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پژوهشگاه علوم انسانی و مطالعات فرهنگی  
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## Becoming an EFL Teacher: Prospective Teachers' Professional Identity in a Critical Teacher Education Program

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### Abstract

Transmission-based teacher education programs have mostly dominated the field of teaching English as a foreign language. Considering the prominent position of critical pedagogical principles in prospective teachers' perceptions of their professional roles and responsibilities, there is a need for detailed investigations of teacher education programs informed by the tenets of critical pedagogy in prospective teachers' professional identity. There has been a paucity of research that addresses the impact of such programs on prospective teachers' professional identity in an EFL context; therefore, this study intends to address the gap. This qualitative study was conducted to examine the role of a critical-informed teacher education program in influencing prospective EFL teachers' professional identity construction. Participants were 19 prospective teachers whose process of professional identity construction were analysed through reflective journals, class discussions, and semi-structured interviews before and after the program. Results of the study revealed three major shifts in prospective teachers' professional identity: "from a student's voice to a teacher's voice", "from an uncritical attitude to developing agency", "from a narrow view of ELT to a broad view". To foster critical ideas in EFL prospective teachers, the study recommends the use of dialogic discussions and written reflective tasks in teacher education programs.

Keywords: Critical pedagogy, Critical pedagogy-informed (CP-informed) teacher education, Professional identity, Prospective teachers

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## 1. Introduction

The shift from positivistic orientations to cognitive perspectives (Borg, 2003), then to sociocultural views (Johnson, 2006) of second language (L2) teaching, which encompassed a more comprehensive description of teacher's roles and responsibilities, has resulted in a new conceptualization of L2 teachers' roles and responsibilities. Earlier works in the field of teacher education were primarily focused on changing student teachers' practice by transforming their behaviours (Freeman, 2001), however, research on teacher cognition highlights the crucial role of teacher education programs in shaping student teachers' identity which will, in turn, inform their classroom teaching (Akkerman & Meijer, 2011; Borg, 2011).

In fact, during the teacher education program, student teachers negotiate the kinds of teachers they aspire to become as they embark on learning how to teach. In other words, teacher education functions as "a formative and transformative process in which teacher candidates imagine, fashion, and enact their identities as teachers" (Yazan, 2018, p. 2). The significance of teacher identity in second language (L2) teacher education has been nicely articulated by Varghese, Morgan, Johnston, and Johnson (2005) who argue that teacher identity plays a critical role "in the sociocultural and sociopolitical landscape of the language classroom" (p.22). Taking into account the social and situated conceptualization of teacher education, Johnson (2006) proposes redrawing the boundaries of teacher education and professional development. He explicates that L2 teacher education should recognize the underlying reasons for L2 teachers' decisions and practices within the social, historical, and cultural contexts and

based on these contexts construct locally applicable responses to their professional development needs. As a corollary of the sociocultural turn, Kubanyiova and Crookes (2016) believe, teacher education has come to include, simultaneously, the outward societal, structural, and political dimension and the inward-oriented dimension of the language teacher's contributions, roles, and tasks.

Since critical pedagogy problematizes the traditional technocratic models of teacher preparation, there is a need for an alternative situated L2 teacher education that can empower L2 teachers to explore and direct the consequences that broader macrostructures, such as educational policies and curricular mandates, have on their daily classroom practices (Johnson, 2006). In light of these realities, L2 teacher education has come to dismiss a pure linguistically and technically -oriented teach-for-the-test mentality which positions L2 teachers as managers of curricula rather than as facilitators of the L2 learning process due to the fact that it professionally disempowers L2 teachers within the contexts in which they work (Gebhard, 2005).

## 2. Literature Review

A considerable amount of literature in TESOL dealing with critical perspectives has focused on different aspects of L2 teaching and planning (Crookes, 2013; Kubota & Miller, 2017; Shor, 2009). However, research on critical language teacher education practices and exploring student teachers' identity transformation in these programs seem to be comparatively scarce.

Reporting on a critical teacher education, Nuske (2015) has provided a challenging and comprehensive report on the formative

interactions of two preservice teachers' with critical concepts in graduate programs and how these touch their willingness to foster their own critical pedagogical repertoire. She explains how two prospective teachers demonstrate fundamentally opposite changes as a result of being instructed in the same critical teacher education course. She concludes that considering these two case studies together would "cast doubt on the premise that the circumstances of individuals' lived experiences can predict the degree to which they will be receptive to critical concepts"; because the apprentice who had experienced the inequitable and dominating conditions in her past education displayed attitudes which seemed to have the potential to reproduce those "autocratic and unjust" relations, while the one who had not been through these circumstances became more sympathetic with the marginalize groups (p. 305).

Directed by a critical perspective on L2 teacher development, Crookes (2015) argues that if language teachers and teacher educators wish to promote critical perspectives, they need to "face up to the difficulties experienced by any who wish to articulate or foster alternatives to mainstream values and viewpoints" (p. 495). Besides, in order to have better productive and practical outcomes, they must adopt a realistic view of society which is "usually not-so good, problematic, inequitable, and very much in need of critique and improvement" (p. 495).

Despite the considerable bulk of research in places where both students and teachers enjoy a more democratic environment (Lake, 2016), studies reporting instances of teacher education with a critical agenda in less

privileged areas such as Asia (Sharma & Phyak, 2017) are rare.

A review of studies carried out in Iran indicates an emerging interest in the critical perspectives in L2 education, particularly in the last decade. These studies can be categorized into four groups based on their main foci: the first group includes studies with a theoretical focus discussing the philosophical background and major principles of critical pedagogy (e.g., Akbari, 2008), the second group deals with studies investigating teachers' and learners' attitudes toward CP, and its ideological assumptions (e.g., Atai & Moradi, 2015), the studies in the third group have attempted to incorporate CP tenets in different English courses teaching reading (e.g., Abednia & Izadnia, 2012), and fourth group concerns studies which report on attempts at implementing a teacher education program according to the principles of critical pedagogy (e.g., Abednia, 2012; Khatib and Miri, 2016).

For instance, Khatib and Miri (2016) investigated the growth of multivocality in an EFL teacher's practice after participating in a critical teacher education. They conducted a critical teacher education program in which the participant in their study also attended. Based on the recordings obtained from the participant's pre-course and post-course classroom practice, they observed that the teacher had developed a repertoire of strategies helping him to enhance multivocality in his classroom following the teacher education.

The review of the studies on L2 teacher education with a critical agenda indicates that two major themes run through almost all these studies. The first theme is that all the studies give credence to a democratic

classroom environment in which student teachers' voices are heard and their critical thinking capacities are taken into account. The second theme is the ever-present issue of professional identity, that is, student teachers' conceptualizations of themselves as teachers have been explored under the influence of critical-informed teacher education programs.

Despite the fact that teachers' professional identity shifts over time under the influence of a range of factors, teacher education programs play a significant role in the development of teachers' perceptions of their roles and responsibilities. In fact, in order for L2 teacher education programs to be effective, they need to raise awareness in student teachers about the ways in which their professional identity is shaped. Taking these points into account, this article is an attempt to contribute to this line of research by exploring the changes L2 pre-service teachers undergo in a critical-informed teacher education program. Therefore, in the present study, implementing a critical-informed teacher education program with EFL pre-service teachers, we attempt to present their identity construction as result of participating in this program.

### 2.1. Research Questions

To accomplish this objective, we will address the following research questions:

1. What are the components of pre-service EFL teachers' professional identity before the CP-informed teacher education?
2. What are the components of pre-service EFL teachers' professional identity after the CP-informed teacher education?

## 3. Methodology

### 3.1. Setting and Participants

The participants in the first group were 19 prospective EFL teachers who intended to start their teaching career following the teacher education course in a language center. Five of the participants in this group were males with an age range of 20-25, and 14 were females whose ages ranged from 21-28. Four of them held B.A in English while the remaining 15 were undergraduate English students. As a requirement for teaching in the language center, participants needed to complete a teacher preparation program. Therefore, the framework was implemented in a pre-service teacher education course. Among the 22 participants who had signed up for the program only 19 could attend the course regularly.

The pre-service teachers came from a traditional banking education in which the teacher hold the sceptre of power and the students' voices are not heard. As a result of being educated in this educational context, learners develop traditional habits of studying which are often resistant to change in the future. As they get used to receiving the content of knowledge from the teachers, developing creativity and critical thinking skills is considered a highly challenging task for them.

### 3.2. The Critical EFL Teacher Education Program

In order to conduct a CP-informed teacher education course the following steps were taken: first, Abednia's (2012) framework for critical teacher education served as the basis of critical teacher education (CTE) framework. In his model of teacher education, he has used 20 principles of critical pedagogy for ELT developed by Crawford (1978) based on Freire's assumptions of CP and integrated them into Richards' (1989) model of teacher education.

As CP principles are developed to provide a theoretical framework for ELT in general, they needed to be tailored for L2 teacher education. However, his model was modified and updated based on the components of CP for L2 education proposed by Crookes (2013). The updated CP components were then mapped onto the model.

### **3.3. Data Collection and Analysis**

To capture the evolvement of prospective teachers' professional identity during the course, semi-structured interviews were developed which were conducted at the beginning and end of the CTE course. What follows is the detailed description of how the interview framework was developed.

The framework of the interview was developed based on Izadinia's (2013) conceptualization of teacher identity. The proposed components were *cognitive knowledge, sense of agency, self-awareness, critical consciousness, teacher voice, confidence* and their *relationship with colleagues, pupils and parents*. To complement this framework *task perception* and *future perspective*, two components derived from Kelchtermans's (1993) classification of teacher identity, were also incorporated. Based on the above framework, a number of questions were developed for each component and grouped under their relevant categories. The first draft of the interview framework was reviewed by some experts and revised.

Next, the CTE developed served as the main framework in a 16-week program of teacher education. The class met twice a week for 100 minutes each session. Student teachers were prompted to express their concerns and expectations of the course.

This enabled the researcher to identify the topics related to their real life experiences. As the course was intended to follow the principles of critical pedagogy, the content chosen for the course was partially negotiated, that is, the participants had a voice in suggesting the topics which were related to their life experiences and are of concern to them. Based on the topics chosen, a selection of readings from the book chapters and papers were assigned.

Once they studied the content, major issues were discussed in group discussions and whole-class discussions. They were also encouraged to establish connections between the issues and their lived experiences. To enhance their engagement in the dialogic process of the course and to create opportunities for disengaged members of the class, student teachers were asked to write journals reflecting on the class discussions following the introduction of each topic and deliver it to the teacher educator. At the end of the CTE course, the post-course interviews were conducted to explore the major changes in prospective teachers' professional identity.

To analyse the data, all the pre-course and post-course interviews as well as the reflective journals were transcribed. Due to the complex nature of the data collection procedures of the present study, the researcher analysed the data using the grounded theory (GT). Charmaz (2006) maintains that GT enables the researcher to construct theoretical explanations of the social processes through data collection and data analysis simultaneously. To enhance the credibility of the data collected from the interviews within-method triangulation was done; that is, a number of questions were asked with a similar theme. Investigator



triangulation was also carried out to increase the dependability of the data.

#### **4. Findings and Discussion**

The analysis of different sources of data from prospective teachers rendered three major changes in their professional identity construction. The first change concerns the prospective teachers' ability to articulate a professional image of themselves as future teachers. It presents an account of the changes in their perceptions of their future career and provides deep insights into the development of an understanding of the multiple variables involved in their profession.

##### **4.1. Displaying a Student's Voice**

At the beginning of the CTE course, prospective teachers' professional image primarily reflected a student's perspective. Their reflective journals early in the course were largely descriptive concentrating on summarizing their understanding of the theoretical concepts presented and reporting the ideas discussed in the class. Their writings rarely showed personal instances in which they had linked the concepts introduced in the course to their perspective of themselves as future professionals. As an example, reflecting on the issues covered in the class, prospective teacher 4 (PT4) merely provided a report of the content covered in the class: "We learned about the principles of humanistic psychology and their application in pedagogy".

In the same vein, PT9 provided a summary of the course readings in her second reflective journal: "In the last two weeks we studied the history of methods in language teaching...". A similar descriptive pattern was detected in the majority of the participants' earlier reflective journals which

indicated that their reflection process did not go beyond the initial stage of identifying issues. Very rare cases of reasoning whereby they could think about an issue from different perspectives in order to analyze it and propose their own opinion about the issue were observed in the first few reflective journals. In other words, the reflective cycle through which prospective teachers could identify the issues, analyze them in light of various viewpoints, and propose their own explanation was not shaped in the early sessions.

Another noticeable theme detected in prospective teachers' frame of references in their reflections in the first half of the course was the saliency of a student's voice. To be more specific, the teacher's voice was not articulated in the first few weeks of the CTE course as prospective teachers were unable to explain how the issues discussed would be relevant to their future work in the classroom.

The next considerable theme was prospective teachers' inability to develop a complex understanding of teaching and project a professional image of themselves as teachers. Echoing the voice of a student, participants tended to mainly agree with the ideas presented in the articles or books covered in the class showing little analytical ability.

##### **4.2. Refinement of a Teacher's Voice**

However, toward the end of the program, prospective teachers began to develop a deeper understanding of teaching while displaying a professional image of themselves as teachers. Contrary to their earlier reflections which included several instances of summarizing and reporting of the concepts presented and events happened in the class, their late-course journals contained



in-depth analyses of the issues discussed and the notions presented during the class. For example, PT4, whose initial reflective journals were devoted to the descriptive report of the theoretical concepts presented in the textbooks or articles, began to actively analyze the concepts presented in the course.

Similarly, PT6, PT7, and PT12 were developing a more complex understanding of the issues presented as they made a continuous growth in their engagement with the theoretical concepts. In addition, PT7, who did not go beyond some general explanations of the role of the teacher in her earlier reflections, provided an elaborate account of what a teacher needs to do later: "I believe a teacher should, before anything else, work on his/her philosophy of teaching. Imitating the practice of others, even the best teachers, is not the solution".

Showing a similar pattern of progress toward a refined analytical power of examining issues related to teaching, the reflective journals of PT13 and PT14 also showed changes in how they utilized the theoretical concepts in creating a professional image of themselves as teachers. PT13's reflections, for example, showed a more sophisticated involvement with the concepts: "I don't think the ideal conditions described in the book for implementing the postmethod pedagogy are prepared in our country... The diversity of students and their goals for language learning should be considered".

The awareness raised within prospective teachers of the critical approach toward the problems they face and the theoretical ideas they study made them adopt a questioning attitude when reflecting on each idea. It, also, helped them revisit their previous beliefs

about learning and teaching, and reflect more on the implications and applications of the theoretical ideas for their future work as teachers. As an example, PT5, who primarily viewed issues from a student's perspective, focused more on how the theoretical principles would be implemented in the context of teaching in Iran: "Cultural factors may sometimes create problems. For example, students' socioeconomic background..., language institutes in our country usually do not care about these factors". The rest of the participants also began to develop a clearer vision of their future career, one that was not built up on a linear relation between teaching and learning; rather it was founded based on the considering of various contextual elements involved.

Participants' engagement with the theoretical concepts as well as dialogical discussions about the application of those theories into practice and ultimately reflective practices brought about an intellectual growth evident in their late-course comments. As Rodriguez and Polat (2012) put, the CTE program could "help pre-service teachers move towards more complex understanding of themselves as individuals" which would eventually lead to reconsidering their self-perceptions as teachers (p. 371). It is during this complex transition from a student-dominant identity to a teacher-dominant identity that they learned to construct and reconstruct their images of themselves as members of a professional community.

#### **4.3. An Uncritical Attitude: Hostage to Their Inherited Biases**

Prospective teachers' perceptions of their roles as teachers and their beliefs about different aspects of their profession formed another significant theme emerged from data. An uncritical view of L2 teaching as well as the problems inherent in ELT was found running through the data of this study, particularly that of the pre-course data of the participants. It was observed that the participants in this study failed to question the dominant discourse of L2 teaching as they seemed to have entered the course with the assumption that knowledge of how to approach teaching should be transferred from the higher status authorities to the consumers who are teachers.

For example, during a class discussion in which some teaching methodologies were compared and contrasted student teachers, who were rather confused about the variations in different methods, wondered which method was superior to others. This, mainly, reflects participants' belief in the technical-rational discourse of ELT which assumes a normative solution to every situation (Kumaravadivelu, 2003).

One of the repercussions of this ideology, which expects teachers' contribution to be only at the operational level of teaching, is teachers' minimal involvement in decision making processes. Additionally, it deprives them of their potential to critically treat issues they encounter. Participants in this study, influenced by such ideology, seemed to be unwilling to question the issues and analyze them critically. PT2 and PT7, for example, believed teachers should always refer to an expert's opinion in order to make sure they were doing the right thing. Similarly, PT8, PT10, and PT11 thought their opinion did not matter as they were inexperienced in teaching.

When asked to evaluate the ELT textbooks available in the Iranian market and prepare a sample lesson based on the local needs of the Iranian learners, many of the participants felt it was unnecessary to develop their own materials as the textbooks written by the materials developers are all good. PT12, in this regard, mentioned: "I think no matter how much effort we put in, the content produced by us as teachers can't compete with the textbooks written by the experts because they know the principles of preparing a good English book". PT2 and PT13 also believed that teacher-made sample of material would not be worthy of any credit compared to the textbooks which were designed by the expert material developers. This conformist orientation was also observed when they were asked to examine their past English teachers. They didn't prove to be able to focus on the power disparities inherent in the traditional system of education of the country which has influenced, to a large extent, its L2 teaching as well. They seemed to have not only accepted the teacher-dominated L2 classrooms in which the teachers enjoy a large share of power, but also were willing to reproduce the transmission perspective in their future practice.

#### **4.4. Shift to Agency: Liberatory Autonomy**

As student teachers became conscious of their social positioning and of the sociopolitical ideologies that exerted influence on their conceptualization of different aspects of their profession, they felt empowered to take control of their own thinking and actions. As an example, PT7, who had talked about the superiority of experts' views over a teacher's opinions and decisions, did not accept the authority of the experts in every aspect of the classroom

decisions and commented, in the second interview, that when it came to making decisions for the classroom the teacher knew better than experts “because the teacher knows about the particular situation he/she is teaching”. PT15, also, became critical of some of the language teaching methods proposed by “western theoreticians” believing that they were inapplicable to the Iranian ELT context, especially, “in areas with lower economic status where classes are populated with students with different levels of proficiency”.

The participants’ perceptions of the ELT material developers also changed. More precisely, while early in the course they had granted absolute credit to their understanding of the content and method of presenting the content, later, they started to view the textbooks designed by western authors with a critical eye. For example, PT13, who did not deem the locally produced materials worthy of any credit, changed her mind and said, in her second interview, that “these materials do not contain the topics related to the culture of our students”.

Developing an awareness of the possible linkages between the macro-level political, economic, and social variables and the learners’ language learning success in the micro-level classroom helped student teachers not only recognize the problematic areas, but also aim for raising awareness in others, including their future learners and colleagues, in order to bring about change. The developed voice and agency in prospective teachers as a result of participation in the CTE course is what Kumaravadivelu (2012) refers to as ‘liberatory autonomy’. He contends that the liberatory autonomy empowers teachers to emancipate themselves from the oppressive

labels imposed upon them by the higher-order structures, such as, the educational and social systems.

#### **4.5. A Narrow View of L2 Teaching: Teacher as an Instructor**

The final theme extracted from the analysis of prospective teachers’ data has to do with the roles and responsibilities prospective teachers assumed for an L2 teacher before and after the program. Early in the course, almost all of the participants viewed L2 teaching, primarily, as the focus on the linguistic features of the language. Regarding the prominence given to language proficiency as the main focus of L2 teaching PT18, who was talking about her future plans for professional development, in the first interview, commented: “I need to work on my language ability, especially my speaking because I usually get a good score in reading tests, but my speaking is not as good as my reading”. She did not feel knowledgeable enough with regard to her language proficiency which made her feel insecure.

Similarly, PT12, when talked about the qualifications of a language teacher, highlighted linguistic skills, particularly vocabulary, as the main factor: “A teacher should, before anything else, be knowledgeable because students, often, ask teachers the meaning of the words and if we don’t know the answer, they wouldn’t trust in us anymore”. Besides the linguistic knowledge, a language teacher, from the prospective teachers’ viewpoint, needed to be familiar with a set of techniques and strategies to transfer his/her knowledge to learners. In their expectations of the course in the pre-course interview, almost all of them talked of learning the effective ways of

teaching the language by which they meant transmitting their linguistic knowledge to learners.

What seems to be worth considering was the participants' neglect of the educational and humanistic side of L2 teaching. That is, there was no talk about, or limited attention to, the sociocultural aspects of language learning, and, therefore, social responsibilities of an L2 teacher such as caring for the humanistic dimensions of ELT or raising learners' awareness to become active and creative citizens.

#### **4.6. Toward a Broad View of L2 Teaching: Attention to the Humanistic Dimension**

After the program many of the prospective teachers showed a broadening of their conceptualization of EFL teaching and began to take into consideration the humanistic aspects of language teaching. PT12, who used to emphatically talk about L2 teachers' linguistic knowledge as the main criterion in their success, foregrounded the importance of their sociopolitical responsibilities: "I think a language teacher can influence students in many ways, I mean, we should be careful about what we say and what we do". Likewise, PT10 and PT15, who had constructed their images of an ideal teacher around the successful transferring of information, revisited their definitions of the teachers' roles and acknowledged that the educational purposes of ELT, including development of a critical understanding, should be considered as well.

Criticizing their prior definitions of a teacher's roles, PT9 and PT11 also emphasized teachers' social responsibilities. PT9 highlighted the importance of incorporating "cultural topics" into the language classroom to create an environment where learners could "express their opinions

freely". Similarly, PT11 who did not approve of the high status conferred on the technical objectives of the classroom, believed that "it is really necessary to inform the students about their culture and talk about real-life concerns in the class in order to enable them to transform themselves and their society".

Prospective teachers' special attention to the particularity of contexts of L2 teaching and the diversity of students' needs, observed in the data gathered from the second interview, was considerable. To be more specific, participants' perceptions of L2 teaching, which was limited to the application of a pre-determined method along with a set of pre-selected techniques, shifted to the recognition of a context-specific pedagogy. For example, PT11, who used to believe that a good teacher should be familiar with the best method and know how to apply it, came to the understanding that teachers need to "know the context of their classroom" and their "students' level, age, and social and cultural background in order to choose the method which is suitable for them".

Student teachers' obsession with the technical dimensions of language teaching before the CTE course prevented them from viewing the most fundamental aspects of teaching, i.e. empowering students to develop a critical voice and exercise their agency. However, the CTE course allowed them to deepen their understanding of the scope of EFL teaching and, as a result, developed a new insight into the significance of the underlying responsibilities that accompany the EFL teaching profession. Prospective teachers' reorientation was particularly important in light of the educational system they had experienced as learners and were supposed to teach in the future which put great value on

accountability issues, i.e. success in testing and high scores, much more than critical and transformative agendas (Sharma & Phyak, 2017).

## 5. CONCLUSION

According to Mockler (2011), through professional identity reconstruction teachers can develop the potential to emancipate their minds from the dogma of what works, and adopt a broad humanistic perspective in which emotional and personal aspects of teaching are also considered. It has the potential to empower teachers to counteract the dominant discourse of technical-rationality which prioritizes efficacy over the humanistic dimensions of teaching.

This study was an attempt to provide evidence supporting the role of teacher education programs with a critical orientation in reconstructing prospective teachers' professional identity. Participants were, also, encouraged to reconsider their philosophies of EFL learning and teaching and realign their pedagogical objectives with a transformative perspective which aims for educational and social change. This new ideology required the student teachers to redefine their professional roles and transform into theoretically informed teachers who are agents of social change.

In light of the findings, teacher educators are suggested to establish a democratic

environment through which student teachers' voices are heard. To create a dialogic atmosphere, power should be distributed on a symmetrical basis and there should be a balance between teacher educator's and student teachers' status. The dialogic problem posing environment allows the teacher educator to listen to the real concerns of the student teachers and assist them to work out possible solutions to their current and future problems. Furthermore, teacher educators should practice what they preach during the teacher education course. That is, instead of, merely, asking student teachers to incorporate the critical concepts in their classrooms, they should be given a chance to personally experience the critical features of the CP themselves.

Despite its contributions, the limitations of the present study should also be acknowledged. The generalizability of the findings to other contexts and to participants with different sociocultural backgrounds should be done with some caution. Moreover, because the critical teacher education course implemented for the prospective teachers did not include practicum component, they did not have opportunities to experiment with operationalizing critical ideas in actual teaching situations during the period of data collection.

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## معلم شدن: هویت حرفه‌ای دانشجو معلمان زبان انگلیسی به‌عنوان زبان خارجی در یک دوره تربیت معلم با رویکرد انتقادی

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### چکیده

دوره‌های تربیت معلم با رویکرد انتقال اطلاعات در آموزش زبان انگلیسی اغلب رایج هستند. با در نظر گرفتن جایگاه مهم اصول آموزش انتقادی در درک دانشجو معلمان از نقش‌ها و مسئولیت‌های حرفه‌ای خود، نیاز اساسی‌ای در زمینه تحقیقات عمیق درباره شکل‌گیری هویت حرفه‌ای دانشجو معلمان از طریق تعامل با مفاهیم انتقادی‌ای که در دوره‌های تربیت معلم مطرح شده، احساس می‌شود. از آنجا که تأثیر چنین دوره‌هایی بر هویت حرفه‌ای دانشجو معلمان در محیط آموزش زبان انگلیسی به‌عنوان زبان خارجی (EFL) تاکنون به‌ندرت بررسی شده است، هدف این پژوهش پرداختن به این خلأ است. این پژوهش کیفی نقش دوره‌های تربیت معلم با رویکرد انتقادی را در شکل‌گیری هویت حرفه‌ای دانشجو معلمان زبان انگلیسی به‌عنوان زبان خارجی بررسی می‌کند. شرکت‌کنندگان عبارت بودند از ۱۹ دانشجو معلم زبان انگلیسی که فرآیند شکل‌گیری هویت حرفه‌ای آنها از رهگذر یادداشت‌های متفکرانه، بحث‌های کلاسی، مصاحبه‌های نیمه‌ساختاریافته قبل و بعد از اجرای دوره‌ها تجزیه و تحلیل شده است. نتایج این پژوهش سه تغییر عمده را در هویت حرفه‌ای دانشجو معلمان نشان داد: تغییر «از صدای دانشجو به صدای معلم»، «از نگرش غیرانتقادی به رشد عاملیت»، و «از دید محدود درباره آموزش زبان انگلیسی به دید وسیع». در پایان برای تسهیل فرهنگ‌سازی درباره اتخاذ دیدگاه‌های انتقادی دانشجو معلمان استفاده از بحث‌های گفت‌وگومحور و تکلیف‌های نوشتاری متفکرانه در دوره‌های تربیت معلم زبان انگلیسی پیشنهاد می‌شود.

واژه‌های کلیدی: آموزش انتقادی، تربیت معلم با رویکرد آموزش اصول انتقادی، هویت حرفه‌ای، دانشجو معلمان

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