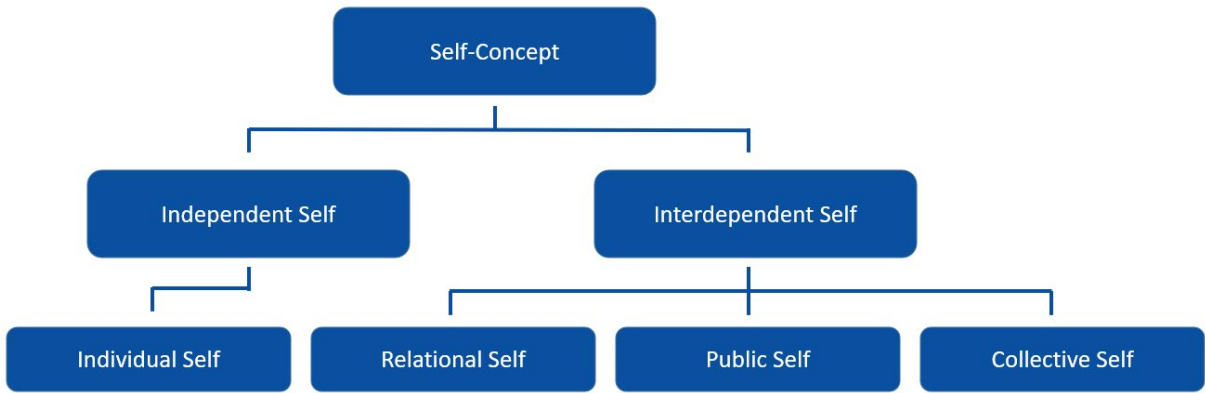


<p>Task proposal</p> <p>Teachers matter! A twofold exploration into (language teacher) identity</p> <p>Leo Will</p>	
Summary	TEFL students engage in an introspective activity which targets their own identity, before exploring the concept of language teacher identity (LTI). Based on identity research in psychology (Cheek & Cheek 2018), the students design their own LTI questionnaire.
Learner group	TEFL students at university level
Competencies	Introspection, reflection, research literacy
Requisite materials	<ul style="list-style-type: none"> - Compulsory reading: Cheek & Cheek (2018) - Aspects of Identity Questionnaire → appendix - Slips of paper (printing paper and a pair of scissors) - Timer (e.g. on a smartphone)
Preparation	<ul style="list-style-type: none"> - Students are expected to have read Cheek & Cheek (2018). Their reading instruction was: <p>“Read Cheek & Cheek (2018) and ask yourself: What type of orientation is conducive to becoming a good – and happy (???) – EFL teacher?” (See below)</p>



Four identity orientations (Cheek & Cheek 2018)

Preparation (continued)	<ul style="list-style-type: none"> - Every student needs ten slips of paper. Just bring some printing paper and a pair of scissors to the seminar and ask one student to cut them into slips which will fit roughly five words each. - Bring your phone.
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Session plan

<p>Introduction (5 mins)</p>	<ul style="list-style-type: none">- <i>[Student's name], can you please cut these sheets into little slips and provide everyone with ten of them. The size of one paper slip should be such that it fits approximately five words in handwriting.</i>- <i>Today, we are taking two different approaches to investigating identity.</i>- <i>The first approach is one which I have already prepared and you will be the participants. I will guide you through an introspective activity where you will inquire into who you are.</i>- <i>The second approach is one where we will collaboratively construct a questionnaire. That approach leans on the aspects-of-identity questionnaire (AIQ) mentioned in Cheek & Cheek (2018) but, unlike our first approach and unlike Cheek & Cheek, we will zero in on language teacher identity.</i>- <i>Let's go.</i>
<p>Warm-up activity (25 mins)</p>	<p>Who am I?</p> <p>PPT slide:</p> <div data-bbox="432 1037 1390 1216" style="border: 1px solid black; padding: 5px;"><p>Who am I?</p><p>What aspects define you as a person? (Important: Try to ignore the context of this activity being a TEFL seminar.) Write down the ten aspects which define you as a person.</p></div> <ul style="list-style-type: none">- <i>Everyone should now have ten slips of paper in front of them. Go ahead and write down your ten aspects. I will, at a later point, ask you to share your aspects with the person sitting next to you.</i> <p>[5 minutes time for the students to write down their ten aspects]</p> - <i>Now that everyone has written down their ten aspects, I will force you to narrow them down and you will have to do that under some time constraints.</i> <p>[Teacher sets the timer of their phone to 10 seconds.]</p> - <i>You now have ten seconds to single out the one aspect which is the least important out of all ten. Put that item to the side. The countdown starts NOW.</i> <p>[Alarm sounds. Teacher resets the timer.]</p> - <i>Same thing again. You have ten seconds to separate the second least important item.</i> <p>[Alarm sounds, teacher resets the timer, repeats the procedure eight more times without any interruption or pausing.]</p>

	<p>PPT slide:</p> <div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>Who am I?</p> <p>Pair work</p> <p>Show your ten aspects to each other, then discuss the following questions:</p> <ol style="list-style-type: none"> 1. Which final aspect of your identity remained at the end of the activity? Why? 2. During the activity, at what point was it most difficult to decide which aspect to put aside? 3. Which aspects of your identity might be conducive to being a good EFL teacher? Which ones might not be? </div> <p>[8 minutes time for the students to discuss in pairs]</p> <ul style="list-style-type: none"> - <i>I would be interested to hear about your discussions, specifically as they related to question 3.</i>
<p>Core activity (60 mins)</p>	<p>Designing an LTI questionnaire</p> <ul style="list-style-type: none"> - <i>Reading Cheek & Cheek (2018) you have acquainted yourselves with a more standardized method of investigating a person’s identity – the AIQ (Aspects of Identity Questionnaire).</i> <p>[Teacher displays some passages from Cheek & Cheek (2018) pertaining to the four identity orientations (see above).]</p> <p>PPT slide:</p> <div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>Job implications</p> <p><i>Identity orientations also influence what motivates people to engage in different behaviors and join different social groups. For instance, Leary, Wheeler, and Jenkins (1986) asked participants to indicate what aspects of different jobs they thought were most appealing and found that people with a public identity orientation were more likely to find jobs with socially relevant outcomes (e.g., an increase in social status) appealing, but people with a personal identity orientation were more likely to find jobs with personally relevant outcomes (e.g., the opportunity to be creative) appealing. In a second study, they found that people with a public identity orientation were more likely to choose athletic activities that involved other people (e.g., basketball) and were motivated by socially relevant goals (e.g., improving their physical appearance), whereas people with a personal identity orientation were more likely to choose individual athletic activities (e.g., running) and were motivated by private goals (e.g., improving their physical health). Similarly, Johnson (1987) reported that adolescents who valued their public identity tended to be members of social groups with similar values (i.e., “popular” crowds) and adolescents who valued personal self-aspects and goals such as intellectual achievement tended to be members of similarly intellectually-oriented groups. (Cheek & Cheek 2018: 474)</i></p> </div> <p>PPT slide:</p> <div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>Job implications</p> <p>What type of orientation is conducive to becoming a good –and happy (???) –EFL teacher?</p> </div>

[Teacher displays (some parts of) the actual AIQ (see appendix).]

- *This is one version of the AIQ which is used in psychology to measure a person's identity orientation. One might of course ask EFL teachers to complete the AIQ, but one might as well devise a questionnaire consisting of items which are particularly relevant for language teachers.*
- *The five options participants have for answering each item of the AIQ are called a "Likert scale". Let's try and come up with some Likert items for an LTI questionnaire.*

PPT slide:

Designing an LTI questionnaire

A typical Likert item is one where an affirmative statement is followed by a four- or five-level scale, one of which is to be selected by the participant.

Example:

As an EFL teacher, I place a lot of emphasis on teaching native-like pronunciation.

strongly agree (x)	agree ()	neutral ()	disagree ()	strongly disagree ()
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PPT slide:

Designing an LTI questionnaire

Let us try to design a similar questionnaire, but all items are intended to cast light on the person's language teacher (!) identity.

1. **Individually:** Write down one to five possible items. Note that a good Likert item is one where you expect different individuals to give different answers. Also, decide for each item whether it targets active language teachers or future language teachers, or both.
2. **Pair work:** Show your items to each other and discuss them.

Possibilities for continuation

The individual items might of course be the subject of further discussion. The students might furthermore be asked to submit their items to a Padlet where everyone can pick and choose to create their own version of an LTI questionnaire. Or the teacher works toward a consensus questionnaire. That questionnaire may then be completed by everyone in the seminar, which might lead to interesting results and further discussion. The questionnaire might also, in various ways, inform the students' term papers to be written at the end of the semester.

Suggested readings

- Beijaard, Douwe; Verloop, Nico; Vermunt, Jan D. (2000): Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective. In: *Teaching and Teacher Education* 16 (7), 749–764. DOI: 10.1016/S0742-051X(00)00023-8.
- Cheek, Nathan N.; Cheek, Jonathan M. (2018): Aspects of identity: From the inner-outer metaphor to a tetrapartite model of the self. In: *Self and Identity* 17 (4), 467–482. DOI: 10.1080/15298868.2017.1412347.
- Kennedy, Laura M. (2020): At the dinner table. Preservice EFL teachers' identity negotiations and resources. In: Bedrettin Yazan and Kristen Lindahl (eds.): *Language teacher identity in TESOL. Teacher education and practice as identity work*. New York, London: Routledge Taylor & Francis Group (Routledge research in language education), 46–61.
- Taylor, Charles (1985): *Human agency and language. Philosophical papers 1*. Cambridge: Cambridge Univ. Press. → Chapter 1.

Appendix

Aspects of Identity Questionnaire

INSTRUCTIONS: These items describe different aspects of identity. Please read each item carefully and consider how it applies to you. Fill in the blank next to each item by choosing a number from the scale below.

1 = Not important to my sense of who I am.

2 = Slightly important to my sense of who I am.

3 = Somewhat important to my sense of who I am

4 = Very important to my sense of who I am

5 = Extremely important to my sense of who I am

___ 1. The things I own, my possessions.

___ 2. My personal values and moral standards

___ 3. My popularity with other people

___ 4. Being a part of the many generations of my family

___ 5. My dreams and imagination

___ 6. The ways in which other people react to what I say and do

___ 7. My race or ethnic background

___ 8. My personal goals and hopes for the future

___ 9. My physical appearance: my height, my weight, and the shape of my body

___ 10. My religion

___ 11. My emotions and feelings

___ 12. My reputation, what others think

___ 13. Places where I live or where I was raised

___ 14. My thoughts and ideas

___ 15. My attractiveness to other people

___ 16. My age, belonging to my age group or being part of my generation

___ 17. The ways I deal with my fears and anxieties

___ 18. My sex, being a male or female

___ 19. My feeling of being a unique person, being distinct from others.

___ 20. My social class, the economic group I belong to, whether lower, middle, or upper class.

___ 21. Knowing that I continue to be essentially the same inside even though life involves many external changes

___ 22. My gestures and mannerisms, the impression I make on others

___ 23. My feeling of belonging to my community

- ___ 24. My self-knowledge, my ideas about what kind of person I really am
- ___ 25. My social behavior, such as the way I act when meeting people
- ___ 26. My feeling of pride in my country, being proud to be a citizen
- ___ 27. My physical abilities, being coordinated and good at athletic activities
- ___ 28. My personal self-evaluation, the private opinion I have of myself
- ___ 29. Being a sports fan, identifying with a sports team
- ___ 30. My occupational choice and career plans
- ___ 31. My commitments on political issues or my political activities
- ___ 32. My academic ability and performance, such as the grades I earn and comments I get from teachers
- ___ 33. My language, such as my regional accent or dialect or a second language that I know
- ___ 34. My role of being a student
- ___ 35. My sexual orientation, whether heterosexual, homosexual, or bisexual

Age: ___ Gender: _____

The AIQ-IIIx contains 35 items. These items score into 3 scales plus a set of "special" items that may be used individually:

- PI = Personal Identity Orientation
- SI = Social Identity Orientation
- CI = Collective Identity Orientation
- SP = Special items [not scored on scales]

Each of the 3 scales' scores is the sum of the answers (1-5) given to those items.

PI = 2 5 8 11 14 17 19 21 24 28 [sum of answers to 10 items]

SI = 3 6 9 12 15 22 25 [" 7 items]

CI = 4 7 10 13 23 26 31 33 [" 8 items]

SP = 1 16 18 20 27 29 30 32 34 35 (10 items not scored on scales)