

Power Dynamics and Identity Negotiation in ESL Feedback Sessions: A Case Study with Kindergarten Teachers at iSchool Ninh Thuan

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This research explores the power dynamics and identity negotiation in post-observation feedback sessions within an ESL context. The study focuses on two feedback sessions between an ESL supervisor and three kindergarten teachers at iSchool Ninh Thuan, Vietnam, where two of the teachers are Vietnamese and one is foreign. The teachers prepared a workshop for their peers, and the feedback sessions served as an opportunity for the supervisor to guide them. The research utilizes a qualitative approach and linguistically analyzes the transcripts of the feedback sessions to identify how power dynamics manifest and how they influence the negotiation of teacher identities. Key findings reveal that power dynamics are mainly expressed through the supervisor's lead role and directive language. However, they are balanced with collaborative dialogue, positive reinforcement, and constructive feedback. The negotiation of identity is influenced by the feedback manner shifting from authoritative to collaborative. The research offers valuable insights for ESL supervisors who seek to balance feedback with teacher empowerment to support teacher autonomy and identity formation. The findings have implications for improving feedback practices in educational settings and enhancing teacher professional development in TEFL contexts.

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