УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФИЛОЛОШКИ ФАКУЛТЕТ

ГОДИШЕН ЗБОРНИК
2011
YEARBOOK

ГОДИНА 2 **VOLUME II**

GOCE DELCEV UNIVERSITY – STIP
FACULTY OF PHILOLOGY

ГОДИШЕН ЗБОРНИК
ФИЛОЛОШКИ ФАКУЛТЕТ
YEARBOOK
FACULTY OF PHILOLOGY

За издавачот:
Проф д-р Виолета Димова

Издавачки совет
Проф. д-р Саша Митрев
Проф. д-р Блажо Боев
Проф. д-р Лилјана Колева-Гудева
Проф. д-р Виолета Димова
Доц. д-р Јованка Денкова
Доц. д-р Махмут Челик
Доц. д-р Ранко Младеноски
М-р Ристо Костуранов

Редакциски одбор
Проф. д-р Виолета Димова
Доц. д-р Толе Белчев
Доц. д-р Билјана Ивановска
Доц. д-р Јованка Денкова
Доц. д-р Душко Алексовски
Доц. д-р Марија Леонтиќ
Доц. д-р Нина Даскаловска
М-р Весна Коцева

Главен уредник
Доц. д-р Ранко Младеноски

Одговорен уредник
Доц. д-р Толе Белчев

Јазично уредување
Даница Гавриловска-Атанасовска
(македонски јазик)
Доц. д-р Марија Кукубајска
(англиски јазик)

Техничко уредување
Славе Димитров
Благој Михов

Печати
Печатница „Европа 92“ - Кочани
Тираж - 300 примероци

Редакција и администрација
Универзитет „Гоце Делчев“-Штип
Филолошки факултет
ул. „Крсте Мисирков“ бб
п. фах 201, 2000 Штип
Р. Македонија

Editorial board
Prof. Saša Mitrev, Ph.D
Prof. Blazo Boev, Ph.D.
Prof. Liljana Koleva-Gudeva, Ph.D.
Prof. Violeta Dimova, Ph.D.
Ass. Prof. Jovanka Denkova, Ph.D.
Ass. Prof. Mahmut Chelik, Ph.D.
Ass. Prof. Ranko Mladenoski, Ph.D.
Risto Kosturanov, M.Sc.

Editorial staff
Prof. Violeta Dimova, Ph.D.
Ass. Prof. Tole Belcev, Ph.D.
Ass. Prof. Biljana Ivanovska, Ph.D.
Ass. Prof. Jovanka Denkova, Ph.D.
Ass. Prof. Dusko Aleksovski, Ph.D.
Ass. Prof. Marija Leontic, Ph.D.
Ass. Prof. Nina Daskalovska, Ph.D.
Vesna Koceva, M.A.

Managing editor
Ass. Prof. Ranko Mladenoski, Ph.D.

Editor in chief
Ass. Prof. Tole Belcev, Ph.D.

Language editor
Danica Gavrilovska-Atanasovska
(Macedonian)
Ass. Prof. Marija Kukubajska, Ph.D.
(English)

Technical editor
Slave Dimitrov
Blagoj Mihov

Printing
„Evropa 92“ - Kocani
Printing No 300

Address of the editorial office
Goce Delcev University – Stip
Faculty of philology
Krste Misirkov b.b.,
PO box 201, 2000 Štip,
R. of Macedonia

СОДРЖИНА
CONTENT

д-р Виолета Димова, д-р Јованка Денкова
КОМУНИКАЦИЈАТА УЧЕНИК - ЛИТЕРАТУРНО ДЕЛО - НАСТАВНИК, ОСНОВА НА СОВРЕМЕНИТЕ ПРИСТАПИ ВО НАСТАВАТА ПО ЛИТЕРАТУРА
Violeta Dimova, Ph.D., Jovanka Denkova, Ph.D.
THE COMMUNICATION: STUDENT LITERARY WORK TEACHER, A BASIS FOR THE MODERN APPROACHES IN THE TEACHING OF LITERATURE 9
д-р Петер Рау
ПОВРЗАНОСТ СО ИСТОРИЈАТА. МЕТОДОЛОГИЈА И СИСТЕМАТИКА НА ИМЕНУВАЊЕТО ВО ДЕЛАТА НА ТОМАС МАН
Peter Rau, Ph.D.
THE LINKS WITH THE HISTORY. METHODOLOGY AND SYSTEMATICS OF THE NAMING IN THE WORKS OF THOMAS MANN 17
д-р Ранко Младеноски
АЛЕКСАНДАР III МАКЕДОНСКИ ВО ПРОЕКТОТ „ВЕДА СЛОВЕНА“ НА ВЕРКОВИЌ И ГОЛОГАНОВ
Ranko Mladenoski, Ph.D.
ALEXANDER III OF MACEDON IN THE PROJECT „VEDA SLOVENA“ BY VERKOVIK AND GOLOGANOV 27
д-р Махмут Челик, д-р Јованка Денкова
ДЕЦАТА НА ТУРСКАТА ЗАЕДНИЦА И ТУРСКОТО НАРОДНО ТВОРЕШТВО ВО РЕПУБЛИКА МАКЕДОНИЈА
Mahmut Chelik, Ph.D., Jovanka Denkova, Ph.D.
THE CHILDREN OF THE TURKISH COMMUNITY AND TURKISH FOLK ART IN THE REPUBLIC OF MACEDONIA.....37
м-р Ева Велинова
ЛЕГЕНДАТА ЗА РОЛАНД ВО ФРАНЦУСКО-ИТАЛИЈАНСКИ КОНТЕКСТ: ОД СРЕДНОВЕКОВНА ВИТЕШКА ЕПИКА ДО РЕНЕСАНСНА ИРОНИЈА
Eva Velinova, M.A.
THE LEGEND OF ROLAND IN FRENCH-ITALIAN CONTEXT: FROM MEDIEVAL KNIGHTLY EPIC TO RENAISSANCE IRONY 43

д-р Јованка Денкова, д-р Виолета Димова
ГОВОРОТ НА ОМРАЗАТА И НЕТОЛЕРАНЦИЈАТА ВО МАКЕДОНСКАТА ЛИТЕРАТУРА ЗА ДЕЦА И МЛАДИ
Jovanka Denkova, Ph.D., Violeta Dimova, Ph.D.
THE SPEECH OF HATE AND INTOLERANCE IN MACEDONIAN LITERATURE FOR CHILDREN AND YOUTH 51
м-р Дијана Никодиновска
ВРЕДНОСНАТА ОСКА ДОБРО/ЛОШО ВО ИТАЛИЈАНСКИТЕ И ВО МАКЕДОНСКИТЕ ПОСЛОВИЦИ
Dijana Nikodinovska, M.A.
THE AXIOLOGICAL AXIS GOOD/BAD IN ITALIAN AND MACEDONIAN PROVERBS.....61
д-р Јованка Денкова, д-р Махмут Челик
ЗЛОБНАТА ЖЕНА ВО МАКЕДОНСКИТЕ НАРОДНИ СЕМЕЈНИ ПЕСНИ И ВО МАКЕДОНСКАТА НАРОДНА БАЛАДА
Jovanka Denkova, Ph.D., Mahmut Chelik, Ph.D.
EVIL WOMAN IN MACEDONIAN FAMILY FOLK SONGS AND MACEDONIAN FOLK BALLADS.....73
Драган Донев
КРИТИЧКА АНАЛИЗА НА МЕТАФОРАТА ВО ПОЛИТИЧКИОТ ДИСКУРС
Dragan Donev
CRITICAL METAPHOR ANALYSIS IN POLITICAL DISCOURSE 83
д-р Толе Белчев, д-р Билјана Ивановска, Јакуп Лимани
ОПИС ЗА НАСЕЛЕНОТО МЕСТО МЕРОВО, ЕТИМОЛОШКО И ЈАЗИЧНО ОБЈАСНУВАЊЕ ЗА ОЈКОНИМОТ
Tole Belcev, Ph.D., Biljana Ivanovska, Ph.D., Jakup Limani
DESCRIPTION OF THE NAME OF THE PLACE MEROVO, ETHYMOLOGICAL AND LINGUISTIC EXPLANATION OF THE OIKONIM 91
д-р Емилија Бојковска
ЗБОРОВНАТА ГРУПА ДЕТЕРМИНАТОРИ ВО МАКЕДОНСКИОТ И ВО ГЕРМАНСКИОТ ЈАЗИК
Emilija Bojkovska, Ph.D.
THE WORD CLASS DETERMINERS IN THE MACEDONIAN AND IN THE GERMAN LANGUAGE 99
д-р Билјана Ивановска
АНГЛИЦИЗМИТЕ ВО НАСТАВАТА ПО ГЕРМАНСКИ ЈАЗИК КАКО СТРАНСКИ ЈАЗИК
Biljana Ivanovska, Ph.D.
ANGLICISMS IN TEACHING GERMAN LANGUAGE AS A FOREIGN LANGUAGE 109

д-р Марија Леонтиќ
СТАТУСОТ НА ЛЕКСЕМИТЕ СО ТУРСКИ СУФИКСИ ВО МАКЕДОНСКИОТ ЈАЗИК ДЕНЕС
Marija Leontic, Ph.D.
THE STATUS OF THE LEXEMES IN TODAY`S MACEDONIAN LANGUAGE 115
д-р Билјана Ивановска, д-р Нина Даскаловска
ВАЖНОСТА НА ЈАЗИКОТ И НА КУЛТУРАТА ВО СИСТЕМОТ НА ЗДРАВСТВЕНА ЗАШТИТА
Biljana Ivanovska, Ph.D., Nina Daskalovska, Ph.D.
THE IMPORTANCE OF LANGUAGE AND CULTURE IN THE HEALTH CARE DELIVERING SYSTEM 123
м-р Јане Јованов, Наташа Сарафова
ВЛИЈАНИЕТО НА КРАТКИТЕ СМС ПОРАКИ ВРЗ СОВРЕМЕНИОТ МАКЕДОНСКИ ЈАЗИК
Jane Jovanov, M.A., Natasa Sarafova
THE INFLUENCE OF SMS MESSAGES ON CONTEMPORARY MACEDONIAN 129
д-р Билјана Ивановска, д-р Валентина Илиева
МЕДИЦИНСКА ТЕРМИНОЛОГИЈА – ВОВЕД, ОСНОВИ И ОПШТО ЗА ЈАЗИКОТ ВО МЕДИЦИНАТА
Biljana Ivanovska, Ph.D., Valentina Ilieva, Ph.D.
MEDICAL TERMINOLOGY – INTRODUCTION, FUNDAMENTALS AND LANGUAGE OF MEDICINE IN GENERAL 137
д-р Јагода Стрезовска, д-р Билјана Ивановска
ОСВРТ ВРЗ ЈАЗИЧНОТО ВЛИЈАНИЕ ВО ГЕРМАНСКИОТ И МАКЕДОНСКИОТ СОВРЕМЕН ЈАЗИК
Jagoda Strezovska, Ph.D., Biljana Ivanovska, Ph.D.
OVERVIEW OF THE LINGUISTIC INFLUENCE IN MODERN GERMAN AND MACEDONIAN LANGUAGE 145
д-р Нина Даскаловска, д-р Билјана Ивановска
ВИДОВИ НА НАСТАВНИ ПРОГРАМИ ПО СТРАНСКИ ЈАЗИЦИ
Nina Daskalovska, Ph.D., Biljana Ivanovska, Ph.D.
TYPES OF LANGUAGE TEACHING SYLLABUSES 151
д-р Соња Петровска
ДАЛИ НА НАШИТЕ УЧИЛИШТА ИМ СЕ ПОТРЕБНИ НАСТАВНИЦИ–ЛИДЕРИ?
Sonja Petrovska, Ph.D.
DO OUR SCHOOLS NEED TEACHERS – LEADERS? 159

д-р Нина Даскаловска
МОДЕЛИ НА ПРОЦЕСОТ НА ЧИТАЊЕ
Nina Daskalovska, Ph.D.
READING MODELS 169
м-р Весна Коцева
МЕТОДОТ ТАНДЕМ - АЛТЕРНАТИВЕН НАЧИН НА
УЧЕЊЕ НА СТРАНСКИТЕ ЈАЗИЦИ
Vesna Koceva, M.A.
TANDEM METHOD ALTERNATIVE MANNER OF FOREIGN
LANGUAGE ACQUISITION.....179
Елена Тупаревска
ИДЕНТИТЕТОТ НА НАСТАВНИКОТ
Elena Tuparevska
TEACHER IDENTITY.....185
м-р Марија Тодорова
ИСТОРИСКИ И СОЦИЈАЛЕН АСПЕКТ НА ШПАНСКИОТ
ЈАЗИК КАКО ДЕЛ ОД НАСТАВНАТА СОДРЖИНА
Marija Todorova, M.A.
HISTORICAL AND SOCIAL ASPECT OF SPANISH LANGUAGE
IN THE TEACHING PROCESS 193
Сања Јованова
СЕМЕЈСТВОТО КАКО КЛУЧЕН ФАКТОР ВО РАБОТАТА
НА СОВРЕМЕНОТО УЧИЛИШТЕ
Sanja Jovanova
FAMULY AS A KEY FACTOR IN THE MODERN SCHOOL WORK 203
Марија Гркова
НАЈЧЕСТИ ПРОБЛЕМИ ПРИ ИЗУЧУВАЊЕТО НА
МАКЕДОНСКИОТ ЈАЗИК КАКО СТРАНСКИ
Marija Grkova
THE MOST COMMON PROBLEMS IN LEARNING OF THE
MACEDONIAN LANGUAGE AS A FOREIGN 211
Јадранка Тодевска
МЕМОРИЈАТА CONDITIO SINE QUA NON ЗА ТОЛКУВАЧИТЕ
Jadranka Todevska
THE MEMORY – CONDITIO SINE QUA NON FOR
THE INTERPRETERS 221

м-р Драгана Кузмановска, м-р Даринка Веселинова, Биљана Петковска
РАЗГРАНИЧУВАЊЕ НА ПОИМИТЕ ПРЕВЕДУВАЊЕ И ТОЛКУВАЊЕ
Dragana Kuzmanovska, M.A., Darinka Veselinova, M.A., Biljana Petkovskaж
DISTINGUISH THE CONCEPTS OF TRANSLATION AND INTERPRETATION 131
м-р Даринка Веселинова
ТОЛКУВАЧКИ ПРОБЛЕМИ
Darinka Veselinova, M.A.
PROBLEMS IN THE INTERPRETING 239
Костадин Голаков
ВИДОВИ НА ПРЕВОД
Kostadin Golakov
TYPES OF TRANSLATION 247
Јована Карањикиќ
СТУДИИТЕ НА ЛАУРА САЛМОН КОВАРСКИ ЗА ПРЕВОД НА СОПСТВЕНИТЕ ИМИЊА И НИВНА ПРИМЕНА ВО ПРЕВОДИТЕ ОД МАКЕДОНСКАТА КНИЖЕВНОСТ НА ИТАЛИЈАНСКИ ЈАЗИК
Jovana Karanikikj
THE STUDIES OF LAURA SALMON KOVARSKI ABOUT TRANSLATION OF PROPER NAMES AND THEIR APPLICATION IN THE TRANSLATIONS OF MACEDONIAN LITERATURE IN ITALIAN 255
д-р Марија Емилија Кукубајска
АМЕРИКАНСКИ СТУДИИ: ИЛЕГАЛНИТЕ ДРОГИ МЕЃУ АМЕРИКАНСКАТА МЛАДИНА
Marija-Emilija Kukubajska, Ph.D.
AMERICAN STUDIES: ILLEGAL DRUGS AMONG YOUNG AMERICANS 265
д-р Трајче Нацев
ВОДОСНАБДУВАЊЕТО И ОДВОДНИТЕ КАНАЛИ ВО ГРАДОТ БАРГАЛА
Trajce Nacev Ph.D.
WATER SUPPLY AND CONVEYANCE AND DELIVERY CANALS IN THE TOWN OF BARGALA.....273

37.091.12

Стручен труд
Professional paper

ИДЕНТИТЕТОТ НА НАСТАВНИКОТ

Елена Тупаревска [1]

Апстракт: Овој труд ги презентира актуелните ставови во врска со идентитетот на наставникот. Во трудот се застапува гледиштето дека идентитетот на наставникот не е утврден и траен, туку е сложен, слоевит, променлив и е формиран од многу различни фактори, како што се контекстот, искуството, професионалното знаење, односите, чувствата, стереотипите, моќта и општествените норми. Исто така, овој труд ги дискутира и различните техники и перспективи кои поттикнуваат самоиспитување и кои може да им помогнат на наставниците да ги препознаат и разберат факторите кои го формираат нивниот идентитет и на тој начин да станат подобри наставници.

Клучни зборови: *идентитет на наставник, контекст, професионално знаење, социјална интеракција, стереотип, односи на моќ, перспективи на образование на возрасни.*

TEACHER IDENTITY

Elena Tuparevska[1]

Abstract: This paper presents the current views on teacher identity. It adopts the view that teacher identity is not set and permanent, but is complex, layered, changing and formed by many different factors such as context, experience, professional knowledge, relationships, feelings, stereotypes, power relations and social norms. Furthermore, this paper discusses different techniques and perspectives that encourage self-examination which can help teachers recognize and understand the factors behind their identities and can help them become better teachers.

Key words: *teacher identity, context, professional knowledge, social interaction, stereotype, power relations, adult learning perspectives.*

1). Филолошки факултет, Универзитет „Гоце Делчев“ – Штип.
Faculty of Philology, Goce Delcev University, Stip.

Introduction

There has been a growing interest in the concept of teacher identity in the past decade. In 2006, 93 papers presented at a major educational research conference in the USA, 20 in the UK and 24 in Australia dealt with the concept of identity. Many scholars believe that understanding teacher identity can help transform teaching and learning, and can lead to professional growth. Even critics such as Mockler and Sachs who believe that the concept of teacher identity takes the focus away from the task of teaching, maintain that teacher identity is still an important tool for boosting the status of the teaching profession and for organizing teachers, unions, professional associations and school systems.

Since learning to be a better teacher means being a critically reflective teacher who questions taken-for-granted assumptions and who is very critical of one's self, it is very important for teachers to understand the multilayered nature of their professional identity and the different factors that shape it.

Teacher identity

According to Wenger "the work of identity is always going on. Identity is not some primordial core of personality that already exists. Nor is it something we acquire at some point in the same way that, at a certain age, we grow a set of permanent teeth… our identity is something we constantly renegotiate during the course of our lives". Britzman agrees that identity cannot be fixed and is socially negotiated throughout our lives.

Identity is a complex, changing narrative shaped by our past experiences, professional knowledge, the setting and the wider socio-cultural context, as well as the various relationships we engage in.

The context is a big part of a teacher's identity. Although the constructivists view the individual as separate from his/her context, numerous other authors believe that we cannot divorce ourselves from our wider social, cultural and political contexts. Chappell et al. suggest that we need to forget about the dualism between the individual and the social and treat them as "jointly produced through discursive practices". Watson maintains that identity is both shaped by the context and shapes that same context, and the situative perspective considers learning inseparable from the context. Beijaard et al. stress that more attention should be paid to the role of the context in the formation of a professional identity. Lasky's findings show that the political and social context together with early teacher development shape the teacher identity. According to Cooper and Olson teacher identity is multidimensional, multilayered and dynamic, at times even contradictory, and is shaped by different factors such as the cultural, sociological and historical context. They

believe that the fact that schools in mid 19 c. Canada were an instrument of social cohesion, as well as the fact that children used to be made silent and passive in low-income schools, and women teachers were not treated equally as men, has played a part in shaping the teacher identity in Canada. Grosvenor and Lawn maintain that teacher identity is influenced by the national education policy. Hence, the country and the school a teacher works in, the political and economic situation, the policies on education and teaching, they all help shape a teacher's identity.

Another factor is experience. According to Watson, our past experiences are an important resource that we draw on in constructing our identities. Malcolm Knowles also stresses the importance of experience. Looking back at our past experiences i.e. our biographies can be seen as a way to learn to read time backwards and thus make sense of our lives. Furthermore, according to Brookfield our teaching practice is based on our autobiographies as learners. J. G. Knowles concentrates on the importance of positive role models, past teaching experiences, and childhood experiences of learning. Wenger views identity as a 'learning trajectory' since we define ourselves by where we have been and where we are going. However, John Dewey, who was one of the first proponents of experiential learning, argues that every experience does not educate. Kolb also believes that "experience alone does not teach". According to Dewey, learning can take place only if there is both continuity and interaction. Kolb suggests something similar – learning from experience with the help of reflective observation, abstract conceptualization and active experimentation. Thus, teachers need to connect the experiences they have gained teaching their classes to what they already know about good teaching practices, as well as test out these lessons on their students.

Identity is also shaped by professional knowledge. The knowledge that teachers gain at university, in teacher training courses, workshops and seminars are the resources teachers draw on in constructing their identities as teachers.

The various relationships that teachers engage in also shape their identities. Chappell et al. propose a relational view of identity - identity as a fluctuating, ongoing narrative formed by the various relationships in our lives. Gergen and Kaye stress the importance of relatedness and "human connectedness". Cooper and Olson suggest that the teacher's identity is shaped through social interaction. The teachers' relationship with their students, their colleagues and the institution where they work contribute towards their identity. However, in the process of creating our identity we sometimes draw a line between ourselves and the others, thus creating an 'other' who gives meaning to our identity. Through this process of othering we can degrade and discriminate against the people around us.

Feelings, especially those of dissatisfaction, are part of the identity. Britzman maintains that the educator's own unconscious desires play a part in the way he responds in different situations. The educator's desire for the love and affection of his students or his desire for authority can provoke him to act in a certain way. The educator must unearth first his own fears, love-hate relationships, conflicts and guilt, in order to be able to help his students with their conflicts and difficulties. The educator can overcome problems by adopting a brutally honest and deeply critical view of oneself, one that will allow him see himself for who he really is, and in this case asking questions like "Am I acting in this way because I want to be liked?" or „Do I have problem with relinquishing control and authority?" is very important. The constructivist model of David Boud also focuses on feelings and it argues that failing to address our negative feelings could hinder us to learn from our experience. It is not only necessary to recognize the existence of feelings of dissatisfaction and frustration with our job or students, but we also have to tackle them.

Some scholars even point to popular stereotypes as a factor in the shaping of teacher identity. According to Mead, stereotypes from popular culture and childhood have a decisive influence on teacher identity. Britzman notes that stereotypes can suppress the identity of a teacher – male teachers are expected to put on a machismo identity thus denying them the possibility of other identities.

Several other factors are mentioned as well. Zembylas argues that "teacher identity is constantly becoming in a context embedded in power relations, ideology, and culture." Apart from cultural, sociological, and historical factors, Cooper and Olson also mention psychological factors and social norms as shaping agents of teacher identity.

Ways of understanding teacher identity

Reconstructing the teacher identity can be a form of informal learning which can lead to professional growth. The crucial factor in this kind of informal learning is the teacher's agency i.e. the teacher is an independent self-directed learner. Some scholars believe that teacher identity can be reconstructed with the help of ethnographic research.

Other ways are also suggested. Martin and Kompf suggest concept mapping and journaling as a way to help teachers better understand identity, and Mergendoller and Sacks suggest using concept mapping to measure change in teacher knowledge and beliefs caused by experience, education, and innovations.

Different adult learning perspectives such as constructivism, psychoanalytic, situative, critical cultural and ecological/enactivist perspective can be used to address different aspects of a teacher's identity.

Constructivism is part of the humanist tradition - it is “a humanist, learner-centered practice that assists adult learners in reflecting on their experience in order to construct new knowledge”. However, this perspective has some weaknesses. Firstly, constructivism proposes separation between the person and the context. Secondly, it considers experience as something concrete, it focuses on reflection thus depersonalizing the learner, and it ignores power and politics. Thirdly, it ignores social inequities and the fact that not all of us have the same affordances of learning due to our backgrounds.

The psychoanalytic perspective delves deep into the internal life of the individual, prompting one to face the difficult truths which Britzman calls “lost subjects”. Teachers sometimes place too much blame on external factors such as the students themselves, other teachers and prevalent teaching methods, failing to look at themselves with honesty and consider other factors such as their own job dissatisfaction. However, one of the weaknesses of the psychoanalytic orientation is the fact that it overlooks the importance of the context in which the individual finds himself.

Unlike the psychoanalytic perspective, the situative perspective recognizes that learning and the context in which it takes place are inseparable. Wilson says that “if we are to learn, we must become embedded in the culture in which the knowing and learning have meaning: conceptual frameworks cannot be meaningfully removed from their settings or practitioners”. According to the situative orientation knowledge is “part of the very process of participation in the immediate situation. Nevertheless, the situative perspective has several weaknesses. It disregards the possibility for learning to happen with the help of “intellectual concepts produced by reflection”. Wilson states that “adults don’t learn from experience, they learn in it”, thus downplaying the importance not only of reflection but also of past experience.

Power relations are central to the critical cultural perspective. Teachers face the power relations at the school, the power relations between younger and older teachers, between teachers and students. This perspective suggests that not addressing and resisting these power relations could limit one’s possibilities, whereas naming the mechanisms of power takes one closer to finding ways to overcome them and that opens one “to unexpected, unimagined possibilities for work, life and development”. Foley maintains that the critical cultural orientation can help teachers restore their self-confidence, which is the crucial ingredient that a teacher needs in order to be able to experiment, to be innovative and to inspire. Furthermore, this perspective can help people regain lost values. Freire claims that this perspective can turn people into “empowered agents of social change”, thus implying that resisting conventional and widely accepted teaching methods could have greater social impact. However, this perspective

has its own weaknesses. Some critics question a person's ability to learn solely through critical reflection and they criticize the critical cultural perspective for failing to acknowledge the importance of the hidden, subconscious desires in learning and identity. Other critics argue that empowerment efforts can lead to manipulation and repression, and therefore the educator's responsibility has to be addressed.

The ecological/ enactivist perspective deems the person and context inseparable. However, this orientation does not focus on each component of experience separately, but on the relationships that connect them together and bring about their co-emergence. However, an orientation that advocates emergence of the person with the setting does not leave much room for the individual. The ecological/ enactivist perspective also fails to address power relations.

Conclusion

Teacher identity is a complex, changing narrative that is shaped by numerous factors throughout the teacher's entire life. The setting and the wider context that a teacher finds himself/herself in, the past experiences, professional knowledge, the various relationships in the teacher's life, his/her feelings, unconscious desires, fears, love-hate relationships, conflicts and guilt play a part in the teacher identity. Popular stereotypes, power relations and social norms can also shape the teacher identity.

In order to improve one's teaching, a teacher needs to be able to recognize and understand these factors. To do so, a teacher can use different methods and adult learning perspectives that encourage self-examination such as constructivism, psychoanalytic, situative, critical cultural and ecological/ enactivist perspective, as well as ethnographic research, concept mapping and journaling.

References

Beijaard, D., Meijer, P. & Verloop, N. (2004). *Reconsidering Research on Teachers' Professional Identity*. Teaching and Teacher Education, 20, pp. 107-128.

Britzman, D. P. (1991). *Practice Makes Practice: A Critical Study of Learning to Teach*. Albany, NY: State University of New York Press.

Brookfield, S. (1995). *The Getting of Wisdom: What Critically Reflective Teaching is and Why it's Important*. In *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass. Retrieved May 01, 2009 from http://www.nl.edu/academics/cas/ace/facultypapers/StephenBrookfield_Wisdom.cfm

Chappell, C., Rhodes, C., Solomon, N., Tennant, M. and Yates, L. (2003). *Selfwork*. This reading is a draft of the first chapter in a book *Reconstructing the Llifelong Learner: Pedagogy and Identity in Individual,Oorganisational andSsocial Change* (2003) by C. Chappell, C. Rhodes, N. Solomon, M. Tennant & L. Yates. London: Routledge Falmer.

Cooper, K. & Olson, M. (1996). *The Multiple 'I's' of Teacher Identity*. In Kompf, M., Dworet, D., & Boak, R. (Eds.), *Changing Research and Practice: Teachers' Professionalism, Identities and Knowledge* (pp. 78-89). London: Falmer Press.

Davies, C. (2002). *Managing Identities: Workers, Professions and Identity*. Nursing Management Vol 9(5), pp.31-34.

Dworet, D. (1996). *Teachers' Identities: Overview*. In Kompf, M., Dworet, D., & Boak, R. (Eds.), Changing Research and Practice: Teachers' Professionalism, Identities and Knowledge (pp. 67-68). London: Falmer Press.

Fenwick, T. (2001). *Experiential Learning: A Theoretical Critique from Five Perspectives*. Information Series No 385, ERIC Clearinghouse on Adult, Career and Vocational Education now located at the Centre for Education & Training for Employment at Ohio State University. Retrieved May 01, 2009 from http://www.cete.org/acve/mp_fenwick_01.asp.

Franzak, J. K. (2002). *Developing a Teacher Identity: The Impact of Critical Friends Practice on the Student Teacher*. English Education, pp. 258-280

Grosvenor, I. & Lawn, M. (2001). *This is Who We Are and This is What We Do: Teacher Identity and Teacher Work in Mid-Twentieth Century English Educational Discourse*. Pedagogy, Culture and Society, Vol 9 (3), pp.355-370.

Jurasaite-Harbison, E. (2005). *Reconstructing Teacher's Professional Identity in a Research Discourse: A Professional Development Opportunity in an Informal Setting*. Trames Journal of the Humanities and Social Sciences Vol 9 (2), pp. 159-176

Lasky, S. (2005). *A Sociocultural Approach to Understanding Teacher Identity, Agency and Professional Vulnerability in a Context of Secondary School Reform*. Teaching and Teacher Education, Vol 21 (8), pp.899-916.

Mason, J. (2001). *Forces for Development* in *Researching Your Own Practice: The Discipline of Noticing*. London: Routledge Falmer.

Mockler, N. & Sachs, J. (2006). *More Than Identity: Tools for the Teaching Profession in Troubled Times*. Paper presented to the Australian Association for Research in Education Annual Conference, University of South Australia, Nov 2006.

Watson, C. (2006). *Narratives of Practice and the Construction of Identity*

in Teaching. Teachers and Teaching: Theory and practice, Vol 12(5), pp.509-526

Weber, S. & Mitchell, C. (1995). *Images, Metaphors, and Stereotypes: The Struggle for Identity*. In *That's Funny, You Don't Look Like a Teacher! Interrogating images and identity in popular culture* (pp. 20-32). London: Falmer Press.

Wenger, E. (1998). *Communities of Practice: Learning, Meaning and Identity*. Cambridge: Cambridge University Press.

Zanting, A., Verloop, N. & Vermunt, J. D. (2003). *Using Interviews and Concept Maps to Access Mentor Teachers' Practical Knowledge*. Higher Education, Vol 46 (2), pp.195-214.

Zembylas, M. (2003). *Emotions and Teacher Identity: A Poststructural Perspective*. Teachers and Teaching: Theory and Practice, Vol 9 (3), pp.213-238.