

# Narrative construction of teacher identity of a language teacher in Hong Kong

葉景明(IP King Ming, Olivia)\*

## Abstract

The presentation reports on a study of construction of teacher identity in Hong Kong under rapid education reforms and changing political environment. The presentation draws on insights from recent work of discourse theory and also results of a larger longitudinal study on teacher identity of two teams of language teachers in a relatively new primary school. A case study of a young Chinese language teacher exemplifies how teacher uses narrative resources to construct and negotiate teacher identities through social interaction. Findings of the case study underscore the 'authorial stance' of teachers in the process of construction of teacher identity.

---

\* 香港城市大學管理學系(Department of Management, City University of Hong Kong)