CONSTRUCTION OF PRACTICE AND IDENTITY
OF SECOND CAREER TEACHERS

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Abstract: Research on the construction of practice and identity in English language teaching has mostly focused on first career language teachers. However, partly due to a growing demand for English in non-English speaking countries, second career teachers are among the fast growing groups within the teacher population. Among these second career teachers, there is an emerging cohort of teachers who obtained their non-teaching university degree in an English-speaking country but eventually changed their career into teaching English as a Second Language (ESL). This cohort has a great potential to become qualified ESL teachers thanks to their good command of English and their first-hand cross-cultural experience. However, unsurprisingly, in the early stage of their ESL teaching career, they obviously lack teaching methodology and experience. Drawing on the concept of community of practice and teacher identity, this study explores how these non-traditional teachers created space for developing practice and identity. Data were collected from narrative interviews conducted with three participants who were teaching English in different English centers in Vietnam. Each participant, with the above-mentioned special background, in the early or middle stage of their career, struggles to pursue professional development and to construct their identity in an English teaching organization. The researcher hopes that the findings of the study may help to shed some light on practice and identity construction of teachers with special backgrounds in Vietnam and in other similar contexts.

Keywords: Community of practice, teacher identity, second-career teachers

1. Introduction

Research on language teachers' construction of practice and identity has so far focused on first career teachers majoring in Teaching English to Speakers of Other Languages (TESOL). These teachers obtained their degree in English as a Second Language (ESL) or applied linguistics, and embarked on their teaching career following their graduation (hereafter referred to as "regular ESL teachers"). However, there is an increasing number of second career English teachers joining the profession. This phenomenon results from the fact that ESL teaching has emerged as a promising career path and ESL learning is still on the rise in non-English speaking countries. Also, in order to build a larger pool of potential high-quality teachers, recruiting individuals with relevant experience outside education is now considered as an important policy option (OECD, 2011). Among the non-traditional entrants to the English teaching profession, there is a group of individuals who returned to their home country after studying overseas and eventually becoming ESL teachers. Although they did not study TESOL, they have a good command of English and first-hand experience living overseas. Obviously, this is mostly due to their exposure to native English during college time. Unsurprisingly, these beginning second career teachers (SCT) lack TESOL knowledge and experience. Within this article, this cohort of

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ESL second career teachers who studied abroad in non-TESOL fields will be referred to as "ESC teachers". As ESC teachers are taking teaching roles in many countries where English is spoken as a second or foreign language, there is a need for research on this population of non-traditional entrants to the teaching profession.

In an effort to foster a greater understanding of language teachers in local contexts, this study explores how ESC teachers in Vietnam created space for constructing practice and identity. Although ESC teachers were well-educated overseas, they were not trained in the field of TESOL. Without adequate training in English language teaching methodology, beginning teachers are likely to face a great deal of difficulties in their career. Also, they struggle to be professionally recognized in the environment full of regular ESL teachers. This study hopes to paint a portrait of ESC teachers in their struggle to overcome the above-mentioned obstacles.

In addition to the theoretical contribution, this study may also be a good resource for teacher trainers and school administrators. A better understanding of ESC teachers from psychological and professional standpoints can be a useful foundation for teacher trainers and school administrators to adjust their training programs to better support ESC teachers in their career transition.

Hence, the following research question was discussed:

How do ESC teachers create space for constructing their practice and identities?

2. Identity and community of practice

Teacher professional identity is a rising field of study that is receiving more and more research attention (Akkerman & Meijer, 2011). However, the concept of teacher identity is difficult to define in a clear-cut way. Canrinus *et al.* (2011) noted that teachers' professional identity is generally related to the way teachers see themselves in the continuing interaction between them and the context. In a broader sense, according to Gee (2000) identity means being recognized as some "kind of person" in a given context. He argued that each person, depending on the context, may project different kinds of identity originating from one "core identity" (Gee, 2000, p.99). Sachs (2005) argued that teacher professional identity helps teachers to establish "their own ideas of "how to be", "how to act" and "how to understand" in relating to their work and place in society" (p.15). While a common definition cannot be easily reached, it can be concluded that the core of teacher identity definition may rest on the dynamic relationship between a teacher and their context. Earlier research also looked at teacher identity in terms of roles. Beijaard *et al.* (2000) noted that teacher identity results from the way they perceive their roles "as subject matter experts, didactical experts and pedagogical experts" (p.751). Within the scope of this study, participating teacher identity will be examined through the way they understand themselves in relations to others.

As the element of "others", "social", "interaction", or "context" often appear in the conceptualization of identity, it is worth digging into the concept of communities of practice. A community of practice is referred to as a group of people who share social practices and work

together toward common goals (Lave & Wenger, 1991; Wenger, 1998). Within the field of teacher identity, the social theory of learning created by Wenger (1998) has attracted attention and gained recognition (Barton & Tusting, 2005). Wenger (1998) reflected that the main focus of this theory is about learning as "social participation" which refers to an "encompassing process of being active participants in the practices of social communities and constructing identities in relation to these communities" (p.4). Wenger's theory comprised four elements: meaning, practice, community and identity. Wenger (1998) argued that these elements are strongly linked with each other.

According to Wenger (1998), we all belong to a variety of communities of practices which are characterized by three dimensions: mutual engagement (interaction among members), joint enterprise (products which result from members' negotiation of meanings through instrumental, personal, interpersonal perspectives), and shared repertoire (accumulation of shared actions and artifacts over time as resources for negotiating meaning).

Another relevant point from this social theory worth noting is the two types of connections of communities of practices: "boundary objects" and "brokering". The duality of participation (in the form of 'brokers') and reification (in the form of 'boundary objects') form distinct channels of connectivity between these different communities of practice. According to Wenger (1998), brokering means the "connections provided by people who can introduce elements of one practice to another". The concept of brokering will be utilized when analyzing the participating teachers in this study in their efforts to work in different English centres and universities at the same time.

Based on the concept of identity and brokering as part of Wenger's theory of communities of practice as well as work by other authors, the study will explore how ESC teachers struggle their way through the career shift.

3. Methodology

The participants of this study were three teachers of English from different English centers in Vietnam. They were chosen for this study as their educational and professional backgrounds and working matched the profile of a typical ESC teacher. They all studied in different fields for their bachelor's degree and master's degree in English-speaking countries. After graduation, they chose to work as a teacher of English either part-time or full-time in Vietnam, their home country. The diverse backgrounds of the participants shall contribute a wide and deep perspective to this methodologically grounded case study. Two of the participants were teaching English at two different centers of English, and one was teaching English at a language center and at the same time working as a university lecturer of English in a privately owned university in the southern province of Binh Minh. To maintain confidentiality, pseudonyms were used for the participants, for the institutions they are working in, and for the city of residence.

Table 1. Participants' profiles

Participants			
Names	Quynh	Linh	Phan
Age	28	28	30
Bachelor Major	International Business	Economics	Finance
Master Major	X	Business	Finance
Countries of overseas study	UK	Australia and Ireland	UK
Years of Teaching Experience	3	4	6
Types of learners	Teen – Adults	Teen – Adults	Teen – Adults
TESOL-related qualifications at the beginning of teaching career	Non	Non	Non

With a good command of English (equivalent to IELTS 7.0), all the participants were highly trained overseas in their field and had no intention of becoming a teacher of English during their college time. They all embarked in their journey of teaching with "zero" knowledge and skills in English language teaching. In addition to the profiles of the participating teachers summarised in Table 1, portraits of individual cases, with special attention to their motives for entering TESOL careers, are presented as follows:

Quynh studied International Business for her bachelor degree in the UK. After graduation, she came back to Vietnam and worked as a full-time teacher of English and test-preparation in a language and overseas study preparation center in Binh Minh, Vietnam. This work opportunity came to her as one of her friends co-founded an English center which aims to prepare students with English and test preparation skills to study abroad. At this time, Quynh accepted the job offer in the belief that she could help Vietnamese students to achieve their abroad study dream. After one year of teaching, she was promoted to a managing position in the same center. She did not quit teaching, but managed to keep teaching and handle the managerial work.

Linh obtained Bachelor of Economics in the UK. After graduation, he worked full time for the Department of Foreign Affairs in Binh Minh, Vietnam. During this time, he also worked for English centers as part-time IELTS teachers. His motivation was mainly seeking some extra income as well as a chance to use English, since his full-time job did not require English for communication. After 4 years of working, he went to Ireland for a master's degree in business. After graduation, he returned to Vietnam and resumed his office and teaching positions.

Phan obtained both Bachelor and Master of Finance in the UK. After 6 years of overseas study, she returned to Vietnam but did not do any work related to her study. She did attend some interviews and received a number of offers from prestigious accounting firms. However, she did not choose to pursue those jobs as she did not find any enjoyment in the workplace. Instead, she started her English teaching career in an English center in Binh Minh, Vietnam. After 4 years of part-time teaching, she decided to pursue teaching as a serious career. She is studying for a second master's degree majoring in TESOL in her effort to pursue a TESOL career. She is currently working full time as a lecturer of English for a reputable university in Binh Minh City.

4. Data collection and analysis

This study is considered to be qualitative. Qualitative research is "best suited to address a research problem in which you do not know the variables and need to explore" (Creswell, 2012, p.16). As mentioned in the introduction, ESC teachers are growing in numbers and are becoming a new phenomenon in Vietnam, and this study tries to explore the teaching journey of these special teachers. Moreover, the appropriateness of the choice of the qualitative approach for this study is further supported by the idea that the author is more interested in understanding the phenomenon by an in-depth analysis from the interviews rather than in statistical findings.

The Data for this study were collected from one-on-one narrative interviews. Creswell (2013) suggests that personal conversations or interviews are the best ways for participants to tell stories about their lived experiences which may help to explore individuals' identity and the way they see themselves. One interview session for each particpant was semi-structured with open-ended questions, which helps to encourage participants to elaborate on the issue. More specifically, the participants described their professional journey from the very beginning to the time of the interview. All the interviews were conducted online because of geographical distance as well as safety measures due to the on-going Covid-19 pandemic. With the teachers' consent, all the interviews were audio-recorded and then transcribed. The interviews were conducted in Vietnamese in order for the participants to better convey their reflection, ideas and emotion.

Themes and conclusions were developed from the data instead of imposed pre-existing codes or prefigured categories (McMillan & Schumacher, 2010). The study proceeded with the analysis of each case and then conducted a cross-case analysis in order to identify common and different themes (Stake, 1995). Drawing on the conceptual framework of 'multi-membership', data analysis was initiated by the three participants' participation in an English center as the principal community. Building on the information provided by the participants regarding their participation in the main workplace, the analysis continued with other communities in which they were involved such teacher forums, English centers and universities

5. Findings

During the early stage of the participants' ESL teaching career, the participating teachers all faced two similar challenges: they lacked TESOL training and work experience. And the working environment of the English centers did not offer much for their professional development. Therefore, they undertook practical initiatives to overcome these obstacles. In particular, they went beyond the boundary of an ordinary English center to develop their practice and identity, and they also joined other communities.

Soon after obtaining a BA in International Business in the UK, Quynh returned to Vietnam and accidentally became a teacher of English at the TLE center. Well aware of her lack of teaching experience, Quynh took a number of actions to tackle the problems. She willingly observed other teachers' classes and learned from them. Also, she took feedback from her students and tried to improve herself from it. What is more, Quynh decided that she would seek a part-time teaching position in Helio English City (HEC). At HEC, there were many ESC teachers like Quynh. She believed that it would be easier for her to work with and learn from people with similar backgrounds.

Phan returned to Vietnam after spending 6 years in France for her BA and MA. Unlike Quynh, Phan deliberately chose to try a teaching career as she did not find any joy working in the finance world. She first worked for HEC. Although HEC was full of teachers with similar special backgrounds and their teachers' support in training was relatively good, Phan wanted to get more teaching experience. She decided to apply for the teaching position at ULV - a well-known private university in the southern province of Binh Minh. This was because she really wanted to experience teaching university students and working with more experienced teachers.

Unlike Phan and Quynh, Linh did work in his field of study after graduation. However, he still looked for a part-time teaching position at SmartE Center in Binh Minh city. His prime motivation at that time was just to maintain his command of English as his full time job did not require him to speak English. To compensate for his lack of English teaching methodology, he formed a group of teachers inside SmartE. In this group, experienced teachers would share their teaching experience and tips. In return, ESC teachers like Linh would share their experience living abroad.

It is important to notice that although the three participants started their teaching career with different reasons, they all faced a great deal of difficulties. They had no training or work experience in TESOL. Under this circumstance, they were usually considered as "outsiders" in their own workplace. Regardless of these difficulties, they still managed to stay on the course. Such courage was their sense of agency, which was an important part of teacher identity (Beauchamp and Thomas, 2009). Teachers need to be active in building professional knowledge and skills (Coldron & Smith, 1999). Each participant, in this study, undertook initiatives to improve their professional practice and develop their teacher identity.

Quynh's observation of experienced teachers' classes

Unsurprisingly, Quynh's early days at TLE was not smooth as she lacked pedagogical skills. Considering herself as a newcomer in the field of TESOL, Quynh sought help from other more experienced teachers at TLE. Quynh's efforts reinforced a piece of sociocultural theory that the newcomers resort to guided practice from mentors serving as more capable others (Vygotsky, 1978).

In order to compensate for her weakness, Quynh voluntarily conducted peer observations. She usually observed experienced teachers' class and learned from them. By reflecting on the class observations, Quynh soon realized key principles of a good teaching session. Quynh also tried to talk to these experienced teachers to find out about what the job may entail. Under the concept of "paradigmatic trajectories", these teachers are living testimonies to what is possible, expected, desirable (Wenger, 1998).

Quynh shared about what she learnt from observing other teachers' classes:

"I noticed the way the teachers got along with their students. I realized that it's important to get along with students. Once you get along with them, everything will be easier. I also learnt from other teachers' style and characteristics. How they go about doing the class management was very valuable to me. In our free time, they would usually share some stories about the jobs, what was good, what was bad, what were the usual obstacles." (Quynh)

Later on, however, Quynh conducted peer observations with a mindset that she would try to learn from other strategies but at the same time maintain her own distinct style. This is strong evidence that new trajectories do not necessarily follow the exact direction of the paradigmatic ones (Wenger, 1998). Quynh always felt the need to develop her own identities.

Linh's initiative to build a community for an exchange of knowledge and experience between regular ESL teachers and ESC teachers

As for Linh, working for the SmartE center was not just about having a part-time job or earning some extra income or looking for a chance to use English. It was also about doing something which he believed is useful for the people, in this case, Vietnamese students in his hometown. With 6 years of studying overseas, in addition to a good command of English, Linh was lucky enough to experience Western ways of life which he wanted to share with his students. Encouraging other Vietnamese students to study abroad was also a major motivation for Linh to teach English part-time. Students were inspired by his overseas learning journey as well as his real-life stories in different cultures. Nevertheless, in the early stage of his teaching career, Linh had difficulties transferring his English skills to students as he lacked pedagogical skills.

> *"Everything seemed to be going well in my first lessons. I knew I was good at English, and I used English for 6 years when studying in Europe. But sometimes, I had a feeling that the students did not catch up with my teaching. Especially in the grammar classes, they did not seem to understand my explanations. It may come from the fact that I knew English, but I did know how to teach it to beginners."* (Linh)

Fortunately, Linh received support from his colleagues who were regular ESL teachers. They helped Linh to find a better way to explain grammatical points to students as well as with other pedagogical issues. In return, Linh did make valuable contributions to the team. The experienced teachers did not study overseas so Linh shared with them his first-hand experiences studying and living overseas, as well as his experience looking for scholarships. After a few months, an informal forum of exchanges between two kinds of teachers was founded. The community of knowledge and experience exchange formed by Linh was considered as a practical solution to the problem of limited space for professional development in his local context. ESC teachers like Linh received constructive feedback from the more experienced colleagues. In return, real life experience living and studying abroad was shared by the ESC teachers. This new group was a true community of practice with "mutual engagement", a " joint enterprise" and a "shared repertoire" (Wenger, 1998).

Linh strongly believed that apart from the practical purposes mentioned above, the community he founded helped to strengthen mutual understandings and a congenial relationship of colleagues, without which new teachers would have to struggle to develop affirming identities (Watters & Diezmann, 2012). Before the coming of this community, the relationship between the two types of teachers in the SmartE center had been rather superficial due to their different backgrounds. Now they got to understand each other's strengths, weaknesses and desires. Thanks to this community, new teachers like Linh, at their core, had the chance to construct their identity as they continued their career journey as a teacher. Beijaard *et al.* (2004) noted that identity construction is formed by "continuous interpretation and reinterpretation of experiences and encounters".

Quynh and Phan's participation in an English center for ESC teachers

Quynh and Phan both had a chance to practice teaching their first lessons at HEC center. HEC was one of the very few but renowned English centers in Binh Minh City which could see the good potential of the ESC teachers. At HEC, an applicant who has an IELTS score of more than 7.5 and has studied overseas, regardless of the field, is very likely to be recruited as a teacher of English. After recruitment, via proper training and supervision, the successful candidate can embark on their journey as an English teacher. Tapping into the ESC teachers as the main teaching workforce, HEC's management board understand the challenge of their internal teacher training program. At HEC, beginning teachers with special backgrounds like Quynh and Phan are developed through a combination of various training strategies. By participating in HEC's training programs, ESC teachers were able to see their suitability for the teaching career and consolidated their teacher identity. They experienced momentum in their teaching lives and success in their teaching practice.

Regarding the working environment, HEC is like a community of practice which is already "ESC-teachers friendly". At TLE, although Quynh received good support from her colleagues, she usually felt "alone in the world". At HEC, ESC teachers can easily get used to the working environment and together help build a congenial relationship as most of the staff share similar backgrounds which is almost "zero" in language teaching training.

> *"Most of the teachers at HEC are more or less like me. They did not study TESOL but somehow ended up being a teacher of English. So we are not afraid to talk to each other. We are not worried that we are being judged"* (Quynh)

About the training system, at HEC, a combination of formal and informal training was utilized. Peer class observation, regular feedback, and informal discussions after class were used. ESC teachers had a chance to observe class by an experienced teacher who they may consider as a role model. What they observed from the role model could become food for thought. While they observed how the other teachers overcame challenges in their classes, they could come to realize that they were not alone in facing problems related to teaching. Therefore, the influence that the experienced teachers had on the development of new teachers like Quynh and Phan were substantial. Via peer observations and discussions, ESC teachers were constantly shaping their identity.

At HEC, ESC teachers also received feedback and guidance on class performance from colleagues and center leaders (usually immediate academic managers). This kind of support helped new teachers to further construct understanding of themselves. Therefore, the professional identity that the new ESC teachers developed at the beginning of their career was strongly related to the collaborations, relationships and shared understandings of themselves and their work as a teacher in relation to others around them.

Opportunities were also created to involve the ESC teachers in broader professional networks of their center. Once a month, HEC holds an informal party outside the campus for all the teachers and managerial staff.

"Every month we had a chance not just to relax but to talk about our teaching as well as personal matters. It was also easy to interact with the center management and experienced teachers. The whole experience at HEC made me feel like I had found my second home." (Phan)

The community created by HEC helped new beginning ESC teachers like Quynh and Phan enhance their professional and personal bondage with their colleagues and center leaders. Without this bondage, the beginning teachers might fall into a state of isolation (Pearce & Morrison, 2011). As a result, ESC teachers became more confident, and more ready to try new things. All in all, it helped to build an emergent perspective within themselves to further develop their teacher identity.

Phan making a move to tertiary education

Unlike Quynh and Linh, Phan decided to take her second career choice to the next level. Phan felt the need to experience different types of students. At HEC, she only got to work with young learners and high school students, so she decided to apply for a teaching position at ULV – a famous private university in Binh Minh. This step can be considered as a boundary crossing. More specifically, this boundary crossing can be viewed as a form of brokering. The participant, in this case, chose to work in another academic environment with different kinds of teachers and students with the hope to further develop her practice and construct her identity. As Wenger (1998) noted, brokers can create new relationships, enhance collaboration across communities and open new possibilities.

However, Phan's experience with this new environment of higher education was not as she had expected.

"The regulation for teachers are tighter. There is not much room for development, and we have to follow the curriculum very closely." (Phan)

It took Phan a few months to adapt to the new teaching experience. She admitted that teaching English at private centers were easier. Also, the working environment at ULV was not flexible and open. She recalled:

"Everybody seems to pay too much attention to qualifications, the higher degree you have, the higher face value you get. I did not feel very comfortable talking to other colleagues." (Phan)

Obviously, at ULV, Phan did not learn as many about pedagogical skills as she did at HEC. Phan concluded that teachers with special backgrounds like hers are more likely to fail if they teach at tertiary level. Also, teachers from university may experience difficulties since teaching at English centers which are not open and flexible. Evidently, she was able to identify the similarity and difference between the two communities. More specifically, Phan considered herself as an "outsider" who was looking into a community of "insiders". This can be seen as an important aspect of the participants' boundary crossing from the principal community of English centers to other TESOL communities.

6. Discussion

Highly qualified and experienced in one field but ended up choosing another field for their career, obviously, the participants in this study faced a great number of challenges becoming second career teachers. The participants normally worked in a regular ESL training center which was usually full of regular ESL teachers. The training and support program as well as the working environment was not originally built to support ESC teachers. In other words, the community or environment at their home institutions did not accommodate the professional development need of beginning second career teachers. Insufficient access to colleagues, professional learning opportunities and resources can limit beginning teachers "to the periphery of the profession and put them in a state of survival rather than allow them to thrive" (Morrison, 2013, p.103). If the participants had only stayed in their home institution, the professional development would have been confined to the teaching knowledge and experience of the colleagues in the home institution. To enhance their knowledge and identity, the participating ESC teachers had to proactively seek opportunities for constructing their practice and identity. As a result, they crossed boundaries to join other communities to obtain their professional goals.

Regarding the practice, thanks to being "good brokers" in their new communities, through peer class observation, in-depth discussion with experienced colleagues, ideas exchange forum, formal on-the job training, and other useful tools, the participants could improve their teaching skills. They had a chance to learn how to explain things to students more effectively, better ways of class management, and so on. Also, their belief regarding teacher roles in class was constantly strengthened thanks to observing the role model teachers. During their oversea study, they were already familiar with highly interactive learning. The idea of student-centered education was not a new concept to them. However, applying all these teaching practices to the Vietnamese context would obviously need a certain degree of adjustment. They found out that the ESL teachers in Vietnam need to be more flexible in their role. Controller, prompter, manager, leader, supporter, facilitator, and so on, are different roles of a teacher which a person may consider playing, depending on the level of the students, class, facilities and other relevant factors. What is more, in new communities, the ESC teachers had a chance to contribute their special knowledge and experience. Their exposure to multi-cultural communication, authentic English, and precious experience studying and living overseas were of great value to the other colleagues who did not study abroad. Together, the ESC teachers and the regular ESL teachers created a mutually supportive community. The ESC teachers not only obtained new knowledge but also introduced new perspectives to the communities they joined. Similar findings have been found in numerous studies of Akkerman and Meijer (2011) and Nguyen (2016). In other words, as "brokers", the participating ESC teachers transferred knowledge from one community to another. The products of brokering such new teaching methodology and experience living overseas were 'boundary objects' (Wenger, 1998, p.107).

Another important theme emerging from the findings is that due to experiencing multiple membership, the participating ESC teachers' identity should be viewed as a "nexus of multiple membership (Wenger, 1998). The first center of English where they worked was responsible for constructing the "base" identity. New identity was constructed as the participants joined other English teaching institutions with different set of learners and colleagues. Working in different

contexts gave them a chance to look at themselves from different angles so that they could discover more about themselves. Beliefs about their roles were constantly shaped and reshaped, which directly influenced the negotiation of their identity. As Burns and Richards (2009) discovered, teacher identity is the roles which they enact in different settings.

Crossing boundaries does not necessarily mean that ESC teachers can enhance their practice or identity, therefore the design of the communities in which they participated should be customized to support them. Revisiting the example of HEC center with the participation of Quynh and Phan, HEC was strategically built to promote ESC teachers. As a result, the ESC teachers were not isolated in their journey of career shifting. The co-workers, center leaders, even the students recognized the distinct talent of ESC teachers. ESC teachers also received supervision and support at many levels. On this premise, the emergent teacher identity can be nurtured in more favorable conditions.

7. Conclusion

This study explored ESC teachers' construction of practice and identity through their memberships in multiple communities. As they embarked on the journey of language teaching, they found that experience in one home English centre was not enough for professional development. Therefore, they crossed boundaries to join in other communities such as another English center with different business strategies or moving to higher education or forming a forum of exchange between them and regular ESL teachers. These initiatives resulted in new practices and identities.

The findings of this study make a substantial contribution to both research and practice in language teaching as well as the issue of training beginning teachers. Firstly, this study reinforces that teachers can develop their knowledge and teaching skills via their participation in sociocultural life (Wright 2010). With a strong willingness to learn and a high level of commitment to the new profession, ESC teachers can enhance their skills by learning from other teachers in different communities. Secondly, the study helps to confirm some aspects of social theory of learning. Pedagogical practices and educational discourses, considered as "boundary objects" (Wenger,1998), can be transferred across communities by teachers. Thirdly, by crossing boundaries, ESC teachers not only can learn from regular ESL teachers but also have chance to transfer their accumulated oversea study experience to other teachers. In other words, they endeavor to achieve their professional goals and create educational and social changes at the same time (Nguyen, 2011). Finally, the study helps to explore a model practice for second career teacher training program. By creating a friendly and supportive environment around ESC teachers, school leaders and academic managers can facilitate the process of transforming a potential ESL teacher with no TESOL background into a qualified one.

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XÂY DỰNG BẢN SẮC NGHỀ NGHIỆP VÀ CHUYÊN MÔN CỦA GIÁO VIÊN TIẾNG ANH KHÔNG CHUYÊN

Tóm tắt: Những năm gần đây, đề tài về thực hành nghề và bản sắc nghề giáo của giáo viên tiếng Anh thu hút sự quan tâm đông đảo của các học giả. Tuy nhiên, các nghiên cứu nêu trên thường tập trung vào đối tượng giáo viên chuyên nghiệp. Thực tế ở một số nước như Việt Nam, nhu cầu học tiếng Anh khá lớn dẫn đến việc đội ngũ giáo viên tham gia giảng dạy không đơn thuần là đội ngũ được đào tạo chuyên ngành liên quan, mà số lượng du học sinh tốt nghiệp chuyên ngành ngoài ngôn ngữ/sư phạm tại các nước bản địa, sau khi trở về nước, bắt đầu tham gia và gắn bó với công việc giảng dạy tiếng Anh như một hướng đi mới trong sự nghiệp của họ. Đội ngũ giáo viên này có tiềm năng giảng dạy bởi những trải nghiệm đa văn hóa thực tế và được tiếp cận trực tiếp tiếng Anh bản địa. Tuy nhiên, việc theo đuổi sự nghiệp giảng dạy tiếng Anh của họ không thể tránh khỏi những khó khăn khi thiếu hụt những kiến thức và kỹ năng sư phạm. Bài nghiên cứu này, dựa vào khái niệm Cộng đồng thực hành và Bản sắc nghề giáo, tập trung tìm hiểu cách thức đội ngũ giáo viên không chuyên này phát triển năng lực giảng dạy và xây dựng bản sắc nghề giáo của mình. Dữ liệu phân tích được thu thập qua ba bài phỏng vấn chuyên sâu với ba giáo viên từng là du học sinh không chuyên khối ngôn ngữ/sư phạm tại nước bản địa, hiện đang theo đuổi công việc giảng dạy chuyên nghiệp tại các cơ sở giáo dục trong nước.Tác giả mong muốn cung cấp một cái nhìn tổng thể về cách thức nhóm giáo viên nêu trên nỗ lực xây dựng bản sắc nghề giáo và phát triển năng lực chuyên môn trong bối cảnh giáo dục tại Việt Nam.

Từ khoá: Cộng động thực hành, bản sắc giáo viên, giáo viên không chuyên