

Video and Identity (Dr. Luis S. Villacañas de Castro)

My research around teacher and student identity is a reaction to how ELT very often downplays and silences non-native teachers' and students' identities. Against deficit perspectives (still too dependent on native-speaker models), I help English student-teachers (STs) in Spain identify their own funds of identity (Esteban-Guitart, 2016) and treat the latter as potential pedagogical assets that can lead to interesting curricular proposals for the English classroom. Teacher identity texts or videos (Cummins & Early, 2011) have been very useful in this regard, and a powerful tool for professional development. Another interesting line of research has been to analyze whether these curricular proposals, in turn, also respected and built on English learners' identities and cultures by allowing them to channel their social identities in the English classroom, either by encouraging them to make identity videos or by embracing any other multimodal form.

Esteban-Guitart, M., & Moll, L.C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & Psychology* 20 (1), 31-48

Cummins, J., & Early, M. (2010). *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*. Stoke-on-Kent, Staffordshire (UK): Trentham Books.

Villacañas de Castro, L.S. (forthcoming 2020). Translating teacher funds of identity into curricular proposals for the EFL classroom: a model for student-teacher innovation and professional development. *Journal of Language, Identity & Education*.

Dr. Luis S. Villacañas de Castro
Departament de Didàctica de la Llengua i la Literatura
Despatx 01.05
Facultat de Magisteri
Universitat de València.
Avda. Tarongers, 4
46022 València
<https://www.uv.es/persona/luis.villacanas>