

A Comparative Study on the Professional Identity of Primary School English Teachers of Korean Nationality from the View of Teaching Age*

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Abstract—83 primary school English teachers of Korean nationality were selected as the research samples in this study, and the professional identity characteristics of Korean primary school English teachers with different teaching age were studied comprehensively and deeply by means of questionnaire survey and interview. The results showed in the following aspects: firstly, teachers with different teaching age have different levels of professional identity and teachers with 6-10 years' working experience have the highest level of professional identity, while those have worked for more than 16 years have the lowest level of professional identity; secondly, compared the teachers who have worked for 0-5 years with those who have worked for 6-10 years, the latter's identification level is higher than the former and there are significant differences on the overall level of professional identity, professional emotional identity, professional will identity and professional social status identity; thirdly, there are significant differences on the overall level of professional identity, professional value identity and professional will identity between the teachers who have worked for 6-10 years and teachers who have worked for 11-15 years, and the former's identification level is higher than the latter; fourthly, there are significant differences on the overall level of professional identity, professional value identity, professional emotional identity, professional will identity and professional social status identity between the teachers who have worked for 6-10 years and teachers who have worked more than 16 years, and the former's identification level is higher than the latter; fifthly, there is no significant difference on the overall level of professional identity and each dimension of professional identity between teachers who have worked for 0-5 years and those who have worked for 11-15 years. And there is the same result between teachers who have worked for 0-5 years and those who have worked for more than 16 years, and between teachers who have worked for 11-15 years and those who have worked for more than 16 years. Finally, job burnout, career expectation, teaching experience, work pressure, life experience, title and age are all relevant factors that affect the professional identity of Korean primary school English teachers with different teaching age.

Keywords—teaching age; primary school English teachers of Korean nationality; professional identity

I. INTRODUCTION

In recent years, the research on teachers' professional identity has become a hot topic in the academic circle at home and abroad. It is no doubt that the problems like whether teachers have a high identification degree of the work's value or not, whether teachers are willing to continue to teach or not, and whether teachers can experience the fun in the work and realize the self-worth or not, which directly determine whether they are willing to devote enough energy to teaching, and, in turn, will greatly affect the quality of teaching. Therefore, it is necessary to carry out a systematic research on the problem of teachers' professional identity. In this study, 83 primary school English teachers of Korean nationality were selected as the research samples, and the professional identity characteristics of Korean primary school English teachers with different teaching age were studied comprehensively and deeply by means of questionnaire survey and interview. It is expected that this study can provide a useful reference to promote Korean primary school English teachers' professional identification degree, and promote the professional development for primary school English teachers of Korean nationality.

II. DEFINITION OF TEACHERS' PROFESSIONAL IDENTITY

"The concept of identity originated in Europe and America, it was first put forward by Erikson, a famous American psychologist" [1]. The concept of professional identity is related to the identity between individuals and professional identity. "Professional identity is based on social identity theory and developed from Erikson's concept of self-identity, it is a concept that examines practitioners' self-occupation psychology and recognition from the perspective of identity, and it has become the core concept in the field of career development research" [2]. "In the research field of teaching and teachers education, different scholars have endowed professional identity with various connotations, such as balance theory, self-concept theory, common characteristics theory, meaning construction theory, belief theory and comprehensive theory"[3]. There is no agreement on the structure of teachers' professional identity

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in current researches. Although most scholars believe that the structure of teachers' professional identity is multi-dimensional (Kremer & Hofman, 1985; Beijaard, 2006; Lamote.C & Engels.N, 2010; Ezer.H, Gilat.I, Sagee.R, 2010; Hong.J.Y, 2010; Guojie Tang, 2009; Liping Zhang, 2012; Hongyu Zhao, 2012; Shuhua Wei, 2013; Jin Tang, 2013) the specific dimension is also controversial. In addition, there are the views that teachers' professional identity is a single dimension. In general, domestic and foreign scholars have not reached a consensus on the structure of professional identity. Since the academic circle has not yet reached a consistent view on the connotation of professional identity, according to the research needs, this study agreed with the definition of professional identity that is put forward by Shuhua Wei, that is, "Teachers' professional identity refers to both a process and a state. The process is that teachers' professional identity is a process in which the individual self gradually developed from his own experience and confirmed his own role as a teacher. Status means that teachers' professional identity is the degree to which individual teachers identify with their profession". [4]

III. RESEARCH DESIGN

A. Research Questions

This study focused on the following two issues:

- Research on the professional identity characteristics of Korean primary school English teachers with different teaching age.
- Research on the difference about professional identity characteristics of Korean primary school English teachers with different teaching age.

B. Research Objects

This study took primary school English teachers of Korean nationality as the research objects, and the sampling scope was limited to eight counties and cities in Yanbian Korean autonomous prefecture. In the specific sampling process, the research group issued a total of 90 questionnaires, recovered 90, the recovery rate was 100%, 83 questionnaires were the effective questionnaire, the effective rate was 92.2%. And the 83 questionnaires covered most primary schools in the eight counties and cities, every county and city has at least one Korean primary school participated in the questionnaire survey. For research needs, the research group divided all the teachers into four groups according to the classification standard of 5 years. Among the 83 questionnaires, 14 teachers have worked no more than 5 years, 11 teachers have 6-10 years' teaching experience, 14 teachers have 11-15 years' teaching experience, and 44 teachers have worked no less than 16 years. In the following part, for convenience, teachers with teaching experience less than 5 years are called Group One, teachers with teaching experience of 6-10 years are called Group Two, teachers with teaching experience of 11-15 years are called Group Three, and teachers with teaching experience more than 16 years are called Group Four.

C. Research Tools

Based on the previous research results, the research group compiled "The questionnaire of professional identity for primary school English teachers of Korean nationality". The questionnaire consists of 35 test items with six variables including professional value identification (R1-R5), professional emotional identification (R6-R13), professional ability identification (R14-R20), professional behavior tendency identification (R21-R26), professional will identification (R27-R30), and professional social status identification (R31-R35). The participants were asked to answer the questions according to the requirements in the form of multiple choice questions. The participants should fill in the questionnaire truthfully according to their actual situation and tick 1, 2, 3, 4 and 5 in the corresponding options at the end of each question. The corresponding meanings of these numbers are: completely inconsistent, basically inconsistent, sometimes consistent, basically consistent and completely consistent. That is, the higher the score, the higher the recognition degree of the contents. Before the formal test, the research group carried out several pre-tests on the questionnaire and made corresponding modifications to ensure the scientificity and effectiveness of the questionnaire. According to statistics, Cronbach's Alpha value of the questionnaire is 0.912, which indicates that the internal consistency of the questionnaire is very good and it has a high reliability, which can guarantee the scientificity of this study and the credibility of the research results.

D. Data Analysis

The research group not only adopted descriptive statistical analysis method to comprehensively reveal the status quo of professional identity of Korean primary school English teachers with different teaching age from both micro and macro aspects, but also adopted independent sample t-test method to comprehensively compare and study the difference of professional identity of Korean primary school English teachers with different teaching age.

IV. COMPARISON OF SURVEY RESULTS

Team members not only separately carried on the quantitative statistics to the professional identity status of Korean primary school English teachers with different teaching age, but also made a comparative study on the differences about the overall level of professional identity. In addition, a comparative study on the differences about professional value identification, professional emotional identification, professional ability identification, professional behavior tendency identification, professional will identification, professional social status identification and the 35 test items was carried on among the four groups. The statistics results were shown in "Table I", "Table II", "Table III", "Table IV", "Table V", "Table VI" and "Table VII".

TABLE I. SURVEY RESULTS OF PROFESSIONAL IDENTITY OF PRIMARY SCHOOL ENGLISH TEACHERS OF KOREAN NATIONALITY

Item	Group Category				Item	Group Category			
	One	Two	Three	Four		One	Two	Three	Four
R1	3.57	4.55	4.00	3.91	R 19	3.50	4.18	3.93	4.09
R 2	4.64	4.73	4.07	4.16	R 20	4.50	4.64	4.36	4.55
R 3	4.79	4.27	4.36	4.27	professional ability	4.03	4.29	3.97	4.05
R 4	4.21	4.64	4.00	3.84	R 21	4.79	4.64	4.64	4.73
R 5	4.14	4.64	4.00	3.84	R 22	4.71	4.73	4.71	4.68
professional value	4.27	4.56	4.09	4.00	R 23	4.50	4.64	4.64	4.50
R 6	3.71	4.55	4.21	4.23	R 24	4.00	4.00	4.07	4.07
R 7	3.79	4.64	4.14	4.23	R 25	4.07	4.27	4.36	4.18
R 8	4.29	4.64	4.50	4.30	R 26	4.07	4.45	4.36	4.18
R 9	4.36	4.73	4.07	4.00	professional behavior tendency	4.36	4.45	4.46	4.39
R 10	4.29	4.73	4.36	3.84	R 27	3.14	4.45	2.29	3.07
R 11	4.21	4.73	4.14	3.77	R 28	3.07	3.82	3.57	3.50
R 12	4.29	4.64	4.29	4.00	R 29	4.21	4.64	4.07	3.77
R 13	4.14	4.45	4.29	3.80	R 30	4.00	4.45	3.86	3.84
professional emotion	4.13	4.64	4.25	4.01	professional will	3.61	4.34	3.45	3.55
R 14	4.21	4.45	4.07	3.93	R 31	3.57	4.09	3.57	3.34
R 15	4.21	4.27	3.57	3.82	R 32	3.64	4.18	3.43	3.57
R 16	3.71	3.73	3.50	3.55	R 33	4.00	4.27	3.64	3.43
R 17	4.14	4.55	4.36	4.30	R 34	3.07	3.73	3.64	3.48
R 18	3.93	4.18	4.00	4.16	R 35	2.64	3.45	2.93	3.09
					professional social status	3.39	3.95	3.44	3.38
Overall level of professional identity		Group One 3.96		Group Two 4.37		Group Three 3.94		Group Four 3.90	

TABLE II. RESULTS OF THE INDEPENDENT SAMPLE T-TEST BETWEEN GROUP ONE AND GROUP TWO

Item	Group One	Group Two	Sig.
Identity of professional value	4.27	4.56	.158
Identity of professional emotion	4.13	4.64	.006
Identity of professional ability	4.03	4.29	.169
Identity of professional behavior tendency	4.36	4.45	.560
Identity of professional will	3.61	4.34	.048
Identity of professional social status	3.39	3.95	.032
Overall level of professional identity	3.96	4.37	.009

TABLE III. RESULTS OF THE INDEPENDENT SAMPLE T-TEST BETWEEN GROUP ONE AND GROUP THREE

Item	Group One	Group Three	Sig.
Identity of professional value	4.27	4.09	.376
Identity of professional emotion	4.13	4.25	.570
Identity of professional ability	4.03	3.97	.778
Identity of professional behavior tendency	4.36	4.46	.533
Identity of professional will	3.61	3.45	.673
Identity of professional social status	3.39	3.44	.843
Overall level of professional identity	3.96	3.94	.908

TABLE IV. RESULTS OF THE INDEPENDENT SAMPLE T-TEST BETWEEN GROUP ONE AND GROUP FOUR

Item	Group One	Group Four	Sig.
Identity of professional value	4.27	4.00	.097
Identity of professional emotion	4.13	4.01	.457
Identity of professional ability	4.03	4.05	.886
Identity of professional behavior tendency	4.36	4.39	.834
Identity of professional will	3.61	3.55	.840
Identity of professional social status	3.39	3.38	.986
Overall level of professional identity	3.96	3.90	.612

TABLE V. RESULTS OF THE INDEPENDENT SAMPLE T-TEST BETWEEN GROUP TWO AND GROUP THREE

Item	Group Two	Group Three	Sig.
Identity of professional value	4.56	4.09	.050
Identity of professional emotion	4.64	4.25	.061
Identity of professional ability	4.29	3.97	.110
Identity of professional behavior tendency	4.45	4.46	.946
Identity of professional will	4.34	3.45	.017
Identity of professional social status	3.95	3.44	.087
Overall level of professional identity	4.37	3.94	.031

TABLE VI. RESULTS OF THE INDEPENDENT SAMPLE T-TEST BETWEEN GROUP TWO AND GROUP FOUR

Item	Group Two	Group Four	Sig.
Identity of professional value	4.56	4.00	.008
Identity of professional emotion	4.64	4.01	.000
Identity of professional ability	4.29	4.05	.103
Identity of professional behavior tendency	4.45	4.39	.609
Identity of professional will	4.34	3.55	.007
Identity of professional social status	3.95	3.38	.015
Overall level of professional identity	4.37	3.90	.002

TABLE VII. RESULTS OF THE INDEPENDENT SAMPLE T-TEST BETWEEN GROUP THREE AND GROUP FOUR

Item	Group Three	Group Four	Sig.
Identity of professional value	4.09	4.00	.681
Identity of professional emotion	4.25	4.01	.226
Identity of professional ability	3.97	4.05	.638
Identity of professional behavior tendency	4.46	4.39	.575
Identity of professional will	3.45	3.55	.741
Identity of professional social status	3.44	3.38	.817
Overall level of professional identity	3.94	3.90	.804

A. Comparison of the Overall Level of Professional Identity

Likert's five-level scale explained the data results like this: the mean value between 4.50 and 5.0 means the professional identity level is very high, 3.50 to 4.49 means the professional identity level is high, 2.50 to 3.49 means the professional identity level is general, 1.50 to 2.49 means the professional identity level is low and 1.0 to 1.49 means the professional identity level is very low. According to the survey results in "Table I", "Table II", "Table III", "Table IV", "Table V", "Table VI" and "Table VII", it can be seen that: First, the survey results in "Table I" show that the overall level of professional identity of the four groups is 3.96 (Group One), 4.37 (Group Two), 3.94 (Group Three), 3.90 (Group Four) respectively. The four groups' professional identity levels are all between 3.50 and 4.49, that means, in general, the overall level of professional identity of each group is high. Among the four groups, the teachers of Group Two have the highest degree of professional identity, and teachers of Group Four have the lowest degree of professional identity. Second, the survey results in "Table II" show that there are some significant differences on the identification degree of professional emotion, professional will, and professional social status between Group One and Group Two. And they both also have a significant difference on the general level of professional identity. Third, the survey results in "Table III" show that there is no significant difference on the general level of professional identity and on all the six dimensions

between Group One and Group Three. Fourth, the survey results in "Table IV" show that there is no significant difference on the general level of professional identity and on all the six dimensions between Group One and Group Four. Fifth, the survey results in "Table V" show that there are some significant differences on the identification degree of professional value and professional will between Group Two and Group Three. And they both also have a significant difference on the general level of professional identity. Sixth, the survey results in "Table VI" show that there are some significant differences on the identification degree of professional value, professional emotion, professional will, and professional social status between Group Two and Group Four. And they both also have a significant difference on the general level of professional identity. Seventh, the survey results in "Table VII" showed that there is no significant difference on the general level of professional identity and on all the six dimensions between Group Three and Group Four.

B. Horizontal Comparison of Professional Identity Tendency

The survey results in "Table I" show that: First, teachers' identification degree to six dimensions of Group One are as follows from high to low: professional behavior tendency identification (4.36)→professional value identification (4.27)→professional emotion identification (4.13)→professional ability identification (4.03)→professional will identification (3.61)→professional

social status identification (3.39). Second, teachers' identification degree to six dimensions of Group Two are as follows from high to low: professional emotion identification (4.64)→professional value identification (4.56)→professional behavior tendency identification (4.45)→professional will identification (4.34)→professional ability identification (4.29)→professional social status identification (3.95). Third, teachers' identification degree to six dimensions of Group Three are as follows from high to low: professional behavior tendency identification (4.46)→professional emotion identification (4.25)→professional value identification (4.09)→professional ability identification (3.97)→professional will identification (3.45)→professional social status identification (3.44). Forth, teachers' identification degree to six dimensions of Group Four are as follows from high to low: professional behavior tendency identification (4.39)→professional ability identification (4.05)→professional emotion identification (4.01)→professional value identification (4.00)→professional will identification (3.55)→professional social status identification (3.38). It can be seen that, on one hand, teachers of Group One, Group Three and Group Four have a high recognition degree of professional behavior tendency among the six dimensions, and teachers of Group Two have a higher recognition degree of professional emotion. On the other hand, professional social status is the dimension that four groups have the lowest recognition degree.

C. Comparison of the Scope of Professional Identity

In order to fully reveal the professional identity of Korean primary school English teachers with different teaching age, the research team examined the scores on 35 test items. From the survey results in "Table I", it can be seen that: First, R35(2.64) is the item that teachers of Group One got the lowest score among the 35 tested items, and it is also the only one item that is below 3.0 for them. Second, for Group Two, R35(3.45) is the item that is the lowest score among the 35 tested items, and none of the 35 test items of this group were lower than 3.5 except R35, which indicated that the overall level of professional identity of this group is very high. Third, R27(2.29) is the item that teachers of Group Three got the lowest score among the 35 tested items, and two test items' scores were lower than 3.0. Forth, for Group Four, R27 (3.07) is the item that is the lowest score among the 35 tested items, and none of the 35 test items of this group were lower than 3.0. To sum up, all but one item of the four groups scored between 2.50 and 3.49 on the 35 test items, and no one item's mean value is in the range of low level (1.50 - 2.49) or very low level (1.0 - 1.49) except R27, that is to say, for the teachers of four groups, they all have an extensive professional identity to the 35 test items.

V. RESULTS ANALYSIS AND DISCUSSION

A. Analysis and Discussion on the Comparative Results of Professional Identity Between Group One and Group Two

According to the statistical results in "Table I" and "Table II", teachers of Group One and Group Two have significant differences on the overall level of professional identity, professional emotional identity, professional will identity and professional social status identity, which are manifested in the fact that Group Two has a higher identification level on the above four aspects than Group One.

Firstly, from the perspective of professional emotion, Group Two is not only higher than Group One on the whole level, but also higher than Group One on all 8 test items in this dimension. The main reason is that, on the one hand, teachers of Group One are mostly new or novice teachers, who are far less experienced than the teachers of Group Two. Therefore, for the teachers of Group One, the first few years on the job, they are more tired of understanding and adapting to the role of teachers, and as for the professional emotion, they really do not have a deep feeling. And as for teachers of Group Two, most of them are around 30 years old and they are not only energetic but also have got some abundant teaching experience. So they can deal with daily teaching affairs freely and feel the fun brought by teaching, and they are still as passionate as ever about teaching English in primary schools. On the other hand, from the perspective of the length of teaching time, teachers of Group Two engaged in education longer than Group One, which made them have a more profound feelings to this job than Group One. They also love the job more and can better realize the career happiness brought by the career of teaching. Therefore, compared with Group One, teachers of Group Two are more concerned about how others evaluate primary school English teachers and the community.

Secondly, in terms of professional will, Group Two is not only higher than Group One on the whole, but also higher than Group One on all four test items in this dimension. On the whole, according to the survey results, teachers of Group Two have higher professional emotional identity and more professional happiness than Group One. Therefore, they are more inclined to be engaged in the profession of primary school English teachers for the whole life and firmly believe that they have made the right choice to be a primary school English teacher at the beginning, and are very willing to be a primary school English teacher till retirement. But for teachers of Group One who just worked no more than 5 years, they had to face the problem of adapting the school working environment, harmonizing various interpersonal relationships, coupled with the lack of working experience, working pressure, which made some teachers have the idea of being a Chinese or math teacher instead of being an English teacher, or even change another job. To be frank, for the teachers of Group One, the phenomenon of mood swings exists objectively and can be understood.

Thirdly, in terms of professional social status identification, Group Two is not only higher than Group One on the whole level, but also higher than Group One on all five test items in this dimension. The two with significant differences are R34 (I am very satisfied with the office and living conditions provided by the school for English teachers) and R35 (As a primary school English teacher, I am very satisfied with the current welfare), with an average difference of 0.67 and 0.81 respectively. In general, the main reason for this findings is that, on the one hand, teachers of Group One have just started work and their expectations for salary are too high, while the gap between their actual salary and expectations is large, which is also the main reason why they are not satisfied with the current welfare. On the other hand, teachers of Group One have higher requirements on working environment. Objectively speaking, at present in the vast majority of primary schools, only Chinese and mathematics teachers can be the head teacher and the English teacher has no any chances at all. So, generally speaking, schools provided the teacher in charge of a class with good working conditions, which leads to an illusion for some English teachers that Chinese and math subject seems to be more important than English, especially for the young teachers who just got the job, this sense of gap is especially striking. In fact, teachers of Group Two are also dissatisfied with professional social status, but they can deal with this issue objectively. Generally speaking, they pay more attention to people's evaluation of English teachers in the society, from this aspect alone, English teachers have a high social reputation in the society. Therefore, compared with Group One, teachers of Group Two showed a better identification of professional social status.

B. Analysis and Discussion on the Comparative Results of Professional Identity Among Group Two, Group Three and Group Four

According to the statistical results in "Table I" and "Table V", Group Two and Group Three have significant differences not only on the overall level of professional identity, but also on professional value identity and professional will identity. Specifically, the overall level of the above three aspects for the teachers of Group Two is significantly higher than that of Group Three. In addition, according to the statistical results in "Table I" and "Table VI", Group Two and Group Four have significant differences not only on the overall level of professional identity, but also on professional value identity, professional emotional identity, professional will identity and professional social status identity. Specifically, the overall level of the above five aspects for the teachers of Group Two is significantly higher than that of Group Four. The above statistical results are mainly due to:

Firstly, in terms of professional value identification, teachers of Group Two have a higher identification level than Group Three and Group Four, it mainly because teachers of Group Two are younger and have a longer career period compared with Group Three and Group Four. As a result, they have a higher professional expectation and hope to realize their professional ideal and life value better

through the profession, teachers. And they also more firmly believe that the success they can get in the job of primary school English teachers is more than that from any other jobs. In those aspects mentioned above, teachers of Group Three and Group Four are "protected", they have not the teaching passion at all and the current job is more like a gimmick to make a living for them. As for whether this job can realize their career ideal and life value, it seems not so important for them.

Secondly, from the perspective of professional will identification, compared with Group Two, teachers of Group Three and Group Four have been working as primary school English teachers for many years, which led to a serious sense of job burnout. Of course, job burnout is not a unique problem of English teachers. It can be said that job burnout has been a common problem for teachers in any stage or subject. Therefore, for the teachers in this study, the long-term work pressure and overloading labor intensity, coupled with the low status of English subjects, lead to the English teachers' strong sense of job burnout as they work longer. In the interview, some teachers of Group Three and Group Four expressed the following three ideas: first, they do not want to work as a primary school English teacher for a whole life; second, they would like to try to transfer to other subjects if they have the chance; third, they regret that they chose to be a primary school English teacher. So we can see from the interview results above, it is not difficult to find that teachers of Group Three and Group Four are obviously inferior to Group Two in terms of professional will identification.

Thirdly, from the two aspects of professional emotional identity and professional social status identity, teachers' identification level of Group Two is significantly higher than that of Group Four, whether from the overall identity level or from the 13 items involved in the two dimensions. The main reasons are as follows: On the one hand, teachers of Group Four have worked so many years and they have abundant life experience, which makes them have less teaching passion compared with the young teachers of Group Two, and the feeling of professional happiness is also not so strong, they also do not care about how others evaluate primary school English teachers and the community like before, this is also the main reason why the identification level of professional emotion of the teachers of Group Four is inferior to that of Group Two. On the other hand, teachers of Group Four are all teachers with more than 16 years' teaching experience. Generally speaking, teachers who have worked for more than 16 years have the opportunity to obtain senior titles. Therefore, as teachers with senior titles, teachers of Group Four have relatively high expectations for professional social status. So they would think the attention and affirmation on primary school English teachers from society is still not enough, and they are not satisfied with the working and living conditions provided by school. However, as the teachers with only 6-10 years' working experience, compared with the teachers of Group Four, they are more satisfied with all the things that they have got now, therefore, on the aspect of professional social status, their identification degree is relatively good.

VI. CONCLUSION

To sum up, this study has formed the following six research conclusions: Firstly, teachers with different teaching age have different levels of professional identity, among which teachers with 6-10 years' working experience have the highest level of professional identity, while those who have worked for more than 16 years have the lowest level of professional identity. Secondly, compared the teachers who have worked for 0-5 years with those who have worked for 6-10 years, there are significant differences on the overall level of professional identity, professional emotional identity, professional will identity and professional social status identity. Specifically, the latter's identification level is higher than the former. In addition, there is no significant difference between them in terms of the identification of professional value, professional ability and professional behavior tendency. Thirdly, there are significant differences on the overall level of professional identity, professional value identity and professional will identity between the teachers who have worked for 6-10 years and teachers who have worked for 11-15 years. Specifically, the former's identification level is higher than the latter. In addition, there is no significant difference between them on the identification of professional emotion, professional ability, professional behavior tendency and professional social status. Fourthly, there are significant differences on the overall level of professional identity, professional value identity, professional emotional identity, professional will identity and professional social status identity between the teachers who have worked for 6-10 years and teachers who have worked more than 16 years. Specifically, the former's identification level is higher than the latter. In addition, there is no significant difference between them on the identification of professional ability and professional behavior tendency. Fifthly, there is no significant difference on the overall level of professional identity and the each identity dimension between teachers who have worked for 0-5 years and those who have worked for 11-15 years. And the result is the same between teachers who have worked for 0-5 years and those who have worked for more than 16 years, and between teachers who have worked for 11-15 years and those who have worked for more than 16 years. Finally, job burnout, career expectation, teaching experience, work pressure, life experience, title and age are all relevant factors that affect the professional identity of Korean primary school English teachers with different teaching age.

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