



The dynamic professional identity of the Vietnamese EL teacher educator

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Teacher educators' professional identities

- **Identity:** "a set of reifying, significant, endorsable stories about a person" (Sfard and Prusak, 2005, p. 14)
- **Getting data about teacher educators' professional identities:**
 - From what TEs say about themselves, either about who they think they are (their actual identity), or who they would like to be and how they would like to do their work (their self-designated identity)
 - From TEs' stories about others, or through their evaluation of others' work
 - From the way they teach

Aim of the study

- To understand how the TEs appropriate Task-based Language Teaching in their teaching practice
- the factors that may affect TEs' decisions about TBLT
- possible mechanism underpinning their appropriation of TBLT

Presentation focus

- TEs' appropriation of TBLT in relation to their perceptions about themselves

The study

Ms. Fern

Early 40s

MA in TESOL

18 years as TE

Head of
English Department

Blue Stone College
of Education

1 interview

1 demonstration class

6 class observations

7 focus group
discussions

Ms. Willow

Early 50s

BA in Russian

MA in TESOL

28 years as TE, incl.

9 yrs teaching Russian

Head of English Division

White Sand
College of Education

1 interview

1 demonstration class

5 class observations

6 focus group
discussions

Findings

- Neither of the TEs in this research had received any formal training about TBLT or in how to train pre-service teachers to use TBLT
- Both asserted that they had used tasks to a certain extent in their classes

Findings

Ms. Fern

PPP in class
Real-life tasks
outside class as
extended last P

Affecting factor 1:
Past learning
experiences

Yblagat (to teach) for EFL my dear friends may have another perspective teachers thought English teachers are required to be able to perform dramatic skits but that using self-written scripts face the all contradiction between what have been the approach to help students to learn trends, which conflict with GTM, and this gets stuck

Ms. Willow

Random real-life
tasks in class

Affecting factor 1:

Past learning
experiences

Affecting factor 2:

Willingness &
confidence

Nobody asked us to use TBL (Task-based Language Learning) or TBLT, nobody, nobody, I forgot the acronym. For a long time you can't have any books on TBL or TBLT, I just read on the Internet. But since I attended a course, a master trainer work and I followed, I tried to follow.

TE as a language learner

Findings

Ms. Fern

PPP in class
Real-life tasks
outside class as
extended last P

Affecting factor 2:
Perceptions of
ELT

Ms. Willow

Random real-life
tasks in class

Affecting factor 3:
Perceptions of
ELT

In the context of Vietnam, in which people start to learn English when they are no longer children, it is definitely OK in this context.

Priority is fluency but I don't reduce the importance of accuracy. I always make my students be aware of the importance of accuracy when they produce the language.

TE as a language teacher

Findings

Ms. Fern

PPP in class
Real-life tasks
outside class as
extended last P

Affecting factor 3:
Perceptions of
TBLT

For a task-based lesson to be highly appreciated, it should be at a level where students have the right to choose certain language to fulfill the assigned tasks. However, this version of TBLT was only what we learn from theory. In reality, the target language proficiency is quite limited provided too

Ms. Willow

Random real-life
tasks in class

Affecting factor 4:
Perceptions of
TBLT

TBLT helps develop students' language in a natural way, allowing them to use language in their real life...

I just want to create a setting other than a normal classroom: here we gather together to share ideas, so they can sit in groups wherever they choose.

TE as a language teacher

Findings

Ms. Fern

PPP in class
Real-life tasks
outside class as
extended last P

Affecting factor 4:
Perceptions of
language tasks

I think a task is like an assignment that we teachers give to students to carry out. Tasks can be diverse; a task can be real-world or can have nothing to do with the students' lives.

Ms. Willow

Random real-life
tasks in class

Affecting factor 5:
Perceptions of
language tasks

Tasks are big activities for the students. Role-play is real-life, practical and task-based... The students may use the language they have learnt before but they can complete the tasks in the way they like, they feel it is most convenient for them

TE as a language teacher

Findings

Ms. Fern

PPP in class
Real-life tasks
outside class as
extended last P

Affecting factor 5:
Perceptions of
her role in class

For a task-based lesson to be highly appreciated, it should be at a level where students have the right to choose certain language to fulfill the assigned tasks. the students to think faster, do faster and be more active. However, this version of TBLT was only what we learned from theory. In reality, the target language is provided for fast answers. Then you can help them realise which answers are correct.

Ms. Willow

Random real-life
tasks in class

Affecting factor 6:
Perceptions of
her role in class

If I were you, instead of showing the topic sentence ~~bazys stopemits goile's vartuodeol thegtask sentey just on~~ than the teacher should do levelything for the students provide language for provide the sp by sh provide the nra task and given them if needed and then just be in juster repeaten they needed my help

TE as a language teacher

Findings

Ms. Fern

PPP in class
Real-life tasks
outside class as
extended last P

Affecting factor 6:
Perceptions of
good COP

I don't think all the teachers can fulfill the three often stages of TBLT and in its approach use together as kind of a tool for all members to assist the other three stages. The outdoor activities require a good copy on planning and marking which is a prerequisite. I suppose I can do it for their classes. It's obligatory.

Ms. Willow

Random real-life
tasks in class

Affecting factor 7
Perceptions of
good COP

The teachers have the freedom to choose the techniques, or choose the assignment to do, either through using a lot of (COP) or the TBLT, legs go sometimes, but it is essential in the process of translation. If you think it is appropriate for a specific class. (Anh, interview).

Te as head staff

Conclusion & Implications

- Teachers' / Teacher educators' teaching practice is a continuous process of appropriating teaching methods / approaches in a situated context (Littlewood, 2007).
- Teachers' practice can be substantially affected by their multiple identities: the learner, the teacher, beliefs about ELT, perceptions of learners & their needs, perceptions of their 'power' and 'authority'.
- Teacher identity is a complex, dynamic construct .
- Teachers, with their multiple professional identities, really matter!
- Continuous professional development opportunities are crucial for the teacher, the learner, and the education system as a whole.

References

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- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40, 243–249.
- Sfard, A., & Prusak, A. (2005). Telling identities: in search of an analytic tool for investigating learning as a culturally shaped activity, *Educational Researcher*, 34(4), 14–22.

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Q & A?

THANK YOU!