

Title of Project:

Sudanese EFL student teachers' knowledge and identity construction

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Abstract:

The aim of this case study is to investigate the knowledge and identity construction of four Sudanese EFL student teachers within the discourse of English as a global language. The study seeks to answer an overarching question: how do the identities and knowledge of Sudanese EFL student teachers mutually shape one another? The sub-questions the study attempts to answer are: 1) how do Sudanese EFL student teachers see themselves vis-à-vis their knowledge of English and its status in Sudan and the world?; 2) how are they perceived within their own community?; and 3) how might the differing views be explained given individual and social experiences? This project is designed as multiple qualitative case studies of four EFL student teachers enrolled in the 4th and final year at the College of Education at a large University in Sudan. Secondary participants in this study include public school students and teachers, teacher educators, policy-makers, administrators, and key community leaders. The data is comprised of interviews, classroom observations, focus group discussions, stimulus recalls, participants' journals, and researcher's ethnographic field notes. The data will be analyzed using critical ethnographic and discourse analysis techniques. The findings of this study will help in reevaluating the role of the English language as well as the role of EFL teachers in a globalized society. The findings will also assist EFL teacher preparation programs, especially in Sudan, in (re)structuring their curriculum to account for the sociopolitical and cultural aspects of language teaching to produce better and effective EFL teachers.