

In the name of God



**Social and Professional Identity of English Language
Teachers and their Impacts on Students' Learning**

Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Science (M.S.)
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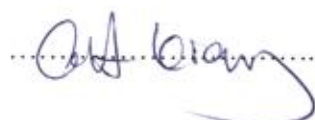
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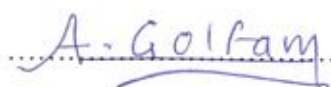
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ماده ۶: اینجانب نازنین رازان دانشجوی رشته آموزش زبان انگلیسی مقطع کارشناسی ارشد
تعهد فوق و ضمانت اجرایی آن را قبول کرده، به آن ملتزم می شوم.

نام و نام خانوادگی: نازنین رازان

تاریخ و امضا: [امضا]
۹۰/۱۱/۲۵

آیین‌نامه حق مالکیت مادی و معنوی در مورد نتایج پژوهش‌های علمی دانشگاه تربیت مدرس

مقدمه: با عنایت به سیاست‌های پژوهشی و فناوری دانشگاه در راستای تحقق عدالت و کرامت انسانها که لازمه شکوفایی علمی و فنی است و رعایت حقوق مادی و معنوی دانشگاه و پژوهشگران، لازم است اعضای هیأت علمی، دانشجویان، دانش‌آموختگان و دیگر همکاران طرح، در مورد نتایج پژوهش‌های علمی که تحت عناوین پایان‌نامه، رساله و طرح‌های تحقیقاتی با هماهنگی دانشگاه انجام شده است، موارد زیر را رعایت نمایند:

ماده ۱- حق نشر و تکثیر پایان‌نامه/ رساله و درآمدهای حاصل از آنها متعلق به دانشگاه می باشد ولی حقوق معنوی پدید آورندگان محفوظ خواهد بود.

ماده ۲- انتشار مقاله یا مقالات مستخرج از پایان‌نامه/ رساله به صورت چاپ در نشریات علمی و یا ارائه در مجامع علمی باید به نام دانشگاه بوده و با تایید استاد راهنمای اصلی، یکی از اساتید راهنما، مشاور و یا دانشجو مسئول مکاتبات مقاله باشد. ولی مسئولیت علمی مقاله مستخرج از پایان‌نامه و رساله به عهده اساتید راهنما و دانشجو می باشد.

تبصره: در مقالاتی که پس از دانش‌آموختگی بصورت ترکیبی از اطلاعات جدید و نتایج حاصل از پایان‌نامه/ رساله نیز منتشر می‌شود نیز باید نام دانشگاه درج شود.

ماده ۳- انتشار کتاب، نرم افزار و یا آثار ویژه (اثری هنری مانند فیلم، عکس، نقاشی و نمایشنامه) حاصل از نتایج پایان‌نامه/ رساله و تمامی طرح‌های تحقیقاتی کلیه واحدهای دانشگاه اعم از دانشکده ها، مراکز تحقیقاتی، پژوهشکده ها، پارک علم و فناوری و دیگر واحدها باید با مجوز کتبی صادره از معاونت پژوهشی دانشگاه و براساس آئین نامه های مصوب انجام شود.

ماده ۴- ثبت اختراع و تدوین دانش فنی و یا ارائه یافته ها در جشنواره‌های ملی، منطقه‌ای و بین‌المللی که حاصل نتایج مستخرج از پایان‌نامه/ رساله و تمامی طرح‌های تحقیقاتی دانشگاه باید با هماهنگی استاد راهنما یا مجری طرح از طریق معاونت پژوهشی دانشگاه انجام گیرد.

ماده ۵- این آیین‌نامه در ۵ ماده و یک تبصره در تاریخ ۸۷/۴/۱ شورای پژوهشی و در تاریخ ۸۷/۴/۲۳ در هیأت رئیسه دانشگاه به تایید رسید و در جلسه مورخ ۸۷/۷/۱۵ شورای دانشگاه به تصویب رسیده و از تاریخ تصویب در شورای دانشگاه لازم‌الاجرا است.

«اینجانب، دانشجوی رشته ورودی سال تحصیلی ۱۳۸۷ مقطع دانشکده متعهد می شوم کلیه نکات مندرج در آئین نامه حق مالکیت مادی و معنوی در مورد نتایج پژوهش های علمی دانشگاه تربیت مدرس را در انتشار یافته های علمی مستخرج از پایان نامه / رساله تحصیلی خود رعایت نمایم. در صورت تخلف از مفاد آئین نامه فوق الاشعار به دانشگاه وکالت و نمایندگی می دهم که از طرف اینجانب نسبت به لغو امتیاز اختراع بنام بنده و یا هر گونه امتیاز دیگر و تغییر آن به نام دانشگاه اقدام نماید. ضمناً نسبت به جبران فوری ضرر و زیان حاصله بر اساس برآورد دانشگاه اقدام خواهم نمود و بدینوسیله حق هر گونه اعتراض را از خود سلب نمودم»

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Dedicated to my parents who provided my journey less lonely

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Abstract

Over the past decades, researchers have turned their attention to teacher identity as a separate area in research on teachers and teacher education. Teachers' identities are central to their beliefs, values and practices that guide their actions within and outside the classroom (Sutherland, Howard, and Markauskaite, 2009). This study, thus, is an attempt to: a) describe how social and professional identity of English language teachers is defined by themselves, b) find out the differences between teachers' social and professional identity in language institutes and in public schools, and c) discover the influence of social and professional identity of English language teachers on students' learning. First elaborations of how social identity and professional identity of teachers appear to be defined in research literature were described. Next, several questions and portfolios were prepared and designed based on literature to help portray these identities. Then, a total of forty English teachers and three hundred students were interviewed, audio-taped, and given a questionnaire to fill out. The recordings were transcribed and analyzed. The findings of this study indicate that English language teachers' perceived to have high social and professional identity statuses which are shown different in language institutes and in public schools. Furthermore these two types of identity positively affect the students' learning.

Key words: teachers' social identity, teachers' professional identity, students' learning

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Chapter One

1.1. Introduction

Identity is generally considered to involve the mental self-images that a person assigns to herself/himself based on everyday interactions with people, groups, and objects. Over the past decades, attention to teacher identity has emerged as a separate area in research on teachers and teacher education. Teachers' identities, as argue, are central to their beliefs, values and practices that guide their actions within and outside the classroom (Sutherland, Howard, and Markauskaite, 2009).

To Zimmerman (1998, cited in De Mieroop 2005) there are three main types of identity that can be discerned in a person: transportable, situational and discourse identity. The first type can be described as the essence of a human being, that which a person carries, or transports along with him/her and that is present in any context. The second type is the identity that emerges depending on a specific situation and changes in different contexts. Finally, there is the discourse identity, which is constructed locally in every single stretch of talk or text that a person produces. (p.1)

The focus of this study is both on transportable and situational identity.

The social Identity Theory (Tajfel and Turner in 1979) was originally developed to understand the psychological basis of intergroup discrimination. In the Social Identity Theory, a person has not one, "personal self", but rather several selves that correspond to widening circles of group membership. Different social contexts may trigger an individual to think, feel and act on basis of his personal, family or national "level of self" (Turner et al, 1987). Apart from the "level of self", an individual has multiple "social identities". Social identity is the individual's self-concept derived from perceived membership of social groups (Hogg and Vaughan, 2002).

Korostelina (2007) reported three forms of social identity as "cultural, reflective, and mobilized." They are described as:

The cultural form of identity is based on characteristics of the everyday life of a group that include clothes; typical day routine; music; traditions and customs. Values, beliefs, attitudes, and norms are also integrated within this identity, but they are perceived as essential or given, and are never questioned. People live 'within' their social identity, following all in-group 'recommendations and instructions', but never think deeply about the goals and intentions of their in-group, or its status and position within society. The reflected form of identity includes an advanced understanding of the history of in-group and its relationship to outgroups, awareness of the current status and position of the group and recognition of future goals and perspectives of the in-group. Such an identity also reflects an appreciation of the values and beliefs of the group, an understanding of their roots and sources, as well as the role of a group in society. The mobilized form of identity rests on an understanding of in-group identity within the framework of intergroup relations, through in-group comparisons of position, power, and status. (Korostelina 2007, p. 7)

Professional identity as suggests is an orientation derived from the teacher education literature, which provides perspectives on teachers' professional identity (Pennington, 2002). Professional identity appears to be functioning as a personal interpretation framework for professional conduct together with notions about the education system (Kelchtermans, 1994; 2007). As Vloet 2008, suggests, a professional identity is not a fixed characteristic and is never 'complete'; it is a dynamic process instead. It is about continuously interpreting meaningful experiences from the teacher taken from his or her practice and biography.

1.2. Statement of the problem

Although some studies (Cohen, 2010; Hall, Johnson, and Juzwik, 2010; Walsh and Gordon, 2008) have tried to find social and professional identities of teachers, still there are some gaps. Furthermore, no studies have been seen to investigate these two types of identity of teachers from the students' point of view. It is noteworthy that the features of social and professional identity of teachers have an impact on students learning. Thus this research is an attempt to: a) describe how social and professional identity of English language teachers is defined by themselves, b) find out the differences between teachers' social and professional identity in language institutes and public schools, and c) discover the influence of social and professional identity of ELT teachers on students' learning.

1.3. Significance of the study

The findings of this study on social and professional identity of English language teachers may be significant for several reasons. First of all, there has been a little direct research on English language teachers' social and professional identity efforts and the activities that fall into this category of identity. Therefore, this study provides an insight into teacher identity in an ELT context. Secondly, since the subject is given a lot of importance, it would be stimulating to examine how much English language teachers develop and perceive themselves as teachers. Thirdly, in this study, a questionnaire and interview questions are designed to show teachers' social and professional identities. The need for such a framework has become apparent in recent years.

In sum, the results of this study may provide a perspective on the area of teacher identity by understanding English language teachers' perceptions of their own social and professional identity. It may help staff developers, and teacher trainers to become more acquainted with teachers' beliefs and values, which guide their actions, and communicate with them more

effectively and improve opportunities for better performance in classes. Also it may help teachers become aware of their perceptions and conceptions and the importance of their own social and professional identity.

1.4. Research questions

Since students learn English language both at public schools and in private language institutes in Iran, the efficiencies and proficiencies they gain in these two contexts are different and it may be due to teachers' social and professional identities which are shown differently in these two settings. Therefore in this study we intend to find answers to the following three questions:

Research question 1:

How do Iranian English language teachers perceive their social and professional identity?

Research question 2:

Is there any statistically significant difference between Iranian English language teachers' social and professional identities in language institutes and in public schools?

Research question 3:

What influences do social and professional identity of English language teachers have on students' learning?

1.5. Research hypotheses

Based on these research questions the following hypotheses are proposed:

Hypothesis 1: The first research question is examined quantitatively and qualitatively, therefore the first research hypothesis is developed as: English language teachers have high social and professional identity status, so they are attracted to their in-group.

Hypothesis 2: There is not statistically significant difference between Iranian English language teachers' social and professional identities in two different educational environments, public school and language institute.

Hypothesis 3: Teachers' social and professional identities do not have positive significant correlation with students' learning.

1.6. Definition of the key terms:

Identity: For Erikson (1968), identity is not simply self-concept or social roles and identifications. Rather, it is "a process 'located' in the core of the individual and yet also in the core of his communal culture (p. 22); it is at one and the same time the conscious sense of individual uniqueness ... an unconscious striving for a continuity of experience ... [as well as the] solidarity with a group's ideals" (p. 208). It combines the integrative dynamic operation of the unconscious psychoanalytic ego, the conscious agent, and the perceived self (Erikson, 1968, p. 216–221).

Teachers' identity: Kelchterman (as cited in Darby 2008, p.2) argues that "identity" indicates a completed and static state, and recommends the term self-understanding to encompass self-image (the way teachers present themselves as teachers), job motivation (teachers' reasons for entering and remaining in the profession), future perspective (teachers' expectations for the future), self-esteem (teachers' appreciation of their own job performance), and task perception (the everyday jobs a teacher completes).

Social identity: Tajfel (1978) stated that the part of an individual's self-concept which derives from his knowledge of his membership of a social group together with the value and emotional significance attached to that membership. Tajfel advocates that social identity is a multi-dimensional construct that includes a person's self-concept, knowledge, the value of membership in a group, and the emotional significance attached to the membership.

Professional identity: Lasky (as cited in Darby 2007, p.1) defines professional identity as "how teachers define themselves to themselves and to others" (p. 901). Gee (2000) says, "professional identity can be considered as one component of multiple perspectives of a persons' identity, the component associated with their professional status as a teacher" (qtd. in Sutherland, Howard, and Markauskaite, 2009, p.1). Gee (2000), Geijsel and Meijers (2005) report that "like other aspects of people's identity, a person's professional identity come from his/her position within society, his/her interactions with others and his/her interpretations of his/her experiences" (qtd. in Sutherland et al., 2009, p.1).