Identity formation of LBOTE pre-service teachers during the practicum

Hoa Nguyen
University of Wollongong, htn181@uowmail.edu.au

Lynn D. Sheridan
University of Wollongong, lynns@uow.edu.au

Publication Details
Identity formation of LBOTE pre-service teachers during the practicum

Abstract
Abstract presented at the AARE 2015 Conference, 30 November-3 December 2015, Fremantle, Australia

Keywords
formation, lbote, pre, service, teachers, identity, during, practicum

Disciplines
Education | Social and Behavioral Sciences

Publication Details

This conference paper is available at Research Online: http://ro.uow.edu.au/sspapers/2306
Identity formation of LBOTE pre-service teachers during the practicum

Author: Nyguen, Hoa ; Sheridan, Lynn

Year: 2015

Type of paper: Abstract refereed

Abstract: Studies on LBOTE (language background other than English) student experiences have been drawn much attention. However, little is known about the experiences of LBOTE pre-service teachers in Australia, especially the identity formation of LBOTE pre-service teachers who do their teaching practice in an English speaking environment. This study seeks to fill this gap by exploring the factors contributing to identity formation of LBOTE pre-service teachers in the context of teaching practice in Australia. This paper uses the matrix framework (based on Wenger, 2000, p.240 and Kwan and Lopez-Real, 2010, p.731) to analyse the experiences of the pre-service teachers, exploring the factors that contribute to the quality of their identity formation during the practicum. A group of LBOTE pre-service teachers were followed during their blocks of professional experience. Data were collected from individual interviews. The findings found that the LBOTE pre-service teacher shares similar issues and challenges as other pre-service teachers however these can become magnified when compounded by individual cultural values, beliefs and expectations. This study makes contributions to theorizing the professional identity development of LBOTE pre-service teacher through the use of Wenger’s modes of belonging. The authors propose that the formation of quality teacher identity for the LBOTE pre-service teachers requires rethinking in terms of contributing cultural factors that may offer success or limitations on professional experience.

This PDF is not currently available. Please contact the author for further information.