed among other things that many aspects of identity including, though not restricted to, matters of race, gender... were of the utmost importance in the language classroom. By the same token, the teacher too was not a neutral player in the classroom, but on the contrary, his/her position in relation



to his/her students, and the broader context in which the teacher was studied, was vital and crucial.

From the two different directions, then, it became apparent that in order to understand language teaching, and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political and individual identities which they claim or which are assigned to them.

The new understanding of identity revolved around certain central ideas. **First, identity is not a fixed, stable, unitary, and internally coherent phenomenon but is multiple, shifting and in conflict;** by the same token it is **transformational and transformative.** A crucial component here is that of the primacy of agency in identity formation to understand individuals as intentional beings. Second, identity is not context-free but is

crucially related to social, cultural, political context interlocutors, institutional settings, and so on (Duff & Uchida, 1997). An important aspect of this is the link or relation between assigned identity (the identity imposed on one by others) and claimed identity (the identity or identities one acknowledges or claims for oneself).

a. Social Identity Theory (Tajfel & Turner 1978)

Teacher identity is about the teacher's characteristics, social roles and responsibilities as perceived by both the teacher and others. Role identity is important because individuals come to understand who they are by occupying particular roles in society. Roles are determined by social, political, economic and cultural and values in society or roles emerge from and are significantly shaped by interaction in specific social settings, i.e., identity is both transformational and



transformative as individual teachers revalue, negotiate and reconstruct their respective identities. Hence, the mutually complementary concepts of assigned versus claimed identity.

-Social Identity Theory: individuals strive to improve their self-image by trying to enhance their self-esteem.

-In-Group: a social group to which a person psychologically identifies as being a member.

-Out-Group: a social group with which an individual does not identify.

b. Theory of situated learning and communities of practice (Lave & Wenger, 1991)

Teacher identity is defined and characterized as a process and product of learning within particular situations and communities of practice. Individual teacher

identities are formed especially at the pre-service and beginner-teacher or novice levels. It stresses the interactional and learning values of teaching practicum for student-teachers and internship as well as mentorship for neophyte teachers.

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LECTURE 2

MODELS OF TEACHING



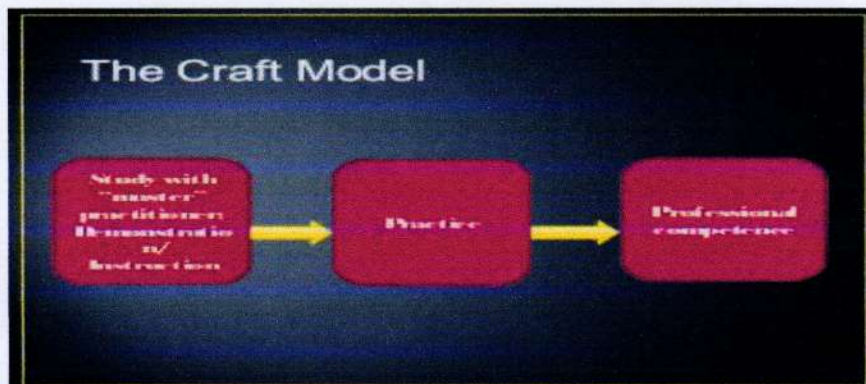
Introduction

Preparing students to become effective teachers has become a topic of interest in the educational field. Thus, several teacher education programmes have been developed in order to enhance this process. These programmes scrutinise the possible approaches which could encourage teachers-in-service to develop some learning-focused teaching activities. Three major models of teacher

education have been put forward by **Michael J. Wallace** in 1991. Wallace shaped his models (The craft model, the applied science model, and the reflective model) after the existing concepts of his precursors, but in a more convenient way.

➤ **MODELS OF TEACHING**

1. The Craft Model (1950's)





The Craft Model is the oldest form of professional education and is still used today in teacher education. Its conceptual basis, however, is widely used in practicum courses in which students work with classroom teachers, often called cooperating teachers. The basic assumptions underlying this model are as follows: the teacher is the expert tutor and acts as a moral and professional guide to the student teacher and practice is given priority over theory. In its most basic form, this model consists of the trainee or beginner working closely with the expert teacher. The practitioner is supposed to learn by imitating all the teaching techniques used by the experienced teacher. And knowledge is acquired as a result of observation, instruction, and practice.

Merits: The positive sides of this model are as follows:

- (1) the Craft Model of language teacher education allows the learner to develop **experiential knowledge** since the primary responsibilities of the learner are in the classroom.
- (2) It is one of the quickest models of teacher education.
- (3) Researches proved that students can imitate their teacher very quickly.

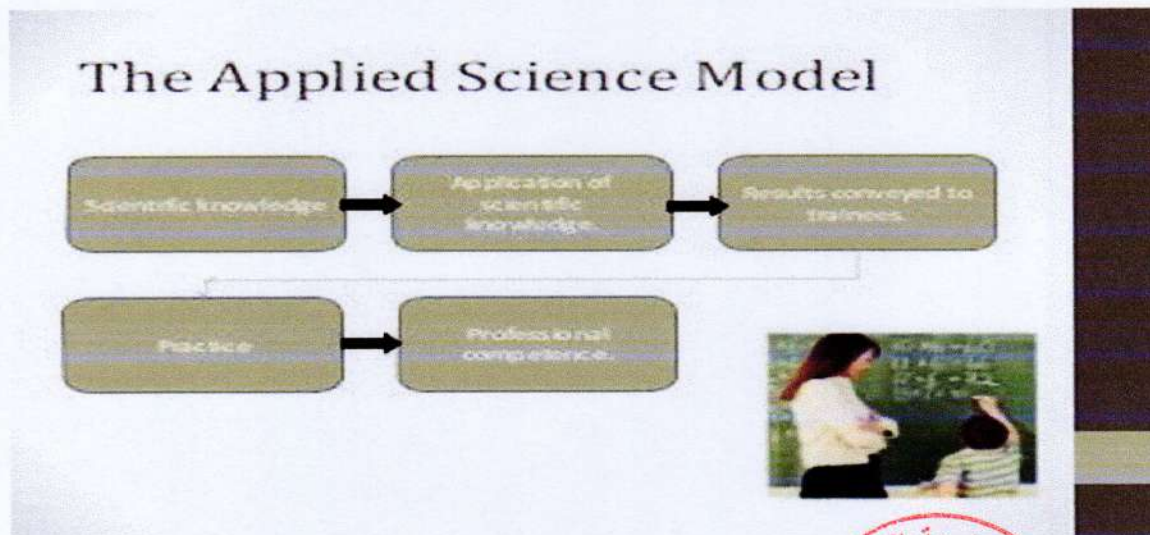
Drawbacks: This model suffers from several shortcomings:

- (1) the most relevant strategies of training are provided by experts, thus the student-teachers play a passive role.
- (2) The Craft Model is essentially conservative. It does not account for any kind of change.
- (3) It depends merely on imitation.
- (4) It does not handle the relevant scientific knowledge.
- (5) In this model, there is no scope for developing one's creativity since



it does not allow suggesting new theories.

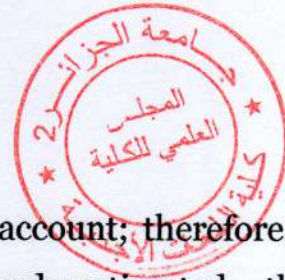
2. The Applied Science Model (1960's)



The Applied Science Model is the traditional and perhaps still the most prevalent model underlying most teacher education programmes. It was put forward by **Michael J. Wallace** in 1991 based on the **Technical Rationality** of **Donald A. Schön**. The model derives its authority from the achievements of empirical

science, particularly in the 19th and 20th centuries.

The Applied Science Model emerges on the following assumptions: Teaching is a science and as such can be examined rationally and objectively. Teachers



learn to be teachers by being taught research-based theories. These theories are being conveyed to the students only by those who are considered to be the experts in the particular field. Teachers are said to be educated when they become proficient enough to apply these theories in practice.

Merits: The Applied Science Model has the following plus points:

- (1) this model takes into account the crucial element of the explosive growth of relevant scientific knowledge in recent times.
- (2) Its theory-oriented study provides many opportunities for the learner to achieve received knowledge.

Drawbacks: Despite its wide-spread usage, it has some shortcomings:

- (1) Changes at the practical level applied by practitioners are not

taken into account; therefore, their value is underestimated, thereby creating a separation between research and professional practice.

(2) The most serious problem occurs when the students are asked to apply on their own the scientific theories they have learned in the classroom.

(3) Many researchers claim that trainees who take courses based on the Applied Science Model feel that such courses do not help them develop professionally, that is, the theoretical studies are of no help.

(4) The learner is passive, he cannot ask any question. He just follows the instructions of the expert.

(5) The Applied Science Model is somewhat limited in scope as it does not take care of student- teachers' self-development or awareness of their role not only as teachers but as



teacher-researchers in their classrooms.

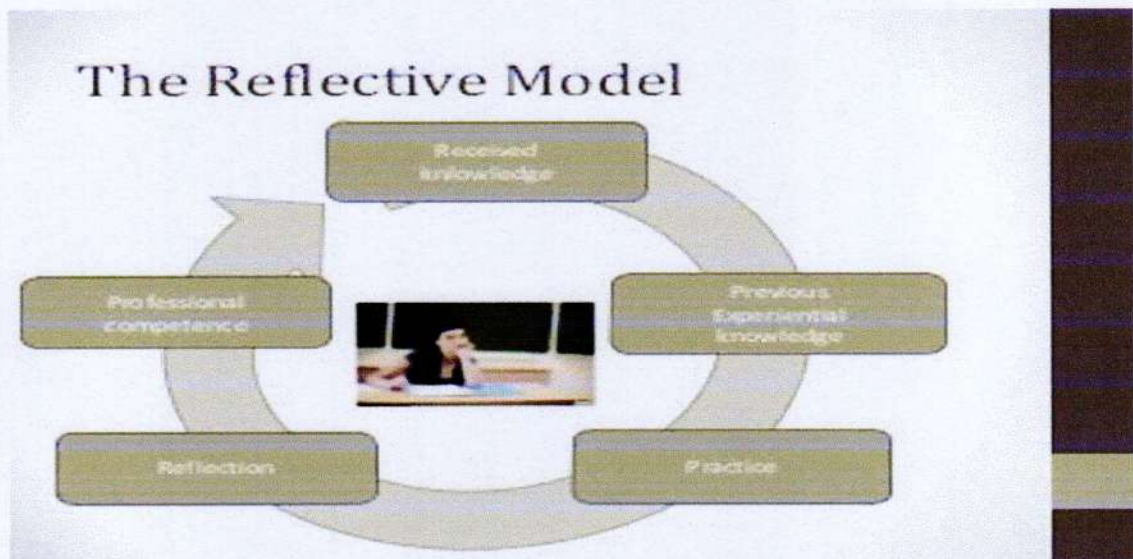
In this model, there is no scope for expressing one's creativity.

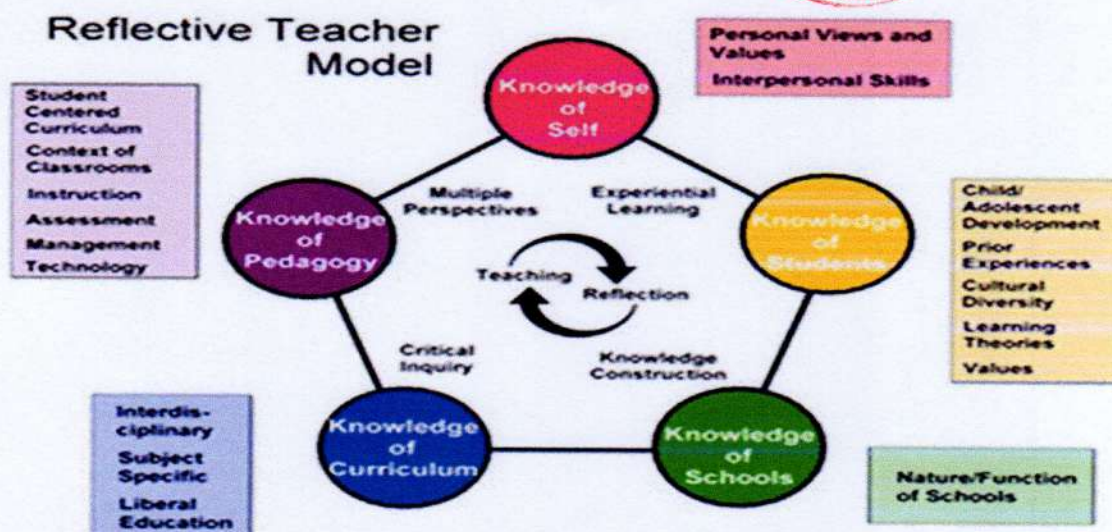
(6) The Applied Science Model is prescriptive since it advocates teachers to follow some proven teaching method instead of relying upon individual or intuitive theories of teaching and learning.

(8) Its major shortcoming is that it has not been able to deliver a relevant "scientific" solution to the various professional dilemmas that the teacher faces in real-life classroom situations.

(7) the Applied Science Model is product-oriented. It slavishly follows various established methods and theories to improve teaching ability.

3. The Reflective Model **(1980's & 1990's)**





Reflective practice has become a dominant paradigm in language teacher education research and programmes worldwide. But it is not an innovation in teaching. It has its roots in the work of several educational theorists and practitioners. Most definitions of reflective thinking found in the literature of teacher education are based on **Dewey's** inquiry-oriented concepts. In the 1980s, Dewey's foundational aspects on reflection

were further extended by the American sociologist **Donald A. Schön**. Later on, in 1991 **Michael J. Wallace** described Schön's critique more explicitly.

The Reflective Model is based on the assumption that teachers develop professional competence through reflecting on their own practice. In other words, a teaching experience is recalled and considered to reach an evaluation and to provide input into future planning and action.



For Wallace a teacher education course should include two kinds of knowledge for it to be professionally structured:

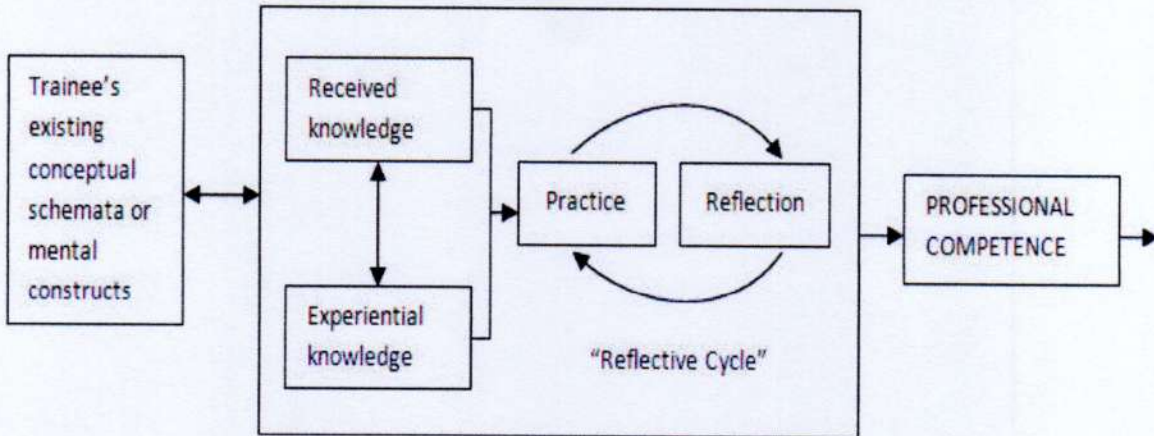
- **Received knowledge:** It is related to all the theories, concepts and skills that are studied during the student-teacher's ELT methodology lessons.
- **Experiential knowledge:** It is that knowledge that is developed by the trainees throughout their teaching practice.

Wallace's Reflective Model applies to both **pre-service** and **in-service** education.

The model is separated into three stages:

1. **The pre-training:** It is believed that the person who has decided to embark on professional education does not enter the programme with a blank mind. He has, at least, some pre-training knowledge about teaching.
2. **Professional development:** It is the stage of professional education or development through theory and practice.
3. **Professional competence:** The ultimate goal of this model is to increase professional competence.

The following illustration is a graphical representation of Wallace's Reflective Model of professional education or development:



Stage 1
(Pre-training)

Stage 2
(Professional education/development)

GOAL



Teacher Professional Development

- web access
- building a new paradigm
- skill sets for the 21st C
- return home
- creative & publishing
- information management
- a thinking pedagogy
- learning environments



This is a very common way in which **professional competence** is developed, and in it the process of **reflective practice** is taking place, even though the practice element occurs outside the formal framework of the course. The use of reflective practice is valid, but it should be noted that this sort of practice for professional education carries certain disadvantages: The main disadvantage is that the experience is private, not shared. The second disadvantage is the potential lack of focus in the discussion. The third problem could well be a lack of structure in the mode of articulating reflection. Ultimately, its flexibility and stress on participant initiative and input may cause a lack of organisation and a pooling of ignorance, at the expense of genuine professional or personal progress.

Merits: Reflective teaching is very much beneficial for teacher development. It offers more advantages than disadvantages:

- (1) Reflective practice helps the novice teachers become more aware of decision-making processes to help them determine the effect their decisions have in the context in which they are implemented.
- (2) Reflective Model is broad in scope since it enables teachers to investigate and clarify their own classroom processes, and their individual theories of teaching and learning, instead of relying on some specific method of teaching.
- (3) The Reflective Model is a process-oriented teaching approach since it provides an opportunity for



the teacher to reveal his creative sides.

(4) Reflective practice provides an opportunity for the teacher to find a self-defined solution for a particular classroom problem.

(5) In sharp contrast to the other models of teacher education, the Reflective Model does not treat the student-teacher as a passive participant. Here he works with his educator as a co-participant.

(6) This is the only model that fulfills almost all the requirements for **teacher development**.



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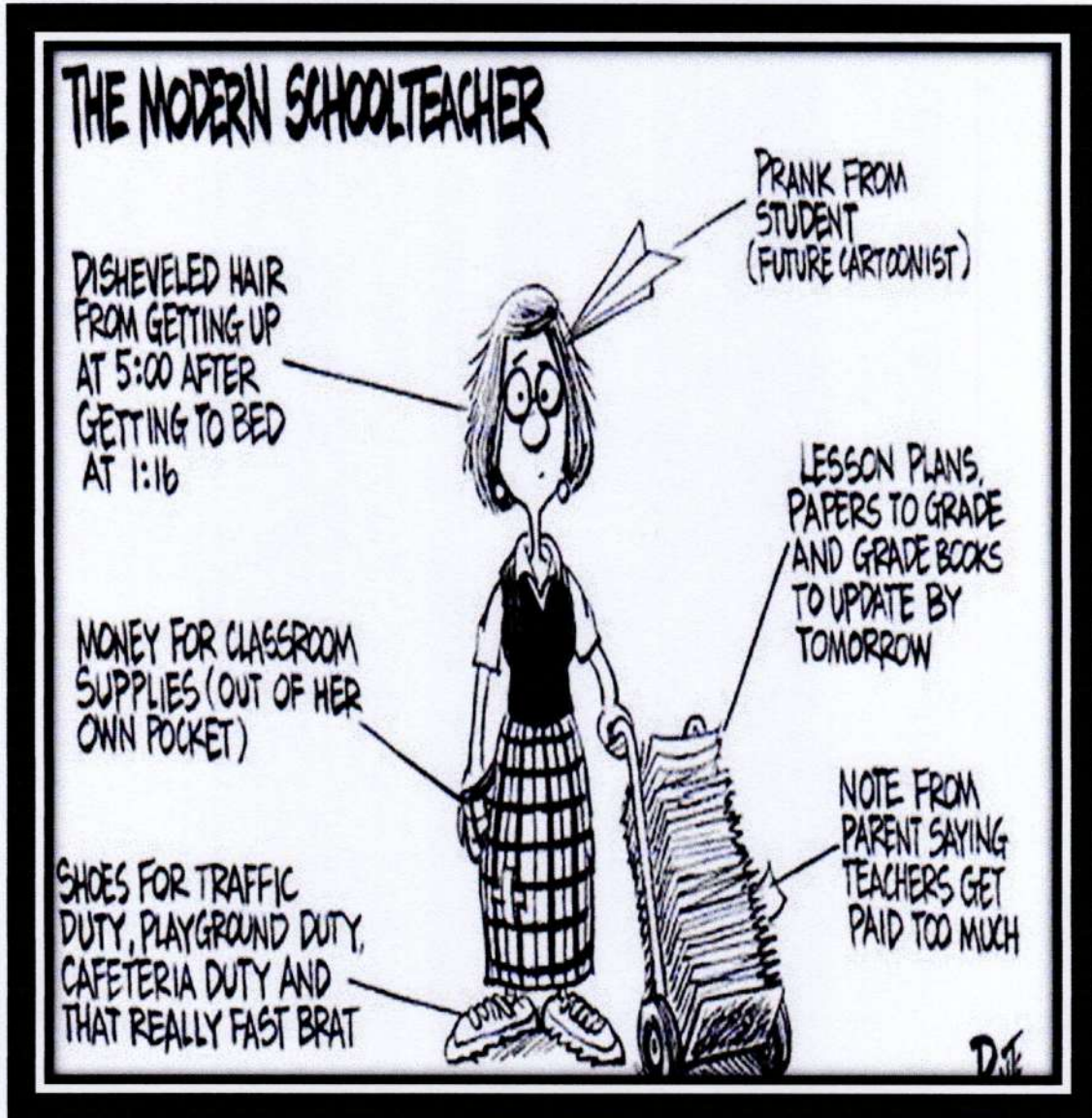
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LECTURE 3

TEACHER STEREOTYPES

Examine the cartoons below and comment.





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Formation of professional stereotypes in thinking is one of the aspects of professional activity of a man. On the one hand formation of stereotypes is one of the advantages of the human mind. On the other hand, stereotypes introduce big distortions to the reflection of professional reality and contribute to the formation of psychological barriers. Prevalence of stereotyped thinking can gradually lead to professional deformation of a specialist. Translated from Greek the term stereotype means "solid impression".

The study of stereotypes began in the 1920s, when American sociologist Lippman made an attempt to give a definition of stereotype for the first time as "preconceptions" that "govern deeply the whole process of perception. They mark out certain objects as familiar or strange,

emphasizing the difference, so that the slightly familiar is seen as very familiar, and the somewhat strange as sharply alien" (Chaplygina, 2010, p. 679). This general negative assessment of stereotypes as suggested by Lippmann dominated in science until the late 1950s.

Types of stereotypes
Stereotype is fixed image or idea emotionally colored by prejudice or bias i.e., by steadfast evaluation. Educational stereotypes are behavioral, cognitive and affective criterions to which a teacher orient himself in his professional educational activities. According to Buchilova (2002), educational stereotypes are fixed, oversimplified, schematized and emotionally colored ideas of educational activity, child personality, parents and teacher himself. Stereotypes begin to form in childhood under the influence of teachers and parents. In



college stereotypes continue to amass and get entrenched. With age as many researchers mention, inclination for stereotyping grows stronger.

Oversimplified stereotypes form “relaxation circuit” and prevent from developing new approaches and methods, new knowledge (Buchilova, 2002). Stereotypes are divided into positive/negative or useful/harmful stereotypes depending on the ways and forms of their use.

POSITIVE FUNCTIONS OF STEREOTYPES:

- They enable to determine general approaches, to unify life;
- They stereotype is rational, it economizes time;
- They enable to store in memory generalized characteristics of teacher’s thinking and activity, etc.;

NEGATIVE FUNCTIONS

OF STEREOTYPES:

- reproduce mainly standard decisions - induce conventional, simplified approach to problems encountered;
- restrain creative activity;
- reduce flexibility of thinking, hamper development of teacher’s non-standard thinking;
- lower quality of educational process: Professional knowledge and professional culture develop as a result of active professional activity. (Tjunnikov, 2004)

Developing stereotypes conduces to form cognitive, communicative, professional behavioral, research and other stereotypes. When professional problematic situation arises, firstly professional stereotypes began to work depending on the level of teacher’s competence. They are cognitive, didactic, communicative, behavioral stereotypes (they can be



presented conventionally as inside circle of stereotypes). They link up with social, trivial and mundane stereotypes (they can be conventionally presented as outside circle). Educational stereotypes form under the influence of social, cultural, gender, age, ethnic, religious and other stereotypes. Social stereotypes are the result of life experience, they are over generalized representations which are not accurate on a number of occasions.

All educational stereotypes are acquired due to mistakes based on metaphors, imaginary pictures in which we believe more than in life itself (Halt, 1966). Negative educational stereotypes also exist. We can identify authoritarian style of educational guidance; formalism, focus on the form of educational activity, prevalence of educational measures (organization, administration, regulation) over

self-organization, self-administration, self-regulation.

This stereotype can be summarized in the following rules with which teachers comply:

1. Teachers shall teach and students shall learn.
2. The teacher knows everything; the student knows nothing (compare to the thesis of "tabula rasa" well known in the history of education).
3. The teacher thinks also for the students.
4. The teacher speaks, the students listen to him passively.
5. The teacher determines curriculum, the students obey it.
6. The teacher acts and the student puts on semblance of activity.
7. The teacher is set in authority which he puts against liberty of action of students.



We can also identify the following negative educational stereotype of “good student” and “bad student”:

1. The teacher gives a bad student less time for answering than to a good student; - if incorrect answer is given, he does not repeat the question, does not offer a prompt but asks another student right away or gives a correct answer himself; - he is too tolerant, gives a good student a good mark for incorrect answer;
2. He scolds more often a bad student for incorrect answer
3. And he less often praises a bad student for correct answer ;
4. The teacher tends not to react to the answer of a bad student, asks another student and pays no attention to the raised hand of the bad student;
5. The teacher smiles more rarely, looks less frequently in the eyes of a bad student as compared with a good student (Brophy, Good, 1974).

Slastyonin (2000) proposed a mechanism for shattering (restructuring) of negative educational stereotypes. Shattering of stereotypes as such “is not their destruction because they are easily replaced by new ones, it is the use of constructive part of stereotypes in order to restructure and reconsider them”. Interrelation of stereotypes and professional deformation of a teacher Stereotyped actions are an indicator of professional deformations.

At first stereotypes speed up and improve efficiency of work; however, when they begin to dominate, perception of a situation gets simplified, and confidence in correctness and validity of the methods used is unfounded. This leads to decrease in analytical abilities, flexibility of thinking and ability to look at things from a different point of view. Professional deformation is initiated by



professional stagnation of a specialist.

Professional stagnation is crisis stemming from professional activity and subjective sensation that there is no any progress in personal and professional development (Symanyuk, 2005). Professional stagnation is lack of progress when a teacher with sufficiently high level of competence realizes his professional activity by using one and the same means. The simple mechanism to fight professional stagnation is periodical advanced training, use of creative and innovative teaching methods.

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LECTURE 4



TEACHERS' BELIEFS AND PERCEPTIONS OF THEIR IDENTITY

(A)

“People’s level of motivation, affective states, and actions are based more on what they believe than on what is objectively true.”

As (Bandura, 1997, p. 2) argued, *beliefs* more than *truth* guide our goals, emotions, decisions, actions, and reactions.

In classrooms, teachers, those responsible for the organization, structure, and tone of learning experiences and social development, rely on their implicit and explicit beliefs to function in the complex context of classrooms, embedded in schools, embedded in communities, embedded in larger national, international, diverse cultures.

In the moment-to-moment existence of practice, teachers frequently rely on beliefs, particularly those that

underlie their intuition, automaticity, and habit, to meet the demands of practice. Teachers’ beliefs can facilitate or hinder practice by serving to filter, frame, and guide experience, decisions, and actions. The importance of teachers’ beliefs is evidenced by decades of research and continued exploration of this construct theoretically and practically.

Beliefs have a key role in language teaching, they help persons make sense of the world, impacting how new information is understood, and whether it is accepted or rejected. Beliefs depict memories and adjust our understanding of occurrences.

Teachers’ beliefs have a greater effect than teachers’ knowledge on planning their



lessons, on the types of decisions they adopt, and on classroom practice. Teachers' beliefs identify their real behavior towards their learners. If teachers can determine their learners' abilities, they will be able to choose and modify their behavior and educational choice appropriately (Lindsay and Norman, 1977).

Beliefs play a key role in teachers' classroom practices and their professional development. Teachers make decisions about their classroom teaching regarding beliefs they have about language teaching and learning. Teachers beliefs have a great impact on their aims, procedures, their roles, and their learners and help them get a special approach to language teaching.

- Teachers have goals, values and beliefs about the content and process of teaching: how they understand the system in which they work and their roles within this system will

influence their teaching and organize their knowledge.

- These beliefs may be cognitive, affective or behavioural (Lynch 1989) and have different sources and roles:

- Serve for developing the culture of teaching (decision-making and actions in the classroom) and are built up gradually over time.

- Are derived from different sources such as teachers' experience as language learners, experience of what works best, best teaching strategies, established practice and preferred teaching styles, personality factors (certain teaching patterns match teacher personality, education-based or research-based principles: learning theories or SLA theories, approach-derived or method-derived principles as e.g. CLT, TBL (Richards, 1998).

- Beliefs about English held by teachers? English is the language of English literature, of colonialism, for communicating with the English-



speaking world, for doing business, for music, for digital learning, etc; English is more difficult than other languages; some varieties of English (Australian, American, Canadian,) should be taught, etc.

- How do teachers see themselves as professionals? A combination of subject matter experts, as teaching experts (didactics) as pedagogical experts; teachers are more into a 'doing' environment than in a 'knowing' one; identity formation is an on-going process involving interpretation and re-interpretation of experiences as one lives through them (Kerby 1991).

- **Factors that contribute to these perceptions?**

- **The teaching context:** the ecology of the classroom (events, routines, situations) and the culture of the school (conceptions, values, norms shared, expectations of the community, colleagues, the curricula used); each of these determine the stories of individual teachers, i.e. the

way they perceive their professional identity;

- **The teaching experience:** novice vs expert teachers, knowledge of experts, the way a teacher monitors classroom events, the accurate prediction of classroom events, teacher's focus.

- **The biography of the teacher:** teacher's personal life experiences in the past interact with their professional lives; critical incidents and events (Elbaz 1983); age, motivation; relevant learning experiences.

- **Note that changes occur in teachers' identity throughout their careers.**





BELIEFS & TEACHER IDENTITY

Developing professional identity is a continuous and dynamic process in which individuals understand their encounters to shape and reshape their convictions regarding what it means to be in a specific occupation or a particular profession. Their viewpoints are shaped according to who they are as professionals in a certain expertise; this view of self in a profession involves values, beliefs, experiences and motives which are applied in order to describe and lead skillful practices and growth including moral and cognitive reasoning (Stricker, et al., 2019).

In the context of the teaching occupation, teacher identity taps into a wide range of issues as this topic is a broad one and could be discussed from several aspects. Basically, these issues revolve around the teaching / learning goals,

the classroom, and the teachers themselves. For example, students come to the classroom with different sets of abilities and experiences to enhance their learning. Thus, teacher identity could be displayed through their instructional practices in the classroom by understanding students' needs, the ability of managing the classroom, capability of handling different students' attitudes and behavior.

The strategies of presenting the curriculum, assigning tasks, asking questions and conducting assessments are also aspects of a teacher's identity that infuse every part of a teacher's day and their interactions with students (Ellis, 2016). Another aspect is how teachers see themselves and their personal beliefs of their self-image. For the most part, the reflection of this self-image includes the teachers' experiences in their classes, their



relationships with their fellow teachers, supervisors and other figures of authority.

An overall perception of a teacher's professional identity is found to be useful as it "stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society" (Sachs, 2005, p. 15).

Basically, identity is not fixed nor is it forced but it is "negotiated through experience and the sense that is made of that experience" (Sachs, 2005, p. 15).

One reason for the increased attention to teachers' professional identity is the framework it provides for comprehending how teachers formulate their perspective on teaching and how these formulations

might affect their own practice. Also, Olsen (2008) views identity as a label for a set of influences and impacts from actual contexts, social positioning, previous constructs of self and a meaningful framework that becomes interwoven inside the stream of activity as a teacher synchronously responds to and arranges given settings and human connections at given moments.

Lindsay and Norman (1977) describe perceptions as a process through which individuals interpret and compose their senses to create a significant encounter of the world. However, this understanding of the world may not be indistinguishable from the real world, yet this procedure of meaning exchange happens to shape teachers' perceptions. Kagan (1992) contends that, teachers attempt to understand their intricate world and they react to it by building up their very own beliefs about how students ought to



learn and how teaching ought to be. Likewise. As a result, perceptions are vital elements of a teacher's identity since they are propulsive motives for their actions. When encountered with a particular situation, teachers decipher it into something that is important to them based on related experiences. Their view of what this situation is and how to manage it is derived from their professional experiences and their personal ones too. Therefore, through dialogue and professional interaction, teachers' perceptions are developed (Lambert, 1998).

Teachers who participate in interactions and professional activities, such as attending workshops and conferences, joining online communities of practice or any other professional development activities, might improve their own understanding of teaching practices. Teachers' communications with their general surroundings, along

these lines, shape their perspectives about themselves as well as other people (Salama, 2018).

Teacher mentalities and their beliefs regarding their professional identity and teacher learning are critical contemplations in order to understand how they see themselves as teachers, their perspectives regarding the characteristics of a good successful teacher and their classroom practices.

Understanding these beliefs will help in conducting a well-designed teacher development / training programs and beneficial communities of practice to develop their thinking and practices. Teacher efficacy, professional improvement, the willingness and ability to adapt with educational change, as well as implementing variation and novelty in their teaching practices are also affected by their perceptions about their professional identity (Beijaard, et al., 2000).



Teachers' beliefs concerning pedagogical matters and instructional practices depend vigorously on experience and intuition; choices depend on the types of students and the exceptional classrooms restraints. Also, their perception of success is based on their students' effort, their active participation and interest because sparse commitment to learning and inactive participation usually leads teachers to express their frustration and discontent (Montgomery, 2012).

Researchers believe that a teacher's enthusiasm, motivation and persistence are affiliated with their efficacy, which affects the performance of the students even if the students are unmotivated (Evans-Palmer, 2010)

Thus, teachers' perception of themselves influences their actions

and is an important element in understanding their professional identity, which exists in the relationship between practice and thinking.

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LECTURE 5

PORTRAIT OF A GOOD TEACHER



1. Affective Dimension:

- Enthusiastic and passionate: enjoys transmitting knowledge and participating in teacher training seminars; instils a passion for learning to all participants; has a positive influence on learners and stimulates learning.
- Has humour: reduces students' affective filter and enhances learning; has a good rapport with students who are not afraid of making mistakes and are encouraged to take chances; maintains good pace in class and does not waste time.
- Encouraging and patient: does not give up on students who have learning difficulties and keeps motivating them until they achieve.
- Is available and takes interest in each student as a person; gives topics to

interest them and opportunities for self-expression.

- Encourages students to do extra work that she can correct in class or after class.
- Does not ridicule students or use sarcasm, playing with the students' emotions and thereby student learning.
- Does not automatically blame the students if a result is disappointing.
- Has an impact beyond her knowledge and influences generations of young people.

2. Skills:

- Creative: avoids tedious repetition of drills and exercises and engages the student's mind in exciting activities like problem-solving, games, songs, plays, etc.
- Challenges the students by making them use the target language all the time; maintains a high level of



difficulty without discouraging them; tolerates mistakes.

- Concentrates on tasks; creates peace and fairness in the classroom; gives feedback; does not pretend to know all the answers.
- Helps students to understand a bewilderingly complex world, standing for certain values; give confidence to students.
- Is a risk-taker and frequently tries out new techniques and new materials.
-

3. Classroom Management:

- Treats the students on an equal basis with all the members of the class regardless of gender, race, marital status, religion, future need for English, etc.; has no bias towards the brighter and more energetic

students balances spontaneity with structure: her lessons can be both creative and unpredictable, yet they fit into an overall developmental pattern.

4. Academic Knowledge:

- Can explain something on the spot: for e.g., a point of grammar or pronunciation; can answer questions even after class.
- His/her good subject knowledge gives him/her credibility and importance in the eyes of his/her students; continually updates her knowledge by reading more on the subject.
- Loves his/her subject and enjoys teaching it.



What do successful teachers do differently?

Taken from: <https://www.teachthought.com/pedagogy/25-things-successful-teachers-do-differently/>

Comment on the following:

Edusketch by @mrsHblzlo

25 Things Successful Teachers Do Differently

@teachthought

- CLEAR OBJECTIVES**
- SENSE OF PURPOSE**
- LIVE W/O IMMEDIATE FEEDBACK ???**
- KNOW WHEN TO LISTEN AND WHEN TO IGNORE**
- HAVE A POSITIVE ATTITUDE**
Half full!!
- EXPECT STUDENTS TO SUCCEED**
- HAVE A SENSE OF HUMOR**
Knock! Knock!
- USE PRAISE AUTHENTICALLY**
- KNOW HOW TO TAKE RISKS**
RISK = REWARD
- ARE CONSISTENT**
YES BE YES
- ARE REFLECTIVE**
- SEEK OUT MENTORS**
You are off base! Thank You!
- COMMUNICATE W/ PARENTS**
- ENJOY THEIR WORK**
I ♥ TEACHING
- ADAPT TO STUDENT NEEDS**
CHANGE AHEAD
- WELCOME CHANGE IN THE CLASSROOM**
- EXPLORE NEW TOOLS**
- GIVE EMOTIONAL SUPPORT**
- COMFORTABLE W/ THE UNKNOWN**
- ARE NOT THREATENED BY PARENT ADVOCACY**
- BRING FUN**
- TEACH HOLISTICALLY**
- NEVER STOP LEARNING**
PLAN
- BREAK OUT OF THE BOX**
Teacher
- MASTERS OF THEIR SUBJECT**



1. Successful teachers have clear objectives

Making a plan does not suggest a lack of **creativity in your curriculum** but rather, gives creativity a framework in which to flourish.

2. Successful teachers have a sense of purpose

Teachers with a sense of purpose that are able to see the big picture can ride above the hard and boring days because their eye is on something further down the road.

3. Successful teachers are able to live without immediate feedback

There is nothing worse than sweating over a lesson plan only to have your students walk out of class without so much as a smile or a, "Great job teach!" It's hard to give 100% and not see immediate results. Teachers who rely on that instant

gratification will get burned out and disillusioned.

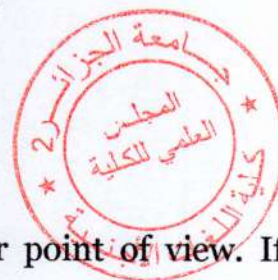
Learning, relationships, and education are a messy endeavor, much like nurturing a garden. It takes time, and some dirt, to grow.

4. Successful teachers know when to listen to students and when to ignore them

Right on the heels of the above tip is the concept of discernment with **student feedback**. A teacher who never listens to his/her students will ultimately fail. A teacher who always listens to his/her students will ultimately fail. It is no simple endeavor to know when to listen and adapt, and when to say, "No- we're going this way because I am the teacher and I see the long term picture."

5. Successful teachers have a positive attitude

Negative energy zaps creativity and it makes a nice breeding ground for



fear of failure. Good teachers have an upbeat mood, a sense of vitality and energy, and see past momentary setbacks to the end goal. Positivity breeds creativity.

6. Successful teachers expect their students to succeed

This concept is similar for parents as well. Students need someone to believe in them. They need a wiser and older person to put stock in their abilities. Set the bar high and then create an environment where it's okay to fail. This will motivate your students to keep trying until they reach the expectation you've set for them.

7. Successful teachers have a sense of humor

Humor and wit make a lasting impression. It reduces stress and frustration, and gives people a chance to look at their circumstances

from another point of view. If you interviewed 1000 students about their favorite teacher, I'll bet 95% of them were hysterical.

8. Successful teachers use praise authentically

Students need encouragement yes, but real encouragement. It does no good to praise their work when you know it is only 50% of what they are capable of. You don't want to create an environment where there is no praise or recognition; you want to create one where the praise that you offer is valuable BECAUSE you use it judiciously.

9. Successful teachers know how to take risks

There is a wise saying that reads, "Those who go just a little bit too far are the ones who know just how far one can go." Risk-taking is a part of



the successful formula. Your students need to see you try new things in the classroom and they will watch closely how you handle failure in your risk-taking. This is as important as what you are teaching.

10. Successful teachers are consistent

Consistency is not to be confused with “stuck.” Consistency means that you do what you say you will do, you don’t change your rules based on your mood, and your students can rely on you when they are in need. Teachers who are stuck in their outdated methods may boast consistency, when in fact it is cleverly-masked stubbornness.

11. Successful teachers are reflective

In order to avoid becoming the stuck and stubborn teacher, successful educators take time to reflect on

their methods, their delivery, and the way they connect with their students. Reflection is necessary to uncover those weaknesses that can be strengthened with a bit of resolve and understanding.

12. Successful teachers seek out mentors of their own

Reflective teachers can easily get disheartened if they don’t have someone a bit older and wiser offering support. You are never too old or wise for a mentor. Mentors can be that voice that says, “Yes your reflections are correct,” or “No, you are off because....” and provide you with a different perspective.

13. Successful teachers communicate with parents

Collaboration between parents and teachers is absolutely crucial to a student’s success. Create an open path of communication so parents



can come to you with concerns and you can do the same. When a teacher and parents present a united front, there is a lower chance that your student will fall through the cracks.

14. Successful teachers enjoy their work

It is easy to spot a teacher who loves their work. They seem to emanate contagious energy. Even if it on a subject like advanced calculus, the subject comes alive. If you don't love your work or your subject, it will come through in your teaching. Try to figure out why you feel so unmotivated and uninspired. It might have nothing to do with the subject, but your expectations. Adjust them a bit and you might find your love of teaching come flooding back.

15. Successful teachers adapt to student needs

Classrooms are like an ever-evolving dynamic organism. Depending on the day, the attendance roster, and the phase of the moon, you might have to change up your plans or your schedule to accommodate your students. As they grow and change, your methods might have to as well. If your goal is to promote a curriculum or method, it will feel like a personal insult when you have to modify it. Make connecting with your student your goal and you'll have no trouble changing it up as time moves on.

16. Successful teachers welcome change in the classroom

This relates to the above tip, but in a slightly different way. Have you ever been so bored with your house or your bedroom, only to rearrange it and have it feel like a new room? Change ignites the brain with excitement and adventure. Change



your classroom to keep your students on their toes. Simple changes like rearranging desks and routines can breathe new life in the middle of a long year.

17. Successful teachers take time to explore new tools

With the advance of technology, there are fresh new resources and tools that can add great functionality to your classroom and curriculum. There is no doubt that the students you are teaching (far younger than you) probably already use technologies you haven't tapped into yet. Don't be afraid to push for technology in the classroom. It is often an underfunded area but in this current world and climate, your students will be growing up in a world where technology is everywhere. Give them a head start and use technology in your classroom.

18. Successful teachers give their students emotional support

There are days when your students will need your emotional support more than a piece of information. Connecting to your students on an emotional level makes it more likely that they will listen to your counsel and take your advice to heart. Students need mentors as much as they need teachers.

19. Successful teachers are comfortable with the unknown

It's difficult to teach in an environment where you don't know the future of your classroom budget, the **involvement of your student's** parents, or the outcome of all your hard work. On a more philosophical level, educators who teach the higher grades are tasked with teaching students principles that have a lot of unknowns (i.e.



physics). How comfortable are you with not having all the answers? Good teachers are able to function without everything tied up neatly in a bow.

20. Successful teachers are not threatened by parent advocacy

Unfortunately, parents and teachers are sometimes threatened by one another. A teacher who is insecure will see parent advocacy as a threat. While there are plenty of over-involved helicopter parents waiting to point out a teacher's mistakes, most parents just want what's best for their child. Successful educators are confident in their abilities and not threatened when parents want to get into the classroom and make their opinions known. Good teachers also know they don't have to follow what the parent recommends!

21. Successful teachers bring fun into the classroom

Don't be too serious. Some days, "fun" should be the goal. When students feel and see your humanness, it builds a foundation of trust and respect. Fun and educational aren't mutually exclusive either. Using humor can make even the most mundane topic more interesting.

22. Successful teachers teach holistically

Learning does not happen in a vacuum. Depression, anxiety, and mental stress have a severe impact on the educational process. It's crucial that educators (and the educational model) take the whole person into account. You can have the funniest and most innovative lesson on algebra, but if your student has just been told his parents are getting a divorce, you will not reach him.



23. Successful teachers never stop learning

Good teachers find time in their schedule to learn themselves. Not only does it help bolster your knowledge in a certain subject matter, it also puts you in the position of student. This gives you a perspective about the learning process that you can easily forget when you're always in teaching mode.

24. Successful teachers break out of the box

It may be a self-made box. "Oh I could never do that," you say to yourself. Perhaps you promised you'd never become the teacher who would let students grade each other (maybe you had a bad experience as a kid). Sometimes the biggest obstacle to growth is us. Have you built a box around your teaching

methods? Good teachers know when it's time to break out of it.

25. Successful teachers are masters of their subject

Good teachers need to know their craft. In addition to the methodology of "teaching", you need to master your subject area. Learn, learn, and never stop learning. Successful educators stay curious.

Taken from:

<https://www.teachthought.com/pedagogy/25-things-successful-teachers-do-differently/>





LECTURE 6

ACTION RESEARCH, TEACHER DEVELOPMENT AND TEACHER IDENTITY

“Teachers are the vanguards of learning for subsequent generations, introducing all of us to worlds of new ideas, from the arts and sciences to the humanities and social sciences” Stapleton (2018, p.1)

One road which teachers can take to maintain that status of being vanguards and furthering the legitimacy of the profession is that of research, carried out by them in their educational context. The combination of teaching and researching helps narrow the knowledge gap between countries and regions, and in the current educational rhetoric, teacher-researchers are seen as updated and

curious promoters of problem-based learning (Assen, et. al., 2016).

1. ACTION RESEARCH AND TEACHER IDENTITY

It is agreed that identity as a concept is complex to grasp and investigate given the multiplicity of factors which gravitate to it (Norton, 2013). Guitart (2014) draws a distinction between identity as a cognitive, personal and individual phenomenon, and identity as a cultural and social process. In language education, identity as an individual phenomenon can be found in definitions such as “a person’s sense of themselves as a discrete separate individual, including their self-image and their awareness of self” (Richards, 2015, p. 740). On the other hand, identity



understood as a social practice) definition: “identity is a highly dynamic construct which changes as a result of individuals’ interactions with others in the environment” Abdenia (2012, p. 714). It must be stressed that identity is not an either/or attribution; but the intersection of individual traits and notions of self-image in constant interaction with society. Identity is the combination of self-image and perceptions of how others see us. Definitions of teacher identity stress the processual nature of developing within the profession and the phases individuals may undergo from being student-teachers to novice teachers to experienced teachers taking different roles, such as practitioners, teacher educators, or curriculum developers, over their education career.

2. ACTION RESEARCH: CONCEPTUAL

UNDERPINNINGS AND DEFINITION

- 1960’s & 1970’s: educational research followed a humanistic approach taking into account human subjectivity and emphasizing the whole person. Then broadened to include action research (AR), ethnography, narrative inquiry, critical theory, etc (Elliott 1991).
- Action Research: process of inquiry that seeks to improve social issues affecting the lives of everyday people (Bogden & Bilken 1992).
- Methodology born in the 1930’s (Lewin 1938): viewed as cyclical, dynamic and collaborative.
- Action Research: implies repeated cycles of



planning, observing and reflecting; through these cycles, individuals can implement changes required for social improvement.

- Action Research: a collaborative process because those who carry it out have shared concerns. Kemmis & McTaggart (1988 p.6) write: AR is a « *form of collective reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out* ». Therefore, the participatory democratic process of AR brings together *action* and *reflection*. These are meant to effect positive change in

teachers' practices and within the broader community (Mills 2011)

3. ACTION RESEARCH, TEACHER DEVELOPMENT AND TEACHER AGENCY:

- Teachers can develop new knowledge directly related to their classrooms and expand their pedagogical repertoire: AR can empower them.
- Teachers can implement practices that best meet their students' needs, exercise their individual talents and creative ideas within the classroom and make changes in teaching and learning; by doing so, they enhance student achievement and schools



become more effective learning communities.

- AR can transform teacher identities: the development of self-understandings about being a teacher is critical to learning how to teach.

- Teacher identities are formed/shaped and reformed/reshaped in the context of AR conducted by teachers and their colleagues (collaborative and participatory) in order to exercise change (agency) and improve classroom practices in a bottom-up way.

- Reflective journals with entries on descriptive accounts of classroom practice; reflection on action triggered by unhappy/ unsuccessful experiences; reflective

journal is an invaluable source of data to investigate interrelationships between teachers' identities and their development through AR.

- Discussion with colleagues, development of materials together, etc. All these can act as supporting tools for teacher agency; help them to develop their professional identity, grow professionally and benefit the institution.

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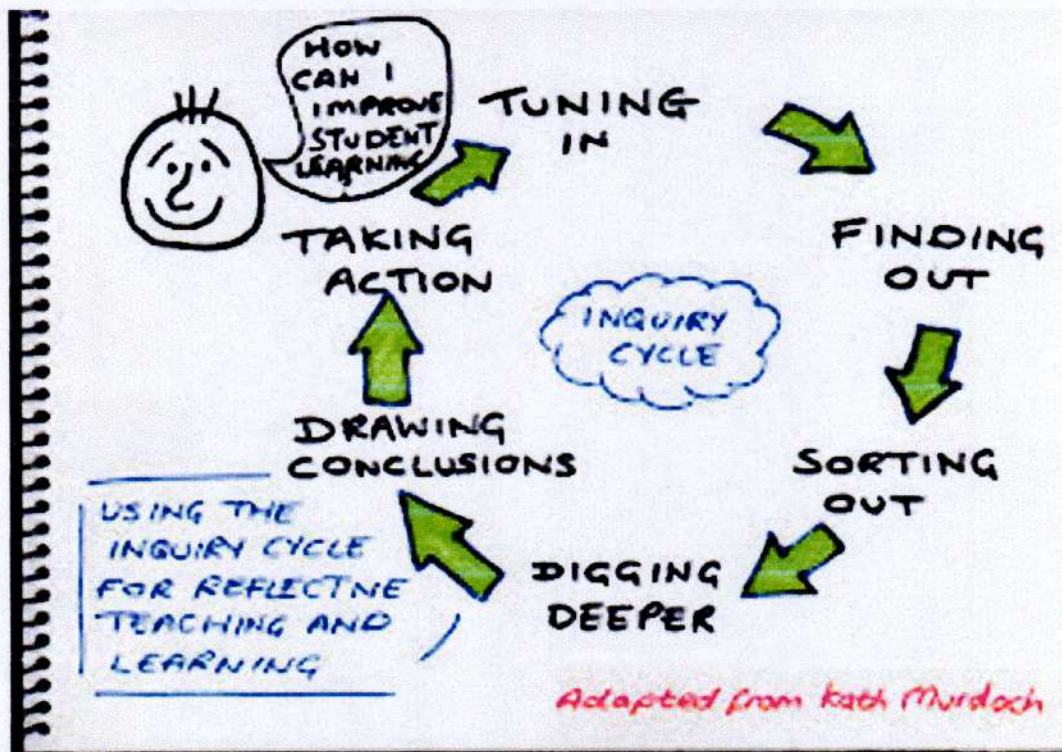




LECTURE 7



THE REFLECTIVE TEACHER



- Reflective teaching can be used with any teaching method/approach: This should occur at all times as the reflective teacher is continually involved in critical self-reflection about his teaching and her learners and explores all the classroom processes to improve his teaching.
- Has an extensive knowledge base about teaching: informed about learning theories, approaches, methods, learning strategies, assessment theory and practice: aware of when and how to make appropriate judgments and decisions

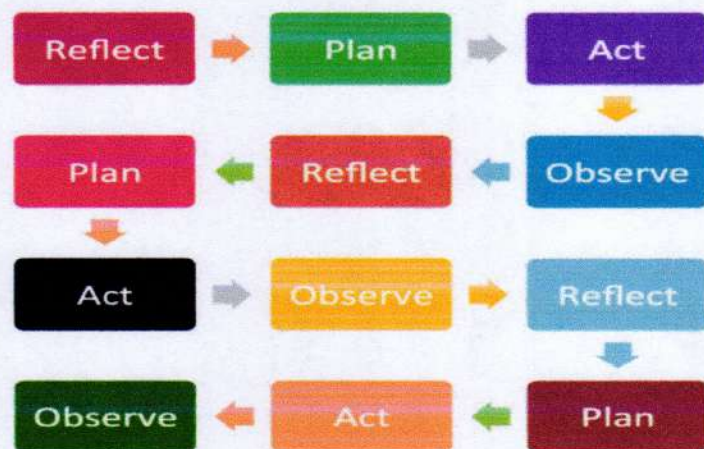


in teaching, alone or collaboratively, what to change, etc...

- Learns through self-inquiry: comments of a supervisor, a colleague can be a useful source of information about one's own teaching, as well as readings.
- Much of what happens in teaching is unknown to the teacher: often unaware of how he handles the moment-to-moment decisions that

arise; so, important to watch videotapes of teacher's own lessons critically: ask about why things are the way they are, what value systems they represent, what alternatives might be available, etc...

- Must be a skillful and systematic observer of his own classroom so that he is in a position to discover whether there is a gap between what he teaches and what his students learn.





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APPENDIX



THE CONCEPT OF TEACHER IDENTITY/ IDENTITIES

Dr. NESRINE AOUDJIT-BESSAI

MASTER 2: TEACHER IDENTITY

PPT



SOME QUOTES



❖ “Good teaching cannot be reduced to technique; good teaching comes from identity and integrity of the teacher”

PALKER J PALMER

❖ “What the teacher is, is more important than what he teaches”

KARL MENNINGER

❖ “ In every story I’ve heard, good teachers share one trait; a strong sense of personal identity infuses their work”

PALKER J PALMER

IDENTITY AS A MULTIFACETED CONCEPT

- ◉ In general phraseology, “identity” refers to the traits and peculiarities that distinguish an entity from other entities.
- ◉ Personal identity may be described as the markers of a person’s individuality, which subsumes consciousness of one’s self or being.



- ◉ Thus, identity has to do with one's 'self' or 'essence' in the specific terms of one's unique attributes in relation to one's social roles and responsibilities as perceived by oneself or others



INTERNAL

COHERENT

FIXED



SOCIALLY MEDIATED

FRAGMENTED

MULTIPLE



SEVEN FACETS OF IDENTITY:

BENSON & ALL (2013)

1. Embodied identity: the identity which relates to this body. If we talk about Linda's identity, its the identity of this body, it is always related to where the body is in space and time.



Linda



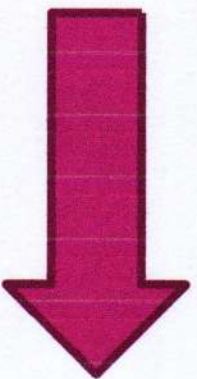
2. Reflexive Identity: the self view of the self.

Who we think we are; it's a complicated mesh of different attributes.

3. Projected Identity: We live in communities , we live and interact with other people. We project our identities. How I want others to see me: my language, my appearance, my gestures...all the semiotic resources I use while interacting with others.

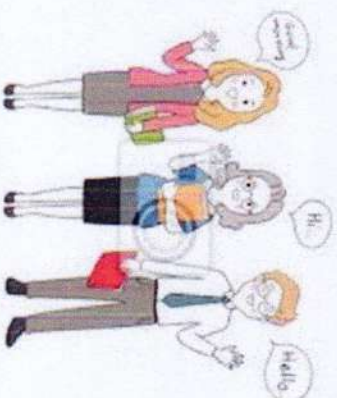


Projected identity

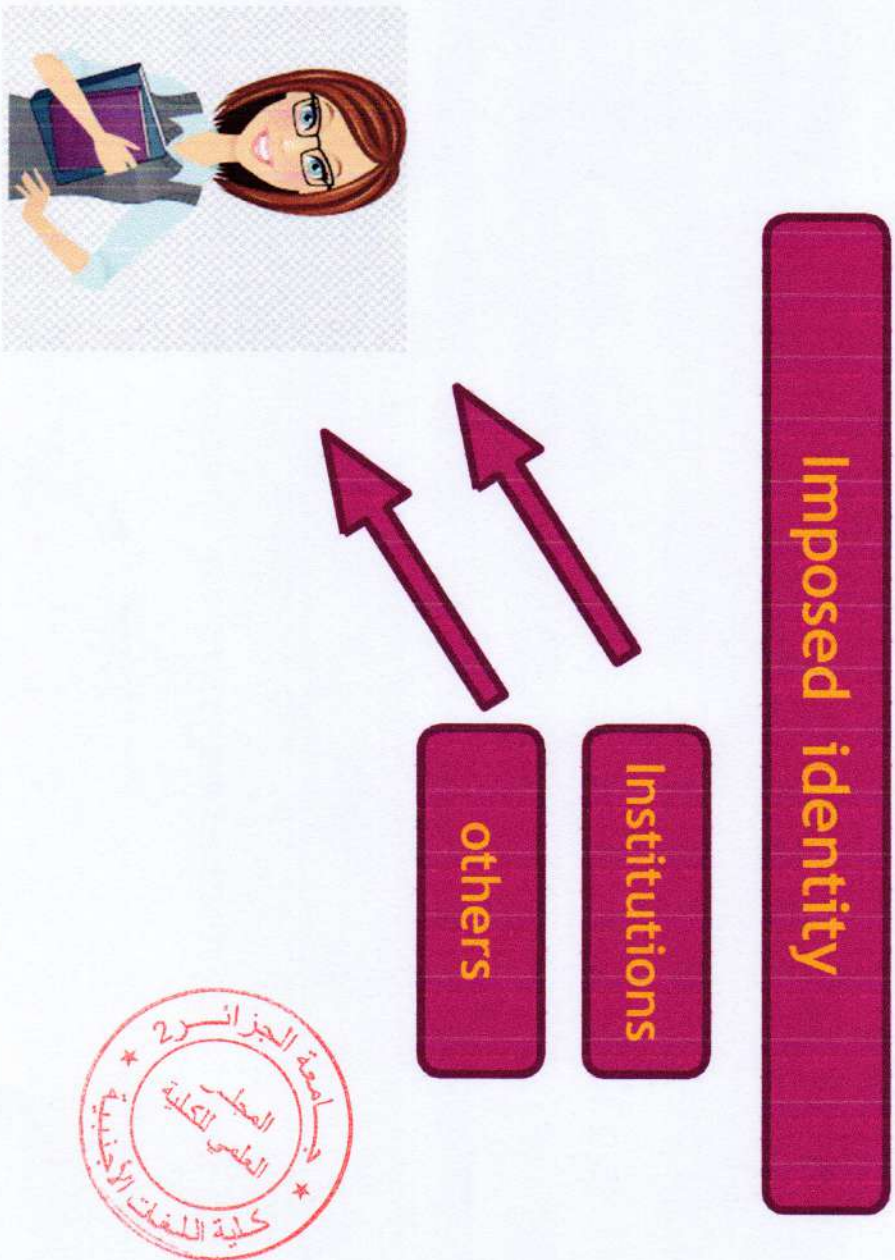


4. **Recognised identity:** the way projected identities are understood and acted upon by others in specific social contexts. how others see US...

Recognised identity



5. Imposed Identity: the identities others ascribe to the self in specific contexts, the identities others impose on us (institutions)



6. Imagined identity: possible selves; how we imagine ourselves. You are a university teacher and you imagine yourself as a head of department...

Imagined identity

Head of
department



7. Identity categories and resources:
culturally embedded terms that we use to talk about identity, resources available to us in our socio-cultural contexts

nationality

race

religion



Social class

ethnicity

gender

age



TEACHER IDENTITY AS A THEORETICAL CONSTRUCT

- The last few years have witnessed the appearance of a significant number of applied linguistics studies devoted to the topic of teacher identity (e.g., Duff & Uchida, 1997; Johnston, 1999, 2003; Morgan, 2004 ...)
- For a long time, applied linguists viewed teachers as technicians who needed merely to “apply” the right teaching method in order for the learners to acquire the target language.



◉ Initial investigations and explorations of teacher beliefs, knowledge and attitudes showed that it was the teacher's whole identity that was at play in the classroom.

◉ The teacher plays a major role in the structure of classroom practices and became, consequently, the focus of research attention.

◉ This line of thinking sees teacher identity as a crucial component in determining how teaching is played out.



- in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political and individual identities which they claim or which are assigned to them.



- The new understanding of identity revolves around certain central ideas:
- **First, identity is not a fixed, stable, unitary, and internally coherent phenomenon but is multiple, shifting and in conflict; by the same token it is transformational and transformative** (Sarup, 1996; Weedon, 1987)
- **Second, identity is not context-free but is crucially related to social, cultural, political contexts**



- ◆ The meaning of being a teacher can be generally revealed by what constitutes the **visible and invisible** domains of work and life.
- ◆ While the former includes what **teachers do, for example, classroom interaction, assessment, materials design, or task implementation;**
- ◆ the latter involves **more personal phenomena such as cognition, beliefs, expectations, or emotions.**



The internal images constructed by teachers, which are considered vital in the development of teacher identity, come from a lengthy process which starts in their experiences as learners (Lorti, 1975; Bailey et al., 1996; Borg, 2004; Malderez et al., 2007).

During this time, for example, professional expectations, motivations, emotions, and core beliefs about teaching and learning emerge.



◉ **The experience gained in classrooms, the notion of what teaching is about as well as the capacity to judge models of good and bad teachers, enable prospective teachers to construct a predefined notion of what makes a teacher. experiential knowledge**



TOWARDS ECLECTIC MODELS OF TEACHER IDENTITY



- Teacher identity develops as a nexus of the ideal person and professional image (Campbell Evans and Maloney 1998, Cattley, 2007).
- Personal identity: Who the teacher is, based on what he knows, does and how he feels as well as his reconstructive reflection on his knowledge, actions and values.
- Professional identity: Teachers' (i.e. peers') beliefs, principles and practices in relation to their social roles and responsibilities (group dynamics).
- Intercourse between personal identity and professional identity produces teacher identity

Teacher Identity

Personal Identity (self)

Professional Identity (group)



Duality of Teacher Identity



IDENTITY AS A LIFE-LONG PROCESS OF SELF-
LEARNING (GRAHAM & PHELPS, 2003; WALKINGTON,
2005)

- Continuous uncertainty about self (a self-critical professional disposition)
- Fluidity of the professional “self” or identity.
- Transformational and transformative potential of identity (teacher identity is constructed by society and re-constructed by the teacher himself/herself)

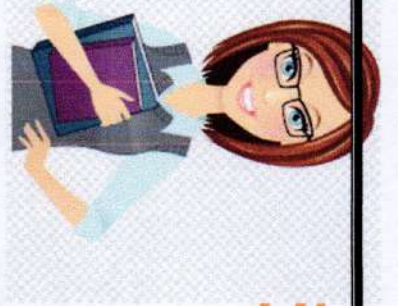


The Professional Self (or identity)



Figure: The Professional Self in Historical/Developmental Perspective.





Personal Identity

Professional Identity

institution

roles

Theories
beliefs

Experience
history

practice

materials

Emotions
desires

Moral



Question: Have you ever wondered how your students in your classes will describe you?

Our students probably know more about our teacher identities. Why?

Because they get to see them in action everyday and they experience them and sometimes they are more aware of the things that we do than we are.

Think about your own experiences of teachers at school, what you will be remembering about them will be their identities as teachers, you will remember the ways they treated you , their behaviour in the classroom.



Our teacher identities are those parts of us that enter the learning space and interact with learners, they are possibly the strongest influence in how and what students learn.

Sometimes we are so busy thinking about what we should be doing that we stop thinking about how we are doing it.

Each one of us has a teacher identity that is as unique and personal as our human identity. We cannot separate them because the one strongly influences the other . But there are other influences that we are not aware of;

The institution , the culture, the management environment and the context will strongly determine the kind of teachers we are going to be and the ways in which we approach our work.



Who we are as teachers also built around what we know and this includes informal (experience) and formal (education/ readings...)knowledge.

Like our personal identities, our identities as teachers can change overtime as they become influenced by our experiences in the classroom and in the general world of education and pedagogy.

As we come to know more, we shift and expand to accommodate that knowledge in the classroom.

The teacher enters the classroom as a complex, complicated human being who brings histories and a set of beliefs about teaching and learning, he combines these with his professional knowledge to create a very unique teacher identities.



❖ Becoming more aware of who we are and our identities as teachers will lead to becoming more aware of the ways we affect our learners. However, this awareness could take a long time to develop, some teachers never become aware of who they are and it could be damaging for both teachers and learners.

❖ When we become aware of our identities as teachers, a whole new world opens to us, we can begin to change our approaches, adapt our teaching and become more conscious of the ways we are behaving with learners and the ways they are responding to us.

❖ This awareness is what will separate us from the social stereotypical image of the teacher and will make us develop into unique, purposeful and professional individuals ...

