People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohammed Seddik Ben Yahia University-Jijel

Faculty of Letters and Languages

Department of English

Narrative and the construction of Algerian University Teachers' Professional Identities

The case of of English Teachers at the University of Mohammed Sedik Ben Yahia, JIjel

A Dissertation Submitted in Partial Fulfillment for the Requirements of a Master

Degree in Didactics

Submitted by:	Supervised by:
Fatima GHERBI	
Zahra HAMZAOUI	Dr. Mohammed.BOUKAZZOULA

Board of examiners:

Chairperson: Loubna KOIRA	**Mohammed Sedik Ben Yahia University, Jijel**
Supervisor: Mohammed BOUKEZZOULA	**Mohammed Sedik Ben Yahia University, Jijel**
Examiner: Zahia BOUCHAIR	**Mohammed Sedik Ben Yahia University, Jijel**

-2018-

DEDICATION

It is my genuine gratefulness and warmest regard that I dedicate this work to:

The light that eliminate my life, my beloved parents my father abd alhadi and my mother djamila for their endless support

and encouragement in my entire life

My father and my mother in low for their support

My beloved and amazing sisters: mona and her husband ahmmed and her sweet daughters isra and aya, naima and her

husband hessam, wafa and her fiance fouzi , haniya and assma

To my brother, ayoub

The love of my heart: my husband abd slam for his love, support and encouragement

To my grand father and mother

My special uncles, and their wives

My ants and their husbands

The beautiful person who showed me how life can have infinite moments my partner, roommate, and best friend: zehra

And my amazing friends: layla, ilham, nourhan

I cannot dedicate every one by name because it would take a life time but, I just want you all to know that you count so much.

Fatima

In the name of God, most merciful, most compassionate.

This work is dedicated to:

My *dear mother* who has supported me a lot in my life.

My father without whom I would not be who I am.

To my lovely brother, Ibrahim and his small familly.

To my sisters, Widad, Fatiha,and Chama.

To the angels, Marwa, Safa, Hassen, Abd lhay and Israa.

The beautiful person who showed me how life can have infinite moments my partner, roommate, and best friend: Fatima.

Zahra

Acknowledgment

In the name of Allah, the most merciful, the most compassionate all praise be to Allah, the lord of the worlds, and prayers and peace be upon Mohammed his servant and messenger.

First and foremost, we must acknowledge our limitless thanks to Allah, the ever-magnificent the ever-thankful for his help and bless. We are totally sure that this work would have never become truth without his guidance. Low a deep debt of gratitude to our university for giving us an opportunity to complete this work.

We are grateful to some people who worked hard with us from the beginning until the completion of the present research particularly our Supervisor Dr. **Boukezyoula Mohammed**, who has been always generous during all phases of the research and provided stimulating advice, encouragement, guidance and patience with us through this work.

Our sincere thanks go also to honorable members of the jury for accepting to take a part in evaluating this humble peace of research.

Finally, we would like to address our warm thanks and sincere appreciations to the participants who very kindly, collaborated in our Teachers.

Abstract

Forming a teaching identity is a long, complex, and multi-faceted process that starts a long time before getting a teaching job. In this regard, Alsup (2005) has proposed a framework for analyzing teachers' construction of their professional identity ,which established a causal relationship between teachers 'construction of professional identity especially in teachers preparation programs and teachers 'effectiveness. The present study aimed at investigating the potential differences between the processes of professional identity development in teacher training school programs and general university courses in Algeria using Alsup's framework .In order to achieve the aims of the present study, an interview was designed and implemented to a sample of five university teachers of English at the university of Mohammed sedik ben yahia in Jijel, two teachers were students at teacher training school whereas the other three graduated from a general university course. The analysis of the elicited narratives showed the existence of a number of essential differences in the process of professional identity construction between those who attended a teachers training course and those who attended a general university course.

List of Abbreviation and Symbols

%: Percentage

ENS: Ecole Normal Superieure

ENSET: Ecole Normal Seperieure en Technologhie

EFL: English as a Foreign Language

i.e: That is To say

LMD: License Master Doctorate

Q: Question

SLA: Second Language Acquisition

List of Tables

Table of contents

Chapter One and Two: Theoretical Framework

 Chapter One

Section One: The linguistic Situation in Algeria

Section Two: The Different Phases of Educational system in Algeria, Teacher Training, Pre-service Teacher Program

Chapter Two

Section One: Identity and Second Language Acquisition

Section Two: Teacher professional Identity

Chapter Three: Field Work

Appendices

Résumé

ملخص

TEACHER'S PROFESSIONAL IDENTITY

1. Statement of the Problem

The study of the interrelationship between second language learning and identity has recently attracted increasing attention from a large number of second language acquisition researchers. (for example Norton & Toomey 2002; Ricento 2005; Mc Kinney & Norton 2008; Norton 2010; Morgan & Clark 2011). In a marked shift from the structuralism theories of motivation which account for individual differences in second language learning (L2) in terms of fixed laws and classify learners in term of categories (motivated vs. unmotivated, introverted vs. extroverted, inhibited vs. inhibited), an identity approach to language learning adopts a poststructuralists' perspective that approaches identity as being a site of struggle, multiple, ambivalence, and symbolic (Block, 200, p. 867). The advocator of this approach view the study of the learners life narrative as being the best methodology for accounting of the relationship between identity and second language acquisition. (Pavelenko, 2007)

Forming a teaching identity is a long, complex, and multi-faceted process that starts a long time before getting a teaching job. In this regard, Alsup (2005) has proposed a framework for analyzing teachers' construction of their professional identity ,which established a causal relationship between teachers 'construction of professional identity especially in teachers preparation programs and teachers 'effectiveness.

In the Algerian context of higher education, university teachers of English embark on a teaching career after graduating either from a teachers' training school or from a general university course.The present study seeks to answer the following major question:

-Are there essential differences between the processes of professional identity construction between Algerian university teachers of English who attended a teachers'training school and

TEACHER'S PROFESSIONAL IDENTITY

those who attended a general university course?

2.Aim of the Study

The present study aimed at investigating the potential differences between the processes of professional identity development in teacher training school programs and general university courses in Algeria using Alsup's framework.

3.Methodology and Means of Research

   In order to achieve the aims of the present study, an interview is designed and implemented to a sample of five university teachers of English at the university of Mohammed sedik ben yahia in Jijel, two teachers were students at teacher training school whereas the other three graduated from a general university course.

4. Structure of the Dissertation

   The dissertation consists of three chapters. Chapter one reviewed the linguistic situation in Algeria with specific reference to the changes that occurred in the Algerian education system and the teacher training programs. The second chapter discusses the literature related to teacher professional identity construction. The third chapter presents the analysis of narratives generated by the interview.

TEACHER'S PROFESSIONAL IDENTITY

Chapter One

Section One: The linguistic Situation in Algeria

Introduction

1.1. An overview of the Educational System in Algeria

    1.1.1. Background on Algeria

        1.1.1.1. The country

        1.1.1.2. The People

        1.1.1.3. The language Profile in Algeria

            1.1.3.1. Classical Arabic

            1.1.3.2. Algerian Arabic

            1.1.3.3. Berber

            1.1.3.4. French

1.2. Education in Algeria before the French colonization in 1830

1.3. Education in Algeria during the French Colonization

1.4. Education in Algeria after the Independence

    1.4.1. Dimocratisation

    1.4.2. Algernization

TEACHER'S PROFESSIONAL IDENTITY

TEACHER'S PROFESSIONAL IDENTITY

TEACHER'S PROFESSIONAL IDENTITY

Chapter One

Section One: The Linguistic Situation in Algeria

Introduction

This section represents an overview on the linguistic situation in Algeria .It gives a historical background of the Algerian education system before the French colonization, during colonization, and after independence. In addition to this this chapter will represents the language profile of Algeria and the status of English language in Algeria.

1.1. An Overview of the Algerian Education System

1.1. Background on Algeria

1.1.1. The Country

Algeria is officially designated locally as Al Jumhuriyah al Jaza'iriyah al Dimuqratiyah ash-sha'biy (The People Democratic Republic of Algeria), with Algeria (in Arabic, Aljaza'ir) as its capital it is part of North Africa or The Maghreb. It is midway along the Mediterranean coastline and bounded by Mediterranean sea to the north, Marocco to the west, Mauritania and Mali to the southwest, Niger to the southeast, Libya to the east and Tunisia to the northeast. With an area of 2,381,741 square Kilometer, it is the largest country of The Maghreb. Abd Aziz Bouteflika has been President since April, 1999 (CIA World Factbook, 2015).

1.1.2. The People

TEACHER'S PROFESSIONAL IDENTITY

On a statistical basis in 2018, the population of Algeria is 42, 008, 054 million inhabitant. (Worldmeters, 2018)

Customarily, the Algerian population has been divided into two ethnic groups, Arab and Berber. However, these terms are not used in racial sense; rather, they refer to groups of people who are raised in the Arabic or Berber language respectively and who grow up in an environment where Arabic or Berber tradition customs prevail. (Haddadou, 1997, p. 81)

1.1.3. The Language Profile of Algeria

The main used languages in Algeria are Arabic, Berber, and French.

1.1.3.1. Classical Arabic

The national language of 22 countries which is spoken in one form or another by more than 200 million people (Comric et al, 1997; Elkhafaifi, 2002: 254) Literary or standard Arabic is essentially a modernist from of classical Arabic known as al'arabiyya alfusha. It is the written language of the Koran. Classical Arabic grew out of the ancient poetic language of Pre-Islamic Arabic. (Dalby, 1998: 30, Girandguillaume, 1996: 40; Kaye, 1987:673) Since Algerian independence in 1962 and the constitution promulgated in 1963 Algeria used Arabic as its official language.

1.1.3.2. Algerian Arabic

The language that depreciated by the majority of Algerian population, it refers to the colloquial language known as amma, darja or lahja. The colloquial varieties number in the

hundreds. Being spoken and not written, they are distinguishable from Classical Arabic as a result of a general grammatical categories (Kay, 1987: 667). Algerian Arabic is the first language of 80-85% of the population, is spread over four major geographical areas each with its own linguistic features. (M Benrabah, 2005, p. 402)

1- Western Algeria Arabic used in an area which extends from the Moroccan border to Tenes

2- Center Algerian Arabic spoken in central zone which extends to Bejaia and includes Algiers and its surrounding.

3- Eastern Algerian Arabic spoken in the high Plateaus around Setif, Constantine, Annaba and extend it to the Tunisian border.

4- Saharan Algerian Arabic spoken by around 100,000 inhabitants in the Sahara Desert. (Ethnologue, 2004; Queffélec et al, 2002:35; Taleb Ibrahimi, 1995: 31)

1.1.3.3 Berber

Berber or Tamazight language is primarily is the spoken language of the oldest inhabitant of North Africa, who called themselves Imazighen (Dolby, 1998; El Aissat, 1993: 92; Haddodu, 1997: 72 -3). The existence of Tamazight language in the northern part of Africa back to the at 2000 years BCE, this languages are closest to the oldest form of the Afro-Asian language.(Hetzron, 1987: 648; Weber, 1987: 12).In Algeria the Berber languages are in the minority, there are four major languages of the Berber branch in Algeria .

TEACHER'S PROFESSIONAL IDENTITY

1- Tamashek is the language of the Tuargs of the Sahara.

2-Kabyle or takbaylit is the language of Kabylians.

3- Mzab is the language of the Mozabites.

4- Shawia is the language of the Chaouias. (Dolby, 1998: 89; El Aissati, 1993: 92)

In January 2016, The Algerian government declared Berber as a constitutional, official, and national language. (Aidi, 2016)

1.1.3.4. French

French, a language worthy of consideration, has been introduced in the Algerian linguistic landscape as a result of the French colonization for more than a century. Despite the fact that French is not recognized as an official language in the country, it remains an important language because it is taught as a compulsory subject starting from the third grade in primary education. It has also its place in secondary education as a second language, and in higher education, it remains the key language especially in scientific streams such as medicine, biology and technology studies. (Benrabah, 2007)

Different varieties of French are spoken among different social classes. The first variety is Standard French; it is identical to native French speakers, and it is described for being prestigious. The second one is Standard Algerian French; it is formally used by educated people, and mainly used for educational instructions, or administrative documents. The third and last variety is Colloquial Algerian French; it is locally spoken by people who received poor education in French. (Chebchoub, 1985).

1.2. Educations in Algeria before the French Colonization in 1830

Most accounts which had been written about the Algerian education before the French invention of 1830 is that Algeria had an independent education system out of the Turkish administration, relying on the Islamic revenues collected from the Algerian population. It was estimated that 40% of the population were educated. It was obvious that Algerian was not illiterate, and it was reported by the French General Daumas that:

"The primary education was spread enough in the whole of the country

in a way which exceeded our imagination, and our relations with the

local people in the three provinces (Constantine, Algiers, and Oran)

gave us evidence that the percentage of the males who have the

the knowledge of reading and writing -were at least equal to those

in our countryside."

(Turin, Y. , 1971, p. 127)

Three types of educational institution in Algeria has survived until 1830.The Mosques which has two functions first a place for Muslims to pray, second a school for explaining and telling the main historical Muslime events. Algeria alone had in 1830 about 109 Mosques. (El-Mandi, E, 1972) Zaouis are other cultural centers for education. Again the role of these institutions is devoted to Islamic education alongside prayer and fanatical

way of Islamic explanation. For instance, The Zaouia of Tidgania in Tlemcen (Torki, R, 1975, p. 17). The third type of educational institute was the Ribat established for Muslim youth which thought them principles of Islam and military training. The function of such institutions is to protect the country from foreign raid. Classical Arabic was thought in all these institutions. (Morthad, Abdelmalek, 1972)

Moreover there were three phases through which Algerian students went in their studies. Pupils were first required to enroll the primary school or what was called "Msid"; it main role was to teach them the Whole Quran. In the secondary level, the pupils studied alongside Quran new other subjects such as; Geography, Mathematics, History, Astronomy and Medicine. Moving to the third phase which is Higher education, the students used to travel to other countries to continue their studies; for instance, Zitona, Cairo and Karaouiyine universities. (Benrabah, 1999)

As seen, the Algerian education was flourishing before the French conquest as the General Valzé had reported: "The status of education in Algeria was good before the French presence and all the Algerian Arabs knew how to read and write: "(The Algerian school through the stages of its development, 2011).

1.3. Education in Algeria During the French Colonization

French invaded Algeria in 1830s under the pretense that the Algerian government that insulated the French consul in Algiers (Benrabah, 2005). Before the French invention Algeria had an independent education system, it was estimated that 40% of the population were educated. (Turin, Y., 1971, p. 127).On the other side, from 1848 until independence the French colonial education system was imposed on Algerian, this aimed to change the

TEACHER'S PROFESSIONAL IDENTITY

Algerian identity through a direct attachment with the French culture. (Benrabeh, 2005)

Twenty years after the seizure of Algiers, the literacy rate had been almost halved. (colonna, 1975; 30). Turin describes the deterioration of the situation in Algiers as follows: before 1830, primary schools [mcids] were numerous with many pupils, in 1840, out of a population of 12, 000 Moors, there were 24 mcids with 60 pupils, in february 1846, there was no more than 14 mcids for the teaching of 400 children (1983:130).

The situation worsened during the last quarter of the 19th century. According to some statistical the number of Algerian student in French secondary schools was: 216 students in 1877, 198 in 1882, 111 in 1888 and 69 in 1892. (Djeghlaul, 1986:53)

At the primary level there were 32oo native students in 23 schools in 1883. (Heggoy, 1984:101)

As a result of the rise of the nationalist movements by the end of the 1920s some Koranik schools and zawiyas appeared across the country to provide education in Arabic (Smati, 1999: 185- 7) for example between 1931 and 1947, there were 174 medrases employing 274 teachers (Bennoune, 2000: 169; Gordon, 1966:32). Ben Badis declared:

"Algeria has its own religion and linguistic unity, its culture, its traditions and characteristics, both good and bad like any other nation. We than say that this Algerian nation is not France even if desired ,so, on the contrary, it is a nation that is completely different from France, by its language, its customs, its ethnic origins, and its religion. It rejects assimilation".

In his declaration, ben Badis empowered the importance of Islam and Arabic

inseparable parts of the Algerian identity. In clear opposition to the French assimilation, the association of Reformist Ulama opened clandestine Quranic schools in order to teaching Arabic.

1.4. Education in Algeria after The independence

After independence in 1962, Algeria was left with a completely French Educational System. The French knew that school happened to be the most effective tool they could use to transform a society through teaching French language to the indigenous Algerians. "Transform the young indigenous into faithful and obedient subjects by teaching them our language, history and geography to give an idea of the extent of the civilization of our country" (Magali Morsy, 1984). As a result French replaced with Arabic as the medium of interaction.

Algerian authorities set out to redesign the system to make it more suited to the needs of a developing nation.

1.4.1. Democratization

Algeria established a democratic system which keeps the right of free education for all children who have reached the school age. Accordingly, Benrabah (2005) claimed that an urgent need is felt to open a great deal of schools, and employ new more teachers. As a result of the former policy, there was a various increase in enrolments on one hand, and a lack of teachers and instructors on the other. This lack was mainly caused by the resigned of most of the French teachers. From a total 27, 000 educators, almost 25, 000 departed from the country. In 1964, the president Ben Bella ordered to hiring 18, 000 Arabic and French teachers to fill the needs; 3200 of the total number were Syrians and Egyptians. Needless to mention the enormous expansion of

TEACHER'S PROFESSIONAL IDENTITY

pupils, which was doubled in merely four years. In 1962-1963, the number was nearly 777,336; though, in 1965-1966, the number rose to 1,332, 203. Dealing with such trouble, pupils had to attend classes once a day, so that teachers would be able to teach mainly two groups.

1.4.2. Algerianization

After the French departure, the government had to gain back everything that once belonged to Algeria through the process of Algerianization. In 1952, almost all French children (colons) enrolled in schools, whereas only 14 percent of Algerian children did. Also, it estimated that 1 million Algerians spoke French, while a fewer number of 300,000 could read Arabic. By 1974, a great deal of procedures was at play in order to Algerianize the Algerian school. In doing so, almost all children of six years old enrolled the schools, the first two years of the primary phase were purely in Arabic. While French was taught only as a second language to third year pupils, and all teachers were Algerians, even if the subjects being taught were in French.   (Beer, W., & Jacob, J., 1985, p.137)

1.4.3. Arabisation

In   reaction to French cultural and linguistic imperialism, the Algerian   leaders of Independence committed themselves to raise Arabic and Islamic cultural values and to introduce Arabic as the national language. The aim was to create a suitable national identity for the new state and population. This goal was translated into an official policy called "Arabisation". (Benrabah, 2005)

In Algeria, the aim of the Arabisation policy was to move away French as the language

of education and instruction, and to substitute it by the Arabic language, as correctly assessed by Derni (2009: 285): "The selection of Arabic in language planning in Algeria has always been considered as an anti-colonial act against French, which was solely taught at primary, middle, secondary and university levels from 1830 to 1962".

Three important elements contribute to the motivation of the Arabisation policy. First, the Arabic language represents the cultural side of independence: French is the language imposed by the colonizer. Secondly, Arabic is the language of Islam: Islam was a shelter during colonization when Algeria had not an identity. Finally, Arabic is the language of the Arab nation. (McDougall, 2006: 338).

1.5. The Educational Reform Policy

Since independence, Algeria has given a primordial to the educational system. The Algerian Ministry of education was created in 1963; it was the unique authority to design and supervise the whole Algerian education system such as curricula, textbooks, teachers' training .The immediate aim was the formation of citizens respecting three dimensions: The Islamic religion, the Arabic language within the Algerian country.

The National Commission for the Reform of Education System was created in March 2000 (CNRSE, acronym of its French name) after the Algerian government has come to agree that education is a 'failure'.(Benrabah,2007:226).The Algerian educational system consists of three cycles which have been redesigned over the last decade from a "6+3+3"architecture to an alternative model of "5+4+3": Five years of primary school, four years of middle school, and three years of high school, which was instituted in 2003. Together, primary, middle, and secondary schools represent the basic education. Then

TEACHER'S PROFESSIONAL IDENTITY

comes the higher education, or the so-called "Tertiary education, under the supervision of the Ministry of Higher Education and Scientific Research.

At the end of the five primary school studies, and after an official exam, pupils could be awarded by the Primary school Certificate which promotes them to access to the next level. At the end of the Middle School stage, pupils who are successful on the official exam could be awarded by the Middle School Certificate, which permits them the access to the first year of the secondary school. The general objective of the secondary school studies is to prepare pupils for further studies, mainly the higher studies, after the baccalaureate exam success. Since its independence, Algeria's higher education has undergone two major reforms. In 2004, it progressively adopted the LMD (License Master Doctorate) system under Bologna Process. LMD stands for "License", "Master", and "Doctorate": the first phase is composed of three years, the Master's degree is two years, and the Doctorate is composed of three years. Applying this new reform will promote inward and outward mobility of the students during their academic studies.

1.6. Status of English in the Algerian Education System

In Algeria, the power of the English language and its spread is clearly noticeable. In fact, it is the most important foreign language taught after French, which is actually regarded as a second language in the Algerian society. As a matter of fact, Hamer (2001:1) states that English is "a language widely adopted for communication between speakers whose native language are different from each other's and where one or both speakers are using it as a second language ".

From the end of 1970 to the early 1990, English was the second language introduced in

the middle cycle. In 1993, it was introduced as a competitor to French from the part of ministry of primary and secondary education. Thus, fourth grade pupils of the primary cycle had to choose either French or English as the first foreign language to study.

Today English is taught as the second language starting from the first grade level in the middle school. (Benrabah, 2005)

Conclusion

Despite the policies that Algeria has established to get free of French. The latter is still used in many spheres of the Algerian life either in its spoken or written form. The process of Arabization in almost all domains was not enough to prevent the use of the language of the former colonizer.

TEACHER'S PROFESSIONAL IDENTITY

Section Two: The Different Phases of Educational System in Algeria, Teacher Training, Pre- service Teacher Program

Introduction

2.1. The Different Phases of Educational System in Algeria

The 1976 ordinance organizes education into five cycles: Preschool, Fundamental (nine years of compulsory education), Secondary, Higher Education, and Vocational training (Ferroukhi 1994).

2.1.1 Primary Education

The first nine years of schooling, comprising the basic education cycle, is compulsory for all children of schooling age.

The first five years of schooling are compulsory for all children of school age (usually age six and above). In the primary school, pupils are instructed by using the Arabic language. They learn Math, Physical, Environmental studies, Islamic studies, Civics, History, Geography, Science technology. In the third grade they start studding French as a foreign language.

In the first years of basic education students attend class for 27 hours a week. Students are assessed on the results of their coursework, and progression between grades is based on these results. Students who perform poorly in key subjects are required to take make-up classes, or to retake the year if they have an overall average below 50 percent. Promotion to the next stage of education is based exclusively on student performance in

TEACHER'S PROFESSIONAL IDENTITY

the final exam in the fifth grade. (as cited in Djouima,2016)

2.1.2. Intermediate Cycle (Middle Education)

Since 1976, The Intermediate Cycle was consisted of three years, at the end of which pupils are examined nationally in order to pass into the following cycle, and get their certificate (B.E.F) grade to another. However, from 2003, this cycle consists of four years (1ère Année Moyenne to 4ème Année Moyenne), at the end of which a national exam (B.E.M.) is held.

In middle school, students continue to learn by using Arabic different modules in addition to the introduction of both French and English as foreign languages

2.1.3. High Education

At the beginning of this phase, the students have to choose which branch they want to study either letters or science and technology.

Three main courses are included in the first year of secondary education: languages and social studies, sciences and technology. These three main streams give access to other streams in the second and third year.

1) Philosophy and literature

2) Literature and foreign languages

3) Sciences

4) Mathematics

5) Economy and Management

TEACHER'S PROFESSIONAL IDENTITY

6) Chemistry

7) Mechanical technology

8) Electrical technology

9) Civil technology

Students are streamed according to their personal preferences, their results at the end of their first secondary school years, all in all promotion to successive grades is based on students' performance through the year.

Students sit for the baccalaureate examinations at the end of the third year of secondary education, and admission to tertiary-level institutions is based on student performance in these exams. Students are examined in each subject studied during their final year and get the baccalaureate if they score a combined average of over 50 percent in all subjects

2.1.4. The higher Education

Higher education in Algeria is offered at 27 universities, 13 university centers, 6 national schools, 6 national institutes, 4 teacher-training institutes and 2 university annexes. Universities and university centers are centrally administered by the Ministry of Higher Education and Scientific Research, while specialized schools and institutes generally fall under the portfolio of the ministry to which its specialization is most closely related.

The Algerian's higher educational system had received some pedagogical changes as a response to the new challenges. Since 2004/05, a new university system is developing called L.M.D an acronym for Degree/Master/Doctorate. Initially designed in the Anglo-Saxon countries, it is

TEACHER'S PROFESSIONAL IDENTITY

spreading nowadays everywhere, and Algerian authorities decided to apply it in partial replacement of the current system. This degree changes the length of the studies, too: it reduces the degree from four to three years. The instructors want to deploy it aiming at students' mobility and recognition of the degree in every part of the country and even abroad.

Design of the studies in Algeria is articulated around three main grades:

•The license, granted after three years of study (corresponding to 180 ECTS).

•Master's degree conferred after two years of study (corresponding to 120 or 300 ECTS credits earned).

•The doctorate conferred after the completion of research for at least three years and defending a thesis.(As cited in Lakhal, k. p, 123)

Table 01 Degrees' names and years in the License and old classical system

Name	LMD	Former System
Doctorate	≥3	≥ 5
Master	2	Magister
Bechelor	3	4

TEACHER'S PROFESSIONAL IDENTITY

2.2. Teacher Training

Training is about developing people to become more confident and competent in their lives and in their jobs(Pont 2003). Teaching is one of the jobs that can be acquired thought a series of training programs .It is usually believed that some people are borne teachers : " They have the ability and the which to transfer knowledge or skills from themselves to others ''Hill and Dobbyn (1979). On the other hand there are some who are experts on a subject but helpless at teaching. Finally, teacher training can help both those who are borne teachers and those who are not by providing them with the right techniques.

2.2.1 The Concept of Teacher Training

According to Richards and Farrell:" Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concepts and principles as a prerequisite for applying them in the classroom, usually with supervision, and monitoring and getting feedback from others on one's practice". Training consist of two types the theoretical training and the practical training, the first one occurs the courses and the second is the application of theories a trainee learned in the real world. This training, either theoretical or practical, provides the trainee with the necessary abilities, skills he needs. (

2.2.2. The Evaluation of Teacher Training

According to Gauthier and Tardif (1996), before the 17th century in Europe, teaching did not require any kind of training. At that time education had not yet been formalized. For example,

TEACHER'S PROFESSIONAL IDENTITY

anyone who can read could teach reading and set up as a school master without any other form of preparation. Teaching was defined by a random series of personal initiatives with no requirements apart from knowledge of the subject being taught. Teacher training did not exist and was not at all required. Teachers used to teach their students in the same way they was thought using the old tradition methods from the simple to the complex.

The first attempts to provide a clear insight about teacher training began in the 17 century As a result of the new demands (Gauthier and Tardif 1996). Therefor new methods and approaches to teaching were founded to suite with the learners and the teacher needs at the same time. (As cited in Djaoumaa p. 89)

In the 19 century and the early 20 century, criticism started to be addressed to traditional methods of teaching, for instance, the teacher center approach has being criticized and new method has being introduced. Another change knew at that time was the emphasis on the important of science in the discussions about teaching, and the need to promote a learner centered approach. This reform has led the psychologies to control the debate of the 20 century, in France, the first university chairs of pedagogy was established. Pedagogy started to be defined "science of education" with an attempt to make pedagogues scientist, the claim behind that was that science could correct the mistakes in the tradition pedagogy.

In second language teacher education, some training programs began to emerge which was designed to give the pre-service teachers the classroom skills they need to teach. This knowledge was presented in the courses of the Master Programs which contained course in language analysis, learning theory, methodology and sometimes a teaching practice. Therefor the relation between practical teaching and academic knowledge has being offered ever since.

TEACHER'S PROFESSIONAL IDENTITY

Since the appearance of teacher training different approaches to the education and training was introduced for the preparation of pre-service teacher. Pennigton (1989) identified three approaches; the competency-based approach, the holistic approach, and the attitude adjustment approach each one of those approaches has his own characteristics. For instance, according to Smith the competency-based approach the certification of teacher takes place through observation of their teaching rather than on the basis of the completed courses. (as Cited in Djaouma

2.2.3. Teacher training process

According to Anderson (1989), it is important to understand that a certificate in a particular field of study is not enough to prepare a person to be a teacher; rather, it is the knowledge alone that makes somebody a teacher. The process of teacher preparation needs to be guided by experts for developing the construct of teacher as a professional. The teacher profile, that is expected to be developed, requires the engagement of country's profile since it depends on the level of development and the local constraints. In fact, the teacher is a learner who is actively constructing ideas based on personal experiences, for that target culture is needed to be included in the initial training program and introduced by means of need analysis.

Many people hold the idea that any individual can be a teacher and with a little sincere effort can become a good teacher. In fact, this is not easy as it seems from the first glance. According to Diller (1985) the professional teacher of English as a second language needs pedagogical training to be a teacher, and academic training in English language and linguistics to be a professional in our field (as cited in Richards,1998, p.318).The teacher beliefs about education, his relationships with students, colleagues, and his motivation degree …etc. All these factors are more easily caught than taught, and teacher educators are role models for that (Cross, 1995). Concerning the

TEACHER'S PROFESSIONAL IDENTITY

development of teacher education in social and cultural theory, "theorists have framed teacher education in terms of the development of a teacher identity, where identity references individuals' knowledge and naming of themselves, as well as others' recognition of them as a particular sort of person" (Clarke, 2008, p.8). In here, the process of learning to teach can be either learning the skills and knowledge or it can be developing a sense of oneself as teacher. In the former, one is 'being the teacher', whereas in the latter, one is 'becoming a teacher' (Clarke, 2008). According to Mayer (1995) these distinctions have significant implications for the design and conduct of teacher education programs (p.5) (as cited in Clarke, 2008, p.8).

2.2.4. The Algerian Teachers Training Program

The Algerian teacher training program generally contains three years for training teachers, to earn the Diplôme de Maître d'Enseignement Fondamental and to be able to teach in middle school. The final year of these programs is normally reserved for practical teacher-training placements combined with pedagogical and theoretical training. In the first two to three years of the teacher-training program, students generally take classes in their subject area specializations.

Secondary school teachers are required to train for five years to earn the Diplôme de Professeur d'Enseignement Secondaire. As with the training for basic education, the final year of training for secondary school teachers is generally reserved for practical and theoretical methodology classes and practical in-school training. (2018 World Education Services).

TEACHER'S PROFESSIONAL IDENTITY

2.2.5. The Pre-service Teacher Training Program

2.2.5.1. Theoretical Assumptions about Pre-Service Teacher Training Programs

Previously, the teacher training program was called teacher education. This program was related to the development of teacher proficiency and competence that would help him to meet the professional requirements and undergo encountered challenges. From1956 the program became known as the teacher training program.

The practical nature of pre-service training program accompanied the American philosopher John Dewey's theory of experience. In his book "Experience and Education", Dewey claimed that learning must be based upon individual experiences of real life that are interactive, experimental, and purposive in nature. In the context of pre-service teacher training programs, different opinions have been proposed. According to Grave (2009), the teacher education program is "an interdependent situated set of educational processes and tools whose aim is teacher training" (p. 116). During the period of training programs, teaching practice goes side by side, while teachers are getting knowledge about theory papers. With relation to curriculum in the training program, Grave claimed that the curriculum must be a dynamic system made out of three components: educational aims, a plan for achieving those aims and teaching experiences to meet those aims, and evaluation of program effectiveness (2009). Moreover, Cross (1995) suggests that the components of the curriculum should be sequenced within the syllabus, and their relationship should be taken into consideration.

"Good education requires good teachers" thus, the purpose of the pre-service training program is to prepare individuals' personal and professional skills needed in schools and other learning contexts. Also, it offered opportunities for trainees to upgrade their knowledge and abilities over

TEACHER'S PROFESSIONAL IDENTITY

the full length of their career.

2.2.6. The Emergence of Teacher Training Schools (Ecoles Normales superieures)

The ENS of Constantine was created in 1981 in order to help student teachers from eastern and southeastern part of Algeria. The teacher training curriculum of English as a foreign language is the result of many years of ongoing development, evaluation and reform. From 1999 up to 2013, the curriculum has been a matter of three versions seeking to respond to the major aim and policy of the teacher training school: quality training (as cited in Djouima, 2016, p.126). The first version of the training curriculum dates from 1999/2000. The second took place in 2011, where the ENS teachers have worked on a proposal for a curriculum based on the LMD format. In September 2013, the third version of the curriculum represented by the ministry of higher education became what is known today as the national curriculum for teacher training (as cited in Djouima, p.127).

The teachers' Training School provides its learners a practical training in order to prepare them for their professional setting. In general, the last year of students who would be teaching in the primary, middle, and secondary school is mainly devoted to a practical training. It aims at equipping the soon-to-be-graduated students with the necessary needed skills that would help in their professional life. This strategy helps the student teachers to know what happens inside the classroom, the steps of the lesson and the way both the teacher and learners deal with the teaching-learning process. In fact, the opportunity given for learners to be mingled with the teaching in the form of taking part in the lesson activities or taking the full responsibility of the teaching process sometimes enable the trainees to pass the challenges of teaching and engage successfully in the professional life.

TEACHER'S PROFESSIONAL IDENTITY

2.2.6.2. Overall Presentation of the Curriculum

The teacher training curriculum based on particular assumption stating that: for reaching a successful teacher training curriculum, it needs to cover three main domains naming, language, teaching development and professionalism, and culture (Djouima, 2011). In addition, the curriculum should include cross-disciplinary subjects, French and ICT. The following table represents the different modules taken by the trainees during their learning process.

Table 02: Training Modules (Adapted from Curriculum Report (ENSC 2008) (as cited in Djouima, 2016, p. 128)

1st year common core	2nd year common core	3rd year common core	4th year MSE Profile	4th year SE profile	5th year SE profile
Writing	Writing	Writing & gramma	Applied linguistics	Applied linguistics	Applied linguistics
Grammar	Grammar	Speaking, listening &phonetics	TEFL	TEFL	Syllabus design
Speaking &	Speaking &	Linguistics	Materials	Materials	Pedagogical

listening	listening		design & development	design & development	trends
Reading techniques	Reading techniques	TEFL	Textbook evaluation & syllabus design	Textbook evaluation & syllabus design	Legislation scolaire
Phonetics	Phonetics	Pedagogical trends & educational systems	Educational psychology	Psychology of the child &adolescent	Training
Introduction to linguistics	Introduction to linguistics	Communication & attitude preoccupations	British & American literature	British & American literature	Issues in culture
Introduction to western civilization & literature	Introduction to western civilization & literature	Introduction to psychology	British & American civilization	British & American civilization	African civilization & literature
French	French	British & American	African civilization &	African civilization &	Extended essay

		literature	literature	literature	
ICT	ICT	British & American literature	Legislation scolaire	Research methodology in Education	
		ICT	Research methodology in Education		

2.2.6.2.1. Domain 1: Language

It is generally acknowledged that promoting teacher quality is a key element in improving education of second and foreign languages. In this regard, teacher language is an indisponsible part of teaching which reflects his/her competence in a real EFL context. In fact, Teacher language is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. In other words, it is through language that teachers either succeed or fail in implementing their teaching plans. In term of acquisition, teacher language is probably the major source of input that learner is likely to receive. For that, a teacher needs to reach proficiency in the target language in order to be able to teach effectively. Canagarajah (1999) pointed out that most of the world's English teachers are not native speakers of English and this does not mean that they will fail in their teaching process because they do not have a native-like fluency, but it is necessary for them to consider the language-specific competencies an EFL teacher needs to teach effectively. These include the ability to provide good language models, to

TEACHER'S PROFESSIONAL IDENTITY

maintain use of the target language in the classroom, to give correct feedback on learner language, and to provide input at an appropriate level of difficulty.

According to Murdoch (1994), "a teacher's confidence is most dependent on his or her own degree of language competence" (as cited in Burns & Richards, 2009).The teacher training curriculum at the ENS of Constantine, English language educators, and experts argued for teachers to develop the following areas and skills in order to gain confidence:

-Understanding the linguistic system of English together with the major features of grammar, phonology, morphology, syntax and lexicon

– Understanding pragmatic, sociolinguistic and discourse features of English (Graves 2009) (as cited in Djouima, 2016, p.129).

At the ENS of Constantine, the trainees consolidate their knowledge of the language and about the language before they learn about teaching. 66.66% is the share of language in the training curriculum (as cited in Djouima, 2016, p.129).

2.2.6.2.2. Domain 2: Teaching Development & Professionalism

In the third year of teacher training curriculum, student teachers are provided with issues on teaching in order to prepare them to meet their Professional career successfully. In addition, trainees introduce to the design and evaluation of syllabi and materials, psychological theories and principles about learning and learners "development, social psychology, educational system and pedagogical trends" (as cited in Djouima, 2016). Professionalism also has a part in the teacher training curriculum through the module of "legislation scholaire". This domain is addressed in the third year, representing 40% of the whole curriculum (as cited in Djouima, 2016,

p. 123). The rate increases in the fourth year (55, 55%) and (62, 5%) in the fifth year (Djouima, 2011)

2.2.6.2.3. Domain 3: Culture

Nowadays, it is universally accepted that teaching a foreign language necessitates teaching its culture in parallel. Practitioners, educationalists, and researchers hold similar view that language and culture are part and parcel of each other, and they are by no means mutually exclusive. As a matter of fact, "the teacher training includes not only the linguistic features of English and how these may be taught and learnt, but its social and cultural position in the world" (Djouima, 2011, p.141).That is, the ultimate goal of foreign language teaching is no longer that of providing learners with grammar rules and memorizing long lists of vocabulary; rather, it attempts to raise the learners cultural awareness and enhance their understanding of the target language culture. In here, Byram (1991) asserted that "to separate language and culture teaching is to imply that a foreign language can be treated in the early learning stages as if it were self-contained and independent of other sociocultural phenomena"(p.18).

The strong link between foreign language learning and culture is also echoed by Young et al.(2009) who hold the opinion that "language is a component of culture, it acts as a transmitter of culture and as the main tool for the internationalisation of the culture by the individual"(p.150) (as cited in Arabski & Wojtaszek,2011, p.32). In fact, the relationship between language and culture has got the interest of many researchers in which all of them came to conclude that language and culture are inseparable. In this regard Brown (1994) claimed that "a language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (p.165).

TEACHER'S PROFESSIONAL IDENTITY

Moreover, Thomson (2007) asserts that "to learn a language is to be nurtured or apprenticed into the life-world of individual host people and groups" (p.1).

Recently, there has been a surge of interest in foreign language learning and teaching in order to meet the ever-changing demands of the brave new world. For that, the concept of language and culture has been associated with another construct named 'identity'. Clearly, the notion of identity is a debatable in the field of foreign language learning and is quickly gathering momentum. Kramsch (1998) related language to identity and culture. Le Ha (2008) argued that "we construct identity through language, as language is used about us, by us and for us…language acts as a means through which identity is communicated, extended, confirmed, constructed, negotiated and reconstituted"(p.25). In fact, foreign language learning can be considered as the process of identity construction. The learners are to a new world which can be considerably distinct from the one of the native language. This new world involves familiarity with new cultural values and social practices in which the learners construct new identities as being members of the FL speaking community. Therefore, language learning is also seen as the process of constructing a 'multilingual identities' (Huhatala & Lehti-Eklund, 2010).

Conclusion

This section has been devoted to casting some light on the different phases of educational system in Algeria, then it deals with the concept of teacher training and evaluation of teacher training. After that, it reviewed the teacher training process and the Algerian teacher training program. Then, it discussed the theoretical assumptions about preservice teacher training program lastly it covered three mine domains in the discussion of teacher training at the higher school teacher (ENS) in Constantine.

TEACHER'S PROFESSIONAL IDENTITY

Chapter Two

Section One: Identity and Second Language Acquisition

Introduction

3.1. Historical overview of Second Language Acquisition

3.1.1. Identity and SLA

3.1.3. Emergence of Identity in the field of SLA

3.1.4. Theoretical Framework

Section Two: Teacher Professional Identity

4.1. The Concept of Professional Identity

4.2. Borderland Discourse

   4.2.1. Borderland

    4.2.2. Discourse

4.3. Characteristics of Teacher Identity

   4.3.1. Non unitary Subjectivities Are Essential For Holistic Identity Formation

   4.3.2. Tension between Discordant Subjectivities and Associated Ideologies Lessens The Chance of Developing a Satisfying Professional Identity

   4.3.3. Educational Discourse Political, Ergo Teacher Education Must Also Be Political

TEACHER'S PROFESSIONAL IDENTITY

4.3.4. The Telling of Positive Stories about Teaching and Learning seems to Result in More Positive Educational Experiences

4.3.5. Developing Teacher Identity Involves Embodying the Discourse of Teacher

4.3.6. Students Must Have the Opportunity to Speak as Teachers and discuss their Developing Professional Identities With Informed and Interested others

4.3.7. Students who Engage in Borderland Discourses are able to Begin the Development of Teacher Identity

4.3.8. Metaphors Help Students Critically Evaluate and Reflect on Internalized Beliefs about Teaching and Learning

4.3.9. Traditionally Defined Statements of Philosophy often Served to Solidify Unexamined Position rather than Encourage Critical Examination of Ideologies and Personal Pedagogies

4.3.10. Apprenticeships of Observation Postpone Cognitive Dissonance and Borderland Discourse

Conclusion

TEACHER'S PROFESSIONAL IDENTITY

Section One: Identity and Second Language Acquisition

 Introduction

   The major purpose of this section is to investigate the relationship between identity and second language acquisition. It starts with a historical overview of second language acquisition, and it will review the emergence of identity Approach to second language acquisition. Finally dells with theoretical framework.

3.1. Historical Overview of Second Language Acquisition

   Before studying second language detailed, it is important to take into account some related terms Language, First language, and second language.

 The term language is defined a genetic inheritance, or mathematical system, a social fact, an expression of individual identity, an expression of culture identity, an out came of dialogic interaction and a social semiotic system.(G.Cook & seidlhafer, 1995, p.4).According to Troike first language is the language that is acquired during early childhood, normally beginning before the age of about three years(p.4).On the other hand second language is a non-native language, it may be third , fourth, or even the tenth to be acquired a foreign language.

According to Rode Ellis second language acquisition is an enormously complex phenomenon and will benefit from a multiplicity of perspectives, theories, and research methodologies.(Ellis, The study of second language A, 2003, pp.xxii-xxiii).

 According to Troike(2006) second language acquisition refers to both the study of individuals and groups who are learning a language subsequent to learning their first one as a young children,

TEACHER'S PROFESSIONAL IDENTITY

and to the process of learning that language. The additional language is called second language acquisition. According to Susan Gass and Larry Selinker (2008), SLA is "the study of the acquisition of a non-primary language; that is, the acquisition of a language beyond the native language" (p.1).

The field of S LA is a sub-discipline of applied linguistics, that receive research attention from a variety of other disciplines, second language is also related to other disciplines such as, linguistics, sociolinguistics, cognitive, and psychology. According to Rod Ellis (1997), "SLA has been essentially a psycholinguistic enterprise dominated by the computational metaphor of acquisition"(p.87). In cognitive theorists and researcher tend to view SLA as a mental process, that is, to believe that language acquisition resides mostly, if not solely, in the mind. (Davis, 1995, pp. 427-428).

As second-language acquisition began as an interdisciplinary field, it is hard to pin down a precise starting date. However, there are two publications in particular that are seen as instrumental to the development of the modern study of SLA: Corder's 1967 essay The Significance of Learners 'Errors and Selinker's 1972 article Interlanguage. Corder's essay rejected a behaviorist account of SLA and suggested that learners made use of intrinsic internal linguistic processes; Selinker's article argued that second-language learners possess their own individual linguistic systems that are independent from both the first and second languages.

Since 1970 the field of second language acquisition (SLA) has knew many changes the major one is the shift from cognitivism as the dominate approach in SLA to socio-culturalism approach. (Block, 2007).The socio culture theory was based on Viygotsky theory of human development and haw individual acquire and use the language. (Dwight, 2005. p 25). Another change was the

TEACHER'S PROFESSIONAL IDENTITY

emergence of new approaches in the field of SLA. For example, socio- cultural approach, the complexity theory approach, the identity approach, socialization approach, conversation-analytic approach, and the socio-cognitive approach.

3.1.1. Identity and Second Language Acquisition (SLA)

3.1.1.1. The Concept of Identity

Over decades the notion of identity has rise the attention of many researchers in almost all the fields. Identity has long been one of the key issues in social and cultural theory. The concept identity has also fascinated and preoccupied in poets and novelists. In addition to this identity was considered as the central argument in the approach of second acquisition (SLA) .

Norton use the term identity to" reference how a person understands his or her relationship to the world, haw that relationship is constructed across time and space, and how a person understands possibilities for future".(Norton, 2000, p. 5). Accordingly Norton argued that identity has three main characteristics: the multiple, non-unitary nature of identity; identity as a site of struggle, and identity as a changing over time.(Atkinson,2011, p. 74).

Gee (2000-2001) viewed identity as a" kind of person".(p. 90) He described four type of identities; Nature-Identity, Institution-Identity, Discourse-Identity, and Affinity-Identity. According to Gee, all people have multiple identities connected not only to their internal states but to their performance in society. (p. 99)

3.1.1.2 The Emergence of Identity in the Field of Second Language Acquisition

Since the appearance of the Firth and Wagner [1997] article, a variety of alternative

TEACHER'S PROFESSIONAL IDENTITY

perspectives have blossomed, extending the boundaries of SLA theory, adding to and enriching its constructs and methodology. (Swain &Deters, 2007, p. 821). This lead to the appearance of identity as an alternative approach to second language acquisition with two central arguments; first, SLA theorists need a comprehensive theory of identity that integrates the individual language learner and the larger social world; second, SLA theorists need to address how relations of power in the social world affect learners' access to the target language community.(Norten, 1997).

Norton has made a significant impact on the course of SLA research, and more interest in identity and language learning has been manifested over the past few years through the works of Norton and other researchers (see, for example, volumes by Blackledge & Creese, 2010; Block, 2003, 2007b; Clarke, 2008; Day, 2002; Heller, 2007; Higgins, 2009; Kanno, 2003, 2008; Kubota& Lin, 2009; Lin, 2007; Miller, 2003; Nelson, 2009; Norton, 2000; Norton & Toohey, 2004; Pavlenko & Blackledge, 2004; Potowski, 2007; Toohey, 2000; Tsui & Tollefson, 2007) (as cited in Norton & McKinney, 2011)

3.2.1. Theoretical Framework

The theoretical assumptions of identity approach to second language learning are not only post structural theories of language but also subjectivity and positioning. Sociocultural theory also offers perspectives on learning that are often used in recent works of identity in SLA.

3.2.1.1. Post-Structuralist Theory of Language

Post-structuralist theory of Language have become increasingly attractive to identity and language learning research (Norton, Morgan in press). However, post-structuralist are draw, but

TEACHER'S PROFESSIONAL IDENTITY

distinct from structuralist theory of language which was related to the work of the Swiss linguist Ferdinand de Soussure (1966), who introduce a set of dichotomies such as (langue/ parole), (signifier / signified). Sussure emphasize the study if linguistic knowledge(langue) at the expense of language performance (parole).For him language usage could be effected by memory lapse, fatigue, slips, errors, and so on so, it has a little interest in the scientific study of language. This theory was later criticized by post-structuralists because it could not account for the struggle over the social meaning that can be attributed to sign within a given language.

Post-structuralist theory of language proposed by many, but particularly by Russian literary theorist Mikhaail Bahktin sow language not as a set of idealized forms independent of their speakers but, rather as situated utterance in which speakers, in dialogue with other struggle to create meaning.(Bakhtin, 1981, 1984, 1986) Furthermore, while structural theories saw language learning as a gradual individual process of internalizing a set of rules, structures, and vocabulary of a specific a language to participate in speech communities. In other words, language for post structural theories, is a social process.

2.1.4.2. Post-Structuralist theory of subjectivity

Christine weedon who known as one of the best scholars working in the feminist post structuralist tradition. Weedon has foregrounded the central role of language in her analysis of the relationship between the individual and the social. She argued that language is not only defines institutional practices, but also helps individuals construct their sense of self, in other words: their subjectivity. She (1997) defined subjectivity as 'the conscious and unconscious thoughts and emotions of the individual, her sense of herself, and her ways of understanding her relation to the world'(p.28).

TEACHER'S PROFESSIONAL IDENTITY

While humanist conceptions of the individual presuppose that every person has an essential, unique, fixed, and coherent core. Weeden views, that the individual (i.e. subject) is diverse, contradictory, dynamic, and changing over historical time and social space. Furthermore, drawing on the foucauldian notions of discourse and historical specificity, post-structuralists, view subjectivity as discursively constructed and as always socially and historically embedded**.**

2.1.4.3. Sociocultural theories of positioning

Davies & Harré(1990). explicitly used position as the central organizing concept for analyzing how it is that people do being a person (p.7).They explained that while identities or position are often given by social structures or described by others, they can simply, be negotiated by agents who wish to position themselves. According to Davies & Harré 'discursive practices constitute the speakers and the hearers in certain ways and yet at the same are a resource through which speakers and hearers can negotiate new positions' (p.7).

Menard-Warwick, in her research (2007) observed that while teachers often aim at empowering their students, customary classroom materials and activities, as well as powerful societal discourse often constrain students' possibilities for claiming desirable identities. Therefore, she pointed out that teachers should be alert to how students position themselves in the classroom discourse in order to enable student to recognize , and struggle against , some of disempowering tendencies of the linguistic practices of their new culture.

2.1.4.4. Sociocultural theories of language learning

Sociocultural theories have been considered to be the turning point from structuralism to poststructuralism it have been adopted and developed by many researchers in the field of Second

TEACHER'S PROFESSIONAL IDENTITY

language acquisition. Sociocultural theories have inspired many subfields to emerge as alternative approaches to structuralism these alternative approaches include the identity approach.

The psychologist, L.S. Vygotsky, provided insights about the social nature of learning during the year 1878-1987.He along with other theorists who modified his ideas (e.g. Wertsh 1998 ;Rogoff 2003).Vygotsky argued that humans act on the word with physical and symbolic tools. He also argued that learning is not a primarily mental and individual process, as seen by Davis(1995), from this view, learning is social process in which culturally and historically situated participants engage in culturally valued activities, using cultural tools.

The important shift from seeing learners as individual language producers to seeing them as members of social and historical groups, which made many authorities in the field of second language acquisition attempt to investigate the conditions of learning. Lave and Wenger(1991) whom the previous idea was informed by. They used the term 'Legitimate Peripheral Participant' to introduce their view that communities are composed of participants who engaged with the community in different ways, and that participation is 'learning'.

Motivation and Investment

When Norton conducted research with immigrant women in Canada, (Norton 2000), she observed that the existing theories of motivation were not agreeable with her findings. From those theories and observation of language learners, she found that most motivation studies at that time framed motivation as a fixed characteristic of individual's learning of that target language. And claimed: that any failure in learning would be related to the insufficient commitment to learn the language. Norton (2013) stated ''my research found that high levels of motivation did not necessarily translate into good language learning. And that unequal relations of power between

TEACHER'S PROFESSIONAL IDENTITY

language learners and target language speakers was a common theme in the data''(p6). Accordingly Norton felt an immediate need to develop the construct of 'investment' to complement constructs of motivation in the field of language learning and teaching.

Norton argued that there is an complete relationship between investment and identity, also she stated that while motivation is psychologically related (Dornyei 2001)so, investment is a sociological construct and seeks to connect between the learner's desire and commitment to learn a language, and the language practices of the classroom or community, also to link between the learner's desire to learn and the instability and complexity of identity.(p.6).

The construct of investment provides for a different set of questions associated with a learner's commitment to learning the target language.so before introducing the construct of 'investment' .one question should be asked : ''To what extent is the learner motivated to learn the target language ?''. A learner could be highly motivated to learn a language , but may nevertheless have little investment in a classroom which may, for instance, be sexist, elitist, racist…….etc. despite the fact that, the learners will be excluded from the classroom practices. And in time positioned as 'poor', or unmotivated learner (Norton & Toohey.2001).

Conclusion

This section aimed to expose the relationships and second language acquisition. "Identity Approach" has succeeded in bringing new perspectives to the field of S.L.A. which provided new insight into the process of learning and teaching second or foreign language. More ever, it has dealt with the theoretical framework

TEACHER'S PROFESSIONAL IDENTITY

Section Two: Alsup's Conception of Teacher Professional Identity

4.1. The Concept of Teacher Professional Identity

In the last few decades the important of teacher professional identity has been explored by my researchers (Beijard, Meijr,Verloop 2004). Researchers have focused specifically on the idea of what is meant by " professional identity "and "teacher identity" (Alsup, 2006; Burn, 2007; Marcos, Sanchez, Tillema, 2008). For that it is necessary to understand the term of teacher professional identity from different point of view.

According to Gee (2000- 2001) the term professional identity can be defined by how a teacher identifies himself in the field of teaching. Teacher professional identity pertains to how teachers see themselves based on their interpretations of their continuing interaction with their context.

According to Beijaard, teacher professional identity is a continuing process in which teachers negotiate both their internal and external expectations to develop teacher self efficacy.

However for Alsup teacher professional identity is a dynamic process happens through teachers' participation in different genres of discourse, such discourse as it became more complex and sophisticated, results in more effective physical and emotional embodiment of teacher identity.

4.2. Borderland Discourse

Before dealing with borderland discourse we should first know what is borderland and what is discourse.

TEACHER'S PROFESSIONAL IDENTITY

4.2.1. Borderland

Borderland definition is difficult, in part because borderland discourse is not a singular, unitary type of discourse that can be identified easily based on linguistic features. Instead, it is complex discourse reflecting metacognition or critical reflection that seemed influential in the development of the pre-service teachers' professional identities.

4.2.2. Discourse

There are many ways to define discourse. There are multiple theorists, researchers, and philosophers who have investigated on the concept over year (Foucault, 1992, 1973, 1977, 1978) Berkenkotter and huckis (1995), miller(1984), jim Gee(1999) have defined the concept discourse in different way. According to Gee discourse is different ways in which the humans integrate with language with non language "stuff "such as different ways of their thinking, acting, interacting, feeling, believing, and using symbols.(As cited in Alsup, p. 9. 2).

4.2.3. Borderland Discourse

Borderland discourse in whish disparate personal and professional subjectivities are put into contact toward a point of integration. Such integration can lead to cognitive, emotional, and corporeal changes, resulting in identity growth or increased metacognitive awareness.(As cited in Alsup, p.205)

4.3. Characteristics of Teacher Identity

4.3.1. Non-unitary Subjectivities are Essential for Holistic Identity Formation:

This study claims that the more participants have different views and abilities to treat different

settings in the class, the more their professional identities increase. In other word, participants should have variety of identities which are suitable for different contexts. So, students who can see the world from different views and believe that there is a variety of ways to teach, perceive teacher's identity in broader way. Therefore, attention of the teacher should be directed to different classroom demands.(as cited in Alsup, p.181, 182)

4.3.2. Tension Between Discordant Subjectivities and Associated Ideologies Lessens the Chance of Developing a Satisfying Professional Identity

This study demonstrated that "the number of narratives of tension told by the pre-service teacher was associated with the level of difficulty they had developing a teacher identity"(Alsup, p.183). It implies that participants who have complicated identities lack the chance to become secondary teachers. Even if they do their best to pretend the suitable identity, they may not reach the satisfying job of helping students to establish professional identity

4.3.3. Educational Discourse is Political, Ergo Teacher Education must also be Political

This indicates that education is closely related to politics, and educational discourse holds' 'cultural and disciplinary capital for school administrators and politicians"(Alsup, p.184). Therefore, teachers should be aware to direct students to the importance of the political nature of education, and help them to understand how "to engage in teacher identity discourse that will provide them access to ideological borderlands". The study also demonstrates how politics and power contribute to teacher identity improvement.

TEACHER'S PROFESSIONAL IDENTITY

4.3.4. The Telling of Positive Stories about Teaching and Learning Seems to Result in more Positive Educational Experiences

There are two types of stories, "success "stories and "failure" stories. The former indicates that students who experienced positive educational stories can perform well and better teaching job. While the latter shows that students who experienced negative stories fail in their teaching career. This is related to what Alsup revealed in her study, "the number of teacher success stories was associated with a higher rate of success integrating into the profession" p. 185

4.3.5. Developing teacher identity involving embodying the discourse of teacher.

It is argued that embodiment of identity has a great value in developing a teacher identity. Concerning the word embodiment, it is defined as "a seamless though often elusive matrix of body mind-world, a web that integrates thinking, being, doing, and interacting within worlds" (Hocking et all. 2001) (As cited in Alsup. p. 185). This means that when performing in a teaching setting, the teacher should integrate physical, mental, and contextual tools to reach the preferred model of a teacher. Within the term embodiment of identity was difficult when the pre-service teachers could not negotiate the divide between the characteristic embodiment of their personal identities and the perceived teacher body"(p. 186). She linked the issue of embodiment to the concept of "disposition", that is related to the habitual behaviors performed by the teacher to embody particular teaching identity in particular context.

4.3.6. Students Must Have the Opportunity to Speak as Teachers and discuss their Developing Professional Identities With Informed and Interested others

The mutual interaction between new teachers and new or knowledgeable ones helps to better

professional identity development. This means that when new teachers are close to the others in age, experience, and the way of thinking, there will be a mutual understanding of thoughts. Therefore, new teachers discover their actual identities and build new professional ones from their interaction with others.

4.3.7. Students who Engage in Borderland Discourses are able to Begin the Development of Teacher Identity

According to Alsup" borderland discourse includes language (narrative, metaphor, and philosophy statements), actions emotions, feelings, ideas, and appearances in which pre-service teachers engage"(p. 187). Therefore interactions between the mentioned discourse, help pre-service teachers to integrate their own identities with the created professional ones. This creation of new identities is called borderland discourse. Accordingly, Alsup distinguished between three different kinds of narrative borderland discourse that the pre-service teachers engaged in:" stories about secondary school and university mentors and how they facilitated borderland discourse stories about how pre-service teachers successfully negotiated various tensions through a conscious use of borderland discourse"(p. 188). Alsup found that, students who have desire to persuade a teaching career are able to engage in borderland discourse.

4.3.8. Metaphors Help Students Critically Evaluate and Reflect on Internalized Beliefs about Teaching and Learning

Metaphors are genres of discourse and a "way in which human beings create their identities and explain these identities to themselves and others"(Alsup,p. 189). This means that when students reconceptualize their abstract beliefs, ideas, and thoughts as concrete forms and performing them as playing role, this process encourages them to create new identities in different classrooms

TEACHER'S PROFESSIONAL IDENTITY

settings. Therefore acting in a particular way in the class leads to the reflection and representation of internal beliefs about teaching, and helps to better understanding professional identity.

4.3.9. . Traditionally Defined Statements of Philosophy often Served to Solidify Unexamined Position rather than Encourage Critical Examination of Ideologies and Personal Pedagogies

According to Alsup" philosophy statements are defined as" abstract statements of beliefs about education, epistemology, and pedagogy"(p. 190). This concept includes all internal(pictures, thoughts, feelings,......)about the domain of teaching and learning". According to Alsup, who conducted an experiment with her participants over two years, she found that there was little change in the content and vocabulary of the philosophy statement of her students. So, she concluded that the philosophy statements should be reexamined and reintroduced to students using new and different teaching methods to enhance professional identities of students.

4.3.10 Apprenticeships of Observation Postpone Cognitive Dissonance and Borderland Discourse

Apprenticeship of observation is defined as a method of teaching based on imitation. This means that, teachers observe and imitate their former teachers and colleagues they see as successful modals to follow. Here those teachers may ignore to follow their individual decision. This apprenticeship can be helpful at the beginning of the teaching career, but it may hinder teachers to engage in borderland discourse. Therefore," their professional identity was delayed or inhibited, at least for the time being"(Alsup,p. 190).

TEACHER'S PROFESSIONAL IDENTITY

Conclusion

In this chapter Alsup claimed that through the types of teacher identity discourse , borderland discourse is the most 33 ' transformative'' type since it gives student teachers the opportunity to integrate both their personal and professional subjectivities while creating and developing a professional identity. Also, she emphasized on the role of visual metaphor in identity development, narratives in interrogating cultural model, and philosophy statements in making connections among experiences and thoughts in developing professional selves.

Concerning borderland discourse that Alsup described in her study, visual metaphors were considered the powerful discourse, because the image that students took during the study represent their teaching selves and help them to be on the core of their professional identities. For that she called for the incorporation of metaphor into the teaching syllabi.

At least, Alsup recognized that if teachers have a desire to help their students in creating and developing professional identities, they should first know themselves and their own discourse. Teachers should realize that their identities are also liable to be changed across the different discourse. In relation to this context, Alsup said, 'we teachers should follow the advice of philosopher and teacher socrates, who told his pupils, to first and foremost, 'know they selves'.(p.196).

TEACHER'S PROFESSIONAL IDENTITY

Chapter Three: Field Work

Introduction

3.1. Narrative Inquiry

3.2. The Aim of the Interviews

3.3. Administration of the Interviews

3.4. Description of the Interview

3.5. Introducing the participants

3.6. The Results

3.7. Discussion of the Results

3.8 Recommendations

Conclusion

TEACHER'S PROFESSIONAL IDENTITY

Introduction

This chapter is to committed the results obtained from a series of interviews performed with six English teachers at Mohamed Seddik Ben Yahia University. The interviews begins with an overview on the Narrative Inquiry as a method of research. Then, it explains the aim of the interviews and how they were administered. After that, it provides a short description of the interviews. Furthermore, it introduces the teachers as Participants of the study, subsequently, it analyses the results having been obtained after being coded .Then , it moves to a discussion of the results at the end of each category, in order to finally reach the general conclusion.

3.1. Narrative Inquiry

Narrative Inquiry, or Narrative Analysis, emerged as a discipline from within the broader field of qualitative research in the early 20th century (Riessman, 1993). Narrative Analysis uses field texts, such as stories, autobiographies, journals, field notes, letters, conversations, interviews, family stories, photos (and other artifacts), and life experience, as the units of analysis to research and understand the way people create meaning in their lives as narratives (Clandinin et al,. 2001).

Narrative inquiry has been employed as a tool for analysis in the fields of cognitive science, organizational studies, knowledge theory, sociology and education studies, among others. This method challenges the philosophy behind quantitative/grounded data-gathering and questions the idea of "objective" data (Boje, 2001)

TEACHER'S PROFESSIONAL IDENTITY

3.2. The Aim of the Interviews

First of all, the interviews aim at investigating the factors that contributes or hinder the identity formation of these 5 teachers and to what extent teachers who graduated from E.N.S. more ascendant in developing the sense of professional identity than teachers who graduated from general university.

3.3. Administration of the Interviews

A series of questions grouped into ten sections, were addressed to six random teachers of the English language, two of them are teachers graduated from teacher training school and the remaining teachers graduated from general university course. The interview was performed in person with these teachers, and tape recorded in aim to be transcribed. In addition, the researchers gave instructions and provided explanations when needed.

3.4. Description of the interview

The interview consists of three questions. It starts with background questions. Then, it moves to more professional questions that aim to have information about the teachers educational career. Next, there are questions that lead the participants to talk about their professional development and their perception of teaching as a job. Finally, the interview contains questions about their teaching experience.

3.5. Introducing the Participants

This interview is addressed to current E.F.L teachers at the University of Mohammed Seddik Ben Yahia in Jijel. They all have been asked the same questions in aim to give general backgrounds about themselves. The following details are not the researchers' choice; but they

TEACHER'S PROFESSIONAL IDENTITY

are, rather, what the participants chose to reveal about themselves.

Participant 01: A 35 years old female, who has been teaching English for 3 years in high school. She was graduated from E.N.S. of Constantine, which was followed by a magister degree. the participant's father used to be a headmaster and inspector of English, her mother was a teacher. She grow up in teaching family. age is currently working on her PHD. The participant revealed that she is married and has 4 children.

Participant 02: A female of 31 years old, the participant grows up in large family. She is a daughter of a farmer, her mother is a house wife. She graduated from E.N.S. in Constantine. She was previously, a teacher in high school for 3 years, currently, she is a teacher at the university of Mohammed Sedik ben Yahia. The participant mention that she is married for four years ago, her husband also is a teacher of Arabic language.

Participant 03: A female of 27 years old she grow up in large family, which is a mixture between boys and girls, they live in Jijel. She has been an English teacher at the university of Tassosst for two years ago, she graduated from the same university. The participant was an excellent student during her educational career and become a successful university teacher.

Participant 04: A 30 years old female. She graduated from Setif university, she prepared her magister in the university of Bijaya and she is currently working on her PHD at the university of Algiers. She has been an official English teacher at the university of Mohammed Sedik be Yahya jijel. English wasn't her first choice she wanted to be a translator.

Participant 05: A female, of an approximate age of 30-32. She grow up in a large and teaching family, she is the middle and the lovely child in her family. Accordingly, she spent a wonderful

TEACHER'S PROFESSIONAL IDENTITY

childhood, she has a wonderful sisters and very good brothers. She revealed that she has a great parent's whom thy made her the person whom she is today, especially her father because he taught her a lot of things. She is married. Like the previous participants she also has been teaching English at the university of Mohammed Sedik ben Yahya and she was previously a teacher in high school

3.6. The result

This section provides the analysis of the data obtained through the teachers' narratives. Although the data was gathered in the shape of randomly ordered questions according to the participants educational life. The questions have been analyzed in terms of categories.

TEACHER'S PROFESSIONAL IDENTITY

Section One: Nonunitary Subjectivities are Essential for Holistic Identity Formation

Q 01: Do you think that there are certain fixed qualities and personality traits that any teacher should have in order to succeed in his profession?

When asked if there is certain fixed qualities and personality traits that any teacher should have in order to succeed in his profession, to the teachers who graduated from ENS only one of stated " No" because she believes that a teacher should not have fixed qualities and personality traits, a teacher should have different qualities and personality traits in order to succeed in his profession so, each teacher should have different qualities from other teachers as she stated:

"No, a teacher should have different qualities and traits, a teacher should be serious, punctual, teacher should have a strong personality, creative, should know how to communicate with his students, and a teacher should like his job."- Participant 02

The other participant had different reaction to the question as she stated:

" Yes, there is some fixed qualities a teacher should have for instance, a teacher needs to be modest, serious, punctual, also teacher must care about his students to show some kind of humor with their students."- Participant 01

Furthermore, when the same question was asked to the participant who graduated from the general university course2/3of the participant stated that their no fixed qualities and personality traits any teacher should have. This might be due to the significant that each teacher should create his own personality, so having fixed qualities may hinder the creativity of teachers. as one of them stated:

TEACHER'S PROFESSIONAL IDENTITY

" No, a teacher should not have fixed qualities and personality traits, in fact a teacher must have different qualities for example; to be professional, academic, kind, open minded, and creative that is, to say to know how to deal with all the background of the students."- Participant 03

Unlike those two participants the remains participants believe that should have certain fixed qualities in order to succeed in his profession. As she said:

"Yes, a teacher should have certain fixed qualities and personality traits, i guess that a teacher should be serious, given, guide and should facilitate the process of learning in order to successful teacher."- Participant 05

In this question the answers of the participants who graduated from ENS and those participants who did not graduated from ENS, were approximates only one participant who graduated from the teacher training school and one who graduated from the general university course believe that teachers should have fixed qualities.

Q02: would you please choose among the following, the most important three traits that a teacher should have in order to succeed in his profession?

a- Responsible b- Inquisitive   c- Strict   d- Wish to learn   e- Open   f- creative

g- Kind   h- Patient   i- Helpful   j - Ambitious   k- Persistent

 l- Communicative   m- Understanding

When asked the question of listing the most three important traits that a teacher should have to the participants who were students in the teacher training school both the participants had list three important traits but only one of them had listed two appropriate traits. This go back to the

TEACHER'S PROFESSIONAL IDENTITY

fact that she believe that teachers should not   have fixed qualities. As participant 02, indicate:

1- Wish to learn

2- Creative

3- Responsible

 In contrast participant one had choose different traits which were: "strict", "communicative", and "responsible". Participant 01

 On the other hand when the same question was asked to the teachers who were students in the general university course all had chosen three traits but, only 2/3 of the participants have chosen the valid traits so, participant 03, had chosen; " Open", "Creative" and "Responsible". Additionally participant 04, had chosen; "Creative", "Wish to learn" and "Communicative" as the most important three traits any teacher should have. In the other hand participant 05, had chosen different traits which are: "Responsible", "communicative", and "Understanding".

 About this question the answers of the participant who attended ENS and the answers of those who attended the general university course were somewhat similar to each other due to that participant (02, 03,04) had indicated similar choices

 The result obtained in this section is teachers should have changing identity in this case both teacher who graduated from ENS, and teachers who graduated from a general university course agree that each teacher should have his own personality.

TEACHER'S PROFESSIONAL IDENTITY

Section Tow: Tension Between Discordant Subjectivities and Associated Ideologies Lessens the Chance of Developing a Satisfying Professional Identity

Q 01: Are there any obstacles that you feel are hindering your professional development?

When asked this question to the participants who attended a teacher training school answered this question in different way. 1/2 of the teachers who attended the teacher training school stated that she there are many obstacles that she feel are hindering here professional development, most of the obstacles that she mention were the materials that can facilitate the process of teaching and learning. This may be because the fact that most of the Algerian institution have a lack in the equipment as she stated:

"I think yes there are some obstacles that I feel are hindering my professional development for instance; we don't have enough resources and book in the library and the lack of equipment."-Participant 02

Unlike participant 02, participant 01 had a different reaction towards the question by indicating that there are no obstacles that she feels are hindering here professional development. As she stated:

"No, there is no obstacles"-Participant 01

When the same question was asked to the participant who graduated from the general university courses 3/3 of the participant indicated that there are many obstacles which they hinder their professional development. Each one of the participant had listed some of the obstacles for example "lack of equipment ", "the demotivation of the students", and "low level of the students"

TEACHER'S PROFESSIONAL IDENTITY

The participant 05, stated:

"Yes I consider that the context which were we teaching is in itself is obstacles because we miss a lot of things we don't have a good library, good net we don't have a good administration to lessen to teachers problems. Every things missing no handout, no copy, no data show, no internet inside classes, sometimes no classrooms, all this are huge list of obstacles that we faced."

Concerning this question the participant answers were approximate most of the participant indicated that there are real obstacles that hinder their professional development except participant 01, who graduated from ENS she had a totally different reaction towards the question.

The maim conclusion of this section shows that both teachers who graduated from ENS and those who graduated from the general university course agree that obstacles can led to the asigmantation of the teacher professional development.

Section Three: Educational Discourse is Political, Ergo Teacher Education must also be Political

Q 01: Could you please tell us your personal story have led you to choose to major in English at the university?

When asked about the personal story that led the participant to major in English at the university. 2/2 of the participant who graduated from the teacher training school somewhat give a similar reaction towards the question, they indicated that both of them did not actually choose to major in English. This due to that they had other plans. In addition both the participant studied scientific branch so, they were interesting in majoring in other fields as the participants stated:

TEACHER'S PROFESSIONAL IDENTITY

"From the time I was very young I loved foreign languages French, English specifically English then after passing my BAC exam in fact I did not choose to study English I was supposed to study architecture but after thinking for a long period of time I decided to go to the teacher training school and because English was my best foreign language I did well in the school I was studding seriously , participating in all modules than I become a teacher of higher school and then finishing my magister study and I am here at the university."-Participant 01

"It was not really my first choice to major in English at the university. I studied a scientific branch at the secondary school, to be honest first I wished to achieve my parent wish and be a doctor but, I did not get the average in the BAC exam. Then I was supposed to study ST at the university but after I got another chance to choose different field, I remember that my teacher of English encourage me to study English and she was the one who tells me about the teacher training school so, I joined the ENS and studied English for five years then i graduated. Even if English was not my first choice I am happy for being an English teacher."- Participant 02

However when asked the same question about the personal story that led the participant who attended a general university course their answers were somehow different from the precedent participant. Only one participant who graduated from the general university course tells a kind of negative story by assuming that there is no personal story behind here choice to major in English at the university and that she studied English just because that the average she get in BAC suites the speciality.

In contrast the two remaining subject answers were different. Both participant(04 and 05) answered by telling positive stories that led them to major in English at the university, stating that they loved the English language to a great sense and they believed that they had the needed

TEACHER'S PROFESSIONAL IDENTITY

background to study it, so, due to this they choose to major in English at the university as the participant stated:

"I have been always facilitated by learning the English language so, it was my favorer subject since I was a student at the primary school and it was my first choice to study English at the university."- Participant 04

"I was the kind of student who never stop studding all the time day and night, i remember well i loved my teacher those teachers have a good influence on me. What ells i simply like English to a great sense, so I consider that major in English at university."-Participant 05

Concerning this question the choices of the participants who graduated from the teacher training school and the participants whom graduated from the general university course had different answers and choices

Q 02: Have you been conscious right from the beginning that, by choosing to major in English at the university, you have also chosen to become a teacher of this language?

2/2 of the participants who graduated from ENS, answered this question by emphasizing that they were conscious right from the beginning that by choosing to major in English at the teacher training school, they will became directly teachers of English. Due to that ENS is a school for preparing future teachers as participant 02, indicated:

"Of course, it is obvious that by choosing to major in English at the teacher training school you are going to be a teacher of English."

Moreover, when this question was asked to the participant who were students in general

TEACHER'S PROFESSIONAL IDENTITY

university course the three participants had agreed that they were also conscious right from the beginning that by choosing to major in English at the university they had also chosen to be teachers of the English language. As they stated:

"Yes of course, i have."- Participant 04

"Of course, to be a good teacher. " - Participant 05

Concerning the question, if the participant were conscious right from the beginning that by choosing to major in English at the university they have also chosen to became teachers of this language, their answers were totally similar the only different was the reason, the participant who were students in ENS indicated that by choosing to study English at the teacher training school you are directly chosen to became a teacher because those go together but , the other three participants being a teacher of English were their choice.

Q 03: Was teaching your first choice for a career?

2/2 of the participant who were an ENS students give a negative reaction and expressed a negative story when they answered this question, this might go back to the fact that both of them had other plans in the past for instance participant 02, wanted to be a doctor. In this regard the participants stated:

"No, teaching was not my first choice for a career but, with years in the teacher training school i start to like this job because I believed that I have the right qualities." - Participant 05

"no, it was not"- Participant 04

In contrast 1/3 from the remaining participant who were students at the general university give

TEACHER'S PROFESSIONAL IDENTITY

a positive reaction to the question by stating that , teaching was here first choice for a career due to that it is the most respectable job especially for women when she stated:

"Yes, teaching was my first choice for a career."- Participant 03

Unlike the participant 03, the participant (04 and 05) shared the same negative reaction towards the question; if teaching were their first choice for a career with previous participant who were students in the ENS, by explaining that teaching were not their first choice for a career. One of the participant indicated that she wanted to be a translator and to works in a company when she said:

"Not exactly, not the first one because I like also translating to translate from English to Arabic. Teaching may be was my second choice." -Participant 04

Another participant stated:

"To be frank with you, I have never dream to be a teacher, it was the last choice in the list of choices. I didn't realize that I am going to be a teacher till the last year of my fourth year at university." - Participant 05

Concerning this question all the participant answers were seemed to be similar to each other because most of them shared the same negative reaction towards the question, except participant 03 who indicated that teaching was here first choice for a career.

The result obtained from this section emphasize the choices that a learner or a teacher can has an affective role in the teaching career of teachers

TEACHER'S PROFESSIONAL IDENTITY

Section Four: The Telling of Positive Stories About Teaching and Learning Seems to Result in more Positive Educational Experience

Q 01: Could please tell us your personal story that have led you to major in English at the university?

When asked the personal story that led the participant to major in English at the university. 2/2 0f the participant who graduated from the teacher training school somewhat showed a negative reaction towards the question, they indicated that both of them did not actually choose to major in English. This due to that they had other plans as one of the participant stated:

"It was not really my first choice to major in English at the university. I studied a scientific branch at the secondary school, to be honest first I wished to achieve my parent wish and be a doctor but, I did not get the average in the BAC exam. Then I was supposed to study ST at the university but after I got another chance to choose different field, I remember that my teacher of English encourage me to study English and she was the one who tells me about the teacher training school so, I joined the ENS and studied English for five years then I graduated. Even if English was not my first choice I am happy for being an English teacher."- Participant 02

The other participant also indicated a different story explaining the reasons that led here to major in English at the university. The participant indicated that the circumstances led here to major in English and not here desire.

However when asked the same question about the personal story that led the participant who attended a general university course their answers were somehow different from the precedent participant. Only one participant who graduated from the general university course tolled a kind

TEACHER'S PROFESSIONAL IDENTITY

of negative story by assuming that there is no personal story behind here choice to major in English at the university and that she studied English just because that the average she get in BAC suites the speciality.

In contrast the two remaining subject answers were different. Both participant (04 and 05) answered by telling positives stories that led them to major in English at the university, stating that they loved the English language to a great sense and they believed that they had the needed background to study it, so, due to this they choose to major in English at the university as one of the participant stated:

"I have been always facilitated by learning the English language so, it was my favorer subject since I was a student at the primary school and it was my first choice to study English at the university."- Participant 04

Regarding this question the participants who attended ENS, and those who attended a general university course answers seems to be somewhat different. Except the participant 03, who was agree with participant (01and 02).

Q 02: Have you been conscious right from the beginning that, by choosing to major in English at the university, you have also chosen to become a teacher of this language?

2/2 of the participants who graduated from ENS, answered the question that by choosing to major in English at the university they have also chosen to became teachers of the English language by emphasizing that they were conscious right from the beginning that by making such choice they will became teacher of English. Due to that ENS is a school for preparing future teachers as participant 02, indicated:

TEACHER'S PROFESSIONAL IDENTITY

"Of course, it is obvious that by choosing to major in English at the teacher training school you are going to be a teacher of English."

Moreover, when this question was asked to the participant who were students in general university course the three participants had agreed that they were also conscious right from the beginning that by choosing to major in English at the university they had also chosen to be teachers of the English language. As they stated:

"Yes of course, I have."- Participant 04

"Of course, to be a good teacher."- Participant 05

Concerning the question, if the participant were conscious right from the beginning that by choosing to major in English at the university they have also chosen to became teachers of this language, their answers were totally similar the only different was the reason, the participant who were students in ENS indicated that by choosing to study English at the teacher training school you are directly chosen to became a teacher because those go together but , the other three participants being a teacher of English were their choice.

Q 03: Was teaching your first choice for a career?

2/2 of the participant who were an ENS students give a negative reaction and expressed a negative story when they answered this question, this might go back to the fact that both of them had other plans in the past for instance participant 02, wanted to be a doctor. In this regard the participants stated:

"No, teaching was not my first choice for a career but, with years in the teacher training school

TEACHER'S PROFESSIONAL IDENTITY

I start to like this job because I believed that I have the right qualities." - Participant 05

"No, it was not"- Participant 04

In contrast 1/3 from the remaining participant who were students at the general university give a positive reaction to the question by stating that , teaching was here first choice for a career due to that it is the most respectable job especially for women when she stated:

"Yes, teaching was my first choice for a career."- Participant 03

Unlike the participant 03, the participant (04 and 05) shared the same negative reaction toward the question, if teaching were their first choice for a career with previous participant who were students in the ENS, by narrating that teaching were not their first choice for a career, so, one of the participant indicated that she wanted to be a translator and to works in a company when she said:

"Not exactly, not the first one because I like also translating; to translate from English to Arabic. Teaching may be was my second choice." -Participant 04

Concerning this question all the participants answers were seemed to be similar to each other because most of them shared the same negative reaction toward the question, except participant 03 who indicated that teaching was here first choice for a career.

Q04: Can you remember exactly the moment or the period in your education when you decided to become a teacher?

2/2 of the teachers who were student at the teacher training school somewhat share the same story about the moment they decided to become teachers. Both teachers narrated that they

TEACHER'S PROFESSIONAL IDENTITY

decided to be teachers at the moment when I joined and registered at the teacher training school. As one of the participant stated:

"After the BAC exam the moment when i registered in the ENS" -Participant 02

When asked the same question to the teachers who were students in general university course 3/3 of the teachers indicated that they do have special moments when they decided to became teachers and narrated different stories. For instance, participant 03, stated that she wanted to became a teacher for the first time in the middle school. Additionally participant 04, had also a different story about the period when she decided to became a teacher as she stated:

"When I start studding at the university i decided to become a teacher."

Participant 05, also had a different story about the period when she decided to became a teacher. Participant 05, decided to be a teacher in here fourth year at the university when she started to study TEFL, they started to deal with lessons like lesson and the qualities that a teacher should have she realized that she want to be a teacher.

concerning this question all the participants narrated different type of stories about the period when they decided to became teachers however ENS students indicated somewhat a kind of negative stories on the other hand the remaining teachers indicated positive stories when they were asked about the moment when I decided to be teachers by indicating that being teachers were their choice.

TEACHER'S PROFESSIONAL IDENTITY

Q 05: Can you remember exactly the moment or the period in your education when you decided to became a teacher of English?

2/2 of the interviewees who were students at the teacher training school shared the same answer by giving the same story when the decided to become teachers of English.

Both participant (01 and 02), decided to become teachers of English at the same moment when they choose to major in English at the ENS as one of the participant said:

"At the same period when I joined the ENS"- Participant 02

On the other hand when asked the same question to the teachers who were students at the general university course 3/3 of the teachers indicated that they decided to became teachers of English in the same period when they decided to became teachers as one of them stated:

"I decided to become a teacher of English at the same time when I realized that i want to be a teacher. That is, to say in my fourth year at the university."- Participant 05

Concerning this question all the participants indicated that they decided to become teachers of English at the same time they decided that they are going to became teachers. So, their reaction toward the question was the same the only different was that each both ENS participant had the same story but, the remaining participants each one of them had his own story.

Q 06: Do you consider yourself to be a good model for your students?

The result of this question showed that 2/2 of the participants who were students in the teacher training school a similar reaction towards the question by claiming that they can not judge themselves, their students can judge them as one of the participant stated:

TEACHER'S PROFESSIONAL IDENTITY

"I can not judge myself my students can judge me."-Participant 04

When the same question was asked to the teachers who were students at the general university course 2/3 of the teachers shared the same reaction as the previous participant reacted toward the question, by assuming that they can not judge themselves and that their students can judge them and that this question normally asked to their students. As one of the participant stated:

" I can not judge myself my student cam judge me"- Participant 05

Unlike the previous participant the remaining participant answered this question in different way by stating that she do not consider herself as a model but, may be as a semi- model. When she said:

"To be a model is not easy may be a semi-model but, not yet a model."- Participant 03

The general result of this question shows that both the teachers who graduated from E.N.S. And those who graduated from a general university course see themselves in the same way so their reaction to the question was somewhat similar except the case of the participant 03, who disagree with all the participants.

Q 07: After many years of experience as a teacher, do you feel that you have made the right choice by becoming a teacher?

2/2 of the participants who attended the teacher training school had given a positive answer to this question by indicating that they really made the right choice by becoming teachers as they stated:

"Yes, I made the right choice by becoming a teacher"-Participant 01

TEACHER'S PROFESSIONAL IDENTITY

"Of course, I made the right decision"- Participant 02

However when asked the same question to the teachers who graduated from the general university course, 3/3 of the participants answered this question by indicating that they made the right choice by becoming teachers, this go back to the fact that they all had chosen to became teachers by their own wish. One participant stated:

"I have never dreamed to be a teacher but, I have never regret of the fact of being a teacher, i am proud of myself as a teacher." -Participant 05

The data obtained in this question showed that both teachers who graduate from ENS, and those who are not give similar answers, all of them agree that they made the right choice by becoming teachers.

Q08: Would you be happy if other family members choose the teacher profession in the future?

1/2 of the interviewees who were ENS students answered this question by saying "Yes" because she believes that teaching is a good job especially for women, as she stated:

"Yes, why not teaching is a good job especially for women"- Participant 02

The other participant had a different reaction towards the question so, she was somewhat hesitating in here answer when she said:

" If convincing to their choice"- Participant 01

Furthermore, when asked the same question to the participants who graduated from a general university course 3/3 of the teachers showed that they agree with the idea and they will be happy

TEACHER'S PROFESSIONAL IDENTITY

if other family members choose to become teachers in the future. Participant 03, stated:

"Yes why not."

Participant 04, stated:

"Yes, I will be happy if other members of my family choose the teacher profession in the future."

Participant 05, Stated:

"Well it is a good job, to be frank with you yes I will be happy if other members of my family choose the teacher profession in the future."

Concerning this question the participant who graduated from ENS and those who are not answered similarly, most of the participant answered by telling "Yes" we will be happy if other family members became teachers in the future. The only participant who was hesitating and not sure about here answer is the participant01.

Furthermore, the result obtained from this section is that narratives effected the development of teacher identity. in addition to this positive stories which tolled by teachers contribute in building more effective teacher identity, in this section teacher who graduated from the general university course seems to have a more developing teacher identity due to, they indicated more positive stories then those who graduated from a teacher training school.

TEACHER'S PROFESSIONAL IDENTITY

Section five: Developing Teacher Identity Involves Embodying the Discourse of Teacher

Q 01: Do you think that teachers, in general, and teachers of English, in particular , should have certain body posture and /or way of dressing that is appropriate to their job?

 2/2 of the participant who were students in the teacher training school agree that they that teacher should not have any special body posture or way of dressing, they believe that a teacher should be confident of himself and his way of dressing this due to that in the Algerian society there is no specific norms e teacher should follow in his way of dressing. One of the participants stated:

 " I don't think that a teacher should have certain body posture or way of dressing which is appropriate to his job. For me a teacher of English is the same as a teacher of French or Arabic."

 When the same question was asked to the teachers who graduated from the general university course, 3/3 of the participant agree somewhat on the same answers which were the opposite of the previous participant, by assuming that teachers should have certain boy posture and way of dressing that suites with their job. Indicating that teacher physical appearance is a part of his identity and that the way of dressing can have a big impact on the development of his identity. As one of the participant said:

  "Of course teachers in general should have certain body posture and way of dressing that is appropriate to their job." _ Participant 05

Concerning this question the participant answers were totally different. That is, to say teachers who were student in the teacher training school, and the other participant who didn't attend the teacher training school were the opposite

TEACHER'S PROFESSIONAL IDENTITY

Q 2: Once you have obtained your job, did you feel the need to change your way of clothing or body posture, so, to conform to the social standers in this regard?

When this question to the participant who attend ENS. 2/2 of them indicated that they didn't change their way of clothing or way of acting when they obtained their jobs. In addition to this they claims that teacher should be knew by his action not by his physical appearance, this might go back to social situation of Algeria because that the Algerian education institutions don't oblige teachers to dress in specific or uniformed way. According to the participants:

"I don't think that once you become a teacher you have to change your way of dressing. For mi I still wear in the same way "_ Participant 02

" No at all I didn't change anything in my way of dressing." – Participant 01

However, when the same question was sked to teachers who graduated from the general university course, 3/3 of the participant agree that they do change in their way of dressing when they obtained their jobs. This indicated that a teacher profession is related to his physical embodiment. Therefor teachers in general should have different way of clothing that differentiate them from the other workers. In this regard the participant stated:

"Of course, I changed a lot of things. I didn't use to wear such when I was a student, so, when I become a teacher a lot of things changed." _ Participant 03

Other participant stated: "Yes, I do changed my way of dressing when I become a teacher." _ Participant 03

In this regard huge differences appeared between the answers of the participants. In this sense

TEACHER'S PROFESSIONAL IDENTITY

teachers who graduated from ENS disagree with those from the general university concerning the fact that teachers should change in their way of dressing when they get a job.

Q 03: Do you think that people in the street can identify a teacher on the basis only of their appearance?

2/2 of the participant who graduated from the teacher training school were asked if people in the street can really identify a teacher on the basis of his appearance, they argue that people could not know if someone is a teacher or not from his way of dressing, because they might believe that a teacher wear the same as the other people. For instance university learners somehow wear the same as the teachers so this can harshen for identifying between teachers and other people. As one of the participant stated:

"No I don't think that people in the street can identify a teacher on the basis of his appearance."
_ Participant 02

On the other hand, when the same question was asked to teachers who graduated from the general university course 3/3 of the participant give a positive reaction towards the question. All of them agree that this can occur in some situations for instance, when teacher carry the school due the fact that most of the Algerian teachers carry similar bags, this was obvious when one of the participants said:

"Yes, when teachers carry a school bag in their hands people can recognize them immediately."_ Participant 05

Concerning this question the participant answers were widely different. In contrast to teachers who graduated from ENS teachers who graduated from the general university course believe a

teacher can be identified by strangers only from his appearance.

Q 04: Do you have any personal anecdotes where you have been identified as a teacher by strange?

When this question was asked to the participants who were students in the teacher training school only one of the participants in indicated that she passed through such situation, by explaining the reason behind her answers so, the participant indicated that people knew that she is a teacher because her school bag. As she narrates:

"Yes, one day when I was going back home in the bass some people asked me if I am a teacher, when I asked them how they knew that I am a teacher they said simply from your bag."

However, the other participant indicated that she don't have any personal anecdotes in which she was identified as a teacher by strangers and this was clear in her answer when she stated:

"No, I don't have any anecdotes."

On the other hand, when the same question was asked to the participants who graduated from the general university course, 1/3 of the participant reacted in a positive way towards the question by indicating that she has a personal anecdote to share. The participant narrate that people identified her as a teacher due to the use of the English language outside the academic context, this is may be because English is a foreign language in Algeria, and there is few people can use it either teacher of English or learners of it so, when people in the street hear same one speak in this language he may think that he is a teacher. According to participant 03:

"Yes, through the use of the English language outside the academic context setting, this led to

TEACHER'S PROFESSIONAL IDENTITY

identify me as a teacher."

Concerning this question the participant answers were somewhat similar to each other only one participant who graduated from the general university, and one participant who graduated from ENS indicated that they have personal anecdotes where people knew that they are teachers. In contrast all the remaining participants indicated that don't have any personal anecdotes.

Furthermore, concerning this section it seems that there is a core relation between the participant physical appearance and their profession as teachers, due to this teacher embodiment has a major role in the development of an effective teaching life.

Section Six: Students must Have the Opportunity to speak as Teachers and Discuss their developing Professional Identity With Informed and Interested others

Q 01: When you were a student were students did you have the habit of engaging in dialogue with your mates and colleagues about your expectation, philosophies feeling and worries concerning your future profession as a teacher?

When this question was asked to the participants who graduated from the teacher training school

1/2 of the participant indicated that she had this habit of engaging in dialogue with her mates when she was student but at the same time she mentioned that those dialogues were not about their expectations because they were just students they did not knew that they will be teachers in the future, and in the same time she stated that those dialogue had offered an opportunity for developing themselves as learners of the English language, and to help in their preparation to be effective teachers. As she stated:

TEACHER'S PROFESSIONAL IDENTITY

"Yes of course, we use to speak a lot about our future career as teachers."

The remains participant has a different reaction towards the question when she indicates that she did not use to talk about her expectation of the teacher profession in future. Due to that she did not want to be a teacher so she didn't feel the need to engage in such dialogue. Accordingly the participant 01, stated:

"No, I didn't feel the need to engage in such kind of dialogue"

However when the same question was asked to the participants who graduated from the general university, 1/3 of the participant that she did not engage in dialogue with her mate when she was student as she stated:

"No, because I have never dream to become a teacher"_ Participant 05

The other participants indicated that they were engaging in dialogue with their mates, in order to share knowledge but not to a huge extent because they were not sure that they will become teacher, for one participant she want to be a translator. Participant 03 stated:

"Somehow but not to a huge extent, we were sharing some details about the methods of teaching and not our expectations"

Conserving this question the participant who graduated from the teacher training school and those from the general university answers are somewhat different. In addition concerning this section participant who engage in dialogue seem to have more experience in teaching in their future career, this go back to the fact that the more students engage in dialogue with other mate or more knowledgeable other the more develop a successful career.

TEACHER'S PROFESSIONAL IDENTITY

Section seven: Students who Engage in Borderland Discourse are able to Begin the Development of a Teacher Identity

Q 01: When you were a student were students did you have the habit of engaging in dialogue with your mates and colleagues about your expectation, philosophies feeling and worries concerning your future profession as a teacher? When this question was asked to the participants who graduated from the teacher training school

If yes to what extent have these discussion contributed to the maturation of your view about teaching?

 1/2 of the participant indicated that she had this habit of engaging in dialogue with her mates when she was student but at the same time she mentioned that those dialogues were not about their expectations because they were just students they did not knew that they will be teachers in the future, and in the same time she stated that those dialogue had offered an opportunity for developing themselves as learners of the English language, and to help in their preparation to be effective teachers. As she stated:

 "Yes of course, we use to speak a lot about our future career as teachers."

 The remains participant has a different reaction towards the question when she indicates that she did not use to talk about her expectation of the teacher profession in future. Due to that she did not want to be a teacher so she didn't feel the need to engage in such dialogue. Accordingly the participant 01, stated:

 "No, I didn't feel the need to engage in such kind of dialogue"

TEACHER'S PROFESSIONAL IDENTITY

However when the same question was asked to the participants who graduated from the general university, 1/3 of the participant that she did not engage in dialogue with her mate when she was student as she stated:

"No, because I have never dream to become a teacher"_ Participant 05

The other participants indicated that they were engaging in dialogue with their mates, in order to share knowledge but not to a huge extent because they were not sure that they will become teacher, for one participant she want to be a translator. Participant 03 stated:

"Somehow but not to a huge extent, we were sharing some details about the methods of teaching and not our expectations"

Conserving this question the participant who graduated from the teacher training school and those from the general university answers are somewhat different.

Q 02: Do you still frequently discuss these issues with your colleagues?

When this question was advocated to the participant who graduated from the ENS 1/2 of the participant indicated that she still discus those issues with her mate, as she said:

"Yes of course, from time to time we discuss the problems that we face as teacher"_ Participant 02

The participant 02, indicated that discussing the teaching problems with her mate help in her teaching.

The other participant could not answer this question because she stated that she didn't engage in dialogue with her colleague.

TEACHER'S PROFESSIONAL IDENTITY

The remaining participant who graduated from the general university course answered the same question by indicating that in the present days they don't engage in such kind of dialogue.

Concerning this question the participant answers are similar to each other except one participant 02 from the teacher training school. The only one who answers this question positively. Subsequently, in this section participants who engage in dialogue seem to have more experience in teaching in their future career, this go back to the fact that the more students engage in dialogue with other mate or more knowledgeable other the more develop a successful career.

Section Eight: Metaphors Help Students Critically Evaluate and Reflect on Internalized Beliefs about Teaching and learning

Q 01: For you, Teaching is like?

(Would you please give us the best metaphor to describe the teaching profession, according to you)

When this question concerning the metaphor to the participants who graduated from the teacher training school, 1/2 from the participant indicates that she see teaching like cooking, the participant believes that being a teacher and being a cooker has many similarities, because if a cooker has a good recipe and he has all the needed ingredient than the meal he prepared will be good but, if he missed some ingredient will be failed, and the same thing with teaching if a teacher has the needed methods and strategies he needs his teaching life will be successful but if he missed some strategies his way of teaching will be incorrect. Due to this the participant stated:

" For me teaching is like cooking"_ Participant 02

TEACHER'S PROFESSIONAL IDENTITY

The other participant indicated that she do not has any metaphor

" I do not has any kind of metaphor" Participant 01

When the same question asked to the participant who graduated from the general university course 2/3 of the participant react similarly towards the question but, they give different metaphor one participant sated that teaching is like learning because she believe that a teacher is still a learner the other participant stated that:

"Teaching is like nursing" _ Participant 05

The participant 05, see that teaching and nursing is the same because the nurse try to help the patient and from the other side the teacher try to help his students and give them the knowledge they need.

The other participant indicated that she do not has any kind of metaphor

"I do not has any metaphor"

Concerning this question 3/5 of the participants show somehow the same reactions, but at the same time each participant indicates his own metaphor. The remaining participant also indicated that they do not have any kind of metaphor.

The main result of this section show that, teachers who can express their ideas in term of metaphor help them to create their own identity and explain their identities to themselves and other.

TEACHER'S PROFESSIONAL IDENTITY

Section nine: Traditionally Defined Statements of Philosophy often Serves to Solidify Unexamined Position rather than Encourage Critical Examination of Ideologies and Personal Pedagogies

Q 01: Do you have a personal philosophy about the method and goal of teaching which are, more or less, different from those of your colleagues?

If "yes", have you ever attempted to express this philosophy in the written form?

2/2 of the participant who graduated from ENS answered this question by indicating that they have different philosophy which is different from the other teachers because each teacher should have his own method and there are no fixed qualities a teacher should have and that both of them do not attempted to express this philosophy in a written form as they stated:

"Being different from those of my colleagues I do not know but, personal philosophy which is the following I do aimed to transmit the knowledge I am supposed to have to my students"- Participant 01. The participant did not attempt to express this philosophy in the written form.

"I think that each teacher has his own method which related to his philosophy and understanding. As a teacher of grammar it each grammar rules, tenses my goal is to enable my student to speak fluently"-participant 02. The participant did not attempted to express this philosophy in the written form.

When the same question was asked to the participant who graduated from the general university course 3/3 of the participant show a positive reaction towards the question by indicating that the goal of teaching is the same but the methods are different this due to that each teacher has his own identity that he want to express in his way of teaching and that the teacher philosophy

TEACHER'S PROFESSIONAL IDENTITY

reflects his identity. Only one participant indicated that she tries to express her philosophy but not in the written form but in the oral form, the participants stated:

The goal is the same, we have the same goal but, about the method it is different from one teacher to another some teachers give a lot of information to their students. For me I give information but I try to make them relay on themselves since that I always applied the learner central approach in which the learner is supposed to look for information so, it depend on the method applied by each teacher so the philosophy will be different." Participant 03

" I guess that every teacher has his own methodology and his own philosophy , his own perspective regarding his way of teaching and the context in which he teaches." Participant 04

" being different from those of my colleagues I do not know but, personal philosophy which is the following i do aimed to transmit the knowledge am suppose to have to my students" Participant 05.

Concerning this question the participant reactions were the same the only defferent is the way each teacher explain why he has his own philosophy.

This section shows that teachers who has his own philosophy

TEACHER'S PROFESSIONAL IDENTITY

Section Ten: Apprenticeships of Observation Postpone Cognitive Dissonance and

Borderland Discourse

Q1: Could you describe at least one of your teachers whom you consider to be a role model for you?

Concerning this question 5/5 of the participants answered in a good way. Bothe the teachers who graduated from E.N.S. Provides positive description towards their role model teacher. Participant 2, However, was first anxious to answer; she, than, expressed her feelings of love about her teacher whom she consider as a special role model, also she mentioned that her teacher has a real impact on her to be a teacher. Her teacher was strict, serious, lovely, all the students like her personality. The other participant described her role model in short,

"That teacher am talking about was very funny, he used a lot of humor at the same time he was very serious"-participant 01. However, the three participants who graduated from general university course also shared positive description about their role model teachers. For instance, participants 3 and 4 described their teachers as being "facilitators".

"maybe one of the teachers who have inspired me MR x1, who was teaching at the university of Tassosst, he was to ambitious that is, to say very patient with his students, his method of teaching totally perfect; he tried to brings some things totally original and new like: games in order to not get bored of the lessons, and he used to be also a facilitator"-participant 03

Participant 04 stated that:

" here I can mention the name of a teacher that taught me English at the university of setif Mr x2, I consider him as a model because, he had a great deal of knowledge, he used to facilitate as

TEACHER'S PROFESSIONAL IDENTITY

with knowledge, his personality was strong and strict". On the other hand, participant 05 described her teacher as "the best" due to his cared of students, she continued to express her deep admiration to her teacher by praising his character." My phonetic teacher, who is now in USA preparing his PHD, he is serious, humor, lovely and strict, he used to care of his students, he was one of the best teachers I never meet.

All the participants who graduated from E.N.S. and those of general university course shared positive description about their teachers, so, they answered the first question similarly.

Q 2: Once you have started teaching, how often have you found yourself imitating a former teacher or colleague?

Similarly, participants 01 & 02 who were students at E.N.S. answered in the same way. Both of them were sure and serious when they answer because they never imitate any one. For them each teacher should create his own personality.

"No, never I didn't imitate any one"-participant 01. While participants 02 stated:

"I don't think that i imitated any one, I have my own personality".

In the other hand 3/3 of the participants who were students in general university course come with the idea of imitating. Participants 03 explained her imitation by stating that she tries to imitate 45% the accent of her teacher Mr x4 because she is impressed by his accent especially the British one. The same for participant 04, she founds her self imitating her university teacher. Similarly participant 05 admitted that at the beginning of her career when she was teaching she

TEACHER'S PROFESSIONAL IDENTITY

founds her self doing the same things that her secondary school teacher of English Ms x5 did.

When asked this question the participants who attended E.N.S. gives different answers across the rest of the participants who attended general university course. Participants who attended E.N.S. answered positively, for those who attended general university course answered negatively.

Q 03: Was observing real classrooms a part of your training as a teacher?

2/2 of the participants who graduated from E.N.S. answered this question by "yes" and "of course". As they mentioned that observing real classrooms was a part of their training. "yes, we use to spend one year observing, the remaining year teaching"-participant 01. The second participant explained in short her training, as she stated:

"of course, it was a part of my training in E.N.S. because in my fourth year I go to real schools we site on the back of classroom, than, I observed real classrooms as part of my training"-participant02. In contrast the 3 participants who graduated from general university course, observation real classrooms wasn't a part of their training. 2/3 of the participant indicate that they conduct directly with the profession because training is just for those who graduated from E.N.S. "in fact no, that is, to say directly conducted with the profession without any advance training"-participant 03

For the participant 04 she never observed real classroom but, she used to ask their colleagues about how to manage a classroom and how to behave with the students, in order to get experience from them. In the other hand, the remaining participant tried to engage in such training with expert teachers to learn from them even training wasn't for them, as she stated:

"no, I did it myself, I remember very well at the beginning of my career as teacher I used to

TEACHER'S PROFESSIONAL IDENTITY

attended a lot of sessions with the expert teachers to simply see how they teaching classrooms, I did it myself not under any specific training"-participant 05.

The answers of participants who was student at E.N.S. was totally different from those of general university course. Because observation was a part of E.N.S. participants training but, for those of general university course it wasn't.

Q 04: once you have become a teacher have you tried to imitate any one of those teachers whom you have observed?

2/2 of the interviewees who attended E.N.S. gives a straight "no" to this question witch means their answer was positive. Participant 01 stated:

" No, I did not"

While participant 02 explained her position by stating that:

" no, not really I learned some things I observed but, I did not imitate theme, for instance I learned from an old lady, she was a humor with her students I learned that from her"

Concerning the participants who attended general university course, 2/3 answered with a straight "no" both of 03 & 05 participants did not imitate any teacher. In contrast, the last participant answered by a straight "yes" could not prohibit her self talking about a teacher whom she imitate as she stated:

" yes, I remember a friend she is very good in her way of teaching so, in a way or in another I try to take the good side or the good strategies to use in classroom to motivate my students as she did"-participant 05

TEACHER'S PROFESSIONAL IDENTITY

During this question both the two participants who attended E.N.S. answered somehow similar to those of general university course by saying a straight "no" as similar to the two participants who attended general university course, the remaining two participants both of E.N.S. & general university course answered similarly and different from the previous participants.

Q 5: Do you think that imitating successful teachers is helpful for novice teachers?

In response to this question, all the five participants agreed that imitating successful teachers is helpful for novice teachers. 2/2 of the participants who graduated from E.N.S. answered that question by "yes". According to them imitating expert and successful teachers is helpful for novice teachers. For one participant she never imitate any one as she stated:

 "yes, but I didn't do it"-participant01

However, the three participants who was student at general university course agree about imitating a successful teacher is helpful for novice teachers. Bothe participant 3 & 4 agree and answered closely but, they explained their answers in different way from the remaining participant. For them not exactly imitating, novice teachers tries to learn from expert and successful teachers as participant 03 stated:

   "yes, that is, to say to guide you, to draw your path. First it will be the imitation next step you will create your own way of teaching and your identity"

For participant 04:

"yes of course, not exactly imitating but try to learn from them"

All the participants of E.N.S. and general university course react to that question in the same way

TEACHER'S PROFESSIONAL IDENTITY

but for 2 of those who attended general university course gives some explanation about imitating.

But all of them said "yes" imitating successful teacher is helpful for novice teachers.

TEACHER'S PROFESSIONAL IDENTITY

3.7. Discussion of the Results

The first section in this study is concerned with the Nununitry Subjectivities are Essential for Holistic Identity Formation

The answers obtained from (Q1) showed that ½ of the participants who attended E.N.S. believed that there is no fixed qualities and personality traits that any teacher should have. Accordingly each teacher has his own personality, so having fixed qualities might hinder the development of teacher profession. In the other hand 2/3 of the participants who attended general university course agree that there is no fixed qualities and personality traits that any teacher should have. For them each teacher should create his own personality. While only 2/5 of the participants one who attended E.N/S and the other attended general university course disagree with the previous participant and stating that" teachers should have certain fixed qualities.

Other results revealed that ½ of the participants who was a student at E.N.S. list 2/3 of the most important and valid traits that a teacher should have in order to succeed in his profession. However, 2/3 of the participants who attended general university course also listed just 2 from 3 of the most important traits that a teacher should have in order to succeed in his profession.

The results obtained in this section show that both teachers who graduated from E.N.S. and those who graduated from general university course have developed a positive view towards the fact that a teacher should have a nonunutary identity in order to succeeded in his profession. So the results obtained in this study confirmed Alsup's study of the important of nuonnitary identity

TEACHER'S PROFESSIONAL IDENTITY

The second section is concerned with the tension between Discordant Subjectivities and Associated Ideologies Lessens the Chance of Developing a Satisfying Professional Identity

The results showed that only 01 of the participant who attended E.N.S. indicated a negative opinion about the obstacles that she faced. Similarly 3/3 of the participants who attended general university course also faced a huge number of obstacles which they felt that they hindering their professional identity. As they mentioned before most of the obstacles were, the lack of equipment, library…etc. The conclusion which can be drawn from this section is that the participants has faced the obstacles that hindering their professional identity.

This caused by the fact that Algerian institution do not afford the needed equipment and materials for the teachers. This study realize Alsup's study that the obstacles hinder the development of teacher professional identity.

The third section is related to the educational discourse is Political Ergo Teacher Education Must also be Political

2/2 of the participants who attended E.N.S. don't have a personal story that led them to major English at university. The main reason behind their answers was that they didn't want to study English their dream was to study something else. While the others participants who attended general university course only 2/3 of them told different and positive narratives about their stories that lead them to major English at university.(Q1). Other results in (Q2), (4) & (5) show that both teachers who was students in at E.N.S. And those who was at general university course were conscious right from the beginning that, by choosing to major in English at the university they have also chosen to became teachers of this language.

TEACHER'S PROFESSIONAL IDENTITY

All the participants who graduated from E.N.S and general university have told different stories about the period in their education when they decided to became teachers in general and teacher of English in specific.

Other result concerning (Q3) 2/2 of the participants who graduated from E.N.S. answered this question similarly that is, to say teaching was not their first choice for a career, this go back to the fact that each one of those participants had other desire rather than being a teacher. However, 1/3 of the interviewees who graduated from general university course indicated that teaching was her first choice for a career. On the other hand, the two remaining subjects answered similar to the previous participants who graduated from E.N.S.

The conclusion that can be drawn this context is that the participants choices contribute to teacher identity improvement. In this case the participants who attended general university course whom shoes to major English at the university and to be teachers of this language this might had significant ranification in term of professional identity and the formation of personal pedagogy. The main findings of this study are similar to the study of Alsup.

The fourth section which concerned the telling of positive stories about teaching and learning seems to result in more positive educational experience

Succinctly, the results revealed by this section show that all the participants of E.N.S. and general university course narrated different stories. In this study 2/2 of the participants who graduated from E.N.S. Had told less positive stories than the participants of general university course. Their major reason of telling negative stories is that they never thought to major in English and to be a teacher of this language because, they wanted to major in different failed for that, they didn't realize that they will be teachers in general and teacher of English in specific until they joined the

TEACHER'S PROFESSIONAL IDENTITY

teacher training school. As one of them stating" it was not really my first choice to major in English at the university, I studied the scientific branch at secondary school, to be honest first, I wished to achieved may parent's wish to be a doctor, but I did not get the average in the baccalaureate exam; then, I was supposed to study "st" at the university after I had a chance to choose another field to study, I remember that my teacher of English encourage me to study English and she was the one who told me about the teacher training school, so I joined E.N.S. and studied English for five years even English wasn't my first choice for a career. I discovered that am going to be a teacher when I joined teacher training school. Because those go together". However the majority of the participant who attended general university course told a higher rate of positive stories that express their choices. Notably , for some teachers English was a dream and favorer subject from the very beginning . For one of them English was her favorer subject since she was a student at primary school (case of participant 04).

The main result in this section show that the vast majority of the participant react similarly to the question number (6). for participant who was a general university course gives the same answer, for them they can not judge their selves if they are good model for their students, succinctly a teacher normally can be judged by his students.

In question (7) & (8) a vast majority of the participants seems happy when they answered those questions. Both of the two participants who graduated from the teacher training school and the three participants who was a student at general university course felt that they have made the right choice by becoming a teacher after many years of experience as teacher. Additionally, 2/2 of the participant who was students at the E.N.S. held positive reaction towards the (Q08). They will be happy if other family members shoes the teacher profession in the future. Furthermore 3/3

TEACHER'S PROFESSIONAL IDENTITY

of the participant whom was student at general university course answered similarly to the previous participant of E.N.S.

The result of this section show that most of the positive stories about choosing to major in English at university and to be a teacher in general and teacher of English in specific in this stories were told by the participants who attended general university course, so, they might actually experience a more positive teaching life, and perform well and better teaching job.

This study confirm the study of Alsup which claim that the telling of positive stories about in different way from the remaining participant. For them not exactly imitating, novice teachers tries to learn from expert and successful teachers as participant 03 stated:

"Yes, that is, to say to guide you, to draw your path. First it will be the imitation next step you will create your own way of teaching and your identity"

For participant 04:

"Yes of course, not exactly imitating but try to learn from them"

All the participants of E.N.S. and general university course react to that question in the same way but for 2 of those who attended general university course gives some explanation about imitating. But all of them said "yes" imitating successful teacher is helpful for novice teachers.

The fifth section was designed in developing teacher identity involves embodying the discourse of teacher

The data displayed in this section show that 2/2 of the participants who attended E.N.S. indicated that a teacher shouldn't have any special way of dressing and body poster, that is, to say that an

TEACHER'S PROFESSIONAL IDENTITY

English teacher is the same as a teacher of Frensh or Arabic. For them they did not change their way of dressing when they obtained the job they still wear as the same way when they was students, due to the social status it fulfills within the Algerian society. Algerian teachers follow a specific way of dressing, however, 3/3 of the participants who attended general university course indicate that teachers in general and teachers of English in specific should have certain body poster and way of dressing which is appropriate to their job, for them they believed that wen a teacher obtained her job he should change his way of dressing because a teacher way of clothing should be different from the others workers. And a teacher physical appearance is a part of his identity. For them a teacher should wear classical clothes.

An other result obtained from the data have also, indicate that 2/2 who graduated from E.N.S. refuse the idea that people in the street can identify a teacher on the basis only of her/his appearance, this might go back to the fact that a teacher wear in the same way as the others workers nothing is special concerning the clothes. The remaining participant who graduated from general university course 3/3 had a totally different view from the previous participants, for them people in the street can identify a teacher on the basis only of his appearance, that is, to say when some one carry a bag people immediately identify him as a teacher, because teacher are known by carring bags. Furthermore, in (Q4) ½ of the participants who graduated from E.N.S. pass through this situation, for instance when she was carrying a school bag some people in the bass identify her that she is a teacher. Also 1/3 of the participants who attended general university course narrated her personal anecdote where she have been identified as a teacher by strangers, due to the use of English language out side the academic context.

The results of this study show that a teacher physical appearance should be suitable with his

TEACHER'S PROFESSIONAL IDENTITY

profession, teachers should integrate physical, mental, contextual to reach the preferred model of a teacher. This study had confirmed Alsup study that indicated that a teacher physical embodiment had a great effect on his/ her profession.

The sixth section concerned with students must have the opportunity to speak as teachers and discuss their developing professional identities

Results in this question show that 1/2 of the participants who graduated from E.N.S. indicated that she did had the habit of engaging in dialogue with her mates and colleagues about their philosophy, expectation and worries concerning their future profession as teachers but, at the same time this did not really contributed to the maturation of my view about teaching because we were just student. On the other hand participant who attended a general university course had different answer from the previous participant. 2/3 of them did not indicated that they were exactly engage in dialogues about their future expectations as teachers but they just shared some details about the situation of teaching so this did not have a huge extant in the contribution of their views of teaching this due to that the participants did not have the intention to be teacher. They want to find other job.

The main findings of this section show that the more teachers engaged in dialogue with mates and more knowledgeable others help them to better professional identity development as the study of Alsup indicated (in this case both E.N.S.& general university course had somewhat the same rate of engaging in dialogue).

The seventh section in this study is concerned with students who engage in borderland discourse are able to develop a better teacher identity

TEACHER'S PROFESSIONAL IDENTITY

The answers obtained from (Q 1), (Q2), (Q3), showed that 1/2 of the participants who attended teacher training school do not engage in dialogue with her mates and colleagues talking about their experiences, dreams, philosophy, feelings and worries concerning the future profession as a teacher, while the remaining participant always engage in dialogue with her mates and talk a lot about their future career, the participant believe that such engagement help new teachers integrate personal and professional identities and beliefs. Other result revealed that in some how this discussions contributed to the maturation of their views about teaching because they were just student, as she mention until know she still discussed the problems that she faced with her mates.

The results also showed that 2/3 of the participants who attended general university course when they were students they engaged in dialogues with their mates and colleague, from time to time about the expectations, philosophies, feelings and worries concerning their future profession as a teacher.

The main finding of this section show that both who attended E.N.S. and general university course have developed a similar sense of professional identity development, which confirm the study of Alsup that student who have desire to persue a teaching career are able to engage in borderland discourse.

The Eight section aims to casting light on metaphor help students critically evaluate and reflect on internalized beliefs about teaching and learning

Succinctly, the results revealed by this section show that ½ of the participants who were students at E.N.S. believed in metaphor and teaching like what she believed that metaphors are genres of discourse and a "way" in which human beings create their identities and explain these identities to themselves and others. Other result in this section show that 2/3 of the participants who

TEACHER'S PROFESSIONAL IDENTITY

graduated from general university course gives a metaphor to teaching for instance "nursing", "learning".

The results obtained from this section show that all the participants who attended E..N.S. and general university course in somehow similar they believe or not believe the teaching metaphor. Those who gives a metaphor to teaching are much better to understand and developed their professional identity, this study confirmed the study of alsup's which is expressing a metaphor of teaching leads to the reflection and representation of internal beliefs about teaching and help to better understanding professional identity.

The ninth section is concerned with philosophy that serves to solidify and help to better understanding professional identity

The main result of this section shows that 2/2 of the participants who graduated from E.N.S. argued that each teacher have a personal philosophy about the method and goal of teaching which is different from those of their colleagues, Accordingly, each teacher has his/her own method which related to his philosophy and understanding. Normally each teacher should have his own philosophy, that is, to say each teacher must create his own personality, own method. Both teachers never attempted to express this philosophy in the written form. In the other hand 2/3 of the participants who attended general university course claimed that: they have different methods and philosophy from those of their colleague, but for the goal they all have the same answer the goal for teachers is the same. Only 1/3 of those teachers have ever attempt to express her philosophy not in the written from, but the oral form.

The results obtained from this section that the participants who expressed their own philosophy sense to enhance their metacognition. In this study only one of the participant who attended

TEACHER'S PROFESSIONAL IDENTITY

E.N.S. confirm Alsup's study.

The tenth section deal with the apprenticeship of observation postpone cognitive dissonance and borderland discourse

The results in (Q1) & (Q 2) show that 2/2 of the teachers who was students at E.N.S. provided a positive description towards their role model teachers, participant 01 & 02 described their model teachers the first one was " special", " strict" serious" and " lovely". For the second one her teacher was "very funny", " humor" and "serious". Similarly, the 3 reaming participant who were students at general university course also share a positive description about their role model teacher. They described them as " ambitious", "patient", "facilitator", "strong", "strict", "serious" and "lovely". Other results in this section show that 2/2 of the participants who graduated from E.N.S. answered by a straight "no" without thinking because they never imitate any former teacher or colleague. Fore theme each teacher should create his own personality and identity.

Those participants in other answer in this section also show that is help in the case of novice teachers. Because novice teachers at the beginning of their career don't have any teaching experience. So, they used to imitate and observed expert teachers to learn from them. On the other hand 3/3 of the participants who graduated from general university course their results showed that most of them shared somewhat similar opinions about imitation, all of them indicate that they imitate a special teacher for them. One of them stating that she found herself imitate her teacher accent which empress her. Other participant found herself at the beginning of her career doing the same thing that her secondary school teacher did. Those teachers seem that they face problems in their teaching, simply they try to learn from expert teachers. But 2 of them seems in consistence because they gives a totally different answer in (Q4) in the same section the results

TEACHER'S PROFESSIONAL IDENTITY

revealed that they never imitate any teacher. Those participants were complicated and an understanding when they answer those answers. Other result in this section revealed that 2/2 of the participants who graduated from E.N.S react by "yes" and " of course", they were interesting to answer because observing real classroom was a part of their training. They used to spend one year observing the next year teaching. In contrast, 2/3 of the participants who attended general university course indicate that they conduct directly with the profession. They argued that training is just for those who attended E.N.S. but, they simply used to ask expert teachers about how to manage classroom. The remaining participant did it self not under any specific training. Other result in (Q4) in the same section shows that 2/2 of the participants who attended E.N.S never imitate any one even those teachers whom they observed.

The main results of this section show different answers, but teachers who graduated from E.N.S. never imitate any one they have their own personalities and identities, concerning those of general university course their answer was negative because they used to imitate their colleague, teachers. This apprenticeship can be helpful at the beginning of the teaching career, but it may hinder teachers to engage in borderland discourse. And their professional identity development was delayed or inhibited. The results of this study confirm Alsup's study.

 All in all, the results of this study have shown that, in contrast to Alsup's hypothesis which claim that forming or failing to form a professional identity is central in the process of becoming an effective teacher. The participants narratives displayed reconstruction of teacher professional identity.

Findings, also showed that these participants has developed a positive view towards that a teacher should have a nonunitary identity. That is, to say each teacher should create his own identity.

TEACHER'S PROFESSIONAL IDENTITY

Furthermore, it is noticeably concluded that the majority of the participants agree that obstacles might hinder the teacher professional development. As a results, the learners choices contributes in the development of the professional identity, that is, to say learners who chose to major in English at university seems to have higher professional identity because they want that language and they tray in a way or in other to developed their profession to became effective teachers. Additionally, teachers who involves in more positive narratives probably has more educational positive experiences. In the case of embodiment the physical appearance of teachers can reflect the construction of their personalities and identities, that is, to say teachers in general should have a specific way of clothing. Other results revealed that engaging in dialogues and teaching discourse with their mates and expert teachers can help them to build a better and more experience professional identity. Other results obtained from the data have, also, indicated that metaphor reflected important changes in personal pedagogy and growth in understanding of professional identity. The participants in this study spontaneously provided statement of philosophies during the interview. This philosophies are modified and introduce into methods that help student explore their developing identity. The participants who depend on apprenticeships at the beginning of their career it may help them but at the same time it lead to the stagnation in their professional identity.

The results obtained indicated multiple similarities with regards to the participants' formation of their professional identity. However, these similarities were not striking. Certain differences were also show in terms of professional identity aspects. This might go back to the fact that the sample was not homogenous enough, as it contained participants from different universities; participants who was students at E.N.S. and those who was in general university course, age and background. The second explanation to these differences go back to the types of training programs.

TEACHER'S PROFESSIONAL IDENTITY

Conclusion

This chapter has mainly dealt with the practical part of the study. In accordance with the data obtained, the analysis of the narratives has revealed that forming or failing to form professional identity is central in the process of becoming an effective teachers. Furthermore, the data displayed multiple similarities among the participants' narratives in terms of their identity aspects, along with fewer differences

TEACHER'S PROFESSIONAL IDENTITY

Pedagogical Recommendation

The research that has been undertaken for this thesis has highlighted different point related to the topic in which further research would be beneficial. The following recommendations are offered for any future research:

☐ Syllabus designers, teachers educators, and decision makers should provide a special program for preparing future teachers.

☐ Decision makers should pay attention to the learners choices about what they want to major because it will effect on their future career

☐ Teachers should engage in dialogue with their mates and expert teachers to learn from them and developed their professional identity

☐ For a detailed understanding of the topic in hand future researchers should make use of another through research tools which are Arabic and French, interview in order to come up with more decisive and clear study results.

☐ For getting best results, learners should work with more than 5 teachers and asks them with more than 33 questions.

☐ Researchers has the right to change one of the variables in this theme and create new topic

• For better results, learners should make the interview more than one time.

• The term teacher's professional identity should be discusses in one chapter not in just one section.

TEACHER'S PROFESSIONAL IDENTITY

Limitations

- The lack of equipment

- The lack of teachers who graduated from the teacher training school.

- The lack of books and resources.

TEACHER'S PROFESSIONAL IDENTITY

General Conclusion

Forming a teaching identity is a long, complex, and multi-faceted process that starts a long time before getting a teaching job. In this regard, Alsup (2005) has proposed a framework for analyzing teachers' construction of their professional identity ,which established a causal relationship between teachers 'construction of professional identity especially in teachers preparation programs and teachers 'effectiveness. The present study aimed at investigating the potential differences between the processes of professional identity development in teacher training school programs and general university courses in Algeria using Alsup's framework .

 In order to design the practical part of the present study, the literature related to our topic was reviewed with a specific focus on Alsup's framework .While chapter one reviewed the linguistic situation in Algeria with specific reference to the changes that occurred in the Algerian education system and the teacher training programs, chapter two discussed the literature related to teacher professional identity construction in relation to the framework in question.

 In order to achieve the aims of the present study, an interview was designed and implemented to a sample of five university teachers of English at the university of Mohammed sedik ben yahia in Jijel, two teachers were students at teacher training school whereas the other three graduated from a general university course.

 The analysis of the elicited narratives showed the existence of a number of essential differences in the process of professional identity construction between those who attended a teachers training course and those who attended a general university course.

TEACHER'S PROFESSIONAL IDENTITY

References

Alsup, J. (2006). Teacher identity discourses: Negotiating personal and professional spaces. Routledge

Aidi, W. (2016). *Crise financière et dynamique du processus de libéralisation financière: incohérence temporelle et identification de l'effet seuil*. Canadian Journal of Development Studies/Revue canadienne d'études du développement, 37(2), 197-216.

Anderson, E., & Weitz, B. (1989). *Determinants of continuity in conventional industrial channel dyads*. Marketing science, 8(4), 310-323.

Arabski, J., & Wojtaszek, A. (Eds.). (2011). *Aspects of culture in second language acquisition and foreign language learning. Springer Science & Business Media.*

Atkinson, A. B., Piketty, T., & Saez, E. (2011). *Top incomes in the long run of history*. Journal of economic literature, 49(1), 3-71

Bakhtin, M. M. (1981). *Epic and novel. The dialogic imagination*, 3-40.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). *Reconsidering research on teachers' professional identity. Teaching and teacher education*, 20(2), 107-128.

Benrabah, M. (2005). *The language planning situation in Algeria. Current Issues in Language Planning*, 6(4), 379-502.

Benrabah, M. (2007). *Language-in-education planning in Algeria: Historical development and current issues. Language Policy*, 6(2), 225.

TEACHER'S PROFESSIONAL IDENTITY

Benrabah, M. (1999). *Langue et pouvoir en Algérie.*

Bennoune, M. (2000). *Education, culture et développement en Algérie: bilan & perspectives du système educatif: étude des modèles Allemagne, Amérique, Japon* (Vol. 2). Marinoor-Enag.

Block, D. (2007). *The rise of identity in SLA research, post*. The Modern language journal, 91(s1), 863-876.

Burns, A. (2009). *Doing action research in English language teaching*: A guide for practitioners. Routledge.

Brown, H. D., & Lee, H. (1994). *Teaching by principles: An interactive approach to language p pedagogy* (Vol. 1, p. 994). Englewood Cliffs, NJ: Prentice Hall Regents.

Byram, M., & Esarte-Sarries, V. (1991). *Investigating cultural studies in foreign language teaching: A book for teachers* (No. 62). Multilingual Matters Limited.

Benais-Pont, G., Punn, A., Flores-Maldonado, C., Eckert, J., Raposo, G., Fleming, T. P., ... & Matter, K. (2003). *Identification of a tight junction–associated guanine nucleotide exchange factor that activates Rho and regulates paracellular permeability. The Journal of cell biology*, 160(5), 729-740.

Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford University Press.

TEACHER'S PROFESSIONAL IDENTITY

Clarke, R. K. Anderson, M., Gorley, R. N., (2008). *Permanova+ for Primer: Guide to Software and Statisticl Methods*. Primer-E Limited.

Cross Jr, W. E. (1995). *The psychology of Nigrescence: Revising the Cross model*.

Chebchoub, Z. (1985). *A sociolinguistic study of the use of Arabic and French in Algiers*.

Cook, G. C., & Al-Torki, M. T. (1975). *High intestinal lactase concentrations in adult Arbs in Saudi Arabia*. Br Med J, 3(5976), 135-136.

Cook, G., & Seidlhofer, B. (1995). *An applied linguist in principle and practice. Principle and practice in applied linguistics*, 1-26.

Colonna, F. (1975). *Les instituteurs algeriens*.

Corder, S. P., & Roulet, E. (Eds.). (1977). *The Notions of Simplification, Interlanguages andi Pidgins and Their Relation to Second Language Pedagogy: Actes Du 5ème Colloque de Linguistique Appliquée de Neuchâtel*, 20-22 Mai 1976 (Vol. 35). Université, Faculté des lettres.

Dörnyei, Z. (2001). Motivation strategies in the language classroom. Ernst Klett Sprachen.

Davies, B., & Harré, R. (1990). *Positioning: The discursive production of selves*. Journal for the theory of social behaviour, 20(1), 43-63.

DJOUIMA, L. (2016). *Evaluation of Students' Needs in the Teaching Methodology English Language TeacherTraining Curriculum in Algeria. Revue Sciences Humaines*, (45), 43-62.

TEACHER'S PROFESSIONAL IDENTITY

Diller, W. F. (1985). *Pathogenesis of phosgene poisoning. Toxicology and industrial health*, 1(2), 7-15.

Dalby, K. N., Morrice, N., Caudwell, F. B., Avruch, J., & Cohen, P. (1998). *Identification of regulatory phosphorylation sites in mitogen-activated protein kinase (MAPK)-activated protein kinase-1a/p90 rsk that are inducible by MAPK*. Journal of Biological Chemistry, 273(3), 1496-1505.

Dolby, A. S., & Grubb Jr, T. C. (1998). *Benefits to satellite members in mixed-species foraging groups: an experimental analysis*. Animal Behaviour, 56(2), 501-509.
El Aissati, A. (1993). *Berber in Morocco and Algeria: Revival or decay*. AILA Review, 10, 88-109.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Ellis, R. (1997). *SLA Research and Language Teaching*. Oxford University Press, 198 Madison Avenue, New York, NY 10016-4314.

Ferroukhi, Y. Expositions individuelles (Alger 1992, 1994, 2005); Exposition collective (Alger 1993). Bibliographie: Le Matin 15/9/1994; El Moudjahid 19/9/1994; *Les artistes algériens. Dictionnaire biographique de Mansour Abrous* (pp. 1844-2008). Liberté 24/8/2005.

Gauthier, C., & Tardif, M. (1996). *La Pédagogie Théories Et Pratiques de l'Antiquité À Nos Jours*.

Galtier, N., Gouy, M., & Gautier, C. (1996). *SEAVIEW and PHYLO_WIN: two graphic tools for sequence alignment and molecular phylogeny. Bioinformatics*, 12(6), 543-548.

Gee, J. P. (2000). Chapter 3: *Identity as an analytic lens for research in education. Review of research in education*, 25(1), 99-125.

Ghirardi, G. C. (1987). Ghirardi, GC, A. Rimini, and T. Weber, 1987, Phys. Rev. D 36, 3287. Phys. Rev. D, 36, 3287.

Gordon, A. M., Huxley, A. F., & Julian, F. J. (1966). *The variation in isometric tension with sarcomere length in vertebrate muscle fibres*. The Journal of physiology, 184(1), 170-192.

Grave, B., McCullough, M., & Wiesenfeld, D. (2009). *Orofacial granulomatosis–a 20-year review*. Oral diseases, 15(1), 46-51.

Gass, S. (2008). Larry Selinker. *Second language acquisition: an introductory course*, 309.

Hill, L. A., & Dobbyn, M. (1979). *A Teacher Training Course for Teacher of EFL*: A Lecturer's Book. Cassell.

Hamer, L. O. (2001). Us versus them: *oppositional brand loyalty and the cola wars*. ACR North American Advances.

Howard, S. T., Rhoades, E., Recht, J., Pang, X., Alsup, A., Kolter, R., ... & Byrd, T. F. (2006). *Spontaneous reversion of Mycobacterium abscessus from a smooth to a rough morphotype is associated with reduced expression of glycopeptidolipid and reacquisition of an invasive phenotype. Microbiology*, 152(6), 1581-1590.

Hetzron, R. (1987). Hebrew. *The world's major languages*, 686-704.

Heggoy, A. A. (1984). *The Military in imperial history: the french connection* (Vol. 192). Scholarly Title.

TEACHER'S PROFESSIONAL IDENTITY

Huhtala, A., & Lehti-Eklund, H. (2010). *Writing a new self in the third place: language students and identity formation*. Pedagogy, Culture & Society, 18(3), 273-288.

http:// Education-state university.com//

Kramsch, C. J. (1998). *The privilege of the intercultural speaker*.

Kay, S. R., Fiszbein, A., & Opfer, L. A. (1987). *The positive and negative syndrome scale (PANSS) for schizophrenia. Schizophrenia bulletin*, 13(2), 261.

Kramsch, C., & Widdowson, H. G. (1998). *Language and culture*. Oxford university press.

Le Ha, P. (2008). *Teaching English as an international language: Identity, resistance and negotiation.* Multilingual Matters.

Laroussi, F. (1997). *Plurilinguisme et identités au Maghreb* (Vol. 233). Publication Univ Rouen Havre.

Lave, J., Wenger, E., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation* (Vol. 521423740). Cambridge: Cambridge university press.

Mallem, N., Djouima, M., Ababsa, A., Malek, R., & Khalfa, S. (2011). P76-*Place de l'auto surveillance glycémique et les outils d'interprétation sur l'équilibre du diabčte type 2 non insulinotraité*. Diabetes & Metabolism, 37(1), A53.

Morsy, M. (1984). North Africa, 1800-1900: *a survey from the Nile Valley to the Atlantic. Addison-Wesley Longman Ltd.*

McDonald, M., Dougall, A., Holt, D., Huygens, F., Oppedisano, F., Giffard, P. M., ... & Currie, B. J. (2006). *Use of a single-nucleotide polymorphism genotyping system to demonstrate the*

unique epidemiology of methicillin-resistant Staphylococcus aureus in remote aboriginal communities. Journal of clinical microbiology, 44(10), 3720-3727.

McKinney, C., & Norton, B. (2011). *An identity approach to second language acquisition. In Alternative approaches to second language acquisition* (pp. 85-106). Routledge.

Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). *An integrative model of organizational trust*. Academy of management review, 20(3), 709-734.

Murdoch, I. (1994). *Metaphysics as a Guide to Morals*. Penguin.

Mena Marcos, J. J., Sánchez, E., & Tillema, H. (2008). Teachers reflecting on their work: Articulating what is said about what is done. Teachers and Teaching: theory and practice, 14(2), 95-114.

Miller, C. R. (1994). *The cultural basis of genre. In Genre and the new rhetoric*.

Menard-Warwick, J. (2007). *Biliteracy and schooling in an extended‑family Nicaraguan immigrant household: The sociohistorical construction of parental involvement*. Anthropology & education quarterly, 38(2), 119-137.

Norton, B. (1997). *Language, identity, and the ownership of English. TESOL quarterly*, 31(3), 409-429.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Editorial Dunken.

Norton, B. (2013). *Identity and language learning: Extending the conversation*.   Multilingual matters

TEACHER'S PROFESSIONAL IDENTITY

Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. Language

teaching, 44(4), 412-446.

Richards, J. C. (1998). *Beyond training: Perspectives on language teacher education.* Cambridge

University Press

Turin, Y. (1971). *Affrontements culturels dans l'Algérie coloniale.*

Troike, M. S. (2006). *Introducing second language acquisition*. Cambridge University Press.

Vigilant, L., Pennington, R., Harpending, H., Kocher, T. D., & Wilson, A. C. (1989).

Mitochondrial DNA sequences in single hairs from a southern African population.

proceedings of the National Academy of Sciences, 86(23), 9350-9354.

Wojtaszek, M., Tombros, N., Caretta, A., Van Loosdrecht, P. H. M., & Van Wees, B. J. (2011*). A

road to hydrogenating graphene by a reactive ion etching plasma. Journal of Applied

Physics*, 110(6), 063715.

TEACHER'S PROFESSIONAL IDENTITY

Appendices

TEACHER'S PROFESSIONAL IDENTITY

<div align="center">

Appendix A

Participants' Interview

General questions about the participant's status

</div>

Dear Madam,

We are conducting a study of the role of identity in teachers' professional development as part of the requirements of a master degree in applied linguistics. We would be grateful if you could help us by providing sincere answers to the questions of this interview, and we ensure you that your responses will remain anonymous and used only for the purposes of the present study.

1. Could you tell us a bit more about yourself and your family background?

2. Do you think that there are certain fixed qualities and personality traits that any teacher should have in order to succeed in his profession?

3. Would you please, choose among the following, the most important three traits that a teacher should have in order to succeed in his profession?

A. responsible   b. inquisitive   c. strict   d. wish to learn   d. open   E. creative f. kind g. patient   h. helpful   l. ambitious   m. persistent

 N. communicative o. understanding

4. Could you please tell us your personal story that have led you to choose to major in English at the university?

5. Have you been conscious right from the beginning that, by choosing to major in English at the university, you have also chosen to become a teacher of this language?

TEACHER'S PROFESSIONAL IDENTITY

6. Was teaching your first choice for a career?

7. Can you remember exactly the moment or the period in your education when you decided to become a teacher?

8. Can you remember exactly the moment or the period in your education when you decided to become a teacher of English?

9. Has anyone in your family worked as a teacher?

10. If "yes", have you ever heard him or her talking about the everyday-life issues of the profession before choosing to become a teacher yourself?

11. Has any one of your former teacher inspired you to make this choice?

12. Could you describe, at least, one of your teachers whom you consider to be a role model for you?

13. Once you have started teaching, how often have you found yourself imitating a former teacher or colleague?

14. Do you think that teachers, in general, and teachers of English , in particular , should have certain body posture and /or way of dressing that is appropriate to their job?

15. Once you have obtained your job, did you feel the need to change your way of clothing and or body posture so as to conform to the social standards in this regard?

16. Do you think that people in the street can identify a teacher on the basis only of their appearance?

17. Do you have any personal anecdotes where you have been identified as a teacher by

TEACHER'S PROFESSIONAL IDENTITY

strangers?

18. Was observing real classrooms part of your training as a teacher?

19. Once you have become a teacher, have you tried to imitate any one of those teachers whom you have observed?

20. Do you think that imitating successful teachers is helpful for novice teachers?

21. When you were a student did you have the habit of engaging in dialogue with your mates and colleagues about your expectations, philosophies, feelings and worries concerning your future profession as a teacher?

22. If "yes", to what extent have these discussions contributed to the maturation of your views about teaching?

23. Do you still frequently discuss these issues with your colleagues?

24. Do you have a personal philosophy about the method and goal of teaching which are, more or less, different from those of your colleagues?

25. If "yes", have you ever attempted to express this philosophy in the written form?

26. Do you consider yourself to be a good model for your students?

27. Are there any obstacles that you feel are hindering your professional development?

28. After many years of experience as a teacher, do you feel that you have made the right choice by becoming a teacher?

29. Would you be happy if other family members choose the teacher profession in the future?

TEACHER'S PROFESSIONAL IDENTITY

30. For you, Teaching is like……………………………………………………

(Would you please give us the best metaphor to describe the teaching profession, according to you)

31. Have you had any teaching experience before starting to teach at the university?

32. If "yes", to what extent have you found teaching at the university to be different from teaching at other levels?

33. Do you have any comments to add about the issues that have evoked during this interview?

Thank you very much indeed for your cooperation.

TEACHER'S PROFESSIONAL IDENTITY

Teachers' Narratives

Transcription Conventions

- ☐ **X**, **X1**, **X2**, **X3** indicate the participant's name, and/or any other unidentified person

- ☐ **Teacher B**: a teacher who was present during one of the interviews

- ☐ A slash / shows the end of a chunk of talk

- ☐ A hyphen- illustrates an incomplete word or utterance

- ☐ A question mark **?** indicates a question intonation

- ☐ **(.)** indicates a short pause in a chunk talk

- ☐ **…** indicates the speaker's willingness to talk more

- ☐ A square bracket at the beginning of a word indicates an **[**interruption

- ☐ Double brackets around a word show that there is **((**doubt about the transcription**))**

- ☐ < phrases or words> in angled brackets is an additional comment by the transcriber

- ☐ WORDS in CAPITAL letters are spoken with extra emphasis

TEACHER'S PROFESSIONAL IDENTITY

Participant 01

General questions about the participant's status

Could you tell us a bit more about yourself and your family background?

Participant 01: What do you mean? My personal life?

Interviewer 01: General background, social status: family, friends, childhood residence Vs school location.

Participant 01: I am 35 years old I am from Jijel, I used to live in Bejaya and I studied there… I graduated from E.N.S. of Constantine. I taught English for 3 years in high school. My father was a headmaster and inspector of English, my mother was a teacher. I grow up in teaching family most of my family members are teachers. And I am currently working on my PHD(.) I married and have 4 children my husband is a teacher of Arabic. That's all and I am a teacher at this university now.

Do you think that there are certain fixed qualities and personality traits that any teacher should have in order to succeed in his profession?

Participant 01: yes, (.) a teacher needs to be modest, serious, punctual teachers also need to care about their students to show some kind of humor, with their students/

Teacher B: May be to be Strict some time/

Would you please, choose among the following, the most important three traits that a teacher should have in order to succeed in his profession?

Responsible   b. inquisitive   c. strict   d. wish to learn   d. open   e. creative f. kind   g.

TEACHER'S PROFESSIONAL IDENTITY

patient   h. helpful   l. ambitious   m. persistent   n. communicative o. understanding

Participant 01: Responsible yes, strict may be some time, creative of course, kind…….

Interviewer 01: Only three traits the most important for you

Participant 01: okay. So, 1-Strict, 1-Responsible 3- Communicative/

.Could you please tell us your personal story that have led you to choose to major in English at the university?

Participant 01: What do mean?

Interviewer 01: We mean why you choose to study English if there is special reasons behind your choice

Participant 01: (.) From the time I was very young I loved foreign languages French, English specifically ENGLISH then after passing my BAC exam in fact I did not choose to study English I was supposed to study architecture but after thinking for a long period of time I decided to go to the teacher training school and because English was my best foreign language (.) I did well in the school I was studding seriously, participating in all modules than I become a teacher of higher school and then finishing my magister study and I am here at the university/

Have you been conscious right from the beginning that, by choosing to major in English at the university, you have also chosen to become a teacher of this language?

Participant 01: For sure, because this go together/

Was teaching your first choice for a career?

Participant 01: As a career? No I did not want to be a teacher/

TEACHER'S PROFESSIONAL IDENTITY

Can you remember exactly the moment or the period in your education when you decided to become a teacher?

Participant 01: Frankly speaking, I didn't attempt to become a teacher(.) but, because I love English and also because that place where I studied English at university was meant for preparing future teacher for higher school…So, I become a teacher/

Can you remember exactly the moment or the period in your education when you decided to become a teacher of English?

Participant 01: It is the same question/

Interviewer 01: No, the first to be a teacher in general and this to be an English teacher/

Participant 01: Okay, It is the same answer of the question before/

Has anyone in your family worked as a teacher?

Participant 01: Do you mean in the past or now?

Interviewer 01: In the past.

Participant 01: Let me think (.)My father, my mother my sisters, my brothers and all my aunts....

If "yes", have you ever heard him or her talking about the everyday-life issues of the profession before choosing to become a teacher yourself?

Participant 01: always, I heard theme talking about the everyday-life issues of their profession.

Has any one of your former teachers inspired you to make this choice?

TEACHER'S PROFESSIONAL IDENTITY

Participant 01: Teachers of university or any teachers

Interviewer 01: No, any teacher you think that he or she effect you to take this choice.

Participant 01: In fact there a teacher of English in the middle school when I used to live in Bejaya. I used to have a teacher I am sure I will not find any one just like him.

Could you describe, at least, one of your teachers whom you consider to be a role model for you?

Participant 01: that teacher I am talking about was very funny, he used to use a lot of humor at the same time he was very serious.

Once you have started teaching, how often have you found yourself imitating a former teacher or colleague?

Participant 01: No never I did not imitated any teacher.

Do you think that teachers, in general, and teachers of English, in particular, should have certain body posture and /or way of dressing that is appropriate to their job?

Participant 01: No, all the teachers need to be well dressing but not specifically those of English.

Once you have obtained your job, did you feel the need to change your way of clothing and or body posture so as to conform to the social standards in this regard?

Participant 01: No at all, I did not change any things in my way of dressing.

Do you think that people in the street can identify a teacher on the basis only of their appearance?

Participant 01: No. I do not think so.

TEACHER'S PROFESSIONAL IDENTITY

Do you have any personal anecdotes where you have been identified as a teacher by strangers?

Participant 01: Yes, one day when I was going back home I was carrying my school bag, so, some people in the bas asked me if I am a teacher.

Was observing real classrooms part of your training as a teacher?

Participant 01: Yes, we use to spend one year observing, one terms observing and the remains terms teaching.

Once you have become a teacher, have you tried to imitate any one of those teachers whom you have observed?

Participant 01: No I did not.

Do you think that imitating successful teachers is helpful for novice teachers?

 Participant 01: Yes, but I didn't do it.

When you were a student did you have the habit of engaging in dialogue with your mates and colleagues about your expectations, philosophies, feelings and worries concerning your future profession as a teacher?

Participant 01: No.

If "yes", to what extent have these discussions contributed to the maturation of your views about teaching?

 Do you still frequently discuss these issues with your colleagues?

 (The participant did not answered the second question because she didn't give an answers to the

TEACHER'S PROFESSIONAL IDENTITY

question before.)

Do you have a personal philosophy about the method and goal of teaching which are, more or less, different from those of your colleagues?

participant 01: being different from those of my colleagues I do not know but, personal philosophy which is the following I do aimed to transmit the knowledge I suppose give my students.

If "yes", have you ever attempted to express this philosophy in the written form?

Participant 01: No.

Do you consider yourself to be a good model for your students?

Participant 01: No.

Are there any obstacles that you feel are hindering your professional development?

Participant 01: No, there are no obstacles.

After many years of experience as a teacher, do you feel that you have made the right choice by becoming a teacher?

Participant 01: Yes, I made the right choice by becoming a teacher

Would you be happy if other family members choose the teacher profession in the future?

Participant 01: If convincing to their choice.

For you, Teaching is like

TEACHER'S PROFESSIONAL IDENTITY

Would you please give us the best metaphor to describe the teaching profession, according to you.

Participant 01: A metaphor, okay let me think (.) I do not have any metaphor skip this question.

Have you had any teaching experience before starting to teach at the university?

Participant 01: Yes, in secondary school, I used to be a teacher there.

.If "yes", to what extent have you found teaching at the university to be different from teaching at other levels?

Participant 01: It is much better, easier and more interesting.

.Do you have any comments to add about the issues that have evoked during this interview?

Participant 01: Nothing special.

Thank you very much indeed for your cooperation.

TEACHER'S PROFESSIONAL IDENTITY

<div align="center">

Participant 02

</div>

General questions about the participant's status

□   Could you tell us a bit more about yourself and your family background?

Participant 02: (.) Am 31 years old, I come from large family, I am the daughter of farmer, my mother is a house wife. I'm a teacher of English, I was teaching and studying at the same time it was not easy, I was teaching for 3 in high school. I started teaching TEFL at university. After my graduation from E.N.S of constantine I pass my magister exam. (.) I got married four years ago, my husband also is a teacher of Arabic/

□   Do you think there are certain fixed qualities and personality traits that any teacher should have in order to succeed in his profession?

Participant 02: well (.) no, there are some fixed traits a teacher should have; to be knowledgeable, serious, punctual,………teachers should have a strong personality, creative, should know how to communicate with his students, and teachers should like their job/

□   Would you please, choose among the following, the most important three traits that a teacher should have in order to succeed in his profession?

a. responsible   b. inquisitive   c. strict   d. wish to learn   d. open   e. creative f. kind   g. patient   h. helpful   l. ambitious   m. persistent   n. communicative o. understanding

Participant 02: among the following, the most important three traits that a teacher should have in order to succeed in his profession are:

1-Responsible

TEACHER'S PROFESSIONAL IDENTITY

2-wish to learn

3- creative

☐ Could you please tell us your personal story that have led you to choose to major in English at the university?

Participant 02: well, the reasons that led me to major in English?

Interviewer 01: yes, if you have a special and personal story/

Participant 02: It was not really my first choose to major English at the university (.) i studied a scientific branch at the secondary school, so i wished to achieved my parent wish to be a doctor but, i did not get the average in the BAC exam then, i was supposed to study ST at the university after, i had the chance to choose another field. I remember that my teacher of English encourage me to study English and tells me about the teacher training school so, i joined the ENS and i studied English for five years and i graduated and get my diploma. Even if English was not my choice i am happy for being an English teacher/

☐ Have you been conscious right from the beginning that, by choosing to major in English at the university, you have also chosen to become a teacher of this language?

Participant 02: : of course, it is obvious that by choosing to major English at the training school that am going to be a teacher of English/

☐ Was teaching your first choice for a career**?**

Participant 02: I think that I mentioned that before.

Interviewer 01: yes, you just mentioned in your story but, here it is a direct question.

TEACHER'S PROFESSIONAL IDENTITY

Participant 02: ok, I understand you/

Participant 02: no, it was not my first choice but, with years in E.N.S. I started to like this job because I believed that I have the right qualities.

- ☐ Can you remember exactly the moment or the period in your education when you decided to become a teacher?

Participant 02: after the BAC exam the moment when I registered in EN.S.

- ☐ . Can you remember exactly the moment or the period in your education when you decided to become a teacher of English?

Participant 02: the same answer of the previous question.

Interviewer 01: but, the previous one is about being a teacher in general but, this question about being a teacher of English/

Participant 02: At the same period when i joined the teacher training school.

- ☐ Has anyone in your family worked as a teacher?

Participant 02: yes, my cousin.

- ☐ If "yes", have you ever heard him or her talking about the everyday-life issues of the profession before choosing to become a teacher yourself?

Participant 02: well, we were living together my cousin was a teacher of secondary school, I heard him talking about problems and experiences but, he didn't effect on me.

- ☐ Has any one of your former teachers inspired you to make this choice?

TEACHER'S PROFESSIONAL IDENTITY

Participant 02: yes**,** my teacher of English at the secondary school.

☐ Could you describe, at least, one of your teachers whom you consider to be a role model for you?

Participant 02: a role model…

Interviewer 01: yes

Participant 02: well, I have a lot of teachers whom I consider to be a role model for me, but there is a special one she was my teacher at university who has a real impact on me to be a teacher. she, was strict and serious. in addition to this all student like here personality.

☐ Once you have started teaching, how often have you found yourself imitating a former teacher or colleague?

Participant 02: I don't think that i imitated any one i have my one personality.

☐ Do you think that teachers, in general, and teachers of English, in particular, should have certain body posture and /or way of dressing that is appropriate to their job?

Participant 02: Could you just explain your idea.

Interviewer 01: I mean, do you think that teachers, in general, and teachers of English, in particular have a special way of wearing clothes than the others workers.

Participant 02: I don't think that a teacher should have certain body posture or way of dressing that is appropriate to their job. for me a teacher of English is the same as a teacher of French or Arabic.

☐ Once you have obtained your job, did you feel the need to change your way of clothing

and or body posture so as to conform to the social standards in this regard?

Participant 02: I do not think that once you became a teacher you have to change your way of dressing. For me I still wear in the same way.

☐ Do you think that people in the street can identify a teacher on the basis only of their appearance?

Participant 02: no, I don't think that in the street can identify a teacher.

☐ Do you have any personal anecdotes where you have been identified as a teacher by strangers?

Participant 02: let me remember…

Interviewer 02: ok, take your time.

Participant 02: no, i do not have any anecdotes.

☐ Was observing real classrooms part of your training as a teacher?

Participant 02: of course, it was a part of my training in ENS because in my fourth years I go to real schools we seat on the back of the classroom than i observe real classroom as a part of my training.

☐ Once you have become a teacher, have you tried to imitate any one of those teachers whom you have observed?

Participant 02: (.) no not really i learned some things when i observed but i did not imitate them , for instance i learned from an old lady, she was a humor with here student i learned that from here.

TEACHER'S PROFESSIONAL IDENTITY

☐ Do you think that imitating successful teachers is helpful for novice teachers?

Participant 02: yes imitating successful teachers is helpful for novice teachers…

☐ When you were a student did you have the habit of engaging in dialogue with your mates and colleagues about your expectations, philosophies, feelings and worries concerning your future profession as a teacher?

Participant 02: yes of course, we use to speak a lot about our future career as teachers.

☐ If "yes", to what extent have these discussions contributed to the maturation of your views about teaching?

Participant 02: somehow we were just students (.) it was not really contributed to the maturation of my views about teaching.

☐ Do you still frequently discuss these issues with your colleagues?

Participant 02: yes of course, from time to time we discuss the problems that we face as teachers. You know that we should discuss such things.

☐ Do you have a personal philosophy about the method and goal of teaching which are, more or less, different from those of your colleagues?

Participant 02: I think that each teacher has his own method which related to his philosophy and understanding . As a teacher of grammar I teach grammar rules, tenses my goal is to enable my student to speak accurately.

☐ If "yes", have you ever attempted to express this philosophy in the written form?

Participant 02: no, I never try to write something about my philosophy.

TEACHER'S PROFESSIONAL IDENTITY

☐ Do you consider yourself to be a good model for your students?

Participant 02: let me ask you, can you judge yourself?

Interviewer 01: (.) no, I can't.

Participant 02: so, it is the same with me, I can't judge myself my student judge me.

☐ Are there any obstacles that you feel are hindering your professional development?

Participant 02: I think yes there are some obstacles that I feel are hindering my professional development for instance; we don't have enough resources and book in the library and the lack of equipment.

After many years of experience as a teacher, do you feel that you have made the right choice by becoming a teacher**?**

Participant 02: of course I made the right decision by becoming a teacher.

☐ Would you be happy if other family members choose the teacher profession in the future?

Participant 02: yes why not teaching is a good job especially for women.

☐ For you, Teaching is like**…………………………………………………**

(Would you please give us the best metaphor to describe the teaching profession, according to you)

Participant O2: well, it is a difficult question and I never ask myself that question.

Interviewer 01: I am interesting to know the answer**.**

TEACHER'S PROFESSIONAL IDENTITY

Participant 02: for me the best metaphor is to describe teaching as cooking. when you cook you brings every things that you need, after cooking if your cook will be delicious it means that you succeed in your recipe, if not the recipe failed, so you tray and try again until you will succeed, like teaching when your students succeed it means that you are doing your best, if not it will be a big problem, the teacher in this case try to solve that problem in order to make his students succeed/

☐ Have you had any teaching experience before starting to teach at the university?

Participant 02: yes, i teach for three years at the secondary school.

☐ If "yes", to what extent have you found teaching at the university to be different from teaching at other levels?

Participant 02: In the sense of teaching is the same what is different are the conditions, the working hours in addition to this university students are more matured then those in the secondary school.

☐ Do you have any comments to add about the issues that have evoked during this interview?

Participant 02: I don't have any comments to add about this issues.

Thank you very much indeed for your cooperation.

TEACHER'S PROFESSIONAL IDENTITY

Participant 03

General questions about the participant's status

☐ Could you tell us a bit more about yourself and your family background?

Participant 03: my name is X, am 27 years old, I have been an English teacher at the university of Tassoust for 2 year. I graduated from the same university. i have a large family, which is a mixture between boys and girls. I was an excellent student during my educational career.

☐ Do you think that there are certain fixed qualities and personality traits that any teacher should have in order to succeed in his profession?.

Participant 03: : In fact exactly, somehow teacher must be professional, academic, kind and open minded, that is to say to know how to deal with all the background of the students.

☐ Would you please, choose among the following, the most important three traits that a teacher should have in order to succeed in his profession?

Participant 03: ok let me read all of them first.

Interviewer 01: ok

Participant 03: 1-Open

2- Responsible

3- Strict

☐ Could you please tell us your personal story that has led you to choose to major in English

at the university?

Participant 03: in fact there is no personal story behind my choose except the average suites the specialty in addition to this i like English that's all.

☐ Have you been conscious right from the beginning that, by choosing to major in English at the university, you have also chosen to become a teacher of this language?

Participant 03: of course, I have.

☐ Was teaching your first choice for a career?

Participant 03: yes, of course it was.

☐ Can you remember exactly the moment or the period in your education when you decided to become a teacher?

Participant 03: when I was in middle school I was thinking of being a teacher, that is to say, I would pass my BAC exam to choose English, that is to choose studying English at university than to be a teacher of English.

☐ Can you remember exactly the moment or the period in your education when you decided to become a teacher of English?

Participant 03: The same period that is, to say in the middle school.

Has anyone in your family worked as a teacher?

Participant 03: yes, i do have.

☐ If "yes", have you ever heard him or her talking about the everyday-life issues of the

profession before choosing to become a teacher yourself?

Participant 03: yes of course, like problems how to deal with student differences and the different background.

☐ Has any one of your former teacher inspired you to make this choice?

Participant 03: not exactly, my be teacher of oral expression inspired me to do the same job, that is to say to be a teacher of oral expression.

☐ Could you describe, at least, one of your teachers whom you consider to be a role model for you?

Participant 03: : maybe one of the teachers who have inspired me Mr x, who was teaching at the university of tassosst, he was to ambitious that is to say, very patient with his student, his method of teaching totally perfect; he try to bring something totally original and new like games in order to not get bored of the lessons.

☐ Once you have started teaching, how often have you found yourself imitating a former teacher or colleague?

Participant 03: (.) well to be honest let's give a percentage 45% especially in the accent, trying to imitate the teacher Mr X1 because I am impressed by his accent especially the British one. I all the time face my mirror and try to speak English as he did.

☐ Do you think that teachers, in general, and teachers of English, in particular, should have certain body posture and /or way of dressing that is appropriate to their job?

Participant 03: for me, I think so because it gives you identity that is to say, your physical

appearance it shows the different between a teacher and other worker.

- ☐ Once you have obtained your job, did you feel the need to change your way of clothing and or body posture so as to conform to the social standards in this regard?

Participant 03: to a certain extent yes, but not a huge extant I was dressing like that before but with some modifications because now I' am with the title of a teacher.

- ☐ Do you think that people in the street can identify a teacher on the basis only of their appearance?

Participant 03: well in the street maybe, when you carry a school bag maybe shows them from your appearance that you are a teacher. Sometimes we can't differentiate between a teacher and a normal person in the street…that is, to say nowadays maybe we can found some company workers and students also carry bags.

- ☐ Do you have any personal anecdotes where you have been identified as a teacher by strangers?

Participant 03: let me remember…personal anecdotes.

Interviewer 01: oh you seem that you have one.

Participant 03: yes may be through the use of English outside the academic setting this lead them to identify me as a teacher.

- ☐ Was observing real classrooms part of your training as a teacher?

Participant 03: in fact no, that is to say directly conducted with the profession without any advance training.

TEACHER'S PROFESSIONAL IDENTITY

☐ Once you have become a teacher, have you tried to imitate any one of those teachers whom you have observed?

Participant 03: no, i did not imitate any one.

☐ Do you think that imitating successful teachers is helpful for novice teachers?

Participant 03: yes, that is to say, to guide you, to draw your path .first it will be the imitation the next step you will create your own way of teaching and your identity.

☐ When you were a student did you have the habit of engaging in dialogue with your mates and colleagues about your expectations, philosophies, feelings and worries concerning your future profession as a teacher?

Participant 01: somehow not huge extent, just sharing some details about the situation of teaching but not the expectation of being a teacher.

☐ If "yes", to what extent have these discussions contributed to the maturation of your views about teaching?

Participant 03: (she can't answer that question because she answer previously in the relation question by no)/

☐ Do you still frequently discuss these issues with your colleagues?

Participant 03: (can't answer that question because she answer previously in the relation question by no)/

☐ Do you have a personal philosophy about the method and goal of teaching which are, more or less, different from those of your colleagues?

TEACHER'S PROFESSIONAL IDENTITY

Participant 03: no, we are using the general method the general philosophy and method that is well common among the teachers.

- ☐ If "yes", have you ever attempted to express this philosophy in the written form?

Participant 03: no, I had never attempted to express this philosophy in the written form.

- ☐ Do you consider yourself to be a good model for your students?

Participant 03: to be a model is not easy, maybe a semi model but not yet a model.

Interviewer 01: why not (interruption)

Participant 03: am still new teacher and am in the beginning of my teaching career, I don't have a lot of experiences for that I can't judge myself or conceder myself as a good model for my students/

- ☐ Are there any obstacles that you feel are hindering your professional development?

Participant 03: of course, the students themselves are obstacles, they are different in terms of their levels, the problem is that student are demotivated, lack of equipment that help us in teaching.

- ☐ After many years of experience as a teacher, do you feel that you have made the right choice by becoming a teacher?

Participant 03: yes it is the right choice in term of the job Itself to be a teacher.

- ☐ Would you be happy if other family members choose the teacher profession in the future?

Participant 03: yes why not.

TEACHER'S PROFESSIONAL IDENTITY

☐ For you, Teaching is like…………………………………………………

☐ (Would you please give us the best metaphor to describe the teaching profession, according to you)

Participant 03: for me there is no metaphor no specific expression to talk or to describe teaching, that is to say teaching is teaching.

Interviewer 02: could you explain you answer, please/

Participant 03: well, there is nothing to explained/

Have you had any teaching experience before starting to teach at the university?

Participant 03: just for four month in the privet school.

☐ If "yes", to what extent have you found teaching at the university to be different from teaching at other levels?

Participant 03: To a huge extent talking about not only the levels starting from the background to the levels/

☐ Do you have any comments to add about the issues that have evoked during this interview?

Participant 03: well, i like the idea that you are focusing on the traits of teachers, how a good teacher should be that is all. thank you very much indeed for your cooperation.

TEACHER'S PROFESSIONAL IDENTITY

Participant 04

General questions about the participant's status

Could you tell us a bit more about yourself and your family background?

Participant 04: General background.

Interviewer 01: Yes for example, about your family, friends, childhood residence Vs school location.

Participant 04: Okay (.) well my name is x, I am 30 years old, I am from Jijel I grow up in a small family I graduated from setif university, and I prepared my magister in the university of bijaya and at the current time I working on my PHD at the university of Algiers. Now I am an English teacher at Mohammed Sedik be Yahya University. English wasn't my first choice because I wanted to be a translator.

Do you think that there are certain fixed qualities and personality traits that any teacher should have in order to succeed in his profession?

Participant04: No, there is no fixed qualities and personality traits that a teacher should have, so teacher should have different traits for example, to have a good knowledge about the module, should have also the ability to manage his classroom what we called classroom management also a teacher should be confidant himself, creative, open minded and should have a good method that helps him to transmit message to his learners.

Would you please, choose among the following, the most important three traits that a teacher should have in order to succeed in his profession?

TEACHER'S PROFESSIONAL IDENTITY

Participant 04: among the following, the most important three traits that a teacher should have in order to succeed in his profession: Responsible, creative, open.

Could you please tell us your personal story that has led you to choose to major in English at the university?

Participant 04: I don't know I have always been facilitated by learning the English language so it was my favorer subject since was student at the primary school, it was my first choice to study English.

Have you been conscious right from the beginning that, by choosing to major in English at the University, you have also chosen to become a teacher of this language?

Participant 04: Yes of course, I have.

Was teaching your first choice for a career?

Participant 04: Not exactly, not the first one because I like also translation to translate from English to Arabic and from Arabic to English, teaching maybe was the second choice.

.Can you remember exactly the moment or the period in your education when you decided to become a teacher?

Participant 04: The exact moment I don't think so but, when I starting studied at the university I decided to become a teacher.

Can you remember exactly the moment or the period in your education when you decided to become a teacher of English?

Participant 04: The same answer I means at the same period when I decide to become a teacher.

TEACHER'S PROFESSIONAL IDENTITY

Has anyone in your family work worked as a teacher?

Participant 04: no, no one.

If "yes", have you ever heard him or her talking about the everyday-life issues of the profession before choosing to become a teacher yourself?

(The participant did not answered this question because she did not answered the previous question.)

Has any one of your former teachers inspired you to make this choice?

Participant 04: Yes, I remember a teacher name X2 he was teacher of English in the middle school.

.Could you describe, at least, one of your teachers whom you consider to be a role model for you?

Participant 04: (.) Here I can mention the name of a teacher that taught me English at the university of Sitif Mr X3, I consider him as a model because he had a great deal of knowledge, he used to facilitate as with his knowledge, his personality was strong and strict.

Once you have started teaching, how often have you found yourself imitating a former teacher or colleague?

Participant 04: I frankly found myself imitating Mr X2 the teacher who taught me at the University of Sitif.

Do you think that teachers, in general, and teachers of English, in particular, should have certain body posture and /or way of dressing that is appropriate to their job?

Participant 04: May be, the teacher can't wear for examples jeans or sport's clothes, he/she has

to wear classical clothes.

Once you have obtained your job, did you feel the need to change your way of clothing and or body posture so as to conform to the social standards in this regard?

Participant 04: Yes I do feel the need to change my way of dressing.

Do you think that people in the street can identify a teacher on the basis only of their appearance?

Participant 04: If he was carrying a school bag in his hand people can recognize him/her immediately.

Do you have any personal anecdotes where you have been identified as a teacher by strangers?

Participant 04: No, I do not have any personal anecdotes where I have been identified as a teacher by strangers.

Was observing real classrooms part of your training as a teacher?

Participant 04: What do you mean by this question?

Interviewer 01: We mean in your training program did you observed teacher teaching in real.

Participant 04: No, I used to ask my colleagues about how to manage a classroom, how to behave with student.

Once you have become a teacher, have you tried to imitate any one of those teachers whom you have observed?

Participant 04: No, I did not imitate any teacher.

Do you think that imitating successful teachers is helpful for novice teachers?

TEACHER'S PROFESSIONAL IDENTITY

Participant 04: Yes of course, not exactly imitating but try to learn from them.

When you were a student did you have the habit of engaging in dialogue with your mates and colleagues about your expectations, philosophies, feelings and worries concerning your future profession as a teacher?

Participant 04: Not exactly, because I have the intention to find another job rather than teaching for example in a company to work as translator.

.If "yes", to what extent have these discussions contributed to the maturation of your views about teaching?

.Do you still frequently discuss these issues with your colleagues?

(The participant did not answered, those question because she answered by "No" in the questions before.)

Do you have a personal philosophy about the method and goal of teaching which are, more or less, different from those of your colleagues?

Participant 04: The goal is the same, we have the same goal but, about the method it is different from one teacher to another some teachers give allot of information to their student. For me I give information but I try to make them depending themselves since that I always applied the learner central approach in which the learner is supposed to look for information so, it depend on the method applied by each teacher so the philosophy will be different.

.If "yes", have you ever attempted to express this philosophy in the written form?

Participant 04: In oral form not in written form.

TEACHER'S PROFESSIONAL IDENTITY

.Do you consider yourself to be a good model for your students?

Participant 04: This question should be answered by my student, because I can't judge myself.

.Are there any obstacles that you feel are hindering your professional development?

Participant 04: Yes, there are obstacles some of them the low level of student also the student do not really work hard in classroom, so the teacher will find difficulties to progress his/her profession also lack of equipment maybe the classrooms are not equipped the technologies that help in teaching.

After many years of experience as a teacher, do you feel that you have made the right choice by becoming a teacher?

Participant 04: Yes to some extent.

Would you be happy if other family members choose the teacher profession in the future?

Participant 04: Yes, I will be happy if other members of my family choose the teacher profession in the future.

For you, Teaching is like: would you please give us the best metaphor to describe the teaching profession, according to you

Participant 04: For me, teaching is learning, you are teaching so you are learning new thing

Have you had any teaching experience before starting to teach at the university?

Participant 04: No, I had not any teaching experience before starting to teach at the university.

If "yes", to what extent have you found teaching at the university to be different from teaching at

other levels?

(The participant didn't answered this question because she hadn't any teaching experience before.)

Do you have any comments to add about the issues that have evoked during this interview?

Participant 04: No comment

TEACHER'S PROFESSIONAL IDENTITY

Participant 05

General questions about the participant's status

☐ Could you tell us a bit more about yourself and your family background?

Participant 05: my name is X, I grow up in a large family, I' am the mid and the lovely child in my family, I spent a wonderful childhood. I have a wonderful sisters and a very good brothers. I have a great parent's whom they made me the person whom I am today, especially my father because he thought me a lot of things. Am a teacher of English at the university of Mohamed sedik ben yahya jijel. I was previously a teacher in high school/

☐ Do you think that there are certain fixed qualities and personality traits that any teacher should have in order to succeed in his profession?

Participant 05: what do you means exactly the qualities?

Interviewer 02: we mean the characteristic that should each teacher have/

Participant 05: yes, teachers should have certain fixed qualities and personality traits, i guess that teacher should be serious, given guide, and should facilitate the process of learning in order to be successful teacher.

☐ Would you please, choose among the following, the most important three traits that a teacher should have in order to succeed in his profession?

Participant 05: among the following, the most important three traits that a teacher should have in order to succeed in his profession:

1- Responsible

TEACHER'S PROFESSIONAL IDENTITY

2-Communicative 3-strict

- ☐ Could you please tell us your personal story that have led you to choose to major in English at the university?

Participant 05: (.)I was the kind of student who never stop studying all the time day and night, i remember well I loved my teacher those teachers have a good influence on me. What ells i simply like English to a great sense, so, I consider that i major in English at university.

- ☐ Have you been conscious right from the beginning that, by choosing to major in English at the university, you have also chosen to become a teacher of this language?

Participant 05: of course, to be a good teacher.

- ☐ Was teaching your first choice for a career?

Participant 05: to be frank with you, I have never dream to be a teacher, it was the last choice in the list of choices. I didn't realize that I am going to be a teacher till the last year of my fourth year at university.

- ☐ Can you remember exactly the moment or the period in your education when you decided to become a teacher?

Participant 05: in my fourth year at university we studied the module of TEFL and we start dealing with lesson plan, talk about the qualities of the teachers. Than I realized that I want to be a teacher.

- ☐ Can you remember exactly the moment or the period in your education when you decided to become a teacher of English?

TEACHER'S PROFESSIONAL IDENTITY

Participant 05: The same answer of question six at the same period when i decided to be a teacher.

☐ Has anyone in your family worked as a teacher?

Participant 05: my four uncles and my aunt/

☐ If "yes", have you ever heard him or her talking about the everyday-life issues of the profession before choosing to become a teacher yourself?

Participant 05: yes, they advised me to do not be a teacher, accept for a single aunt who adored teaching and she is the one who influence me to be a teacher.

☐ Has any one of your former teachers inspired you to make this choice?

Participant 05: yes of course, my teacher in BAC exam inspired me to be a teacher.

☐ Could you describe, at least, one of your teachers whom you consider to be a role model for you?

Participant 05: ok, there are a lot of role model teachers….(interruption from interviewer 01 just one of them/

Participant 05: my phonetic teacher, who is now in USA preparing his PHD, he is serious, humor, lovely and strict, he used care of his students. he was one of the best teachers I ever meet.

☐ Once you have started teaching, how often have you found yourself imitating a former teacher or colleague?

Participant 03: yes, especially at the beginning of my career when i was teaching i found myself doing the same things that my secondary school teacher of English Ms X4/

TEACHER'S PROFESSIONAL IDENTITY

☐ Do you think that teachers, in general, and teachers of English, in particular, should have certain body posture and /or way of dressing that is appropriate to their job?

Participant 05: what do you mean exactly by a body posture?

Interviewer 02: a special way of dressing/

Participant 05: of course, teachers in general should have certain body posture or way of dressing that is appropriate to their job.

☐ Once you have obtained your job, did you feel the need to change your way of clothing and or body posture so as to conform to the social standards in this regard?

Participant 05: of course, i change a lot of things i did not use to wear such that when I was a student. When i became a teacher a lot of things changed.

☐ Do you think that people in the street can identify a teacher on the basis only of their appearance?

Participant 05: yes maybe, because of the fact of holding the school bags.

☐ Do you have any personal anecdotes where you have been identified as a teacher by strangers?

Participant 05: no, i have never came across such situation.

☐ Was observing real classrooms part of your training as a teacher?

Participant 05: no, I did it myself, I remember very well at the beginning of my career as teacher I used to attend a lot of sessions with the expert teachers to simply see how they teaching classroom. I did it myself not under any specific training.

TEACHER'S PROFESSIONAL IDENTITY

☐ Once you have become a teacher, have you tried to imitate any one of those teachers whom you have observed?

Participant 05: yes, i remember a friend she is very good in her way of teaching so, in a way or in other i try to take the good side or the good strategies to use in classroom to motivate my student as she did.

☐ Do you think that imitating successful teachers is helpful for novice teachers?

Participant 05: yes of course.

☐ When you were a student did you have the habit of engaging in dialogue with your mates and colleagues about your expectations, philosophies, feelings and worries concerning your future profession as a teacher?

Participant 05: no, because I have never dream to become a teacher so, I have never talk about my expectations, dreams philosophy, feelings and worries concerning my future profession as a teacher. When you were a student did you have the habit of engaging in dialogue with your mates and colleagues about your expectations, philosophies, feelings and worries concerning your future profession as a teacher?

Participant 05: No, because I have never dream to become a teacher so, I have never talk about my expectations, dreams philosophy, feelings and worries concerning my future profession as a teacher.

.If "yes", to what extent have these discussions contributed to the maturation of your views about teaching?

Do you still frequently discuss these issues with your colleagues?

TEACHER'S PROFESSIONAL IDENTITY

(The participant didn't answered those question because she didn't said" No" in the question before.)

Do you have a personal philosophy about the method and goal of teaching which are, more or less, different from those of your colleagues?

Participant 05: I guess that every teacher has his own methodology and his own philosophy, his own perspective regarding his way of teaching and the context in which he teaches.

.If "yes", have you ever attempted to express this philosophy in the written form?

Participant 05: No.

.Do you consider yourself to be a good model for your students?

Participant 05: I don't know my students would say because, it would be subjective to say yes am good model, but I would simply say am trying to do my best.

.Are there any obstacles that you feel are hindering your professional development?

Participant 05:yes I consider that the context which were we teaching is in I self is obstacles because we miss a lot of things we don't have a good library, good net we don't have a good administration to lessen to teachers problems. Every things are missing no handout, no copy, no data show, no internet inside classes, sometimes no classrooms, all this are huge list of obstacles that we faced.

After many years of experience as a teacher, do you feel that you have made the right choice by becoming a teacher?

Participant 05: I have never dream to be a teacher I haven't regret of the fact of being a teacher I

am proud of myself as a teacher.

Would you be happy if other family members choose the teacher profession in the future?

For you, Teaching is like would you please give us the best metaphor to describe the teaching profession, according to you

Participant 05: Teaching is like a nursing that is, to say a nurse is like a teacher both of them try to take care of the people around them feed them with your knowledge, the babies are your students, so it's like nursing I guess.

Have you had any teaching experience before starting to teach at the university?

Participant 05: Yes five years of teaching at the high school.

If "yes", to what extent have you found teaching at the university to be different from teaching at other levels?

Participant 05: Totally different in terms of your relationship with your students, different in terms of content, in terms of the teaching process.

Do you have any comments to add about the issues that have evoked during this interview?

Participant 05: No comment

TEACHER'S PROFESSIONAL IDENTITY

Résume

cette étude de cas a examiné le développment de l'identité professionnelle des enseignants de cinq professeurs d'anglais à d'université de Mohammed Sedik Ben Yahya Jijel, deux d'entre eux étaient des étudiants à l'école de formation des enseignants les enseignants ont été les étudiants de l'université général, guidée par Alsup cadre théorique et son hypothése selon laquelle la formation ou à défaut de former une identité professionnelle est centrale dans le processus de devenir un enseignant efficace cette étude a pour objectif d'examiner les facteurs qui contribuent ou nuisent à la formation de l'identité de ces cinq enseignants et dans quelle mesure les enseignants qui a obtenu son dipome de l' ENS, plus d'ascendant dans l'élaboration du sens de l'identité professionnelle d'enseignants qui est diplomé de l'université général cette recherche fait suite à une enquéte narrative Methodologie dans l'exploration des différences entre les récits d'enseignants de l'anglais ainsi que d'étudier les similarités frappantes les données dans ce travail sont recueillies au moyen d'une entrevue qui est présenté en anglais uniquemrnt l'analyse des données obtenues ont montré l'existence de multiples différences entre les récits d'eneignants et donc confirmé Alsup hypothése basée sur les données obtenues.

الملخص

إن تشكيل هوية المدرس تعتبر من أصعب الحالات الدراسية فهذه العملية تبدأ قبل فترة طويلة من الحصول على التعليم المخصص لها، وفي هذا الصدد اقترحت الباحثة جانيت ألصاب نظرية لمحاولة دراسة وتحليل الهوية المهنية للمدرسين بناء على الفرضية القائلة أن بناء هوية فعالة للمدرس وخاصة في برنامج إعداد المعلمين والمدرسية قائمة على فعالية المدرس في حد ذاتها، وتهدف هذه الدراسة إلى تقصي الاختلافات المحتمل وجودها بين الأساتذة المتخرجين من المدارس العليا وخريجي الجامعات العامة باستخدام هذه النظرية من أجل تحقيق لأهداف هذه الدراسة قد صممت مقابلة وطبقت على عينة من الأساتذة للغة الإنجليزية في جامعة محمد الصديق بن يحيى بجيجل، وتنقسم هذه العينة إلى أساتذة من خريجي المدارس العليا وأساتذة من خريجي الجامعة العامة، وقد اتبعت هذه الدراسة نمط التحليل السردي من أجل بلوغ هدفها فقد دلت هذه الدراسة على وجود عدد من الاختلافات الأساسية في عملية بناء وتشكيل الهوية المهنية بين هذه العينة من الأساتذة.