

Research on the Identity of College English Teachers from the Perspective of Social Culture

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ABSTRACT. *Identity is the cognition of self. In the field of education, teachers' professional self-cognition is very important. The research of teacher's identity is an effective way to understand teachers' teaching ideas and behaviors. Based on the analysis of the causes of the identity crisis of college English major teachers, this study explores the ways to reconstruct the identity of college English major teachers and turn it into a positive factor for education, thus becoming the foundation for the improvement of college English major teachers' professional ability.*

KEYWORDS: *College English teachers; Identity; Identity crisis; Sociocultural theory*

1. Introduction

1. Research background

As early as the beginning of the 20th century, the study of identity has become one of the important research topics in western psychology. Identity provides a comprehensive theoretical research foundation for the field of language learning and advocates the combination of individual language learners and society. Teachers play an important role in the field of language learning. The study of teacher identity involves many subjects.

Identity originates from the field of psychology. It means that individuals in a certain group take the initiative to establish a cognitive and expression system, form a clear subject consciousness and show corresponding subject behavior on such issues as who they are, what they do and what social roles they play. The meaning of identity "identity" is often translated into "identity" or "identity". "identity" only objectively reflects the relationship between individuals and others, while "identity" determines

how people understand and change the world. On the one hand, it seeks for the distinction between self and others, and emphasizes the uniqueness of self, that is, the identification of self-identity. On the other hand, make clear the connection between self and others and emphasize the sociality of self. In short, identity emphasizes the organic integration of self and society in social environment. In the past 20 years, while studying teacher development, the field of foreign language studies has taken teacher professional identity as a separate research field. Goodson & Cole believes that the identity of teachers is based on the common foundation of individuals and professions. In today's society, the identification standard of teachers is constantly improving. If teachers themselves hold a skeptical or negative attitude towards self-worth, their self-identification will affect their professional identification. [1]

The identity of English major teachers refers to their belief in English and English teaching, as well as their recognition and recognition of their social and cultural roles. It is the psychological basis for the professional development of teachers, and affects the teaching effect of English and their attitude towards educational reform. In the past decade or so, great changes have taken place in the field of language learning and education. Various theories of humanities and social sciences have been introduced, and the identity of English teachers has attracted wide attention. The doctoral programs of foreign language colleges and universities in China have set up the direction of teacher development, and a number of experts and scholars on teacher development have emerged.

2. Teacher initiative in the perspective of sociocultural theory

For a long time, researchers have been exploring human learning based on cognitive psychology, including the language acquisition of language learners and the process of language teachers acquiring teacher knowledge. In recent years, more and more studies have begun to analyze and explain the language learning process of language learners using social and cultural theories. [2] These studies all believe that learning is not only a cognitive behavior occurring in learners' brain, but also a social behavior closely related to learners' identity, because for learners, the learning context is not only a variable factor that affects learning results, but also has a fundamental impact on the learning process itself. For the above reasons, researchers began to focus on learners' subjective initiative to understand the learning behavior and process of learners (including teachers as the learners of teacher knowledge).

Teacher's initiative is a manifestation of people's subjective initiative, which is mainly interpreted in three ways by existing literatures. It is believed to be either a variable, a capacity, or a phenomenon /doing. Agency itself is a complex of multiple characteristics. If we simply understand agency as an internal quality, then we may ignore or even deny the promotion or restraint of social environment on the development of human agency. Therefore, in recent years, scholars are increasingly inclined to use the latter two perspectives to define agency. For example, academics see agency as a potential, defined as "a sociocultural potential for purposeful, deliberate action. This definition not only emphasizes that agency is influenced by

external environment, but also pays attention to the interaction between individuals and society, which can affect the performance of individual agency. However, there are some shortcomings in this interpretation, such as the lack of appropriate methods to identify the active behaviors of human individuals to give full play to their potential. Therefore, this study interprets agency as a phenomenon/action, which is a state that human individuals need to work hard to achieve, rather than an elusive potential or inherent trait. [3]

In different social environments, teachers' initiative takes different forms. In recent years, it has become a hot topic for scholars to explore teachers' initiative through teachers' response to education reform. It is found that teacher initiative, which is closely related to individual and social factors, takes many forms and changes in different stages of educational reform. In the process of teaching reform, teachers usually take the attitude of obeying the reform first, then resisting the reform, and then realize and promote the reform through negotiation. In addition, the realization form of teacher initiative also varies from person to person, which is different from each teacher's growth background and personal goals and professional knowledge are closely related. In the reform, teachers not only need to learn and master new teaching contents, but also need to find a suitable career development path. Therefore, more and more scholars point out that only by improving teachers' initiative can teachers achieve sustainable career development. In China, although there are few studies on the initiative of teachers in foreign language teaching in colleges and universities, few studies also point out that improving teachers' initiative may provide guidance for teachers who are in development difficulties to seek self-salvation. [4] Therefore, teacher's initiative is crucial to teacher's learning and growth. In addition, relevant studies have also found that the construction of teacher professional identity has a profound impact on the play of teacher initiative in curriculum reform. Specifically, the construction of teachers' professional identity includes how teachers position themselves and how to change their roles in curriculum reform. New people find Yang, also including teaching teacher career interest and career vision, they are all dynamic role play and has the close relation. Therefore, this paper also takes teacher's professional identity as an important part of exploring teacher's initiative.

3. The factors causing the identity crisis of college English teachers

There are a variety of reasons leading to the identity crisis of college English teachers. Based on the analysis of the author's own work experience and the actual situation of the surrounding college English teachers, the following factors are particularly worthy of attention at this stage.

(1) Teachers' professional and academic ability

The academic competence of college English teachers has an important influence on their identity. They internalize scientific research results into teaching contents in the teaching process, which can not only promote the development of students' creativity, but also play an important role in cultivating students' critical thinking ability of English major. Teachers with strong professional research ability are more likely to

share their achievements in this discipline with their students. They are more confident in teaching and more willing to accept new teaching concepts and methods and explore new teaching methods. The virtuous circle makes these teachers have a stronger sense of identity as teachers.

(2) Teachers' comprehensive evaluation

Teachers' comprehensive evaluation comes from many aspects, including self-evaluation, peer evaluation, expert evaluation and student evaluation. Self-evaluation is an effective incentive method to improve the professional level. Teachers summarize experience and lessons through self-reflection and self-evaluation to clarify the future direction of efforts. Peer evaluation includes a series of activities such as mutual lectures and open classes, through which teachers present their teaching methods, teaching ideas and how to apply teaching theories to teaching practice for peer discussion. [5] Expert evaluation means that schools or departments organize experts to attend lectures and give guidance to teachers in class. The advice of the supervisory experts is invaluable to teachers, especially to new teachers, to help them improve their teaching expertise. Student evaluation plays an important role in teacher evaluation, but it should not be the main way of teacher evaluation. The different types of English major courses affect students' evaluation of English major teachers. Since the implementation of student evaluation standards for a period of time, English teachers in our college have found that basic course teachers have higher scores and professional course teachers in senior grades have lower scores. The same teacher teaches elementary and specialized courses for junior and senior grades respectively, and their scores vary greatly. In the student assessment and the title assess and under the situation of post allowance hook, some teachers would rather give up senior professional class teaching task, its reason is self-evident: junior student enrolled time is short, the English professional contact is not much, every course has a lot of appeal to them, and they to teacher evaluation is higher. After two years of study, senior students' professional level improves, and their expectation for teachers increases accordingly. In addition, the difficulty of specialized courses increases, etc., students' learning motivation will not continue to increase, so they will evaluate teachers with higher standards.

(3) Student outlook

The object of teacher's education is students. The purpose of teacher's teaching is not only to answer questions, expand students' knowledge, but also to improve students' learning ability, social practice ability, and help students establish a correct outlook on life and values. Educators' greatest value also lies in their impact on students' lives. English majors are different from other majors. They have more contact with western thoughts and cultures, and tend to be influenced by western thoughts in their outlook on life and values. If English teachers in colleges and universities can flexibly guide students to establish a correct outlook on life and values in combination with professional curriculum knowledge, teach students in accordance with their aptitude, and help students solve problems effectively, students will return teachers and schools with the same emotion. Teachers can improve their sense of identity if they get high evaluation from students' feedback.

4. The development path of college English teachers' identity

(1) Construct self-identity

Teachers' subjective feelings and emotional factors have a very important influence on the construction of their professional identity. Thomas G et al. pointed out in their research that teachers' emotional response to educational change is closely related to their professional identity and personal identity. When faced with the educational reform full of ambiguity and uncertainty, teachers' emotional response will affect their risk taking, learning and development as well as the formation process of their identity. Therefore, faced with the social trend of changing the status of English education, college English teachers should first recognize that the society is developing, and the positioning of English education in the whole education system should be adjusted with the development of The Times. College English teachers should actively face this social change, adjust their mentality and rebuild their identity. [6]

(2) Construct a learning community

English teachers in colleges and universities are generally under great pressure of scientific research. Gu peiya et al. found that the majority of English teachers have a complex scientific research mentality, and most of them feel dissatisfied, ashamed and stressed about their papers published in the past five years. Most teachers understand the school's scientific research regulations, but many also point out the problem of scientific research evaluation. One of the ways to solve the above problems is to establish an effective practical learning community for teachers, which is full of the cohesion of collective wisdom. Teacher practical learning community is a group of teachers who have the same interest in teaching and scientific research. They take teaching and scientific research practice as the research objective, discuss teaching methods and scientific research viewpoints together, share academic achievements, and find and solve practical problems in teaching. The real teacher practice study common physical ability lets the teacher feel the group support

Hold and help to find the way of intercommunication. Each university has a teaching and research office and a professional course group under the college. The school of foreign languages where the author works has departments, which are divided into several professional course groups according to the professional direction. However, these organizations are generally established to give priority to the convenience of management rather than to the development of teachers' academic competence. As a result, communities such as curriculum groups and teaching and research offices fail to achieve the goals of the learning community, and these organizations become places where school policies and documents are communicated and teachers complain. Teachers are often independent in teaching and research, it is difficult to form a real echelon. The discipline characteristics of English major are difficult to form a real teaching and research team like that of engineering or science. If teachers cannot form a team in teaching and research development, it will be difficult for the whole major to develop greatly. In such a cultural atmosphere, teachers will feel lonely, which will affect their professional identity improvement over time. In order to establish a true learning community, college leaders should

encourage teachers to form teaching and research groups within their professional curriculum groups or teaching and research groups. We regularly share the results of teaching and scientific research in the group meetings, and give full play to our collective advantages in the application of various teaching and scientific research projects. Old teachers, teachers with strong professional ability will help and guide new teachers, and teachers with weak professional ability will promote and work together development. Professor Wen Qiufang introduced the practice of the Xu Guozhang language institute of Beijing foreign studies university to build an inter-departmental academic community in the report of the 4th annual conference of the English major's association in Beijing in 2016. The academic community mainly does three things: first, it helps to write and publish papers. Second, help apply for longitudinal research projects. Third, the topic as the starting point to organize everyone to learn scientific research methods. Professor wen pointed out that the establishment of an academic community should not only start from the basic needs of participants, but also combine individual needs with social needs and national needs. [8]

English major is a weak major in our school. The school does not give much support to the teaching and scientific research of this major. As time goes by, teachers lose the motivation to move forward and do not invest much in the development of teaching and scientific research. Many teachers believe that this situation of disadvantaged groups cannot be changed by themselves, so they lose the motivation to improve their academic level. At present, there are not many opportunities for teachers of our school to study abroad or enter top universities in China, and there are few opportunities for them to apply for state funding for overseas study. Besides, the opportunity for English majors to apply for provincial government funding for overseas study is also lost due to the weak majors in our school. Since the development of the teachers from external chances are slim, different professional title structure and research direction of college English teachers' professional use of existing resources, according to the academic community of interests, such as voluntary, cooperation study and share their knowledge and experience, to improve their teaching skills and scientific research level is particularly important, this is teacher development and one of the main ways to improve the identity of teachers.

(3) Multiple construction of teacher professional identity

In fact, teachers' professional identity is the result of the interaction between individual initiative and social situation. In order to obtain or pursue a sense of belonging, teachers must actively participate in their own professional activities. College English teachers should first try to transform from EAP teaching to ESP teaching, and improve their professional identity through self-continuing education, group cooperation and other ways. The English major of my college offers four directions of English language and literature, business English, translation and foreign language education technology in the senior stage. Teachers of English major can carry out professional learning and subject development through self-study, degree study, domestic and international study visit and other ways, improve their ability to cope with the new requirements of English major, and adapt to the changing needs of the society for the identity of English major teachers. Take the business English teacher of our college as an example. There are 4 business

English teachers in our school, 2 of whom have doctor's degree, 2 of whom have bachelor's degree in economics and master's degree in foreign countries. These teachers not only have a solid basic language skill, and deep professional foundation. These four teachers have cooperated with each other in scientific research. They have successfully won the first national project of our school and many provincial and university-level scientific research and teaching research projects, and published papers in this research field in international SSCI journals. These teachers have the professional ability of business English teachers. [9] Professor Bhatia from city university of Hong Kong also pointed out in the second business English linguistics seminar that excellent professional English teachers should have four abilities: language skills, teaching ability, professional knowledge and evaluation ability. Among the teachers of English major in our college, nearly 50% of them do not have their own professional direction or lack of professional direction

High attainments, this part of the teachers of their professional identity is not strong, lack of initiative in teaching and research activities. In the recent 5 years of scientific research statistics, some of our teachers' scientific research performance is zero. [10] (4) Enhance teachers' academic identity through academic education

In colleges and universities, English majors are less likely to have PHDS than teachers from other majors. First of all, there are few doctoral programs in the whole country, and most of them are in Beijing and Shanghai, where the education level is relatively developed. Secondly, the proportion of female teachers in English majors is relatively large, and it is difficult for them to spare more energy to improve their academic qualifications due to the double burden of their family and work. [11] Thirdly, the characteristics of weak subjects in English major make teachers generally believe that the school has no incentive measures, and the major has been marginalized, so there is no need to consider how to turn the situation around. These reasons discourage teachers from taking part in academic education. HaoCaihong made a survey, almost all the teachers who read the doctoral program think that their humanistic and social science knowledge and thinking and language application ability has been improved, and have a deeper understanding and understanding of native culture and western culture. As a result of reading, teachers enter a new field of knowledge and academic circle, and have the opportunity to reflect and reflect on the application value of English, and have the experience of "not knowing the truth of the truth, but only being in the mountain", thus enhancing their sense of identity as English people. Hao Caihong's research results show that teachers of English majors in colleges and universities have undergone significant changes in teacher identity after degree promotion. The self-confidence of English teachers in colleges and universities is enhanced, which is reflected in the fact that they can apply what they have learned to teaching practice in their teaching. Students' recognition of teachers is also improved, and teachers' sense of self-efficacy is strengthened, realizing a virtuous circle.

5. Conclusion

Influenced by the "social turn" of foreign language teacher education, the identity of

English teachers has gradually become a hot topic in foreign language teacher education. As the core aspect of foreign language teacher education, the identity of English teachers is worth exploring. There are a large number of English teachers in China, and all of them are non-English native speakers. When teachers' educational work becomes an important part of their lives, when teachers control the external positive factors that promote their development and get rid of the shackles of negative factors, education is no longer just a duty, but a kind of enjoyment and happiness. The identity of English major teachers in colleges and universities is the internal driving force for the development of teachers.

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