Language teacher identities: Co-constructing discourse and community

Matthew Clarke
Faculty of Education, University of Hong Kong

This presentation will share findings from a discursive analytic study conducted in the United Arab Emirates into the teacher identity formation of the first cohort of students to complete a new Bachelor of Education in English Language Teaching. Theorizing the students’ learning to teach as a process of identity formation within an evolving community of practice, the study used critical discourse analysis to analyze the construction of the community of practice in terms of knowledge and beliefs, interpersonal relations and intrapersonal identities. This presentation will focus particularly on the discursive construction of an ‘antagonistic’ belief system and how this process was supported by particular patterns of interpersonal relations. The research forms the basis for the book, Language teacher identities: Co-constructing discourse and community, which was published in June 2008 as part of Multilingual Matters’ New Perspectives on Language Education series.

Matthew Clarke is currently an Assistant Professor in the Faculty of Education at the University of Hong Kong. He previously led the development and implementation of the new Bachelor of Education at the Higher Colleges of Technology in the United Arab Emirates. His research interests include teacher formation and teacher identities, and literacy education.

Please note this seminar is at UNSW