

IATEFL Proceedings 2012
Construction of Identity in Teacher Candidates
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Research into teacher identity in the education literature has tended to concentrate either on the development of personal beliefs and the effects of these beliefs on the way an individual understands him/ herself or on the institutional role expectations and how these influence professional identity. The formation of teacher identity is seldom conceptualized as a learning process. This paper focuses on 9 teacher candidates' concepts about their future selves as teachers during their learning process at the university.

Learning takes place, within the individual. The outcome is some changes in performance. This disposition may be referred to as competence, capability, ability, skill or know-how. In the field of teacher education, the learning process of teacher candidates is believed to lead to the formation of teacher identity. However, in the studies conducted by Cross (2006) to find out what language teachers actually do in their classrooms, a schism was diagnosed between the theory which informs the knowledge base of language teacher education and the actual practice of language teachers in classroom.

The *ideal language teacher self*, which constitutes the identity goals and aspirations of teachers could be formed at universities, but the *ought to language teacher self* is formed in teaching at schools. The pre- service Language Teacher Education focuses on psychocognitive view of language acquisition rather than real, social cultural historic and political contexts within which teachers are expected to perform their role. Therefore, their learning does not lead to the practical competence.

The future dimension of language teachers' cognition is conceptualized as « *Possible Language Teacher Self* » which embraces personalized as well as socially constructed (Markus & Nurius, 1986) language teachers' cognitive representations of their *ideal, ought to* and *feared* selves in relation to their work as language teachers.

This small scale study tried to explore nine pre- service English Language teacher candidates' views on their future selves, how they see themselves as teachers, and what their hopes, expectations and fears are.

An open ended questionnaire was given to them:

- 1-Write a definition of an English teacher.
- 2-Write how and why you decided to become an English teacher.
- 3-Write whether you fit in the definition you gave in question 1.
- 4-Where do you hope to work in the future? Why?
- 5-What do you expect to do in that institution? (to become a distinguished teacher, to become the head of the department, to implement new ideas into the system etc...) Why?
- 6-Please fill in the chart about your future hopes, expectations and fears

HOPES, EXPECTATIONS AND FEARS OF 9 TEACHER CANDIDATES IN PRE-SERVICE EDUCATION

HOPES	EXPECTATIONS	FEARS
Enjoy my job	Do my job happily	Difficult to do
well paid	respected	Failure in guidance
Flexible working hours	Well equipped school	Loss of control
Well designed office	To be highly qualified	unemployment
To become the head of department	To do academic career	Making mistakes in English
To set up my own business with a school	To become a good teacher	Not to be accepted by the students
To be successful	To be successful	Teaching badly
To be a friendly teacher	To be a good guide . A facilitator	Unable to control my feelings

The results of the questionnaire can be summarized as follows:

- 1- 9 out of 9 define the teacher as a good guide
- 2- 5 out of 9 have decided because of their Eng. Teachers

3- 9 out of 9 say YES.

4- 8 out of nine want to work at a university. Only one wants to work at a high school.

5- 9 out of 9 are not sure what they will do in their future contexts

6- Their stated fears are related to their competence in English, their competence in teaching and unemployment.

As a conclusion; this small scale study shows that, while trying to form a teacher identity the teacher candidates see their possible future selves as happily working teachers well paid with flexible hours, and having offices of their own. The schism found between the theory and practice, and also the conflict between the ideal and ought to selves in the process of the formation of teacher identity prove to be true. There is a correlation between their expectations and fears. Thus, there is a strong need to reconsider English language teacher education in order to help the candidates to construct a healthy and realistic teacher identity.

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