

Qualitative Study of Pre-Service Teachers' Imagined Professional World vs. Real Experiences of In-Service Teachers

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Abstract : The English teachers' pedagogical identity construction is the way teachers go through the process of becoming teachers and how they maintain their teaching selves. The pedagogical identity of teachers is influenced by several factors within the individual and the society. The purpose of this study was to compare the imagined social world of the pre-service teachers with the real experiences the in-service teachers had in the context of Iran to see how prepared the pre-service teachers are with a view to their identity being. This study used a qualitative approach to collection and analysis of the data. Structured and semi-structured interviews, focus groups and process logs were used to collect the data. Then, using open coding, the data were analyzed. The findings showed that the imagined world of the pre-service teachers partly corresponded with the real world experiences of the in-service teachers leaving the pre-service teachers unprepared for their real world teaching profession. The findings suggest that the current approaches to English teacher training are in need of modification to better prepare the pre-service teachers for the future that expects them.

Keywords : imagined professional world, in-service teachers, pre-service teachers, real experiences, community of practice, identity

Conference Title : ICLTTE 2017 : International Conference on Language Teaching and Teacher Education

Conference Location : Venice, Italy

Conference Dates : February 16-17, 2017