

NONNATIVE-ENGLISH-SPEAKING TEACHER CANDIDATES' LANGUAGE TEACHER IDENTITY DEVELOPMENT IN GRADUATE TESOL PREPARATION PROGRAMS: A REVIEW OF THE LITERATURE



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KEY TERMS

Teacher identity

The way teachers understand the purpose and responsibilities of being a teacher.

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

How non-native English-speaking teacher candidates perceive their identities as language teachers

WHAT EVIDENCE IS SUMMARISED?

17 studies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Language teacher programs should avoid the repetition of certain discourses, knowledge and practices which are common in TESOL, and interrupt the normative discourses of native speakerism.
- Language teacher preparation programs should support the development of language teacher identities through empowering strategies to convince non-native English-speaking teacher candidates that their contribution to the field is of high importance.
- One of the effective strategies to promote identity development at a micro-level is reflective practice.

WHAT DOES IT FIND?

- Non-native English-speaking teacher candidates are sometimes perceived as language experts, making them feel incompetent in their English proficiency.
- While being expected to reproduce and creatively appropriate Western academic practices and knowledge, non-native English-speaking teacher candidates might be rejected for have epistemic stances originated from local ways of knowing.
- They are under the pressure of performing as students while behaving as teachers.
- They are willing to be a contributor to the field while they are often silenced and dismissed.