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| **Identity in foreign language learning and teaching: A comparison of four European countries** |
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| **Background** |
| Learning a new language has been equated to learning a new identity, one’s sense of self being most vulnerable when its most natural form of expression is only just developing. This would appear to be particularly important in adolescence, when most foreign languages are learnt through limited contact time at school. Thus, the identity issues inherent in adolescence overlap with the identity issues associated with learning a foreign language, in an environment where contradictory relational contexts (e.g., teacher vs. peers) meet. Yet these dynamics have not inspired much research to date, the existent literature addressing such topics only to a limited extent. |
| **Aims & Design** |
| Our project has responded to this research need by investigating learners’ identity perceptions in three relational contexts (teachers, peers and family) compared to teachers’ identity perceptions in three relational contexts (students, colleagues and head teachers). Our participants are 4,151 learners of English as a foreign language and Mathematics (a control subject) in four European countries: Bulgaria, Germany, the Netherlands and Spain, as well as 258 teachers (161 English, 97 Maths). Our research methods are a repeated online questionnaire survey for students and an online survey administered once to the teachers. |
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| **External Collaborators** |
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| **Publications** |
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