

Constructions of Teaching English as a Second Language Teacher Trainees' Professional Identities

Authors : K. S. Kan

Abstract : The main purpose of this paper is to deepen the current understanding of how a Teaching English as a Second Language (TESL) teacher trainee self is constructed. The present aim of Malaysian TESL teacher education is to train teacher trainees with established English Language Teaching methodologies of the four main language skills (listening, reading, writing and speaking) apart from building them up holistically. Therefore, it is crucial to learn more of the ways on how these teacher trainees construct their professional selves during their undergraduate years. The participants come from a class of 17 Semester 6 TESL students who had undergone a 3-month's practicum practice during their fifth semester and going for their final 3 month's practicum period from July 2018 onwards. Findings from a survey, interviews with the participants and lecturers, documentations such as the participants' practicum record-books would be consolidated with the supervisory notes and comments. The findings suggest that these teacher trainees negotiate their identities and emotions that react with the socio-cultural factors. Periodical reflections on the teacher trainees' practicum practices influence transformation. The findings will be further aligned to the courses that these teacher trainees have to take in order to equip them as future second language practitioners. It is hoped that the findings will be able to fill the gap from the teacher trainees' perspectives on identity construction dealing. This study is much more significant now, in view of the new English Language Curriculum for Primary School (widely known as KSSR, its Malay acronym) which had been introduced and implemented in Malaysian primary schools recently. This research will benefit second language practitioners who is in the language education field, as well as, TESL undergraduates, on the knowledge of how teacher trainees respond to and negotiate their professional teaching identities as future second language educators.

Keywords : construction of selves, professional identities, second language, TEST teacher trainees

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