Professionalizing the teachers of today and tomorrow: Language Teacher Identity and beyond

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On the Way to Professionalisation: A Narrative Inquiry On Pre-Service L2 German Teachers'Emerging Language Teacher Identities

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Language Teacher Identity (LTI) describes the way language teachers perceive themselves, who they are in relation to their teaching practice, and how their colleagues and learners perceive them (Barkhuizen, 2021; Yazan, 2022). LTI has a considerable influence on how language teachers teach, how they theorise their practice, and how they interact with their peers (Yazan, 2022). To gain a deeper understanding of language teaching and learning and equally on the professionalization processes of language teachers, it is thus necessary to know about LTIs (Barkhuizen, 2016; Varghese et al., 2005). This requires knowledge of the interrelated facets (Yazan, 2018) that contribute to the construction of pre-service language teachers'identities before and during their teacher training (Barkhuizen, 2021) and how these relate to their professionalization process. Common facets include their language biographies, language teaching and learning experiences (Trent, 2012), and their imagined experiences of language teaching in future contexts (Barkhuizen, 2016).

This paper presents the results of a narrative inquiry which investigated the emerging LTIs of two pre-service German as a Foreign Language teachers in relation with their language biographies and language learning experiences in their final stages of teacher training. The Language Experience and Proficiency Questionnaire (LEAP-Q, Marian et al., 2007) was employed to access the participants' language biographies. In an iterative 3-stage process of Narrative Knowledging in collaboration with the researcher (Barkhuizen, 2016), the participants composed written reflective narratives answering seven open questions (Sang, 2023) which addressed pivotal moments in the pre-service teachers' lives in relation to their language learning and teaching experiences. Thematic content analysis identified themes that revealed shared and unique identity negotiation experiences with reference to their anticipated and emerging identities and their language biographies.

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From 'perfect' to 'good enough': A narrative inquiry into a pre-service teacher's journey towards ideological clarity

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Extant literature on language teacher identity has drawn attention to the complex nature of identity, specifically how sociopolitical discourses, such as language ideologies, shape teachers' negotiation and enactment of their identities and how these identities inform their teaching practice (Lindahl & Yazan, 2019). Similarly, critical language teacher education has highlighted the situated nature of teacher learning within larger sociopolitical discourses (Hawkins & Norton, 2009). Following these two lines of inquiry, identity-oriented teacher education has centered teachers' histories of language learning, teaching, and use as a starting point to facilitate their understanding of the teaching profession and themselves as teachers (Olsen, 2016) within these sociopolitical discourses. Against this backdrop, this study seeks to understand how a pre-service teacher from Germany negotiated his linguistic identity as he grappled with language ideologies in an identity-oriented critical language teacher education setting. Data from critical autoethnographic narratives (Yazan, 2019), reflection sessions, and field notes over a 15-week M.Ed. course on identity, language learning and teaching document Bernd's identity negotiations at the intersection of native speakerism and standard language ideology. Utilizing narrative analysis (Polkinghorne, 1995), this study answers the research question "how does Bernd negotiate his identities as he engages in a critical identity-oriented teacher learning activity?" by showcasing the influence of Bernd's journey of learning Spanish on his LTI as an English teacher and how Bernd shifted the focus of his error correction practices in his tutoring practices upon gaining 'ideological clarity' (Bartolomé, 2004) around native speakerism and standard language ideology. The study showcases the affordances of pedagogizing identity in language teacher education in facilitating pre-service teachers' identity negotiations at the intersection of language ideologies and legitimacy as language users (identity-in-discourse), and demonstrates how this sense-making can manifest itself in teaching practices (identity-in-practice, Varghese et al., 2005).

Keywords: pedagogizing identity, native speakerism, standard language ideology, critical language teacher education

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Influences that Shape Novice ESL Teachers' Identity

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Language teachers' identities are dynamic and evolve continually based on their experiences, reflections, and teaching contexts. This identity is shaped by growing self-awareness, including beliefs, values, knowledge, experiences, and professional relationships. Novice English as a Second Language (ESL) teachers, particularly those with one to three years of experience who completed their practicum online due to global events such as the COVID-19 pandemic, have encountered various opportunities and challenges that shape their professional identity. This study investigated the factors influencing novice ESL teachers' identities, the opportunities and challenges they face, and how these impact their teaching practices. It also proposed an enhancement program to support the continued development of their professional identity. Using purposive sampling, five ESL teachers from Rizal Province with three years or less of teaching experience were selected. A qualitative design was used, specifically a narrative approach, to understand their lived experiences. Data were analyzed using the seven processes of narrative analysis. The findings revealed that identity formation among novice ESL teachers is shaped by opportunities such as professional development, teaching experience, and personal growth. Seminars, training sessions, group discussions, technology integration, and involvement in community activities and extension services played significant roles. However, challenges included high expectations, pressure, transitioning between learning modalities, and managing emotional boundaries. These findings imply that targeted support and identity-focused professional development are essential to help novice ESL teachers build confidence, manage

expectations, and sustain effective teaching practices across varying modalities. The study recommends further research on novice ESL teachers'evolving identities to address gaps in existing literature.

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Digital Technologies and the Construction of Hybrid Language Teacher Identities: A Mixed-Methods Investigation

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Abstract:
This study investigates the role of artificial intelligence (AI) tools in shaping the evolving professional identities of English language teachers within the framework of hybrid and post-digital teaching contexts. As AI-powered applications such as language assistants, automated feedback tools, and content generators become more prevalent in education, language teachers are increasingly required to adapt their roles, responsibilities, and pedagogical approaches. This research is grounded in two key theoretical perspectives: teacher identity theory (Beauchamp & Thomas, 2009), which emphasizes the dynamic, socially constructed nature of teacher identity, and post-digital pedagogy (Fawns, 2019), which addresses the entanglement of human and digital elements in contemporary education.
Employing a sequential explanatory mixed-methods design, the study unfolds in two distinct phases. In the quantitative phase, the researcher developed and validated a comprehensive questionnaire to examine English language teachers'perceptions and experiences of AI tool usage and its impact on their professional identity. The questionnaire included four categories: (1) frequency and purpose of AI use, (2) identity shifts, (3) digital confidence, and (4) pedagogical transformation. The instrument was piloted and revised using expert feedback and statistical validation techniques such as content validity ratio (CVR), Cronbach's alpha for reliability, and exploratory factor analysis (EFA) for construct validity.
In the qualitative phase, semi-structured interviews were conducted with a purposive sample of participants from the survey to explore in greater depth how they perceive and navigate their evolving roles in AI-integrated classrooms. The interview data were analyzed thematically, with attention to identity negotiation, resistance, agency, and professional values.
Findings reveal the emergence of hybrid identities, marked by flexibility, technological agency, and a shift from knowledge provider to facilitator. However, concerns about ethical boundaries, overreliance, and professional ambiguity also emerged. The study offers insights for enhancing teacher digital literacy, reflective practice, and professional development in AI-enhanced education.
Key words: Professional identity; AI; Language teachers.

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How Emotion Labour from Non-Teaching Tasks Shapes the Identity Transformation of Rural English Teachers in China

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This study examines how emotion labour generated by non-teaching tasks contributes to identity transformation among rural English teachers in China. While existing research has addressed the

multiple roles undertaken by teachers, little is known about how the emotional consequences of these roles influence how teachers perceive and reconstruct their professional identities over time. Drawing on the frameworks of emotion–identity nexus and positioning theory, this qualitative study focuses on two rural secondary school English teachers with four-year teaching experience. Data were collected from an ethnographic approach through one semester period of field observations, semi-structured interviews, and reflective emotion logs.

Findings reveal that the increasing non-teaching responsibilities—such as class advisers, psychological counsellors, and administrative assistants—leave limited time for lesson planning and professional improvement. This time pressure results in teachers'recurring feelings of guilt and inadequacy, as they feel unable to fulfil their ideal role as knowledgeable and prepared English teachers. They also reported their frequent performing emotion labour in managing conflicting demands, especially when classroom teaching was interrupted or deprioritised for administrative tasks or inspections. Over time, these repeated emotional negotiations gave rise to identity dissonance as teachers perceived teaching had become marginalised within their professional role. They no longer felt recognised or self-identified as English subject experts or English knowledge transmitters. Instead, teachers gradually repositioned themselves as generalised school staff, with teaching perceived as secondary and emotionally unrewarding.

The study highlights how emotion labour related to non-teaching tasks functions as a mechanism driving the transformation of early-career English teachers'subject-specific identity toward broader, less pedagogically focused roles. Implications are discussed regarding task design, teacher support, and the preservation of pedagogical identity in rural school contexts.

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AI-teachers in multilingual classes: Potential and challenges for inclusive foreign language education

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Abstract
Artificial intelligence (AI) is rapidly transforming educational contexts, offering new opportunities for personalized and inclusive learning—particularly in linguistically diverse classrooms. This paper presents research-based insights from the project MULTIK –Mehrsprachiges Unterrichten mit Lerntechnologien und Künstlicher Intelligenz at Leibniz University Hannover, which explores how AI—especially large language models (LLMs)—can function as multilingual co-teachers in the foreign language classroom. The project investigates the affordances of AI tools for enhancing input comprehension, providing multilingual explanations, generating scaffolded tasks, and fostering learners' metalinguistic awareness through contrastive analysis.
In a series of design-based interventions in initial teacher education, student teachers were introduced to AI tools and tasked with designing language learning sequences that address both linguistic heterogeneity and digital literacy. Data was collected through qualitative content analysis of student reflections, AI-enhanced lesson designs, and classroom observations, supported by quantitative survey data on attitudes toward AI use in education. Findings indicate that AI can significantly support individualized language learning by offering multilingual support, adapting content to learner levels, and enabling multimodal interaction. However, the study also reveals critical challenges: without clear pedagogical guidance, AI tools may reinforce monolingual norms, introduce content biases, or obscure the need for meaningful human interaction.
This paper argues for a critical-constructive approach to AI integration in language teacher education. It presents a preliminary competence framework for future teachers that combines digital, linguistic, and intercultural dimensions. The contribution responds to the conference theme by connecting digital innovation with inclusive, multilingual educational practice and advocating for reflective, ethically grounded AI use. It positions AI not as a replacement for teachers, but as a tool to support responsive, learner-centered, and linguistically aware pedagogy in increasingly diverse classrooms.

Project Information: https://www.ifs.uni-hannover.de/de/abteilungen/sprach-paedagogik-und-therapie/forschungspr

TV-Presentation: https://www.sat1regional.de/ki-einsatz-in-der-schule-niedersachsens-kultusministerin-hamburg-im-interview/

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Discourses of 'Good' Language Teaching: How English Language Use Constructs Teacher Identity in Tanzanian Schools

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In Tanzania, English occupies a prestigious position as both a subject and a medium of instruction in secondary education, shaping dominant discourses surrounding what constitutes "good" language teaching. While research often emphasises language policy and proficiency, less attention has been directed towards how these discourses influence the professional identities of English language teachers. This study investigates how the use of English, situated within ideological narratives of teaching excellence, shapes the construction, negotiation, and resistance of teacher identity in Tanzanian secondary schools. Adopting a post-structuralist view of identity as fluid, multiple, and discursively formed, the study draws on Critical Discourse Analysis, Systemic Functional Linguistics, and positioning theory. It employs a qualitative case study design, utilising data from semi-structured interviews, classroom observations, and document analysis across three government secondary schools in urban and rural areas. Eight English language teachers with diverse backgrounds participated. Findings reveal the influence of dominant discourses, including native-like fluency (linking competence to accent), English-only use (associated with professionalism), exam orientation (tying effectiveness to student scores), and Western pedagogy (privileging imported methods over local approaches). These discourses are reinforced by training, inspections, and school policies, pressuring teachers to perform idealised identities often misaligned with their realities. However, teachers demonstrate agency by negotiating or resisting these norms through translanguaging, code-switching, hybrid pedagogies, and contextual adaptations. Resistance ranges from subtle acts—such as silence or selective non-compliance—to overt strategies like integrating Kiswahili or peer collaboration. This research contributes to understanding identity formation in multilingual, postcolonial settings, challenging narrow, monolingual ideals of "good" teaching. It calls for teacher education and language policies that value multilingualism, local knowledge, and teachers' lived experiences. Ultimately, it advocates for a reconceptualisation of teacher identity that embraces inclusivity, contextual sensitivity, and professional agency.
Key words: Teacher Identity, Language Ideologies, English Language Teaching, Discourse, Multilingualism

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From Instructor to Intercultural Mediator: Reimagining Teacher Identity through Global Citizenship Education

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Language Teacher Identity (LTI) is increasingly recognized as a complex, dynamic process shaped by sociocultural, institutional, and pedagogical forces. In contexts marked by inequality, cultural diversity, and global interdependence, such as those across the Global South, language teachers are not only linguistic instructors but also cultural negotiators and ethical agents. This reflective narrative explores how Global Citizenship Education (GCED) offers a transformative lens through which foreign language educators reimagine their professional identities as intercultural mediators.
Based on theoretical and empirical literature, as well as the principles of GCED education by UNESCO (2015), this presentation critically reflects on how this approach can shift teacher identity from a focus on language accuracy to a broader commitment to social responsibility, critical awareness,

and intercultural understanding. It also examines the different tensions in this process. Internal tensions might be present when balancing linguistic institutional goals with their critical pedagogy practices. Additionally, external constraints might be present. This reflects the tensions with curricula, exams and policies. All of this permeates in the identity work of teachers regarding agency, negotiation and adaptation. Finally, implications are to be considered for teacher development and education, which align with interculturality, global citizenship, identity exploration and decolonial approaches.

The objective of this work is to theorize the process by which teachers negotiate this identity shift and to highlight the implications for teacher education and professional development. Rather than offering new empirical data, this reflective view contributes to the conference's thematic concern with professionalization by proposing an alternative vision of language teacher identity that foregrounds critical agency, intercultural engagement, and social justice. Ultimately, it argues that GCED enriches language teaching practices whilst equipping educators to respond meaningfully to global challenges within local classrooms.

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Between Darija, French and English: Navigating linguistic hybridity and the professional identity of English teachers in Morocco

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Abstract
This study investigates how English teachers in Morocco negotiate their professional identity in a complex multilingual context where French is the main language of instruction, Darija (Moroccan Arabic) dominates everyday communication, and English is increasingly valued as a global language. Using qualitative data collected through semi-structured interviews, classroom observations and reflective narratives, this research explores the dynamic and fluid nature of language teachers' (LTI) professional identities, as they balance institutional language policies, socio-cultural expectations and their personal linguistic repertoires.

Teachers' linguistic choices, notably the switch between Darija, French and English in the classroom, are analyzed not only as pedagogical strategies but also as performative acts that shape and express their identity. The study highlights the tensions and synergies that emerge as teachers navigate between postcolonial linguistic hierarchies and the demands of professionalization in a multilingual context.

By highlighting how Moroccan English teachers actively construct and renegotiate their identities in the face of these linguistic and political challenges, this research sheds relevant light on the interplay between language and teacher identity in the classroom. It also offers avenues for adapting training and professional development to complex multilingual realities.

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Reflective Conversation Heuristic as a self-study Tool for Teacher Educator Identity development

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Framed within Lave and Wenger's (1991) situated learning perspective, the study investigates the creation and use of a reflective conversation heuristic (Dimitrieska, 2024) to examine the re-construction

of teacher educator's identity. The study fills an existing gap in research conducted on Certificate of English Language Teaching to Adults (CELTA) courses in U.S., Korean, and Mexican contexts.

By taking the roles of teacher educator and researcher, I aim to answer the research question of how my own identity as a language teacher educator evolved as I interacted, reflected, and acted upon my instructional practices with three teacher candidates who took the CELTA. The following data collection methods were used: semi-structured interviews, observations, debriefings, and course documents, during and after the CELTA. The data was analyzed through content and reconstructive analyses. Study findings revealed changes at the three levels of the reflective conversation heuristic and point to its utility as a novel approach to language teacher identity construction. Additionally, insights will be shared about language teaching that are beneficial to future and current language teachers, teacher educators, and teacher preparation programs in general.

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"Today, I Do Leave Room for All the Languages": Teacher Agency Enactment During Continuous Professional Development in the Multilingual Classroom

Author: Mila Schwartz[1]

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A worldwide review of educational reforms found that continuous professional development influences teacher agency. This ethnographic study followed the progress of one preschool teacher as she implemented changes to her classroom language education policy throughout a year-long continuous professional development project. It was drawn on the ecological model of teacher agency (Priestley et al., 2015). The study was conducted in one multilingual, multicultural city in Israel, where more than 50% of residents are immigrants; furthermore, 32% of the residents are Arab. The research questions focused on dilemmatic aspects arising from high linguistic and cultural diversity in the classroom, the impact of continuous professional development on teachers' policies and practices, and the children's experiences of classroom changes. The teacher participated in a 12-session workshop on linguistic and cultural diversity and received seven months of individual coaching.

The class comprised 28 children aged 4 to 5: 13 L1-Arabic-speaking children from diverse cultural backgrounds (e.g., Muslims, Christians, and Druse), 15 L1-Russian-speaking children who were either new immigrants to Israel or had immigrant backgrounds. Triangulation of data sources—teacher interviews, classroom observations, the researcher's journal, and conversations with participating Arabic-speaking and Russian-speaking children—was employed. The study demonstrates that the teacher continually modified her language education policy and practices in response to critically reflecting on the experiences and theoretical knowledge acquired during the professional development project. Following her changes in attitude toward languages and cultures in the classroom, the children showed an increased willingness to learn about one another and to engage in intergroup communication. On the theoretical level, the study demonstrated that to enact their agency in meeting the linguistic and cultural diversity of modern classrooms, teachers need to activate central agency characteristics (continuous reflection and critical rethinking of past experience) identified by the ecological model of teacher agency. On the applied level, teachers must accumulate personal professional knowledge or practical wisdom to develop as agents of change in education.

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From Authority to Algorithm: Reimagining TESOL Teacher Identity in AI-Enhanced Classrooms

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The rise of generative AI in language education is continuously challenging traditional established notions of epistemic authority (Cooper et al., 2025), teacher agency (Frøsig & Romero, 2024), learner agency (Roe & Perkins, 2024), and pedagogical structures (Xiaoyu et al., 2025), while also raising critical ethical dimensions (Mohamed, 2024). This presentation explores how generative AI is changing the way language teachers view their roles, make decisions in the classroom, and develop their professional identity in today's AI-enhanced TESOL classrooms. Grounded in the presenter's ongoing doctoral research, the study aims to build a comprehensive ethical and responsible framework for AI-enhanced language education. Using a qualitative methodology, semi-structured interviews will be conducted with TESOL practitioners across international contexts. As part of a broader questionnaire, the following questions will be used to analyse shifts in teacher identity:
1. How has your role and professional identity as a language teacher evolved since integrating AI tools into your teaching?
2. In what ways has the use of AI affected your sense of pedagogical authority, decision making, and professional recognition within your institution and beyond?
3. How do you experience and navigate tensions between institutional expectations, AI adoption policies, and your own teaching values or identity?
These insights will be analysed through the presenter's original three-pillar ethical framework; bias mitigation, data privacy and human-AI collaboration. The third pillar, particularly, provides a critical lens for examining how epistemic authority, pedagogical agency, and authorship are shared, negotiated, or contested in AI-enhanced classrooms. This presentation situates these insights within the broader ethical discourse of AI in language education, providing some practical considerations supporting teacher identity in AI-enhanced classrooms.

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Novice language teachers' reflections on their first years of teaching: a qualitative study

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Transitioning from teacher education programs to the actual language class can be rather challenging for novice language teachers. The present study provides insight into previous research on the characteristics of this period and on early career language teachers' well-being, presenting the holistic relationships between the professional and personal lives of the teacher, bearing in mind the critical role of the context of foreign language teaching and the individual stressors that early-career educators face. Studies showed that teacher well-being is a fundamental resource that determines the effectiveness of the teacher, promotes personal fulfilment and also revealed that the difficulties encountered by beginner language educators are interconnected and intrinsically linked to their personal and professional growth, the key challenges being classroom management, curriculum development, and professional identity development.

This study investigates novice teachers' experiences during their initial years in the profession involving four early career EFL teachers. The participants reflected on lesson planning, material preparation, classroom management issues, as well as challenges concerned with curriculum and assessment. The interviews revealed institutional, emotional and psychological challenges along with worries regarding professional growth. The results showed that while new teachers face several major obstacles, good support systems are essential for fostering resilience and long-term success in their teaching profession. The study underlines the need for mentoring, peer cooperation, and professional development as main tools helping the development and retention of new teachers. Schools can assist new teachers in transitioning more effectively into their professional roles and ensuring lasting career sustainability by acknowledging these challenges, prioritizing their well-being and offering specialized support and training programs to establish the groundwork for the next generation of educators, who are competent, resilient, and equipped to motivate their students.

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Language Teacher Identity: Reflective Practice and Continuous Professional Development

Author: Sviatlana Karpava[1]

[1] *University of Cyprus*

According to Mosquera-Pérez and Losada-Rivas (2022), language teacher identity (LTI) is related to educators' language teaching context, their practices, beliefs and behaviours. Research on LTIs is based on psychological, sociolinguistics and philosophical theoretical perspectives (Varghese et al., 2005; Kumaravadivelu, 2012; Barkhuizen, 2016; Norton, 2017). The process of globalization and the spread of English as an international language have affected the process of teaching and learning as well as language teachers' professional identity. According to De Costa and Norton (2017), researchers need to implement transdisciplinary approaches in order to get insights into the work and professional identity of language teachers. Research on LTI can be viewed as "a potential site of pedagogical intervention and an area of explicit focus in teacher preparation" (Morgan & Clarke, 2011: 825). This study investigated the development of professional identities of future EFL teachers in Cyprus. The participants of the study were 120 undergraduate students at a public university in Cyprus, future EFL teachers in Cyprus. Their ages ranged from 18 to 40 years old. The students were asked to keep a reflective journal and make blogs entries, written narrative interviews (Muylaert et al., 2014; Barkhuizen, 2016; Kartch, 2017), regarding various issues related to their past and present learning experiences, continuous professional development, language teacher identities, teaching and learning, teaching practicum and peer observations. The analysis of reflective journal and blog entries as well as focus group discussions showed that student teachers' professional identities are shaped by their experiences at academic, pedagogical, and personal levels. Their practical and theoretical courses at university together with teaching practicum enhanced their critical-reflective engagement, research-oriented practices allowing them to become reflective and critical practitioners in the future.

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Language as a Site of Subjectivation: Primary School Teachers in the (Post-)Migration Society

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This presentation introduces a PhD project that investigates how primary school teachers in Germany are subjectivated through and in relation to language in the (post-)migration society. Drawing on discourse-theoretical (Foucault, 2015) and poststructuralist frameworks (Butler, 2015), the

project conceptualizes language not merely as a means of communication or an individual skill, but as a dispositif that contributes to the constitution of professional subject positions. The overarching aim of the PhD project is to generate empirical insights into language-related subjectivation processes in teacher biographies in order to inform a more reflexive approach to teacher education; one that makes mechanisms of (possible) discrimination visible and supports the development of self-reflexive professional perspectives.

Empirically, the project follows a Constructivist Grounded Theory (Charmaz, 2024) approach and is situated within the field of empiric subjectivation research. It is based on narrative-biographical interviews with primary school teachers. The focus lies on how teachers narrate their lives, professional experiences, and encounters with language-related expectations, tensions, and practices as well as how they position themselves in relation to these. In doing so, the project seeks to trace how language functions as a site of subjectivation, linking language-related subjectivation processes to the articulation of the professional subject of the primary teacher.

As the project is currently in its early phase, with the first interviews scheduled for summer 2025, this presentation will focus on the theoretical background and the research design, including some epistemological and methodological implications of conducting subjectivation research in the context of teacher education and language(s) in a (post-)migration society.

Key words: subjectivation, (post-)migration society, constructivist grounded theory, teacher education, language and power

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"Authenticized"Pedagogy: How Artificial Intelligence is Reshaping Language Teacher Identity

Author: Stefano Maranzana[1]

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Generative Artificial Intelligence (AI) creates a pivotal moment for language teacher identity (LTI), introducing productive tensions as educators navigate technological change (Lan, 2024). LTI is a complex construct, understood as the active, conscious way teachers perceive themselves and are perceived by others within their professional roles (Barkhuizen, 2021; Beijaard, Meijer, & Verloop, 2004).

The digital age demands a reconceptualization of this identity. This challenge is clear in listening comprehension, where a gap persists between textbook audio and authentic materials. This paper reflects on how AI tools afford teachers new pedagogical agency. They can now produce "authenticized"materials—machine-generated content that feels authentic to learners—to create bespoke listening tasks tailored to curricular goals.

Drawing on sociocultural and poststructuralist theories (Sang, 2022; Varghese, Morgan, Johnston, & Johnson, 2005), this reflection frames this development as a significant shift. The power to generate input transforms the teacher from content consumer to curriculum designer. This change challenges the old view of teachers as technicians applying methods (Compton, 2009; Varghese et al., 2005). Some view this role-shift as a threat, reducing educators to mere facilitators (Zaman, Hussain, & Tabassam, 2024). This paper instead reflects on this change as a source of new pedagogical agency. This new agency is central to constructing a professional identity (Kayi-Aydar, 2019; Shafiee, Marandi, & Mirzaeian, 2022). The modern teacher's identity must include a techno-pedagogical dimension. Professionalizing teachers requires a critical awareness of AI's potential for creating new learning pathways responsive to digital native students (Lai, Lyu, Jiang, & Gong, 2025).

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‚Africa -Didactics –Decolonial Perspectives, Anti-Racist Competencies, and Exchange-Based Pedagogy: A Practice-Oriented Framework

Author: Leo Stotz[1]

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Abstract:

The ‚Africa'-Didactics approach introduces a practice-oriented framework that integrates decolonial, transcultural, and anti-racist education into French language teacher training. The initiative combines experiential components—such as a Senegal excursion and collaborative work with the Éducation contre le racisme foundation—to challenge Eurocentric and colonial narratives, which are often reproduced in school contexts (cf. Kersting, 2011), and promote critical reflection. These interventions foster transcultural competencies and support professional identity formation in decolonial, anti-racist settings.

Methodology:

As part of a doctoral research project, the initiative employs a empirical study, who is based on a mixed-methods approach in a three-group design: one group participates in the excursion, another in a seminar-only format, and a control group. This comparative methodology provides insight into the impact of such practical experiences. Drawing on exchange- and literature-based didactics, the research develops a decolonial teaching framework within a transcultural French language classroom conceptualized as a "third space" (cf. Bhabha, 1994). Initial findings highlight the transformative potential of reflective, practice-based learning in shaping future educators, while the main focus remains on the practical projects, with the broader research still in progress.

Practice-Based Components:

1. Through school internships and academic partnerships in Senegal, student teachers gain authentic insights into the Francophone world. These experiences transcultural competence, and decolonial perspectives while challenging Eurocentric narratives. Seminars frame the journey with reflection and research, strengthening participants'agency as culturally responsive educators.

2. In collaboration with World Cup champion Lilian Thuram and his foundation, student teachers create classroom materials for anti-racist French instruction. School-based interventions and direct student encounters with Thuram provide spaces for critical engagement with racialized narratives and identity in language education.
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Decolonization and Language Teacher Identity in the Kashubian Context: Negotiating Local, National, and Professional Discourses

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Our presentation explores the identity formation of language teachers in the Kashubian region of northern Poland, focusing on how they conceptualize and negotiate their professional roles within overlapping local, national, and institutional discourses. Kashubian teachers—many of whom teach regional languages, Polish, and history—navigate a unique sociolinguistic and political landscape shaped by the official recognition of Kashubian as a regional language since 2005, the legacy of centralized national curricula, and the pressures of national standardization.

Drawing on qualitative data and theoretical frameworks of decoloniality (Mignolo & Walsh, 2018; Tlostanova, 2021) and language teacher identity (Varghese et al., 2005; Barkhuizen, 2017), the study examines how educators construct their professional identities in response to conflicting expectations: preserving local linguistic and cultural heritage, aligning with state-mandated narratives, and enacting critical pedagogical agency. These teachers do not only transmit content—they act as cultural and epistemic mediators who consciously adopt or resist certain strategies to professionalize their work while supporting minority language revitalization.

The study contributes to broader discussions on language teacher identity in multilingual, minoritized, and post-socialist contexts, where the legacies of colonization, linguistic marginalization, and institutional reform intersect. It highlights how teacher identity is shaped by local activism, language policy, curriculum constraints, and evolving understandings of what it means to teach language in historically dominated and culturally diverse regions. Ultimately, the paper argues that Kashubian teachers' professional identity is formed not only through pedagogical training but also through engagement with decolonial struggles and localized knowledge systems—thus offering a critical perspective on professionalization beyond dominant Western and monolingual paradigms.

key words: Language Teacher Identity; Decolonial Pedagogy; Kashubian Language; Minority Education; Teacher Agency

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31

Emerging language teacher identity in Hungary: generational differences and challenges of pre-service trainees' practicum

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The study of language teacher identity development in language pedagogy in Hungary is a new field of research. This paper uses the conceptual framework of language teacher identity (LTI) established by De Costa and Norton (2017), which claims that language teacher self-perception and identity is shaped by a combination of personal experiences, professional context and sociocultural environment. The process of becoming a teacher is significantly determined by one's own school prior experiences as a student and initial teaching experiences as a trainee teacher. Hungarian trainee teachers (N=10) majoring in English or German and their mentor teachers (N=8) participated in

our study after completing the short 15-hour teaching practicum. Semi-structured interviews were recorded with the participants, whose responses were analysed, compared and categorized based on four focal points regarding the short teaching practice of the trainees: (1) language proficiency, (2) assessment, (3) perceived generational differences in teaching, and (4) language teacher identity development. In this paper, we briefly review the results of research on the development of language teacher identity, and then present the experiences and findings based on the responses and reflections to the interview questions. The mentor teachers often highlight that the linguistic preparation/proficiency of the trainees is nowadays a much more important issue during their practicum than their methodological preparation. Furthermore, trainees face challenges in the area of assessment at several points, such as the preparation of tests or the assessment of speaking. The findings clearly outline generational differences between trainees and mentor teachers, particularly in digital literacy. Finally, the development of trainees' identity as language teachers reveal that identification with the teaching role are often influenced by factors that can be both supportive and detrimental.

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Exploring Pre-Service English Teachers'Conception of Teaching: A Window into Emerging Teacher Identity

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Teacher identity is a complex, dynamic system of ideas one holds about oneself concerning the professional role, closely linked to teaching quality, motivation, and well-being (Beijaard et al., 2004; Henry, 2016; Barkhuizen & Mendieta, 2020). A central component of this identity is the teacher's conception of teaching—beliefs about the learning process and the teacher's role in it. Understanding how these beliefs form during initial teacher education is essential for professionalising future educators and improving the effectiveness of teacher education (Cheng et al., 2015).

This study explores how pre-service English language teachers conceptualise teaching at the beginning of their Master-level education. It adopts a socio-constructivist framework that views teacher identity as a narrative constructed through social interaction and reflection. The research focuses on a Czech university programme and addresses a gap in localised studies on how specific teacher education contexts shape identity development.

The broader project investigates the relationship between university instruction and the evolving conception of teaching, aiming to evaluate the programme's impact. This is crucial, as teaching practice and university instruction are key contextual factors in shaping teacher identity (Banegas et al., 2023; Barkhuizen & Mendieta, 2020).

This paper presents findings from the initial phase of the project, analysing 30 reflective personal statements written by students before formal instruction. Thematic analysis shows that students—regardless of informal teaching experience—primarily emphasise personal qualities (e.g., patience, empathy, being a role model) and relational attitudes (e.g., fairness, individual care). Themes connected to language teaching methodology, such as communicative language teaching or the use of authentic materials, are less frequent, and students rarely reflect on the origins or implications of their beliefs.

The findings offer insights into how early beliefs shape language teacher identity and how teacher education programmes can respond to these initial conceptions.

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Key words: language teacher identity; teacher's conception of teaching; pre-service English language teachers

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Multilingualism and teacher identity: a systematic review of pre-service teachers'cognitions and identities of multilingualism in Europe and Australia

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Pre-service teachers'cognitions of multilingualism influence their classroom behaviour (Borg, 2003; DeLamater et al., 2018), yet pre-service teachers feel underprepared to teach in linguistically diverse classrooms (Robinson-Jones et al., 2022). There are high levels of multilingualism in classrooms in Europe and Australia, and it is important for teachers to be aware and capable of working with linguistically diverse students for fair and equitable access to education. Teachers with multilingual backgrounds are shown to have more positive beliefs about multilingualism, which in turn helps them engage with their multilingual pupils (Schroedler et al., 2022). In this systematic review, we aim to explore what previous studies have found on pre-service teachers'cognitions of multilingualism in Europe and Australia and to compare the two contexts.

The databases of Scopus, ERIC, Academic Search Premier and Google Scholar were searched, with 1,277 total results, of which an estimated 50-70 articles will be selected for review, using the PRISMA framework (Moher et al., 2009). A quality assessment will be conducted, followed by an analysis of the selected articles. An early, working hypothesis based on the abstracts of included articles suggests that studies on pre-service teachers'cognitions of multilingualism and multilingual identities are more developed in Europe than Australia, and focus more on minority languages and general plurilingualism, whereas it is expected that Australian studies will focus more on English as an additional language and migrant languages. We also expect to find that pre-service teachers in Europe will identify more as multilingual than those in Australia due to the sociolinguistic environments, and as such, may have more positive cognitions of multilingualism in education.

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The influence of Language Teacher Identity (LTI) in the Foreign Language Classroom (FLC): An initial look at the LTI Concept in the Public High School System in Mexico.

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This research pretends to explore the influence of Foreign Language Instructors'(FLI) beliefs about the concept of Language Teaching Identity (LTI). This initial study examines how their self-perceptions project their professional identities. To do so, an adapted version of the instrument English Language Teacher Professional Identity Scale (ELTPIS) (Mahnoodarabi, et al, 2021) will be used. So far, the instrument has been translated into Mexican Spanish and reviewed by a panel of FL experts participating in an Applied Linguistics Seminar (SELITA Theoretical and Applied Linguistics Seminar) at a Language Center at UNAM in Mexico City.

The purpose of this talk is to present the final version of our instrument based on the comments and suggestions provided by seven in-service EFL instructors programmed to be part of the pilot stage. The potential population of the study will include FLI from three different educational systems at the public high school level; two from UNAM (CCH = Colegio de Ciencias y Humanidades and ENP = Escuela Nacional Preparatoria) and one more from the Federal Government Educational System (COBACH=Colegio de Bachilleres).

We depart from the idea that LTI is an under-research aspect in foreign language education in Mexico and it is hoped that the results obtained will impact the development and content of foreign language teaching educational university programs, as well as the instructor's pedagogical practices, classroom management strategies and relationships with their language students.

Key words: Language Teacher Identity, Foreign Language Teaching, Public School System, Mexico

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Beyond the Teacher Education Program: Constructing and Negotiating Evolving Professional Language Teacher Identities of Dual Language and Immersion Teachers

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This multiple-case study explored how three dual language and immersion (DLI) teachers in the United States reflected on how they constructed and negotiated their professional language teacher identities (PLTI) at different points in their careers after graduating from a teacher education program (TEP) that strongly emphasized DLI pedagogies. Specifically, the study used the communities of practice framework (Wenger, 1998) to theoretically situate the intricate processes involved in the negotiation and construction of professional teacher identity as these DLI teachers reflected on who they were, who they are, and who they want to become in the DLI classroom. Few studies have focused on such negotiation and construction in the DLI context. Likewise, the potential impact of TEPs on the construction and negotiation of professional DLI teacher identity has not been extensively explored. This multiple-case study sought to address these gaps in scholarship by conducting a thematic analysis of study participants' semi-structured and stimulated recall interviews, as well as various documents, such as lesson plans, to create narrative portraits (Lawrence-Lightfoot, 1983, 1994; Lawrence-Lightfoot & Davis, 1997). Through this method, narrative portraits offered individually and collectively illustrations of the multidimensional and dynamic professional teacher identities through images, thoughts, emotions, and realities. PLTI in these three DLI teachers was constructed and negotiated through professional agency and self-advocacy actions within different communities of practice. Thus, the PLTI of DLI teachers is not a fixed concept; instead, PLTI is a process of ongoing negotiation and construction that unfolds within and beyond various communities of practice, including the TEP. This dynamic allows DLI teachers opportunities to grow and change by performing new activities, assuming new roles, and gaining fresh insights into what it means to be an educator in the DLI context.

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More Than a Facilitator：Language Teacher Identity Negotiation in the Age of AI

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The widespread integration of Artificial Intelligence (AI) in education presents unprecedented opportunities and challenges for educators. While general impacts on teaching are noted, the effect of AI on Language Teacher Identity (LTI) remains an emerging area of research. This study addresses this gap by investigating how language teachers in China negotiate and reconstruct their professional identities in an AI-driven context.

Grounded in a qualitative narrative inquiry approach, this study collected data through semi-structured interviews with eight experienced university English teachers in China. Thematic narrative analysis was guided by Wenger's (1998) Communities of Practice (CoP) framework to explore teachers' lived experiences.

Findings indicate that AI acts as a powerful driving force for profound identity negotiation. Teachers reported a significant shift in their core responsibilities, moving from being an "information transmitter"to a "critical guide"focused on fostering skills AI cannot develop, such as critical thinking and ethical awareness. This journey often begins with role confusion and a sense of being bypassed. Furthermore, AI reshapes community membership by strengthening peer support networks while creating complex institutional dynamics and a growing professional distance from students. Belonging is navigated through direct engagement with AI tools, alignment with institutional goals, and the imagination of future professional selves. A significant "affective landscape,"marked by emotions from anxiety to empowerment, also critically shapes this process.

This study concludes that LTI is undergoing a dynamic reconstruction. These findings provide crucial insights for teacher education and professional development programs designed to support educators in their evolving roles in the digital era.

Keywords: AI, LTI, CoP, identity negotiation

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Evolving Teacher Self-Concepts: Biographical Insights from International Internships

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Keywords: international internships, developing professional identity, teacher identity.

International internships can play a pivotal role in the education of future teachers of German as a Foreign Language (DaF) teachers, fostering subject-specific and didactic-methodological competencies, as well as personal development. Being exposed to new teaching contexts and educational systems enables students to reflect on their own perceptions and expectations. This reflective process contributes to a deeper understanding of their future professional identity as educators. However, such developmental processes are demanding and require students to demonstrate a high degree of reflexivity, openness and commitment. Structured guidance, targeted reflection as well as a supportive environment during the internship and in the preparatory and follow-up phases are also essential for a meaningful professionalisation experience.

This study examines how students from two German universities experienced their four-week supervised teaching internships in Namibia, Kenya and Togo as part of the SANDD project (Sub-Saharan Africa Network DaF Digital), and the influence these experiences had on shaping their evolving professional self-concepts. The research is based on three group interviews, each involving four to eight programme participants. The interview data was analysed using Situational Analysis, a poststructuralist version of Grounded Theory, to capture the complexity and contextual interrelations of the

experiences described.

The findings reveal how participants negotiated their identities as future educators by considering the interplay between their personal expectations, pre-existing beliefs and experiences during their internships. This process allows them to integrate new perspectives and professional insights into their self-perception as teachers. Ultimately, the study highlights the transformative potential of carefully designed and supported international internships in promoting the all-round professional development of future educators.

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Teaching Styles as a Representation of Teacher Identity: The Case of Japanese Cram School Teachers

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The objective of the present research is to explore how language teachers in Japanese cram schools construct and negotiate their teacher identities through the description of teaching styles. Using an EMCA approach that combines Membership Categorization Analysis, Conversation Analysis and Occasioned Semantics, this study analyzes excerpts of four semi-structured interviews with Japanese English cram school teachers constructing their teaching identity through the act of describing their teaching styles.

The findings suggest that teachers can express their teaching identity by defining their teaching styles lexical and conversational forms of contrast. By constructing two opposing pedagogical teaching styles through the description of pedagogical activities associated with each different styles, such as an "analytical"teaching style or "experiential teaching", they construct their underlying teaching beliefs and ideologies, which are important elements of language teacher identity. Furthermore, the findings also imply that teachers employ discursive notions of scaling to negotiate their teacher identity by situating their teaching style alongside the teaching continuum they created through contrast through the use of scaling terms. This allows educators to not only express the alignment of their teaching ideologies in relation to the disparate teaching styles but it also provides them with a comparison framework through which they can evaluate their worth as professionals by comparing themselves with other teachers, helping them to construct their language teacher identity in the process.

The current study provides an alternative avenue to investigate language teacher training through teachers'discourse on teaching styles using an EMCA approach, considering that the process of creating their teacher identities is the natural process of becoming their full-fledged professionals of their own right.

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From implementers to agents of change: research literacy and language teacher identity

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Research literacy—the skills to engage with, apply, and produce educational research—is increasingly recognized as a key component of language teacher development. This perspective challenges the traditional view of language teachers as passive curriculum implementers, instead positioning them as informed, active, and critically engaged professionals. These teachers are not only acquiring the knowledge and skills necessary for effective teaching but are also shaping their practice and, in

doing so, constructing their own Language Teacher Identity (LTI). Among the many factors that influence LTI, research literacy stands out for its potentially powerful role in fostering teachers'sense of agency. When teachers are equipped to critically engage with research, they are better positioned to reflect on their practice, make informed decisions, and grow as professionals. Embedding research literacy into teacher education thus enhances pedagogical effectiveness, supports reflective practice and empowers teachers as agents of change.

Recognizing this, international bodies such as the OECD and education ministries across the Nordic-Baltic region advocate for integrating research literacy not merely as a skillset, but as a foundational element of teacher identity and professional growth. This paper presents findings from the NordPlus project "Teacher Research Literacy: Comparative Trajectories in the Nordic-Baltic Region"(TREL). The TREL project brings together universities and schools across Norway, Sweden, Finland, Latvia, Estonia, and Lithuania to strengthen teacher education through pedagogical initiatives that foster research literacy. Drawing on data from collaborative workshops, classroom observations, and policy analysis, we explore how research engagement can be meaningfully embedded in teacher identity formation across diverse cultural and institutional contexts. We also discuss the development of a handbook of best practices, designed to support a unified Nordic strategy for research-based teacher education. Ultimately, these findings contribute to ongoing discussions on LTI, professionalization, and the transformative role of research in cultivating empowered, reflective language teachers.

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Teaching Abroad, Living Between: Navigating Work and Belonging as a Foreign Educator in China

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This research paper explores the adjustment experiences of foreign teachers working in China, aligning with the conference theme of migration, integration, and the evolving role of language educators. The study had three objectives: to examine how migration affects foreign teachers'life satisfaction; to identify key factors influencing their adjustment; and to determine which resources support adaptation to life and work in China.

Five participants took part in this exploratory research, each completing two semi-structured interviews. A dialogic approach (Harvey, 2015) was employed, involving thematic analysis of the first interview followed by a second interview in which participants were invited to reflect on and refine the identified themes. This method ensured that participants'voices remained central to the analysis.

A cross-cutting analysis revealed that, contrary to initial expectations, the work environment played a more significant role in adjustment than initially anticipated. While all participants discussed their work settings, the four with previous teaching experience all commented on how teaching in China differed from their previous experiences. For some, these differences were manageable; for others, they led to emotional distress and dissatisfaction. These findings support Black et al.'s (1991) assertion that workplace adaptation is a critical component of culture shock.

Social support was also critical, though forming strong ties proved difficult due to the transient nature of expat communities. Participants relied on a range of resources, including coworkers, WeChat groups, family, and prior teaching or travel experience. Discrimination based on race, nationality, or native-speaker status further shaped participants'integration and professional identity.

This study highlights the complex, evolving nature of adjustment for migrant educators, shaped by intersecting factors of identity, environment, and access to support.

Keywords: migration, foreign teachers, workplace adjustment, identity, discrimination

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The Role of Language Teacher Identity in Multilingual GFL Courses in the Context of Arabic–German–English

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The Role of Language Teacher Identity in Multilingual GFL Courses in the Context of Arabic–German–English

Keywords: *Multilingualism, Language Teacher Identity, Language Policies*

This contribution presents the design and conceptual framework of an ongoing research project that explores how non-native-speaking teachers of German as a foreign language (GFL) in Jordan construct and experience their professional language teacher identity (Barkhuizen, 2017; Norton, 2024), and how this identity shapes their pedagogical practices. Special attention is given to individual linguistic biographies, personal multilingualism, and the impact of regional and institutional language policies.

The study seeks to understand how these teachers negotiate their professional roles within linguistically diverse and socio-politically layered educational settings. It is situated within the MuCi project (Multilingual Classroom Interaction) with a particular focus on the dynamic interplay between German, Arabic, and English (Kalkavan-Aydın, 2024a, 2024b). Emphasis is placed on multilingualism and the function of feedback in language learning environments.

Employing a qualitative research design and a mixed-methods approach, the study centers on multilingual teacher biographies and the role of institutional language policies. Data collection includes focus group discussions, document analysis, and expert interviews on language policy. In this presentation, we offer insights into one segment of the study in which multilingual teachers reflect on the significance of their language biographies and the language policy of the institution in which they teach.

The project aims to provide preliminary findings on how language teachers navigate the complexities of their linguistic histories, institutional demands, and multilingual classroom practices. By situating language teacher identity within the multilingual and postcolonial context of the MENA region, this study contributes to a more global and diversified understanding of language teacher identity.

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"I am a Sindhi teacher; I am not an English teacher.": Understanding the intersection of primary school teacher identity and English teaching in Sindh, Pakistan

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Although Sadeghi and Ghaderi (2022) have underlined that research on language teacher identity has grown exponentially since 2010, Rushton, Smith, Steadman, and Towers (2023) have noted that there have still been key and critical gaps in the scholarship that need to be addressed. One of the gaps, they stated, has been the dearth of research on primary school teachers who teach in primary schools in Grades 1 to 5. In the primary schools in Pakistan, they teach the same batch of students for five years and all the subjects mandated to be taught in each grade. Taking the gap into account, this study was conducted in the Pakistani context of the Sindh province where English has lately been initiated to be taught as a compulsory subject in Grades 1 to 5 (Channa, 2017). English was first taught as a compulsory subject in Grade 6 and onward. The study aimed to understand how the primary school teacher identity impacted the teaching of English. The overarching research question that guided the study was to explore how the primary school teachers'identity intersected with their teaching of the English subject. Drawing upon the Norton's poststructural conceptualization of identity as multiple and dynamic shaped by contextual factors (Norton, 2000; 2013), data was collected through semi-structured interviews with twelve primary school teachers. The thematic analysis of the interview data revealed that the teachers did not teach English the way they taught other subjects because they thought there were primary school teachers. Teaching English was the high school teachers'work who taught in Grades 6 to 10. Their identity of being a primary school teacher shaped their teaching of English. The study discusses pertinent implication for the Pakistani context and alike.

Keywords: Primary school teacher identity; English in Pakistan, language teacher identity

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Situational Language Teaching and the Identity Negotiation of Non-English Major EFL Teachers in Chinese Universities

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This study explores how non-English major EFL teachers in Chinese universities construct and negotiate their professional identities through the lens of Situational Language Teaching (SLT) in listening and speaking classes. While SLT has been traditionally used in primary and secondary education in China, its application in tertiary-level EFL instruction remains limited and underexplored. Drawing on classroom observations and semi-structured interviews with university teachers, this study investigates their perceptions of SLT and how their engagement with this method intersects with broader issues of pedagogy, teacher agency, and institutional expectations.

Findings reveal that teachers'identity construction is shaped by a complex interplay between pedagogical beliefs, curriculum requirements, and their perceived roles within the classroom. Some embrace SLT as a way to foster communicative competence and redefine their role from knowledge transmitters to language facilitators, while others resist it due to constraints such as large class sizes, exam-oriented curricula, or lack of training. The study highlights the tensions and negotiations that characterize the evolving identities of university EFL teachers as they adapt traditional methods to contemporary classroom demands.

By foregrounding teacher voices and experiences, this research contributes to a deeper understanding of language teacher identity within specific sociocultural and institutional contexts, and calls for more context-sensitive professional development that supports pedagogical innovation in tertiary EFL education.

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Exploring plurilingual teaching through teachers'diaries

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Educational systems worldwide face challenges in addressing linguistic diversity, often oscillating between positive views on bilingualism and deficit perspectives of migrant students'language practices (Piller, 2025). Recent scholarship stresses the urgent need for pedagogical approaches that support linguistic diversity and inclusive education (Guðjónsdóttir et al., 2025). In this context, teacher training plays a key role in preparing educators to create effective, inclusive learning environments for diverse student populations (Day & Gu, 2010).

This study examines an intervention involving 40 Italian public-school teachers working in settings with a high percentage of students with migratory background as they implement pedagogical approaches that support plurilingualism. As part of the project's initial phase, the teachers received specific training on plurilingual pedagogies before starting classroom activities.

The presentation primarily focuses on understanding the effectiveness of this training, investigating how it influenced teachers'practices, perceptions of inclusive education, and their ability to design activities that valorise students'linguistic repertoires. To do this, the data collection comprises teachers'reflective diaries that were compiled by the participants throughout the school year, documenting classroom activities and personal insights related to implementing plurilingual practices. The diaries'intrinsic longitudinal dimension (Johnson & Coleman, 2023) allowed mapping teachers'progression over time, showing if and how their roles, proposed activities, and classroom management evolved starting from the initial training. Most participants reported a change in their teaching role and a shift in their understanding of inclusive education. However, a smaller number of teachers expressed challenges in fully implementing pedagogical practices that consistently embrace all students'linguistic repertoires. The findings also raise methodological considerations, highlighting a key tension: although the diary was methodologically valuable for capturing teachers'trajectories over time, many participants found it burdensome and preferred oral exchanges with colleagues.

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Language Learner Identity and Language Teacher Identity of prospective English teachers during school placements abroad

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The professionalisation of teachers is a lifelong dynamic process that can also be described as a form of role development and identity formation (Legutke & Schart, 2016). The development of their language teacher identity is central to the professionalisation of foreign language teachers (Kanno & Stuart, 2011) and takes place particularly in transformative phases such as initial teaching experiences (Kalaja et al., 2016). Likewise, stays abroad have been identified as a similarly important formative phase in the professional biography of English teachers (Ehrenreich, 2006; Vogt, 2020). However, little is known about how the professional identity of foreign language teachers changes during a period abroad (Barkhuizen, 2022; Gerlach & Lüke 2021).

The dissertation project addresses this research gap by examining the development and interaction of Language Learner Identity and Language Teacher Identity of prospective English teachers during a supervised school placement abroad, a context that uniquely combines both initial teaching practice and experience abroad where prospective English teachers experience a dual focus on developing both their language competence and their teaching competence. Drawing on the narrative nature of identity, the qualitative study employs narrative interviews in a pre-while-post design. The interviews were analysed using narrative analysis (Schütze 1983) and positioning theory (Lucius-Höhne & Deppermann, 2004) to reconstruct students'self-conceptions and positionings in order to highlight

change or stability of their narrated identities (Kanno & Stuart, 2011). The findings of the study - framed as positioning patterns - offer insights into how the process of identity formation is structured during the school internship abroad and suggest implications for the professionalisation and internationalisation of foreign language teachers (in Germany).

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We're Basically Like Aliens Here": Heritage Language Teachers and the Negotiation of Professional Identity

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This paper explores the identity negotiations of heritage language (HL) teachers working in supplementary Russian classes in Germany. Although heritage language education plays a vital role in sustaining linguistic diversity (Polinsky, 2018; Mediendienst, 2022), HL teachers often work under precarious institutional conditions, with limited recognition, training, or curricular guidance. Yet it remains unclear their teaching is implemented in practice, as HL classes in German-speaking countries are still under-researched (Lengyel & Neumann, 2017; Mehlhorn, 2022). This study examines how educators understand and perform their professional identities within highly multilingual classroom spaces.

I address these questions by drawing online interviews with Russian HL teachers in Germany (conducted 2022-2025, average length 64,8 minutes). The participants included ten teachers (seven from North Rhine-Westphalia and three from Saxony), who had 1–28 years of experience (avg. 11.3) and mainly philological or educational backgrounds. The data were analyzed using qualitative content analysis (Kuckartz, 2018) with inductively and deductively developed categories.

The findings show that HL teachers frequently position themselves not only as language instructors, but also as cultural mediators, family advisors, and guardians of linguistic continuity. These roles are shaped by personal migration histories, institutional invisibility, parental expectations, and ideologies of language "purity." Teachers often feel responsible for countering signs of language shift among their students, such as morphosyntactic erosion or lexical attrition, and describe their pedagogical work as a form of linguistic maintenance. At the same time, some teachers embrace translanguaging and hybrid language practices as pedagogical resources, reflecting an emergent orientation toward multilingual normativity.

By foregrounding teachers' own narratives, this paper contributes to our understanding of language teacher identity formation in under-researched educational settings. It also raises critical questions about the recognition and professionalization of HL educators within broader language policy frameworks, especially in migration-affected societies (Council of Europe, 2022).

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Responding to Difference: An Identity-Informed Approach to Teaching Research Literacy

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English Pre-service teachers enter research methods courses with diverse conceptions of research, varying levels of research literacy, and distinct histories of research engagement. These differences transcend skills of knowledge about research, and reflect the diversity of identities that pre-service teachers bring into the classroom, including their beliefs about teaching and research, their self-perceptions regarding their ability to do research, and the role they attribute to research in the future teacher identities. Research methods seminars that ignore these factors run the risk of reinforcing negative attitudes and widening the gap between teaching and research (Dikilitaş and Bostancioğlu, 2019). This teaching case study examines how an identity-informed approach to research methods instruction can meaningfully support such diversity of English pre-service teacher identities in a teacher education context.

Drawing on the potential that Complex Dynamic Systems Theory offers to educational research (Larsen-Freeman, 2016), and using specifically the Dynamic Systems Model of Role Identity (Kaplan & Garner, 2017), an identity-informed research methods seminar was designed. Data were collected from two contrasting cases through a pre-seminar questionnaire, initial and final interviews, and reflective audio journals. The findings illustrates how attending to identity rather than focusing solely on the development of research skills, allowed the teacher educator to respond to the different organization dynamics of the pre-service teachers identity systems, and enabled both participants to develop a more situated and expansive understanding of research.

Attendees to this presentation will see how an identity-informed pedagogy can offer a flexible framework for responding to the different identities that pre-service teachers bring to research methods seminars. Identity-informed pedagogy affords flexibility, individualization and sustainability in fostering research literacy.

This case study contributes to the professionalization of language teachers by highlighting how an identity-informed pedagogy can serve as a powerful lever for fostering research engagement in English pre-service teacher education.

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From Observation to Orientation: Agency in Pre-Service Teachers' Perception

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This pilot study investigates how pre-service English teachers perceive teacher agency in the classroom and how these perceptions shape their emerging professional identities. Framed by theoretical discourse on language teacher identity and professionalisation, this focus is especially relevant for EFL teacher training. EFL teachers navigate unique challenges: heavily textbook-driven instruction (Gardemann 2021), often being the primary L2 input through extensive teacher-talk (DESI 2008), and the -possibly connected- dual demand of teaching both content and the target language. Both scholarly perspectives (Bryant/Jary 2014) and empirical insights highlight the complex interplay of agency and structure (Bakels/Bonnet/Hericks 2024) as central to professional agency, yet a gap remains in understanding its development in pre-service teachers, particularly given their tendency to favour structure and hierarchy, which can hinder learner-centered approaches (Gardemann 2022).

The pilot study uses semi-structured narrative interviews with EFL teaching degree students towards the end of their university studies. Participants reflect on observations and experiences related to teacher agency during their internships, understood as teachers' capacity to act purposefully and autonomously within curricular and institutional restraints. Employing the Documentary Method for analysis, the study aims to examine how pre-service teachers construct meaning around agency, both concerning 'future teacher self', observed mentors and their own positioning during their emerging professional practice teaching EFL.

Analyses of the interviews are currently still ongoing, but initial findings will be available for presentation at the symposium. This pilot study contributes to a larger, longitudinal project investigating language teacher identity development by interviewing students at various stages of their university studies and teacher training, rather than in pre-/post-settings, e.g. before and after completing internships. Ideally, this broader scope will allow for a deeper understanding of how language teacher identity and agency evolve throughout the professionalisation process, from initial desires to become a teacher to fully entering the profession.

Keywords: teacher agency, professionalisation, pre-service teachers

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Professionalization Paths and Identity Development of German L2 Teachers with Migration Backgrounds

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Abstract

An increasing number of teachers with migration backgrounds are working at general education schools in Germany, including second language (L2) teachers whose professionalization took place in non-German-speaking countries. The professionalization paths of these international teachers who categorized as non-native-speaking teachers (NNST), are shaped by several distinctive features due to their biographical and migration experiences, as well as their professional development in non-German-speaking countries. This research investigates how these specific characteristics are reflected in their career-related self-concepts (Rothland, 2016; Rotter, 2014) and their language teacher identities. Focusing on eight NNSTS at different general education schools in Germany, the study explores the extent to which their migration experiences influence their professional identities. Narrative interviews (Schütze, 1983; Rosenthal, 1994, 2024) serve as the primary method for analyzing the structural processes of their professional biographies. These narrative interviews aim to examine how the teachers describe their own paths into the profession and whether their migration-related biographies have influenced their decisions to become and remain teachers. As part of the follow-up data collection phase, the focused interviews (Merton & Kendall, 1979) are conducted to address their perceptions of professionalization, particularly in relation to language competence, as well as to investigate their attitudes and positionings as L2 teachers regarding their professional development.

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"Once Learners, Now Teachers": The stories of beginning Turkish EFL teachers on professional identity formation

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This research delves into the formation of professional identities and the identity tensions faced by beginning Turkish EFL teachers. The research is part of the broader discourse on professional teacher identity, which is seen as a dynamic and complex concept shaped by personal beliefs, past experiences, and school environments (Beijaard et al., 2004). While much attention has been given to how beginning teachers form their identities, there is still a lack of exploration into the internal and external tensions that emerge in the early years of teaching, especially in the Turkish EFL context. To fill this gap, the study uses narrative inquiry to gain a deep understanding of participants' real-life experiences and recognize the complexities within their unique stories (Clandinin & Connelly, 2000; Norman, 2020). The data collection process included four interconnected steps, focusing on participants' backgrounds, how they viewed themselves as language learners, their journey to becoming EFL teachers, and the identity tensions they encountered during this period. The narratives were carefully analyzed through narrative analysis to uncover how personal, institutional, and sociocultural factors influence the formation of teacher identity, and how their developing teacher identities are influenced by their learner identities. By shedding light on the complex process of becoming an EFL teacher in Türkiye, this study provides valuable insights for teacher trainers, policymakers, and others involved in supporting beginning teachers on their professional paths.

Keywords: Professional teacher identity, identity tensions, beginning EFL teachers, narrative inquiry

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Identity at the Interface: Professional Selves and Generative AI in Global Language Education

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This qualitative study interrogates how language teachers position artificial intelligence (AI) within their professional language teacher identities (LTIs). Seventeen educators (11 junior ≤ 5 years; 6 non-junior > 5 years) from Europe, Asia, and North America participated in semi-structured interviews (M = 54.5 min), supplemented by follow-up chats and 40 participant-generated screenshots. An iterative three-phase analysis combined thematic coding of the interviews, targeted discourse-metaphor analysis, and integration with the Technology Acceptance Model 3 and an AI literacy framework. Teachers produced 41 AI-related metaphors and >225 keyword-in-context tokens, which coalesced into four frames—AI-as-Terminator, AI-as-Enigma, AI-as-Sidekick, and Teacher-as-Ultimate-Expert. Mapping each speaker on acceptance (x-axis) and literacy (y-axis) generated four quadrants (A–D). Almost half of the sample clustered in Quadrant A (n = 8, high literacy/low acceptance); another six fell in Quadrant B (high literacy/high acceptance); one occupied Quadrant C (low/low); and two landed in Quadrant D (low literacy/high acceptance). Based upon this mapping, four identity archetypes emerged—Enthusiast, Early Explorer, Sceptic, and Purist. In terms of seniority, most non-junior teachers (4/6) leaned toward positive acceptance, whereas most juniors (7/11) skewed negative, underscoring experience as a mediator of AI attitudes. By fusing discourse evidence with attitudinal metrics, the study illuminates how perceptions of usefulness, risk, and expertise crystallize into fluid yet distinct LTIs. These insights sharpen the LTI lens by revealing a four-profile typology that connects expertise, risk, and agency to AI uptake, yielding concrete attitudinal levers for targeted AI-literacy support and policies—especially for junior educators negotiating professional authority.

Keywords: AI literacy; language teacher identity; discourse analysis; Technology Acceptance Model; interview research

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Exploring Emerging Language Teacher Identities through Classroom Management Philosophies: Insights from a University Seminar

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In the primary EFL classroom, teachers must not only scaffold young learners' linguistic development but also create a safe space for experimenting with English. Classroom management (CM)—the ability to design and maintain conditions conducive to (language) learning—is integral to this work (Zein, 2019). Therefore, the ability to facilitate interaction and orchestrate classroom dynamics in and through the target language can be seen as key practices that inform and impact language teacher identity development.

The presentation addresses the question of which foundational beliefs and pedagogical values future primary EFL teachers hold for teaching and managing their classrooms. Key aspects of students'emerging professional identities were reconstructed by analysing 36 classroom management philosophies –500-word reflective essays written by Master's students in a university seminar entitled "Classroom Management and Interaction in the Primary EFL Classroom."Qualitative content analysis was used to code the essays for prevalent themes and to identify guiding principles for EFL instruction. Findings indicate that pre-service teachers envision successful EFL learning as occurring in an anxiety-free, joyful, and learner-centred environment, with a strong emphasis on target-language use. At the same time, these philosophies reveal potential tensions between participants' orientations and recent developments in language pedagogy (e.g. plurilingual and translanguaging approaches), suggesting the need for more discussion. The talk discusses the potential of reflective texts to access and support language teacher identity development, as well as the challenges teacher educators face when integrating them into their university seminars as part of teacher professionalisation.

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Becoming a Language Teacher in Türkiye: An Autoethnographic Study

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This autoethnographic study explores how a language teacher in Türkiye constructs, negotiates, and redefines professional identity in the absence of traditional certification, within exam-oriented institutions, and against normative pedagogical expectations. The goal is to uncover how identity tensions inform an evolving sense of legitimacy and agency. Framed by Gao's (2017) framework for language teacher identity (LTI), which emphasizes the interplay of self, situated activity, institutional forces, and macro-level discourses, this study addresses three interwoven tensions. First, I grappled with the perceived lack of legitimacy due to my non-traditional certification path, which I navigated through sustained engagement in professional development, including pedagogical formation and CELTA. Second, I experienced the emotional burden of knowing that being seen as a "real teacher"was often tied to students'exam success, even as I aspired to foster communicative competence. Third, I encountered dissonance between institutional expectations and my emerging pedagogical values, particularly the clash between CELTA's English-only approach and my belief in translanguaging as a culturally sustaining practice.

Methodologically, I follow Yazan's (2024) methodological guidance and draw on autobiographical writing, memory work, emotional reflexivity, and dialogic engagement with students and peers to surface and analyze identity tensions. Artifacts such as lesson plans and institutional feedback support narrative construction, and stories are analyzed thematically and structurally. Findings reveal that identity was continuously negotiated across levels: personal insecurities, institutional constraints, and macro-level ideologies shaped what kinds of teacher identities were considered valid. For example, the institutional setting and credentialist cultures constrained teacher agency, yet catalyzed moments of critical reflection. This study may particularly resonate with those who enter teaching from unconventional pathways, who challenge dominant pedagogical norms, or who feel caught between institutional demands and personal pedagogical beliefs. By foregrounding lived experience, this study invites scholars to more fully embrace autoethnography as a means of honoring practitioner knowledge and creating space for insider perspectives in teacher education discourse.

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The development of language teacher professional identity through reflectional tasks in primary English teacher education

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When students begin their (language) teacher education they have already developed a first language teacher identity through their own experiences as (language) learners. This means they have already developed an idea of what kind of a language teacher they want to become and probably expect practical-oriented content as their studies'subject matter. Especially in primary English teacher education these expectations often lead to frustration and underlying content knowledge, e.g. in linguistics, is perceived as irrelevant and hindering on their way to become English language teachers (cf. Bergmann et al., 2021:131; Sommer 2020:318). My research aims to develop guiding questions for reflection tasks/ phases which can be used in the different disciplines of (primary) English teacher education. These should help students to reflect on deeper levels in the sense of the bidirectional model for deep reflection developed by Haase, Slippens and Gerlach (2025). During the last two semesters different guiding questions and task structures have been developed, carried out in a didactical and an applied linguistics seminar, and evaluated through qualitative content analysis based on Mayring (2022). One of my project's hypotheses is that deep reflection leads to the development and shaping of language teacher identity. The guiding questions and tasks may function as possibilities to link facets of language teacher identity (cf. Barkhuizen & Mendieta 2020:5) to the discipline's various scientific content knowledge. Through this they meet a demand expressed by Roters and Trautmann who ask for new forms of learning opportunities in higher education (2014:56). During the symposium I would like to discuss my aforementioned hypothesis and the facets of language teacher identity in relation to first results of my data analysis.

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Building Resilience and Professional Identity in Pre-Service Language Teachers: A Study of Communities of Practice and Professional Development

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Language teaching is inherently political and closely tied to questions of cultural belonging and identity. Language teachers working within diverse education systems often face marginalization and social isolation, which can affect their professional development and retention. This study explores how participation in communities of practice and professional development supports pre-service language teachers in building resilience, negotiating identity, and challenging institutional exclusion.

Drawing on critical applied linguistics and language identity theories, this multi-case study follows pre-service language teachers across three culturally and linguistically diverse universities. Using an embedded mixed-methods design, the study combines quantitative resilience measures with qualitative interviews and focus groups during a critical transition from teacher education to professional practice.

The research documents how professional development activities—including association membership, engagement in communities of practice, conference participation, and networking—impact teacher resilience and identity formation. Findings highlight that these initiatives create supportive spaces for professional affirmation and collective belonging, where language teachers transform experiences of exclusion into narratives of empowerment.

Multilingualism, often discouraged in monolingual teaching environments, emerges as a vital resource for relationship building and pedagogical legitimacy. The study aims to develop a model of language teacher resilience and identity formation, offering insights for teacher education programs to better support pre-service language teachers during transition periods.

This research contributes to addressing language teacher shortages worldwide by promoting strategies that enhance resilience and professional identity development in diverse educational contexts.

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LTI in Germany

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Bilingual Teacher Professional Identity: A Systematic Literature Review

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We understand professional identity formation as a dynamic and complex process that is developed over time. It is shaped by sociocultural contexts and sociopolitical ideologies, historically and in the present. Professional identities affect how professionals envision and enact their roles and their affiliation with or exclusion from certain communities, with impact on those they work with. Thus, the professional identity formation of aspiring teachers from language minoritized and racialized backgrounds is unique since it is shaped by the interplay of raciolinguistic and language education ideologies (Melo-Pfeifer & Tavares, 2024).

While (English) language teacher professional identity has been widely explored (e.g., Yazan, 2023), research on bilingual teacher identity is scarce (Chang et al., 2020; Martínez-Alvarez et al., 2017). This systematic literature review documents research on the intersection of professional bilingual teacher identity, practice, and impact on student learning. It is guided by the following research questions:

1. How do personal background, lived experiences, and sociopolitical ideologies shape bilingual teacher candidates' construction of their professional identities?

2. How do teacher education programs influence bilingual teacher candidates' on-going professional identity development?

3. How does professional identity shape bilingual teacher candidates' decision-making and actions in the classroom toward educational equity for their students?

4. What impact do these actions have on student learning?

The review included recent (2020-2025) research on bilingual teacher professional identity that met the inclusion criteria. The studies were analyzed through critical and feminist frameworks (e.g., Anzaldúa, 1987, 2002; Cervantes-Soon, 2018) in bilingual teacher preparation.

In addition to serving as a resource for illustrating the knowledge base on bilingual teacher identity construction, including the theoretical and methodological perspectives being used, this review contributes to an ongoing international effort to re-imagine the preparation of language teachers in ways that the multilingual/multiracial/multiethnic identities of teachers and students are valued and sustained.

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Future teachers as guardians of proper English? Attitudes towards Englishes in preservice TESOL professionals

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Attitudes towards non-standard varieties as one component of the larger concept of language teacher identity (LTI) have recently gained academic attention as a dynamic aspect of teacher professionalization (e.g., Barkhuizen, 2016; Ellis, 2016; Fairley, 2020). Despite an increasing acknowledgment of the importance of teaching Englishes, the perception of native proficiency as the desired outcome in language education persists among educators and students alike (Holiday, 2006; Houghton, Rivers & Hashimoto, 2018). Nevertheless, teacher training programs are tasked with equipping educators

with the necessary competences to effectively engage with Englishes, facilitating students' proficiency in global contexts (Dewey, 2020) and making them accountable for their language choices. This aligns with Blair's (2015) concept of the "post-native" era.

This study investigates how attitudes towards non-standard varieties of English emerge among pre-service teachers, positioning Global English Language Teaching (GELT) within the framework of LTI (Ates et al., 2015; De Costa & Norton, 2017; Varghese et al., 2016). Our findings derive from a mixed-methods approach involving short narratives and an online attitude survey conducted among 74 preservice students enrolled in a TESOL program at a German university. Preliminary results indicate that respondents have developed a conceptual idea of Englishes which includes the acceptance of non-standard varieties. When putting these concepts into practice, however, respondents label non-standard varieties of English as non-acceptable in teaching contexts and thus favor the traditional paradigm of British or American Standard English as the linguistic norm. We will elaborate on the implications of these findings for pre-service teacher training, particularly with regard to fostering more linguistic inclusivity.