

Introducing Teacher Identity And This Volume

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introduce some new ones, and promote teacher identity as a useful frame for re- search and practice in quality teacher preparation and retention. Acknowledgment

~~(PDF) “ Introducing Teacher Identity and This Volume. ”~~

Teacher identity is a useful research frame because it treats teachers as whole persons in and across social contexts who continually reconstruct their views of themselves in relation to others, workplace characteristics, professional purposes, and cultures of teaching.

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Introducing Teacher Identity by way of the relationship between teachers ' identities and the contours of their teacher education program. The penultimate article, by Dan Battey and Megan Franke ...

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Teacher Education Quarterly, Summer 2008 Introducing Teacher Identity and This Volume By Brad Olsen Real knowledge comes from those in whom it lives. —John Henry Newman Watching a television show recently, I heard a character say, "DNA is what we are; identity is who we are." That's an interesting line—one I'm not sure I ac

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Abstract. While literature on teaching emphasizes the importance of identity in teacher development, understanding identity and the issues related to it can be a challenging endeavour. This article provides an overview of the issues revealed in recent discussions of teacher identity: the problem of defining the concept; the place of the self, and related issues of agency, emotion, narrative and discourse; the role of reflection; and the influence of contextual factors.

~~Understanding teacher identity: an overview of issues in ...~~

We begin this Introduction with a discussion on identity research in second language acquisition and applied linguistics, and then address innovations in language teacher identity research, exploring how this work has been advanced methodologically through narratives, discourse analysis, and an ethical consideration of research practices.

~~Introduction: Identity, Transdisciplinarity, and the Good ...~~

Focusing on the potential impact of various social historical contexts on teacher identity development, this body of work includes examinations of teacher identity of minorities in racially homogenous environments - teachers of Color at predominantly white institutions; tensions at the intersection of identity and politics; identity negotiations in the face of contemporary educational policy; the paradoxical nature of teacher identity; and socio-culturally sensitive alternative conceptions ...

~~Research on Teacher Identity: Introduction to Mapping ...~~

Assignment #1 Essay: Teacher Identity. As professionals, teachers have the responsibility to dress and act in an appropriate way. Teachers are a major influence in the development of many young children, so to gain the respect of students, their families and the communities we live in we must act and be dressed in a respectful way. "...the teacher is an autonomous individual, constantly moving between the need to connect with other colleagues and the need ...

~~Assignment #1 Essay: Teacher Identity~~

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To begin, we found that among all our key variables, teacher identity was rated the highest over personal identity, student identity, ethnic identity, and generativity (T-tests ranged from 4.98 to 15.56, all $ps < .001$). This suggests that these first year teaching students are either coming to the teacher education program with an early and strong identification as a teacher, or that this identification quickly develops in the first semester of their program.

~~Teacher identity development in the first year of teacher ...~~

Introduction: Identity, Transdisciplinarity, and the Good Language Teacher PETER I. DE COSTA¹ and BONNY NORTON²
¹Michigan State University, Department of Linguistics & Germanic, Slavic, Asian, and African Languages, 619 Red Cedar Road, B257 Wells Hall East Lansing, MI, 48824 Email: pdecosta@msu.edu

~~Introduction: Identity, Transdisciplinarity, and the Good ...~~

By reconceptualizing teacher education, teaching, and ongoing teacher learning as a continuous, context-bound process of identity work, Language Teacher Identity in TESOL discusses how teacher identity serves as a framework for classroom practice, professional, and personal growth. Divided into five sections, the text explores key themes including narratives and writing; multimodal spaces; race, ethnicity, and language; teacher emotions; and teacher educator-researcher practices.

~~Language Teacher Identity in TESOL: Teacher Education and ...~~

establishing an identity as a teaching professional it is critical that teacher education students come to understand their identity as a lifelong learner and consequently, their own values, attitudes and beliefs as learners. This paper provides an exemplar of one teacher education initiative that attempts to integrate both the

The author examines who language teacher educators are in the field of language teaching and learning. This includes a description of the different types of language teacher educators working in a range of professional and institutional contexts, an analysis of the reflections of a group of experienced English teacher educators working in Colombia and enrolled in a doctoral program to continue their professional development, and an exposition of the work that language teacher educators do, particularly in the domains of pedagogy, research, and service and leadership (institutional and community). All of this is done with the aim of understanding the identities that language teacher educators negotiate and are ascribed in their working contexts. The author emphasizes the need for research to pay attention to the lives and work of language teacher educators, and offers forty research questions as an indication of possible future research directions.

Understanding Teacher Identity is a collection of studies that examine the complexities of teacher identity and the role of teacher preparation programs in shaping it. Important to this is a realization that the psychological and pedagogical underpinnings of teacher identity hold importance in shaping who a teacher will become in his/her practice.

Understanding teachers' professional identities and their development is key to unpacking teachers' professional lives, the quality of their instruction, their motivation and commitment to teach, and their career

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decision-making. This book features a number of scholars from around the world who represent a variety of disciplines, scientific paradigms, and inquiry methods in researching teacher identity. By bringing these chapters together, this volume initiates active scholarly conversations and extends the boundaries of teacher identity research and practice. This collection of chapters provides significant insight into teacher identity and will be essential reading for pre-service and in-service teachers, teacher educators, school administrators, professional developers, and policy makers at various levels.

This volume draws on empirical evidence to explore the interplay between language teacher identity (LTI) and professional learning and instruction in the field of TESOL. In doing so, it makes a unique contribution to the field of language teacher education. By reconceptualizing teacher education, teaching, and ongoing teacher learning as a continuous, context-bound process of identity work, *Language Teacher Identity in TESOL* discusses how teacher identity serves as a framework for classroom practice, professional, and personal growth. Divided into five sections, the text explores key themes including narratives and writing; multimodal spaces; race, ethnicity, and language; teacher emotions; and teacher educator-researcher practices. The 15 chapters offer insight into the experiences of preservice teachers, in-service teachers, and teacher educators in global TESOL contexts including Canada, Japan, Korea, Norway, Sri Lanka, Turkey, the United Kingdom, and the United States. This text will be an ideal resource for researchers, academics, and scholars interested in furthering their knowledge of concepts grounding LTI, as well as teachers and teacher educators seeking to implement identity-oriented approaches in their own pedagogical practices.

This book brings together the current theory, research and practical perspectives from different parts of the world on language teacher identity in an attempt to better understand the nature of identities teachers in different contexts develop. By linking theory to pedagogy, the book examines how second language teacher identities are shaped and explores the various links between teacher identities and variables that affect the formation of identities. *Theory and Practice in Second Language Teacher Identity* includes a foreword by Jack Richards (University of Sydney and RELC), an afterword by Peter de Costa (Michigan State University) and holds 20 invited chapters by established and active scholars and teacher educators to discuss the various aspects of in-service and pre-service second language teacher identity development. It also addresses the way the COVID-19 pandemic has impacted teacher identities and examines under-researched issues, such as the intersection between gender and race in second language teacher identity development and identity construction in second languages other than English. What does it mean to be a teacher of English as a second language in an age of globalization, new media, technological revolution and de-institutionalized knowledge? How do teachers gain pre-service and in-service expertise, a sense of professional identity, and educational integrity? And how have they dealt with the extra-burden imposed by the pandemic? This thought-provoking volume offers valuable perspectives on these important issues in the professional development of English teachers worldwide. — Prof. Claire Kramsch, University of California, Berkeley, USA. The way we see ourselves and are seen by others influences our social and professional interactions. Teacher identity and sense of agency is therefore not merely a matter of research interest for it impacts learners and learning, which makes the topic of this book extremely important. With chapters located in a wide range of countries – from USA to Australia via UAE, Thailand and others – and drawing on a variety of research methods, the book synthesizes extant research and develops many new research avenues. It does so not only with theory in mind but with practical lessons for teachers and teacher educators and thus becomes an essential volume for our libraries and studies. — Prof. Michael Byram, University of Durham, UK. In this compelling collection, co-edited by Karim Sadeghi and Farah Ghaderi, the authors address key questions about language teacher identity in contemporary applied linguistics: What is the relationship between language teacher identity and language teacher agency? To what extent does ideology impact language teacher identity? How do language teachers navigate an increasingly globalized and unequal world? Authors from different regions of the world draw on diverse methodologies to share insightful research on both pre-service and in-service language teacher identity, making an important contribution to applied linguistics and TESOL at a time of great social and educational change. — Prof. Bonny Norton (FRSC),

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University Killam Professor and Distinguished University Scholar, University of British Columbia, Canada.

“ Theory and Practice in Second Language Teacher Identity ” captures recent thinking about language teacher identity. The broad array of excellent chapter contributions explores multiple dimensions of identity, from teacher agency and emotions to the disruptive effects of the Covid pandemic on teachers ’ professional lives and practices. The studies draw on a number of theoretical perspectives and demonstrate the use of both familiar and innovative research methodologies. The relevant topics, the up-to-date bibliographic sources, and the useful research findings make this edited volume an essential addition to your bookshelf. — Prof. Gary Barkhuizen, University of Auckland, New Zealand.

Analyses how different English language teacher identities and power relationships are oriented to and made relevant in social interaction.

This edited volume, envisioned through a postmodern and poststructural lens, represents an effort to destabilize the normalized “ assumption ” in the discursive field of English language teaching (ELT) (Pennycook, 2007), critically-oriented and otherwise, that identity, experience, privilege-marginalization, (in)equity, and interaction, can and should be apprehended and attended to via categories embedded within binaries (e.g., NS/NNS; NEST/NNEST). The volume provides space for authors and readers alike to explore fluidly critical-practical approaches to identity, experience, (in)equity, and interaction envisioned through and beyond binaries, and to examine the implications such approaches hold for attending to the contextual complexity of identity and interaction, in and beyond the classroom. The volume additionally serves to prompt criticality in ELT towards reflexivity, conceptual clarity and congruence, and dialogue.

Teacher Identity and the Struggle for Recognition examines the nature of identity and recognition as social, cultural, and political constructs. In particular, the contributing authors to the book present discussions of the professional work necessary in teacher preparation programs concerned with preparing teachers for the complexities of teaching in schools that mirror an increasingly diverse society.

This collected volume examines the multifaceted contexts and experiences of Chinese students, teachers and scholars in Australia, Denmark, France, Japan, the UK and the US. It can serve both as an introduction to Chinese people's mobility and migration in Higher Education and as a thorough review for more knowledgeable readers.

This book presents the latest research on understanding language teacher identity and development for both novice and experienced researchers and educators, and introduces non-experts in language teacher education to key topics in teacher identity research. It covers a wide range of backgrounds, themes, and subjects pertaining to language teacher identity and development. Some of these include the effects of apprenticeship in doctoral training on novice teacher identity; the impacts of mid-career redundancy on the professional identities of teachers; challenges faced by teachers in the construction of their professional identities; the emerging professional identity of pre-service teachers; teacher identity development of beginning teachers; the role of emotions in the professional identities of non-native English speaking teachers; the negotiation of professional identities by female academics. *Advances and Current Trends in Language Teacher Identity Research* will appeal to academics in ELT/TESOL/applied linguistics. It will also be useful to those who are non-experts in language teacher education, yet still need to know about theories and recent advances in the area due to varying reasons including their affiliation to a teacher training institute; needs to participate in projects on language teacher education; and teaching a course for pre-service and in-service language teachers.

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