

What Shapes Us? The Impact of Contextual Factors on Teacher Identity During Teaching Practicum

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The pivotal role of teacher identity in sustainable teacher development has been well-established (Beauchamp & Thomas, 2009). However, there have been few studies that explore the stories of Vietnamese pre-service EFL teachers' identity development, especially in the Mekong Delta, resulting in a lack of much-needed insights into a crucial stage of teacher identity construction and reconstruction. To address this gap, this mixed-method study was conducted to investigate the impact of contextual factors on teacher identity development of Vietnamese pre-service EFL teachers in the Mekong Delta during their teaching practicum. An analysis of quantitative data from 71 online survey respondents and qualitative data from five semi-structured, focus group interviews with 24 pre-service EFL teachers revealed that student-related factors, most notably their English proficiency and attitude, had the most significant impact on pre-service EFL teachers' conception of themselves as teachers and their beliefs about effective teaching. The results provide teacher trainers, pre-service EFL teachers, and teacher education curriculum designers with valuable insights and serve as the starting point for further research on the matter in the Mekong Delta.

Reference:

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge journal of education*, 39(2), 175-189.

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