Abstract—Nowadays, the present study tries to explore three aspects concerning teacher professional identity construction and answer three questions: 1. How do university EFL teachers in China understand their professional identity? 2. How do university EFL teachers in China construct their professional identity in community of practice? 3. How do the teachers differ in the process of shaping and constructing their professional identity? The university EFL teachers who participate in the present study are from a key comprehensive university in Chongqing, China. They are divided into three groups and categorized as novice teachers, developing teachers and experienced teachers. According to the investigation, academic identity, teacher identity and institutional identity compose these university EFL teachers’ professional identity, among which institutional identity is rather implicit. Meanwhile, some problems in Chinese university EFL teachers’ professional identity construction are revealed in the present research. For instance, young teachers report that they feel helpless in the process of shaping and constructing their academic identity; the Assessment System is insufficient cooperation in teaching and academic research between teachers; and the teachers’ professional boundaries come from the lower social respect and university administrative culture. Fang and Mao (2008) did an investigation in 441 university teachers of China, and they found that the degree of professional identity is related with teacher’s educational background, titles and years of teaching. Li (2009) compared the real teacher status with the expected image of teacher, revealed the crisis and pressure of Chinese teachers and tried to identify teacher in modern society from the perspective of ethics.

Some scholars interested in how personal university EFL teacher constructed professional identity (Tsui, 2007), to explore teachers’ identity formation as a process of person and institutional construction, reification and negotiation of meanings. While some researches tried to compare a group of university EFL teachers’ stories who are in the same career stage in order to conclude the path of forming teachers’ professional identity. For instance, Liu (2011) studied six university EFL teachers and described the trajectories of their professional identities development. He pointed out that professional identity constructed in institutional community, teacher-students community, non-college English institutional community and imagined community. And in his book, he pointed out that college English teacher have the dilemma of being a teaching-oriented craftsman or being research-oriented teacher and have the lowering ability and power in negotiation.