

8-9-2011

The Exploration of Non-native English Speaking (NNES) Professionals' Identity Constructions and Negotiations as Pedagogical Border Crossers between the U.S. and Korea

Jyun Bang

Indiana University of Pennsylvania

Follow this and additional works at: <http://knowledge.library.iup.edu/etd>

Recommended Citation

Bang, Jyun, "The Exploration of Non-native English Speaking (NNES) Professionals' Identity Constructions and Negotiations as Pedagogical Border Crossers between the U.S. and Korea" (2011). *Theses and Dissertations (All)*. 341.
<http://knowledge.library.iup.edu/etd/341>

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact cclouser@iup.edu, sara.parme@iup.edu.

STUDENT HAS RESTRICTED ACCESS TO FULL TEXT OF THE DISSERTATION.

ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME

THE EXPLORATION OF NON-NATIVE ENGLISH SPEAKING (NNES)
PROFESSIONALS' IDENTITY CONSTRUCTIONS AND NEGOTIATIONS AS
PEDAGOGICAL BORDER CROSSERS BETWEEN THE U.S. AND KOREA

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

Jyun Bang

Indiana University of Pennsylvania

May 2011

©2011 by Jyun Bang

All Rights Reserved

Indiana University of Pennsylvania
The School of Graduate Studies and Research
Department of English

We hereby approve the dissertation of

Jyun Bang

Candidate for the degree of Doctor of Philosophy

Gloria Park, Ph.D.
Assistant Professor of English, Advisor

Jeannine M. Fontaine, Ph.D.
Associate Professor of English

Lisya Seloni, Ph.D.
Assistant Professor
Illinois State University

ACCEPTED

Timothy P. Mack, Ph.D.
Dean
The School of Graduate Studies and Research

ABSTRACT

Title: The Exploration of Non-native English Speaking (NNES) Professionals' Identity Constructions and Negotiations as Pedagogical Border Crossers between the U.S. and Korea

Author: Jyun Bang

Dissertation Chair: Gloria Park, Ph.D.

Dissertation Committee Members: Jeannine M. Fontaine, Ph.D.
Lisya Seloni, Ph.D.

This study aims to discover how Korean English language teachers navigate and negotiate their professional identities as they were immersed in the U.S. TESOL program. They would ultimately end up teaching English in Korea upon completing the U.S. TESOL program. For this purpose, this study examines the following research questions: (1) How did their experiences influence their teaching identities? (2) How do they come to reconstruct their teachers' identities as a result of being matriculated in the U.S. Ph.D. TESOL program? And (3) how would they imagine their professional identities as Korean NNES professionals for their future teaching in Korea?

In order to explore Korean NNES professionals' identity changes, I used critical theory, as an epistemological consideration and narrative inquiry, as a methodological tool. I integrated the qualitative methods for the substantial investigation of different aspects of language ideologies through multiple sources: (1) casual conversation, (2) autobiographical accounts, (3) virtual discussions through blog entries, (4) in-depth interviews, and (5) E-interviews. I used a hermeneutic process to analyze data of the Korean NNES professionals' identity constructions.

From K-12 through graduate program, English was one of the gatekeepers and a form of capital for the participants in Korean society. The implementation of English-only classes led the participants, as NNES professionals, to be marginalized from English language education in Korea due to their lack of proficiency in English. The participants ended up enrolling in a U.S. TESOL program to gain U.S. degrees, to increase their oral proficiency of English, and to understand the theoretical background of TESOL. As the participants engaged in community of practice, they became members in an academic community, transformed their perceptions of English and of their teaching, and had constructed their hybrid teacher identities.

The findings provide insights into experiences that would affect NNES professionals' identity construction, paying attention to processes of ideological influences upon their beliefs and attitudes toward English language education in Korea and in the U.S. This study has implications for restructuring curricula in TESOL programs because its findings inform educators about NNES teacher candidates' experiences and perspectives on English language education.