Insights into the emotional trajectories of language teacher identities

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In recent years, language learner and teacher identities have become an important field of research in SLA. Identity, which is often understood as a tool through which individuals make sense of themselves and their environment, has been recognized as an important concept in trying to understand language learning and teaching trajectories. Recent research also suggests that development of identity is largely embedded in emotional experiences that form an individual’s relationship with language and teaching. More knowledge is, however, needed to determine the ways in which emotions are present in different moments of the language learning trajectory and how student teachers draw on these experiences in developing their teacher identities. The current study is based on the analysis of 8 student teachers emotional experiences of their language learning career. By detecting the range of emotions in their experiences and the meanings that the student teachers ascribe to these emotions in envisioning their future teaching, we aim to offer insights into the processes of student teachers’ identity development.

Keywords: language teacher identity, emotions.