

# Contents

<b>Contents</b> . . . . .	v
<b>Foreword</b> . . . . .	ix
<b>Acknowledgements</b> . . . . .	xi
<b>1 Introduction</b> . . . . .	1
The Need to Investigate Teacher Identity in the Context of English as an International Language . . . . .	1
'Daughter-in-Law of a Hundred Families': Western-trained Vietnamese Teachers of EIL . . . . .	3
Morality in Teacher Development and the Teaching Profession in Vietnam . . . . .	5
Whether We Need to Theorise Teacher Identity . . . . .	11
Identity Formation and the Multiplicity of Conceptual Tools . . . . .	12
My Autoethnography: The Insider Researcher/Writer . . . . .	14
Ha and English. . . . .	15
Ha as a writer of English . . . . .	17
Ha as teacher of English. . . . .	18
Ha and dilemmas . . . . .	19
How my positioning influences what is discussed in this book . . . . .	20
Epistemology: Ways of Knowing . . . . .	23
<b>2 Language, Culture and Identity</b> . . . . .	25
Introduction. . . . .	25
Language, Culture and Identity . . . . .	26
Identity . . . . .	32
The West, mobility, transnationality and hybridity . . . . .	33
Western-oriented perceptions of identity . . . . .	51
Vietnamese authors' perceptions of identity . . . . .	56
Conclusion and main principles . . . . .	64
Other Conceptual Tools . . . . .	65

Identity fasting, unfastening and refastinging . . . . .	65
Appropriation – resistance – negotiation . . . . .	66
Identity and discourse. . . . .	67
Conclusion . . . . .	69
<b>3 The Politics of English as an International Language and English</b>	
<b>Language Teaching</b> . . . . .	71
English, ELT and the Constructs of Colonialism . . . . .	71
The Ownership of English as an International Language . . . . .	75
Centre Englishes versus other Englishes . . . . .	76
Englishes in the Periphery . . . . .	80
TESOL Programmes in English-speaking Countries and Criticisms . . . . .	85
Communicative Language Teaching (CLT) as a Colonising Force . . . . .	87
CLT as a ‘colonising’ force in Western TESOL classrooms . . . . .	88
Problems associated with CLT in vast contexts in Asia . . . . .	90
My positioning in relation to CLT . . . . .	93
The Dichotomy of Native and Non-native Teachers of English . . . . .	95
Concluding Points . . . . .	100
<b>4 Identity Formation: Negotiations of Apparently Contradictory     Roles and Selves</b> . . . . .	104
Introduction . . . . .	104
How Identity Formation Processes Take Place: The Professional and/or the Personal . . . . .	105
Negotiating teacher identities: How teacher identities are formed . . . . .	105
Negotiating teacher identities: How the professional shapes the personal . . . . .	109
Concluding ideas . . . . .	111
How Identity Formation Processes Take Place: The Moral Guide and/or the Teacher of English . . . . .	112
Perceptions of ‘moral guide’ role . . . . .	113
Negotiating two identities: The moral guide and/or the teacher of English . . . . .	116
Conclusion . . . . .	121
<b>5 Identity Formation: The Teacher and the Politics of ELT</b> . . . . .	123
Introduction . . . . .	123
Teacher of English in Vietnam in Relation to the Politics of Language, Culture and Identity . . . . .	123

The important and dominant role of English . . . . .	124
Learning and teaching English change one's identity . . . . .	126
Learning and teaching English: Negative influences . . . . .	127
English, ELT and the role of Russian in Vietnam . . . . .	128
Vietnamese Teacher and/or Teacher of English: How Are These Roles and Selves Mediated, Shaped and Reshaped? . . . . .	131
The curriculum: English as a global language. . . . .	131
The united identity to contest Western pedagogy . . . . .	134
Native and/or Non-native Teacher of English: How Are These Roles and Selves Mediated, Shaped and Reshaped? . . . . .	135
Seeing the dichotomy not as 'negative' but as 'different' . . . . .	136
'Who I am' as teacher in parallel with the politics of difference . . . . .	139
Being able to speak English at native level versus being an English person . . . . .	140
Work quality as the most significant criterion of teachers' performance . . . . .	141
Experiences in the English-speaking West disrupting the belief that native teachers are better teachers . . . . .	142
Western-trained and/or non-Western-trained Teacher of English: How Are These Roles and Selves Mediated, Shaped and Reshaped? . . . . .	143
Teachers being trained in the English-speaking West and/or teachers in Vietnam . . . . .	143
Vietnamese teachers versus Western teachers . . . . .	149
Conclusion: How Does the Identity Formation Take Place? . . . . .	152
Identity fastening and unfastening . . . . .	152
Identity and difference. . . . .	154
Identity as relational . . . . .	154
Identity as hybrid. . . . .	156
How the sense of belonging and continuity operates within the notion of identity as multiple, constructed, hybrid and dynamic . . . . .	156
The relationship between language, culture and identity . . . . .	157
<b>6 An EIL Teacher's Identity Formation: Kien. . . . .</b>	<b>160</b>
Story One: How Did Kien's Processes of Identity Formation Take Place in the Individual Interview with Me? . . . . .	161
Learning and teaching styles . . . . .	162

The relationships between teacher and student. . . . .	164
The social context: The effect of the researcher on identity formation. . . . .	169
Story Two: How Did Kien’s Processes of Identity Formation Relate to a Specific Cultural Context and Content? . . . .	169
Part One . . . . .	170
Part Two. . . . .	172
Story Three: How Did Kien’s Processes of Identity Formation Take Place in Group Interview? . . . . .	173
Discussion and Conclusions . . . . .	176
<b>7 Teacher Identity and the Teaching of English as an International Language . . . . .</b>	<b>178</b>
Introduction . . . . .	178
The Construction of the Vietnamese Identity – the Core Identity – alongside Multiple Identities . . . . .	181
Morality in Teacher Identity Formation . . . . .	184
Identity Fastening, Unfastening and Refastening . . . . .	186
Identity and Difference. . . . .	188
Challenging Postcolonial Notions of Self and Other . . . . .	189
‘Daughter-in-Law of a Hundred Families’ in the Teaching of EIL . . . . .	191
The Work is Complete, but the Identity ‘Journey’ is On-going . . . . .	192
<b>References. . . . .</b>	<b>195</b>