University of Mohaghegh Ardabili
Faculty of Literature and Human Science
Department of English

Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of M.A. in Teaching English

Title:
A Study of the Relationship between Language Learning and Social Identity, Self-identity, and Professional Identity Changes

Supervisor:
Dr. Reza Abdi

Advisor:
Dr. Afsaneh Saeedakhtar

By:
Vida Rezaei

September 2017
Abstract: This mix-method study investigated Iranian university teachers' self-identity, social identity, and professional identity changes associated with English learning, considering gender, proficiency level, and major. For this purpose, 131 PhD teachers, 39 female and 92 male, were selected from different majors and from five different Universities of Mohaghegh Ardabili, Azad University of Ardabil, Payame Noor University of Ardabil, Tabriz University, and Allameh Tabataba'i University in Tehran. For quantitative part, teachers completed a questionnaire with four different sections, and then for qualitative part, I asked them three interview questions. Results showed that teachers' self-confidence increased and they underwent additive change and productive change. It revealed that teachers underwent self-identity change after English learning, this change is in a positive way in which something is added to what they already have, in other words, the change is gaining rather than losing. Teachers did not undergo social identity change after English learning, but among social labels occupation and educational level had the highest importance. Teachers had professional identity change too. They respectively showed highest amount of commitment in student needs domain, personal growth and development domain, and finally school issues domain. In all three types of identities females scored higher than males, the amount of their self-identity changes, the importance of social labels, and their professional commitment are more than those of males. About English proficiency, the higher the proficiency, the more changes were experienced by teachers. Respectively English major teachers, non-English major teachers with high level of proficiency, and non-English major teachers with low level of proficiency underwent more changes. All three types of identities were significantly correlated with each other. Teachers believed the person should be in the context of that language in order to experience more social and self-identity changes, and English learning is extremely effective in their professional growth.

Keywords: Identity change, professional identity, self-identity, social identity
# TABLE OF CONTENTS

List of Tables .................................................................................................................. IV

List of Figures .................................................................................................................... V

List of Abbreviations ....................................................................................................... VI

Chapter One: Introduction ................................................................................................. 1

  1.1. Preliminary Remarks ............................................................................................... 2
  1.2. Statement of the Problem ......................................................................................... 5
  1.3. Significance of the Study ......................................................................................... 5
  1.4. Purpose of the Study ............................................................................................... 6
  1.5. Research Questions ............................................................................................... 6
  1.6. Research Hypotheses ............................................................................................. 7
  1.7. Definition of Key Terms ......................................................................................... 7
  1.8. Limitations and Delimitations ............................................................................... 8
  1.9. Organization of Thesis ........................................................................................... 9

Chapter Two: Literature Review ....................................................................................... 10

  2.1. Identity .................................................................................................................... 11
  2.2. Self-identity ............................................................................................................ 16
  2.3. Social Identity ........................................................................................................ 18
  2.4. Professional Identity ............................................................................................. 23
Chapter Three: Methodology ........................................................................................................... 29
3.1. Participants .............................................................................................................................. 30
3.2. Instruments ............................................................................................................................ 31
  3.2.1. Questionnaire .................................................................................................................... 31
  3.2.2. Interview .......................................................................................................................... 32
3.3. Data Collection Procedure .................................................................................................. 33
3.4. Data Analysis ......................................................................................................................... 33

Chapter Four: Results .................................................................................................................. 35
4.1. General Results of Self-identity ............................................................................................. 36
  4.1.1. Gender and self-identity change ...................................................................................... 37
  4.1.2. Proficiency level and self-identity change ...................................................................... 39
  4.1.3. Major and self-identity change ....................................................................................... 40
4.2. General Results of Social Identity ......................................................................................... 42
  4.2.1. Gender and social identity change .................................................................................. 43
  4.2.2. Proficiency level and social identity change ................................................................. 45
  4.2.3. Major and social identity change .................................................................................... 46
4.3. General Results of Professional Identity .............................................................................. 47
  4.3.1. Gender and professional identity change ....................................................................... 48
  4.3.2. Proficiency level and professional identity change ......................................................... 49
  4.3.3. Major and professional identity change .......................................................................... 51
4.4. Correlation among self-identity, Social Identity, Professional Identity, Gender, and Proficiency level

Chapter Five: Discussion & Conclusion

5.1. Discussion

5.2. Conclusion

5.3. Implications of the Study

5.4. Suggestions for Further Research

References

Appendices

Appendix I: English Version of the Questionnaire

Appendix II: Persian Version of the Questionnaire

Appendix III: Interview Questions

Appendix IV: Interview Scripts
LIST OF TABLES

Table 4.1. Descriptive Statistics for Self-identity Changes .......................................................... 36

Table 4.2. Percentage of Participants with Means above 12 ...................................................... 37

Table 4.3. Descriptive Statistics for Gender and Self-identity Changes ...................................... 38

Table 4.4. Descriptive Statistics for Proficiency Level and Self-identity Changes ......................... 40

Table 4.5. Descriptive Statistics for Major and Self-identity Changes ...................................... 41

Table 4.6. Descriptive Statistics for Social Identity Labels ......................................................... 42

Table 4.7. Percentage of Teachers Scored above Mean in Social Identity According to Their Levels of Proficiencies ......................................................................................................................... 43

Table 4.8. Descriptive Statistics for Gender and Social Identity Labels ...................................... 44

Table 4.9. Descriptive Statistics for Proficiency Level and Social Identity Labels ....................... 45

Table 4.10. Descriptive statistics for major and social identity labels ........................................ 47

Table 4.11. Descriptive Statistics for Professional Identity Domains ......................................... 48

Table 4.12. Comparison of Means between Males and Females on the Three Variables of Professional Identity ................................................................................................................................. 49

Table 4.13. Descriptive Statistics for Proficiency Level and Professional Identity Domains ........ 50

Table 4.14. Descriptive Statistics for Major and Professional Identity Domains ......................... 51

Table 4.15. Correlations among Three Types of Identities, Gender, and Proficiency Level .......... 52
LIST OF FIGURES

Figure 4.1. Gender and self-identity changes........................................................................38
Figure 4.2. Proficiency level and self-identity changes .........................................................39
Figure 4.3. Major and self-identity changes .......................................................................42
Figure 4.4. Gender and social identity labels ......................................................................44
Figure 4.5. Proficiency level and social identity labels ..........................................................46
Figure 4.6. Major and social identity labels ........................................................................46
Figure 4.7. Percentage of teachers scored above mean in their professional identity ..........48
Figure 4.8. Gender and professional identity domains ..........................................................49
Figure 4.9. Proficiency level and professional identity domains .............................................50
Figure 4.10. Major and professional identity domains ..........................................................51
LIST OF ABBREVIATIONS

English as a foreign language ................................................................. EFL

English as a second language ................................................................. ESL

Foreign language .................................................................................. FL

Mother tongue ....................................................................................... L1

Second language .................................................................................... L2

Statistical package for the social sciences .............................................. SPSS
CHAPTER ONE

INTRODUCTION
CHAPTER ONE

INTRODUCTION

1.1. Preliminary Remarks

In 1950s, 1960s, and 1970s, people mostly considered second language (L2) teaching and learning as having to do with formal properties of language, like lexicon, pronunciation, and grammar. Then, in 1980s, practitioners and researchers began to realize that learning a second language involves more than gaining linguistic proficiency. Rosaldo (1984), in her study of culture and the individual, showed that in the social environment where people live, the constructs of personhood, language, culture, and identity are intertwined. Since then, research on L2 added a focus on the social context in which languages are learned and taught and began to address the complicated issues of culture, identity, and power.

Identity is a multilayered and complex construct that has tended to be examined from particular points of view by theorists and researchers (Block, 2007a). Identity is a necessary aspect of who we are, including our sense of self, gender, race, ethnicity, and religion. It is something that develops during one's whole life; it is not something that one has (Beijaard, Meijer, & Verloop, 2004). The common feature of identity definitions is the idea that it is not something fixed; it is a relational phenomenon. Mantero (2007) believed that identity formation involves the creation of new strategies and linguistic devices that may help us in our negotiation of meaning. There are different kinds of identities such as teacher identity, student identity, social identity, religious identity, gender identity, professional identity, self-identity, and so on. This study focuses on social identity, self-identity, and professional identity. Lemke has conceptualised identity as being ‘constituted
by the orientational stances we take, toward others and toward the contents and effects of our own utterances, in enacting roles within specialized subcultures by speaking and writing in the appropriate registers and genres’ (Lemke, 2002, p. 68).

Identity change is a complex phenomenon that entails second language learning. This change is not in a way that the person retain what she/he already have and gain an additional identity, rather it is a process through which something new created as a hybrid identity or third space (Block, 2007b). Kramsch (2009) mentions that ‘thirdness’ allows language learners to give other meanings than native speakers would.

Our identity locates us in the social world, thoroughly affecting everything we do, feel, say, and think in our lives. It is through socialization that people acquire the knowledge of what kind of people they are, their cultures, and their specific skills and abilities. Social identity has been a focus of research by SLA theorists since 1990 (e.g., Goldstein, 1995; Peirce, 1993, 1995; Siegal, 1995), a large number of publications began to analyze the impact of immigration and the necessity of L2 learning. Social identity has been studied with different methodologies across different disciplines, like questionnaires, surveys, interviews, observations, and case studies but it should be studied with a methodology that is dynamic both in practice and philosophy, because it is a dynamic phenomenon (Hansen & Liu, 1997) and depends on the particular intergroup setting in which one finds him/herself. In an altered social context, like the case of immigration, intergroup comparison and introducing to new ones lead to transformation of social identity.

Since language is the main vehicle of expressing the self, recently, terms like self and identity are becoming very popular in language-learning literature (Ochs, 2008). Sometimes learning a new language is believed to mean learning a new identity (e.g., Lightbown & Spada, 2006; Pavlenko & Lantolf, 2000). In another word, language is not
only a tool for communication, it is in relation with a set of behavioral norms and cultural values that build one’s self-identity. A person's perceptions of his or her competence, communication styles, and value systems may follow by some changes after learning a new language (Gao, Cheng, Zhao, & Zhou, 2005). There are some research projects around the world that illustrated how specific pedagogical practices could offer students chances for a large range of identities in the language classroom (e.g., Clemente & Higgins, 2008; Stein, 2008; Wallace, 2003).

One of the significant issues in education is teacher identity, which is associated with teachers' commitment (Day, Elliot, & Kington, 2005). Teachers drive a sense of pride in their professionalism when they develop satisfaction with their commitment. The way that teachers define their professional roles is called teacher professional identity (Lasky, 2005). Professional identity has been proved to have significant effects on teachers' performance and development, and learning to teach is fundamentally a process of constructing professional identity rather than knowledge acquisition (e.g., Nguyen, 2008; Varghese, Morgan, Johnston, & Johnson, 2005).

There are four types of commitment: occupational, identity, caring, and career continuance. Occupational commitment is defined as a three-component model, effective commitment which is one's emotional attachment to his or her occupation, normative commitment which is a person's sense of obligation to remain in the occupation, and continuance commitment involves the individual's assessment of the costs associated with leaving one's occupation (Snap & Redman, 2003). In order to make a positive contribution to education, teachers should be able to demonstrate all types of commitments. In addition to commitment, teacher identity affects many other aspects of education too, such as changing the education policy environment, pedagogy, and the way of teaching. Professional identity is influenced by various factors and conditions both inside and
outside the classroom. The studies done on this identity are limited, and in each of them professional identity has been operationalized differently (e.g., Bakhtin, 1981; Caihong, 2011; Coldron & Smith, 1999; Gee, 2001).

1.2. Statement of the Problem

Introductory explanations prove the importance of studying identity in relation to language learning. Teachers' identity determines the way teachers teach, their attitudes toward educational changes, and the way they develop as teachers (Beijaard et al., 2004). This statement highlights the need to investigate different identities, identity developments, and identity changes of teachers. Teachers develop their professional identity in and through the social world that surrounded them. Different studies have investigated multiple kinds of identities from different perspectives. But subjects of these studies were mostly undergraduate students (e.g., Gao et al., 2005; Hong, 2010; Taylor, Busse, Gagova, Marsden, & Roosken, 2013), and to our knowledge, none of the existing studies addressed social, self and professional identities together. In this study participants were university teachers who were studying for their PhD degrees or had already obtained their PhD degrees, and because of the important role of language in constructing individuals' identities it is aimed to determine the relationship between language learning and three kinds of identities, namely, social identity, self-identity, and professional identity.

1.3. Significance of the Study

As Hamachek (1999, p. 209) put it so nicely "consciously we teach what we know, and unconsciously we teach who we are". The relationship between language development and identity is mostly limited to L2 acquisition research, and it recently begins to attract research attention in foreign language learning contexts. The teachers' perception of their competence, communication styles, and value systems change after learning a new
language (Gao et al., 2005). Although teachers should be concerned with their students, they should take care of themselves at the first step, in order to take care of others later.

Therefore, the findings obtained by this study can help to uncover the kind of identity changes of teachers that can positively affect their development. So the study would be helpful for people who are dealing with teachers' training and teacher education. On the other hand, in order to gain an insight into the crucial aspects of teachers' professional lives, like their career decision making, job satisfaction, emotion, motivation, and commitment, we must gain an understanding of their professional identity (Hong, 2010). Since English is somehow the language of science we show that to what extent non-English major teachers consider it important.

1.4. Purpose of the Study

The main purpose of this study is to identify the relationship among language learning and different kinds of identities such as social identity, self-identity, and professional identity. The study also aims to find out whether there is any difference in identity changes with regard to PhD teachers' gender, major, and English proficiency level or not. In addition, researcher analyze the amount of correlation among different identities, gender, and English proficiency level of Iranian PhD teachers.

1.5. Research Questions

Accordingly, these four research questions were formulated:

1. Do university teachers undergo self-identity changes after learning English? And do teachers' self-identity changes differ with gender, proficiency level, and major?

2. Do university teachers undergo social identity changes after learning English? And do teachers' social identity changes differ with gender, proficiency level, and major?
3. Do university teachers undergo professional identity changes after learning English? And do teachers' professional identity changes differ with gender, proficiency level, and major?

4. Is there any correlation among different kinds of identities, gender, and proficiency level?

1.6. Research Hypotheses

The following null hypotheses are formulated for the given research questions:

1. Self-identity is not change with language learning in a positive way. Teachers' self-identity changes do not differ with gender, proficiency level, and major.

2. Social identity is not change with language learning in a positive way. Teachers' social identity changes do not differ with gender, proficiency level, and major.

3. Professional identity is not change with language learning in a positive way. Teachers' professional identity changes do not differ with gender, proficiency level, and major.

4. There is no correlation among different identities, gender, and proficiency level.

1.7. Definition of Key Terms

**Social identity.** According to Tajfel (1981), social identity is “those aspects of the self-concept which derive from person's knowledge of his membership in a social group (or groups) together with the value and emotional significance attached to that membership” (p. 255).

Norton defined social identity 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" (Peirce, 1995, p. 32).

**Professional identity.** In this study, professional identity is defined as "the commitment of teachers to their professional practices, the more committed that teachers are to their practices, the more likely they are to identify themselves as professional
teachers" (Cheung, 2008, p. 378). And according to Lasky (2005) the way that teachers define their professional roles is called teacher professional identity.

Goodson and Cole (1994) believed that teachers' identity development is rooted in both person and profession. "We consider teachers as persons and professionals whose lives and work are influenced and made meaningful by factors and conditions inside and outside the classroom and school" (p. 88).

"Professional identity refers not only to who and what teachers view themselves as, to what is important in their professional work and life, but also to where they stand or how important they are in relation to others, and to the world at large (Caihong, 2011, p. 6).

**Self-identity.** A dictionary definition of self-identity is the perception or recognition of one's characteristics as a particular individual, especially in relation to social context. According to Gao et al., (2005, p. 39) "language is related to a set of behavioral norms and cultural values, which construct one's self-identity."

**Identity change.** According to Peter Burke (2006, p. 81), "identity change involves changes in the meaning of self, that is, changes in what it means to be one who is as a member of a group, who is in a role, or who is as a person."

### 1.8. Limitations and Delimitations of the Study

The first limitation of the study is that to view and investigate a complex phenomenon like identity, longitudinal studies would be better than one time study. The second limitation is the number of participants that must be far more in order to be able to generalize the study to broader population. And finally because of distance I could not manage to collect more data from Tabriz and Tehran universities.

One of the delimitations of this study is that samples were only selected from PhD teachers and some studying for their PhDs. I do not have samples with other educational degrees. Another delimitation is that I only focus on self-identity, social
identity, and professional identity among different types of identity. And the third delimitation is that participants were only selected from three cities of Ardabil, Tabriz, and Tehran.

1.9. Organization of Thesis

In Chapter 2, different theories of identity, self-identity, social identity, professional identity are presented and then different relevant studies which provide the rational behind this study are reviewed. Then in Chapter 3, methodology, I focused on the design, samples, instruments that were used, the procedures employed to collect the data, and finally the way that data are analyzed in order to get results that are focused. In Chapter 4, detailed information about the results which reached through the study is provided through variant tables and figures. In Chapter 5, the inferences of the results, and the main findings of this study with regard to the research questions and hypotheses are discussed. Finally the main findings of the study are reviewed, and some suggestions for further research are made.
CHAPTER TWO

LITERATURE REVIEW
Chapter Two

Literature Review

2.1. Identity

Compared to any other time in the history the problem of identity is becoming more salient today because the range of possible identities available to most individuals is larger than ever. There has been an explosion of interest in identity and language learning over the past 15 years. The powerful connection of identity and language learning is becoming a central concern to many scholars in the field of language education. As a result, the term identity nowadays features in most handbooks and encyclopedias of language learning and teaching (e.g., McKinney & Norton, 2008; Morgan & Clarke, 2011; Norton, 2010; Norton & Toohey, 2002; Ricento, 2005). Identity was also gained attention in the field of applied linguistic, they worked on some areas such as identity and pragmatics (Lo & Reyes, 2004; Spencer-Oatey & Franklin, 2009), identity and sociolinguistics (Edwards, 2009; Joseph, 2004; Lemke, 2008; Omoniyi & White, 2007); and identity and discourse (Benwell & Stokoe, 2006; Mantero, 2007; Wodak, de Cillia, Reisigl, & Liebhart, 2009; Young, 2009).

Most of the researches in 1970s and 1980s had a structuralist view that associated with the work of de Saussure (1966), they considered the identities of language learners as their stable personalities, motivations, and learning styles. They conceptualized self as a singular, fixed, and decontextualized entity that was almost independent from its external environment. These early views were challenged, because they could not explain the variety and changes in behavior depending on context. The point is that for different people within the same linguistic community ‘success, time, education, etc.’ have different meanings while structuralists consider linguistic communities relatively homogeneous.
In contrary, post-structuralists consider linguistic communities heterogeneous. Poststructuralism includes multiple, theoretical approaches which are sometimes conflicting (Block 2007a; Pavlenko 2002). Pavlenko (2002, p. 282) has described poststructuralism in relation to L2 learning as “an attempt to investigate and to theorize the role of language in the construction and reproduction of social relations.” There is an interest in the way that power is implicated in relationships between communities, individuals, and nations (Janks, 2010). People who aim to investigate the relationship between L2 learning and identity choose the poststructuralist approach (Block, 2007b). Recent works adapt poststructural understandings of identities as dynamic, continually changing, context dependent, context producing, and active process which develops over time through interaction with others in specific historical and cultural situations not as a fixed or decontextualized one (e.g., Lemke, 2003; Norton & Toohey, 2011; Watson, 2006).


The methods needed to investigate the relationship between identity positions and language learning are complex, when a sociocultural theory of learning and a poststructural approach is given to identity (e.g., Norton & McKinney, 2011; Pavlenko & Blackledge, 2004). Identity and language learning researchers usually rely on three methodological understandings (Norton & Toohey, 2011). First, researchers reject the belief that any research can claim to be unbiased and objective, their perspectives on which they are analyzing and observing is not the only one and their conclusion is partial or situated.
Ramanathan (2005) declared, for example, "Questions and issues of what are "present" and "absent" clearly underlie what are "visible" and "invisible" in literacy events and practices, and they are determined, to a large extent, by the researcher’s lens" (2005, p. 15).

The second issue with respect to method is "structure and agency". Identity scholars should consider not only how structural conditions and social practices place individuals, but also how individuals struggle to place themselves in the situation in which they find themselves. Researchers should examine different identity categories such as race, gender, class, and other structural matters that might be associated with inequalities in having a chance for language learning.

The third understanding is that the methods that is applied by identity researchers must look for a better understanding of whether economic and political issues are constraining or enabling human action, and how they interact with language learning (e.g., Cummins, 2000; Fairclough, 2001; Janks, 2010; Pennycook, 2007). It is the relationship between power and knowledge and complex ways through which power circulates in the society. As Norton and Toohey (2011, p. 427) put it in a right way, "This approach encourages language education researchers to reject "grand theories" and methods, and to come to understand the particularity of the persons, environments, and processes they wish to examine".

Wenger (1998) argued that the fundamental element of identity formation is identifying as someone or with someone. This association creates who we are in any kind of setting. According to Wenger identification can take place through three pathways: imagination, engagement, and alignment. Imagination is a process of relating ourselves to the world beyond the community of practice where we are engaged, and considering our experience as placed in the vaster context and as reflective of wider connections. Engagement is a powerful source of identification since it involves investing ourselves in
what we do and also in the relationship with other members of the community. We get a sense of who we are through relating ourselves to other people, and through engaging we understand how we can participate in activities and find out the required competences. The last source of identification is alignment. Alignment is a process that connected the participants of a community by bringing their practices and actions in line with their beliefs and positions. By this source identity of a large group becomes the identity of individual participants of that group.

The other process of identity formation according to Wanger (1998) is the negotiation of meanings. It is fundamental to identity formation and determine the degree to which a person is able to contribute to and form the meanings in which one is invested. Meanings are shaped through the process of participation. In the negotiation of meanings engagement involves both adoption and production of meanings. Members will develop an identity of marginality if their meanings are rejected, and whose experiences are considered irrelevant and not accepted as a competence.

Some studies of identity addressed the influence of literacy practices on relationships beyond the classroom, that are mediated through technology (e.g., Andema, 2009; Kramsch & Thorne, 2002; Lam, 2000; Warschauer, 2003; White, 2007). Lam (2000) found out, Chinese immigrant in the USA, in a transnational communication through Internet with a group of peers, develop their identity in the use of English. On the other hand, Kramsch and Thorne (2002) by studying the synchronous and asynchronous communication between French learners of English in France and American learners of French in the USA indicated that not all transnational Internet communication leads to positive identity outcomes. White (2007) has analyzed the innovation of distance language teaching in Australian context by arguing that focusing on identity can increase our understanding of educational innovation.
Armour (2000, 2001, 2003, 2004, 2008) developed the concept of ‘identity slippage’ in order to theorize how learning another language may impact the individuals' identity development. Identity slippage concerned with assumed relationship of the one's sense of self and a means of communication (Block, 2007a, p. 40). When adult learners switch from language of enculturation (L1) to the language of acculturation (L2) slip in identity occurs. Codeswitching is a significant indication of identity slippage which will lead to some qualitative changes.

Furlong (2013) found out that memory narratives of pre-service teachers in Ireland gave them a means of making unexamined explicit and tacit pre-conceptions and beliefs. These valuable data could use by teacher educators to make theories and develop teacher identities. Pre-service teachers were found to model themselves after their own favorite teachers. In a study by Saban (2003) in Turkey participants expressed their negative experiences and they showed their desire to model themselves in opposition to the features and practices of their teachers. Van Hook (2002) studied prospective teachers in United States. Participants were asked to describe a significant school experience from elementary years, 65% expressed negative memories of teachers, 25% expressed positive memories of teachers, and 10% recounted memories of interactions with peers.

In a postgraduate course on teaching pronunciation, Michael, Chen, and Baker (2017) offered learning how to teach English at an Australian university. Participants of this project were 15 people. In this study, a questionnaire, observations, focused group interviews, and semi-structured interviews were used to gain an indepth understanding of the complicated relationship of the identity formation and cognition growth. Results indicated that identity construction not only had an effective role on cognition development but also identity formation and cognition growth were intertwined in a two-way
relationship and fostering the process of student teachers' learning in order to teach pronunciation.

The next three parts elaborated on three types of identities, which are the focus of my study, and included empirical studies of each identity in its own part.

2.2. Self-Identity

One of the topics of theoretical interest in the field of social psychology has been the question of how identities change (Burke, 2006). According to Burke (2006, p. 81), "identity change involves changes in the meaning of self, that is, changes in what it means to be one who is as a member of a group, who is in a role, or who is as a person." These meanings are held in the identity standard, which is the part of the identity that serves as a reference for judging self-in-situation meanings.

Lambert (1975) proposed two forms of bilingualism, "additive" and "subtractive". In additive bilingualism (symbolized "1+1=1") the learners' native language and native cultural identity are maintained while the target language and target cultural identity are acquired in addition. With subtractive bilingualism (symbolized "1-1=1"), the native language and native cultural identity are replaced by the target language and target cultural identity. Lambert's theory indicates that as a result of language learning, a person's cultural and personal identity may develop or change positively or negatively.

According to Fromm's (1947) concept of productiveness, Gao (2001, 2002) proposed an alternative to additive bilingualism and subtractive bilingualism, the "productive bilingualism". In productive bilingualism (symbolized "1+1>2"), a deeper understanding of the target culture goes hand in hand along with deeper understanding of the native culture; the command of the target language positively reinforce the command of native language, and vice versa. These language learners have a productive orientation in their learning (Fromm, 1948).
Lambert's (1975) theory and Fromm's (1948) theory, in the context of EFL and ESL education research, were applied in many studies (e.g., Gao, 2001; Gao et al., 2005; Norton Peirce, 1995). Gao et al. (2005) explored the Chinese college students’ self-identity changes associated with English learning. Based on Fromm’s (1948) “productive orientation”, Lambert’s (1975) “subtractive bilingualism” and “additive bilingualism”, and her extension of their theories, “productive bilingualism” (Gao, 2001, 2002), Gao et al. (2005) defined six categories of self-identity change: self-confidence change, subtractive change, additive change, productive change, split change, and zero change. Subjects were 2,278 undergraduates, obtained from stratified sampling. The questionnaire included 24 statements on self-identity changes, measured by a 5-point Likert scale. Results indicated that in the Chinese EFL context, English learning impacted learners' identities, and more than other categories self-confidence change occurred. Certain types of identity changes were significantly affected by gender, college major, and starting age.

I use the same questionnaire in my study too, but there is a fact that we cannot generalize and dedicate all those changes to English learning. These changes might be affected by aging, education, interacting in society, etc., we are not completely sure about the reason of that changes.

Wong-Rieger and Taylor (1981) addressed the fundamental paradox of how an individual, despite membership in many different groups, achieves a unitary self-identity. Participants of the study were 50 Anglophone and 30 Francophone adults. In the first part of the study, in order to determine which groups contributed to self-identity, subjects' perception of their relationship with various groups were measured. Then in the second part, the interrelatedness of the groups was measured in two ways, in terms of commonality in members and in terms of commonality in values. Results showed that subjects belonged to fairly large number of significant groups and the most important were
personal groups (like friends and family) rather than broad social categories. Although this is an old study but it might be a good idea to do the same study in current social contexts, I guess results will vary due to changes in generations, and in their believes, and ideas.

Yihong et al. (2007) in their study, in the People's Republic of China, investigated the relationship between English learning motivation types and self-identity changes among university students. The samples were 2,278 undergraduates from 30 universities in 29 regions that obtained from a stratified sampling. The instrument was a Likert-scale questionnaire based on free responses which included 30 items of motivation types, and 24 items of self-identity changes in six predefined categories: self- confidence, subtractive, additive, productive, split, and zero changes. Seven motivation types revealed with an exploratory factor analysis: intrinsic interest, immediate achievement, individual development, information medium, going abroad, social responsibility, and learning situation. A canonical correlation test showed that motivation types and self-identity changes were correlated through four pairs of canonical variables. Intrinsic interest was correlated with productive and additive changes, social responsibility with productive and split changes, and individual development with self-confidence change. The number of samples were representative and the results were almost predictable.

2.3. Social Identity

In 1970s and 1980s, scholars who were interested in identity started to draw distinction between cultural identity and social identity. Social identity was seen as the relationship between the learner and the social world like school, family, social services, and workplace (e.g., Gumperz, 1982), on the other hand, cultural identity was seen as the relationship between a person and a specific ethnic group who share a common language, history, and a similar way of world perception (e.g., Valdes, 1986).
Norton (1995) defined social identity 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. 32). According to Case (2004) subjectivity of social identity takes on three characteristics, first social identity is multiple, in a sense that individuals involve in different social networks and they belong to multiple groups, for example a Spanish person see himself as a Spanish, a father, and an architect. Second, social identities are conflicting, a mother who has a child and work in society may forced to choose between the care of her child and her job, so her social identity as a mother conflicts with her social identity as an employee. Third, social identity changes over time, for example by learning a new language, more social identities emerge because they have access to more social networks.

Tajfel (1974, 1981) developed some of the most notable theories of social identity. Early work in SLA was influenced by these theories. He defined social identity as "that part of an individual's self-concept which drives from his knowledge of his membership of a social group (or groups) together with value emotional significance attached to that membership" (p. 255). Tajfel believed that individuals' identities are obtained from ingroup membership, so if the present group does not meet those elements of social identities that they consider them positive, they may choose to change group membership. But it may not always be possible to change group membership and social identity to a certain extent, so they should alter their perception of these characteristics of the group and consider them more positive or change the situation through engaging in social actions (Hansen & Liu, 1997).

By focusing on language as a salient marker of group membership and social identity Giles and Johnson (1981, 1987) developed their ethnolinguistic identity theory. They also discussed group membership, hypothesizing that individuals in order to make their own
group favorably distinct, start to compare their own social group to out-groups, and that positive distinction pave the way for individuals to reach a positive social identity. If the comparison is negative, an individual, in order to attain a more positive social identity, may adopt several strategies. If an alternation in group membership involved linguistic adaptation, the results could be language erosion, subtractive bilingualism, or even loss over time.

Also, Gumperz (1970, 1982) and Heller (1982, 1987, 1988), in their research on social identity focused on language. They believed that "social identity and ethnicity are in large part established and maintained through language" (Gumperz & Cook-Gumperz, 1982, p. 7). They examined the relationship between speakers' choices of linguistic categories (codes) such as phonology, morphology, syntax, and lexis and the social situation by conducting research on specific speech events. In this research, codes and the particular use of them represented the "social relationships based on shared or unshared group memberships" (Heller, 1982, p. 5). They characterized the minority, in-group language, by the term "we code", and the majority, out-group language, by the term "they code", and noted that various group memberships and identities are signaled by using code switching (Gumperz, 1982, p. 66).

These theories have their own shortcomings. Tajfel (1974, 1981) did not consider and discuss multiple group membership. Most people belonged to several groups based on their ethnic, gender, personal beliefs, economic circumstances, and so on. Individuals may wish to identify with a certain group in specific contexts rather than choosing to belong to one group or another. On the other hand, Giles and Johnson (1981, 1987) did not consider certain characteristics that are different among groups and between individuals (i.e., ethnicity, language, appearance, and personality). Social identity is individual, and developing such hypothesis that puts the groups into determined categories, and
دانشکده ادبیات و علوم انسانی
گروه آموزشی زبان و ادبیات زبان انگلیسی
پایان نامه برای دریافت درجه کارشناسی ارشد
در رشته زبان انگلیسی گرایش آموزش زبان انگلیسی
عنوان:
مقاله ارتباط بین یادگیری زبان و تغییر در هویت اجتماعی، هویت فردی و هویت حرفه ای
استاد راهنما:
دکتر رضا عبیدی
استاد مشاور:
دکتر افسانه سعیدا ختر
پژوهشگر:
ویدا رضایی
A study of the relationship between language learning and social identity, self-identity, and professional identity changes

چکیده: این مطالعه، با متد ترکیبی، تغییرات هویت فردي، هویت اجتماعی، و هویت حرفه ای ساکنان ایران را در ارتباط با یادگیری زبان انگلیسی و با لحاظ جنسیت، سطح مهارت، و رشته تحصیلی مورد بررسی قرار داده است. به این منظور، ۱۳۱ استاد با مدرک دکتری، ۲۹ نفر زن و ۹۲ نفر مرد، از رشته های متغیر از پنج دانشگاه متفاوت، دانشگاه محقق اردبیلی، دانشگاه آزاد اسلامی واحد اردبیل، دانشگاه پیام نور اردبیل، دانشگاه تبریز و دانشگاه علامه طباطبایی تهران انتخاب شدند. در قسمت کمی مطالعه سایر مقدماتی ای را در چهره یکش تکمیل نمودند، در قسمت کلی مطالعه سوال در مصاحبه بودند. نتایج حاکی از این بوده است که اعتقاد به نفس ساده افزایش یافته و سایند تحت تغییر افزایش و تغییر مولت قرار گرفته اند. مطالعه، تغییر در هویت فردي ساکن را بعد از یادگیری زبان بیش از سایر نمونه، تغییری که در هر بیت بوده و چیزی به داشته های آن یا فردوشی حضور است. استاد پس از یادگیری زبان انگلیسی دستخوش تغییر در هویت اجتماعی قرار تغییر اندازه، اما در میان عناوین اجتماعی شغل و میزان تحصیلات دارای بالاترین میزان اهمیت بوده است. سایند شاهد تغییر در هویت حرفه ای خود بوده اند. این ها به ترتیب بالاترین میزان تغییر را نسبت به نیازهای دانشجویان نسبت به رشد، و تعلیم فردی خود، و در آخر نسبت به مسائل محیط اپوریشن نشان داده اند. در هر سه نوع هویت زبان بالاتر از مرده قرار گرفته اند و میزان تغییر در هویت فردي، میزان اهمیت عناوین اجتماعی، و میزان تعهد حرفه ای آن ها نسبت به مرده بالاتر بوده است. در مورد سطح مهارت زبان انگلیسی، با افزایش میزان مهارت اسادی میزان تغییر بیشتر شده است. استادان دارای مدرک زبان انگلیسی، استادان دارای مدرک غیر زبان انگلیسی با مهارت بالا در زبان انگلیسی، و استادان دارای مدرک غیر زبان انگلیسی با مهارت بالا در زبان انگلیسی، به ترتیب بیشترین میزان تغییر را داشته اند. هر سه نوع هویت به طور معنی داری با یکدیگر همبستگی دارند. سایند معنی دارنده که میزان تغییر تغییر در هویت فردي و هویت اجتماعی فرد باید در محیط مربوط به زبان مقدم حضور داشته باشد و یادگیری زبان انگلیسی به طور فراوانی ای در رشد حرفه ای آن ها مؤثر است.

کلید واژه ها: هویت فردي، هویت اجتماعی، هویت حرفه ای، تغییر هویت