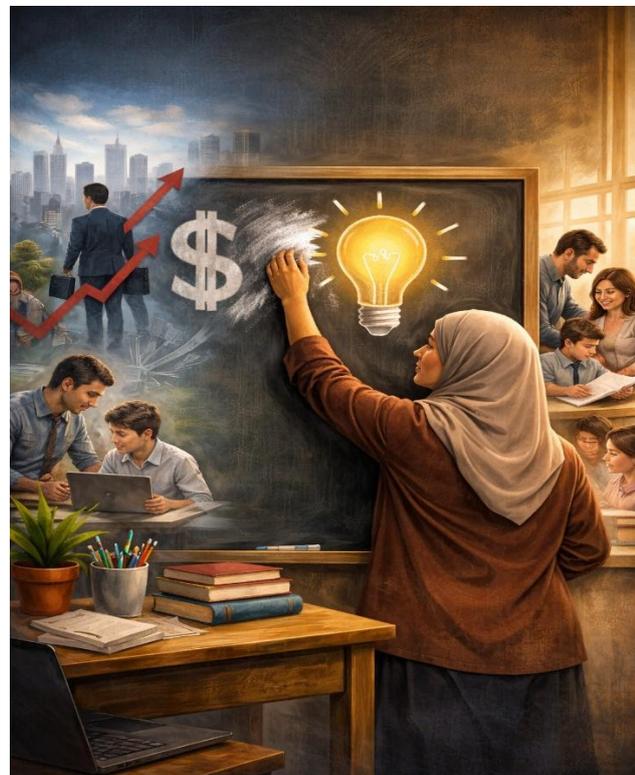

Reclaiming Teacher Identity in Market-Driven English Language Education

Tebark Aqeel Dawood \ 2026

In recent years, English language education has increasingly been influenced by market-oriented values. Universities and institutions often emphasize measurable outcomes, standardized testing, and student satisfaction as primary indicators of success. While these elements may contribute to institutional efficiency, they also reshape the role and identity of the English language teacher.

Traditionally, teachers were viewed as intellectual guides and facilitators of learning. However, in market-driven educational systems, teachers are sometimes positioned as service providers whose performance is evaluated mainly through quantitative measures. This shift may affect teachers' sense of autonomy and professional agency.

Teacher identity is not fixed; it develops through interaction with institutional policies, classroom realities, and social expectations. When educators face continuous pressure to meet performance indicators, they may experience tension between their pedagogical beliefs and administrative demands. For example, a teacher who values critical thinking and communicative competence may feel constrained by exam-oriented curricula. Despite these challenges, English language teachers demonstrate resilience and adaptability. Many find creative ways to balance institutional expectations with meaningful teaching practices. They incorporate interactive tasks, reflective activities, and learner-centered strategies even within structured systems.



Reclaiming teacher identity does not mean rejecting accountability. Rather, it involves redefining professionalism beyond numerical results. Institutions should recognize that quality education depends not only on measurable outputs but also on supportive environments that respect teacher expertise.

In conclusion, sustaining strong teacher identity is essential for effective English language education. When teachers are empowered as professionals rather than reduced to performance units, both students and institutions benefit. A balanced approach that integrates accountability with autonomy can lead to more ethical and sustainable educational practices.