

ROUTLEDGE RESEARCH IN LANGUAGE EDUCATION

Advances and Current Trends in Language Teacher Identity Research

Edited by
Yin Ling Cheung, Selim Ben Said and
Kwanghyun Park



Advances and Current Trends in Language Teacher Identity Research

This book presents the latest research on understanding language teacher identity and development for both novice and experienced researchers and educators, and introduces non-experts in language teacher education to key topics in teacher identity research. It covers a wide range of backgrounds, themes, and subjects pertaining to language teacher identity and development. Some of these include:

- the effects of apprenticeship in doctoral training on novice teacher identity;
- the impacts of mid-career redundancy on the professional identities of teachers;
- challenges faced by teachers in the construction of their professional identities;
- the emerging professional identity of pre-service teachers;
- teacher identity development of beginning teachers;
- the role of emotions in the professional identities of non-native English speaking teachers;
- the negotiation of professional identities by female academics.

Advances and Current Trends in Language Teacher Identity Research will appeal to academics in ELT/TESOL/applied linguistics. It will also be useful to those who are non-experts in language teacher education, yet still need to know about theories and recent advances in the area due to varying reasons including their affiliation to a teacher training institute; needs to participate in projects on language teacher education; and teaching a course for pre-service and in-service language teachers.

Yin Ling Cheung is Assistant Professor of English Language and Literature at the National Institute of Education, Nanyang Technological University, Singapore.

Selim Ben Said is Assistant Professor in the Department of English at the Chinese University of Hong Kong, Hong Kong SAR.

Kwanghyun Park is Assistant Professor in the Department of English Language and Literature at Myongji University, Seoul, South Korea.

Routledge Research in Language Education

The *Routledge Research in Language Education* series provides a platform for established and emerging scholars to present their latest research and discuss key issues in Language Education. This series welcomes books on all areas of language teaching and learning, including but not limited to language education policy and politics, multilingualism, literacy, L1, L2 or foreign language acquisition, curriculum, classroom practice, pedagogy, teaching materials, and language teacher education and development. Books in the series are *not* limited to the discussion of the teaching and learning of English only.

Books in the series include:

Teaching Chinese Literacy in the Early Years

Psychology, pedagogy, and practice

Hui Li

Pronunciation for English as an International Language

From research to practice

Ee-Ling Low

The Role of English Teaching in Modern Japan

Diversity and multiculturalism through English language education in a globalized era

Mieko Yamada

Advances and Current Trends in Language Teacher Identity Research

Edited by Yin Ling Cheung, Selim Ben Said and Kwanghyun Park

Language, Ideology and Education

The politics of textbooks in language education

Edited by Xiao Lan Curdt-Christiansen and Csilla Weninger

Advances and Current Trends in Language Teacher Identity Research

**Edited by Yin Ling Cheung,
Selim Ben Said and Kwanghyun Park**

First published 2015
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
711 Third Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2015 Yin Ling Cheung, Selim Ben Said and Kwanghyun Park

The right of the editors to be identified as the authors of the editorial material, and of the authors for their individual chapters, has been asserted in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

Library of Congress Cataloging in Publication Data

Advances and current trends in language teacher identity research /
edited by Yin Ling Cheung, Selim Ben Said, Kwanghyun Park.

pages cm.—(Routledge Research in Language Education; 5)

1. Language teachers—Training of. 2. Language teachers—Vocational guidance. 3. Education, Bilingual—Research. 4. Language and languages—Study and teaching. I. Cheung, Yin Ling, editor.

II. Said, Selim Ben. III. Park, Kwanghyun.

P53.85.A38 2015

418.0071—dc23

2014025242

ISBN: 978-1-138-02536-3 (hbk)

ISBN: 978-1-315-77513-5 (ebk)

Typeset in Times New Roman
by RefineCatch Limited, Bungay, Suffolk

Contents

<i>List of illustrations</i>	viii
<i>List of contributors</i>	ix
<i>Foreword</i>	xii
<i>Expanding the horizon of research in language teacher identity: an introduction</i>	xv

YING LING CHEUNG, SELIM BEN SAID, AND KWANGHYUN PARK

PART I

Theoretical orientations	1
1 Teacher identity as dialogic response: a Bakhtinian perspective	3
HEIDI L. HALLMAN	
2 Teacher identity in TESOL: a frames perspective	16
MARTHA C. PENNINGTON	
3 Making sense of emotions in NNESTs' professional identities and agency	31
DAVI S. REIS	
4 Towards a multifaceted, multidimensional framework for understanding teacher identity	44
JOHN TRENT	

PART II

Negotiations and reflexivity	59
5 Identity negotiations of TEFL teachers during a time of uncertainty and redundancy	61
FATOSH EREN BILGEN AND KEITH RICHARDS	

6	What's in a name? Power, space and the negotiation of identities	74
	TRACEY COSTLEY	
7	Neither "A complete insider" nor "A complete outsider": autoethnographies of two teacher-educators-in-the-making	86
	SREEMALI HERATH AND MARLON VALENCIA	
8	In the ivory tower and out of the loop: racialized and gendered identities of university EFL teachers in Japan	102
	DIANE HAWLEY NAGATOMO	
9	Identity matters: an ethnography of two Nonnative English-Speaking Teachers (NNESTs) struggling for legitimate professional participation	116
	LAWRENCE JUN ZHANG AND DONGLAN ZHANG	
PART III		
	Tracing identity through narratives	133
10	Tracing reflexivity through a narrative and identity lens	135
	PETER DE COSTA	
11	Teacher identity development in the midst of conflicting ideologies	148
	SELIM BEN SAID	
12	Identity construction through narratives: an analysis of student teacher discourse	161
	ELAINE RIORDAN AND FIONA FARR	
13	Teacher identity in ELT/TESOL: a research review	175
	YIN LING CHEUNG	
14	Tackling multiple identities in an EFL teaching context, Turkey	186
	DEMET YAYLI	
PART IV		
	Teacher identity and responding to changing times	201
15	Exploring the multiple identities of L2 writing teachers	203
	JUVAL V. RACELIS AND PAUL KEI MATSUDA	

16	Developing professional identities in applied linguistics: from doctoral study to professional practice	217
	RICHARD DONATO, G. RICHARD TUCKER, AND HEATHER HENDRY	
17	Teaching for market-place utility: language teacher identity and the certification of adult ESL teachers in Ontario	235
	BRIAN MORGAN	
	<i>Author index</i>	250
	<i>Subject index</i>	256

Illustrations

Figures

2.1	Frames model of ELT	19
2.2	Frames of teacher identity in TESOL	19
4.1	An integrated framework for investigating teacher identity	47
7.1	Herath's investment in her professional identities	94
7.2	Valencia's conflicting claimed and assigned identities	96
7.3	The teacher educator-in-the-making's journey	98
16.1	Trent's integrated framework for examining identity formation (2013)	221

Tables

10.1	Four-semester course load (January 2010–December 2011)	137
12.1	Overview of TED corpus data	165
13.1	Journals reviewed	176
13.2	Categorization of the reviewed papers on language teacher identity in the 28 selected journals from 2003 to 2013	177
15.1	Teacher profiles	206

Contributors

Selim Ben Said is Assistant Professor in the Department of English at the Chinese University of Hong Kong. His interests include sociolinguistics, linguistic landscape, language and identity, language and popular culture, and narratives and life stories.

Fatosh Eren Bilgen completed her PhD in the Centre for Applied Linguistics at the University of Warwick, England. She has been teaching English for Academic Purposes for ten years and her research interests are narrative inquiry, reflective interviewing and professional identity in higher education.

Yin Ling Cheung is Assistant Professor of English Language and Literature at the National Institute of Education, Nanyang Technological University, Singapore. Her interests include second language writing, writing for academic purposes, and writing teacher education.

Tracey Costley is Visiting Assistant Professor in the Department of English at City University of Hong Kong. Her interests include exploring the interface between education policy and curriculum practice in relation to ethnolinguistic minority students in mainstream schooling contexts.

Peter De Costa is Assistant Professor in the Department of Linguistics, Germanic, Slavic, Asian and African Languages at Michigan State University, USA. His interests include identity and ideology in second language acquisition, English as a lingua franca, critical classroom discourse analysis, and culturally relevant pedagogy for immigrant ESL learners.

Richard Donato is Professor of Foreign and Second Language Education at the University of Pittsburgh, USA. His interests include second and foreign language acquisition, early language learning, discourse analysis, and socio-cultural theory.

Fiona Farr is Dean of Teaching and Learning and Senior Lecturer in TESOL at the University of Limerick, Ireland. Her interests include teaching practice and feedback, corpus linguistics and language teaching, language teacher education, and spoken language and its applications.

Heidi L. Hallman is Associate Professor in the Department of Curriculum and Teaching at the University of Kansas, USA. Her interests include studying at risk students' literacy learning as well as how prospective English teachers are prepared to teach in diverse school contexts.

Heather Hendry received her PhD in Language Literacy and culture from the University of Pittsburgh, USA. Dr. Hendry teaches courses in foreign language education methodology to pre-service teachers enrolled in Masters and certification programs in the Department of Instruction and Learning at the University of Pittsburgh.

Sreemali Herath is a PhD Candidate in the Language and Literacies Education Programme at the Ontario Institute for Studies in Education, University of Toronto, Canada. Her interests include language teacher education and development, post-conflict teacher education, narrative inquiry, and technology and language instruction.

Paul Kei Matsuda is Professor of English and Director of Second Language Writing at Arizona State University, USA. His interests include second language writing, rhetoric, composition, and applied linguistics.

Brian Morgan is Associate Professor of English as a Second Language in the Department of English at York University, Canada. His interests include critical applied linguistics, language, culture and identity, language teacher education, and critical media literacies/multiliteracies in ESL.

Diane Hawley Nagatomo is an Associate Professor in the Department of English Language and Culture at Ochanomizu University, Japan. Her interests include teacher identity, learner identity, and materials development.

Kwanghyun Park is Assistant Professor in the Department of English Language and Literature at Myongji University, Seoul, South Korea.

Martha C. Pennington is Professorial Research Associate in Linguistics at SOAS and Research Fellow in Applied Linguistics and Communication at Birkbeck College, University of London. She has published extensively in applied linguistics, language teaching, bilingualism, phonology, writing, and computer-assisted language learning.

Juval V. Racelis is a PhD student in applied linguistics at Arizona State University, USA. His interests include teacher knowledge/cognition and second language writing.

Davi S. Reis is Assistant Professor in the School of Education at Duquesne University, USA. His interests include narratives and narrative inquiry, teacher identity, language and power, and professional legitimacy issues related to non-native English speaking teachers.

Keith Richards is an Associate Professor in the Centre for Applied Linguistics at the University of Warwick, England. His interests lie in the area of professional interaction, with a focus on aspects of collaborative talk, argument, and the discursive construction of identity.

Elaine Riordan is Lecturer in TESOL at the University of Limerick, Ireland. Her interests include the discourse of communities of practice, corpus linguistics, discourse analysis, new technologies and language teaching/learning, and computer-mediated communication.

John Trent is Associate Head of the Department of English Language Education at the Hong Kong Institute of Education. His interests include sociocultural theory, classroom discourse, and content-based instruction.

G. Richard Tucker is Paul Mellon University Professor of Applied Linguistics in the Department of Modern Languages at Carnegie Mellon University. He has directed or co-directed numerous large-scale research projects including a 12-year longitudinal evaluation of the effectiveness of foreign language immersion programs in Quebec, and a longitudinal assessment of an innovative K–12 Spanish program for all students in a suburban school district.

Marlon Valencia is a PhD Candidate in Language and Literacies Education at the Ontario Institute for Studies in Education, University of Toronto, Canada. His interests include language teacher education, language policy and planning, critical multiliteracies, and the interaction between language and social identities.

Demet Yayli is an Associate Professor in the foreign languages education department at Pamukkale University, Turkey. Her interests include reading and writing instruction, genre-based pedagogies, and EFL teacher education.

Donglan Zhang is a tutor and language advisor in the Faculty of Education, University of Auckland, New Zealand. Her interests include academic writing, metacognition, and learner strategies in language learning and strategies-based instruction in the second language classroom.

Lawrence Jun Zhang is Associate Professor of Linguistics and Education and Associate Dean, Faculty of Education, University of Auckland, New Zealand. His interests include psycholinguistics, metacognition, language learning strategies, reading and writing instructional design, and teacher cognition and change.

Foreword

Our understanding of language teacher identity has undergone major shifts in the last few decades. It is now accepted that a teacher's identity cannot be viewed as the aggregation of a set of innate, acquired or ascribed attributes, but should be conceptualized as a socially constructed, contextually situated and continually emerging (and changing) sense of self that is influenced by myriad factors. A teacher's identity is closely linked to the professional choices they make and their construction of identity is integral to their process of professional learning. Who language teachers think they are and how they view their environments and different interrelated facets of language teaching can influence their students' learning. On both personal and professional levels, their sense of self can affect the extent to which teachers are motivated, committed and confident, while their performance and negotiation of their role(s) as language teachers, as well as their understanding of curricular and institutional expectations can influence their pedagogy and classroom practices in English language teaching (Goh *et al.*, 2005).

Teacher learning is a continual process that begins with formal pre-service or teacher preparation programs. Because of the centrality of teacher identity in teacher learning, teacher educators should recognize the impact teacher identity has on efforts in preparing new language teachers and enhancing the competence of those who are already teaching. As teachers move through this continuum of professional learning, some may develop greater self-efficacy but others may also develop self-doubts. Understanding the shift in teacher identities between pre-service and the early years of teaching can therefore enhance the design and conception of teacher education programs (Beauchamp and Thomas, 2009). Teacher educators can harness the potential that teachers' beliefs, values and aspirations have for creating greater professional engagement and learning. For this reason, this volume on teacher identities is an important addition to the literature on the subject. The collection of articles is a timely and valuable contribution to our understanding of what it means to be language teachers in the twenty-first century and how teachers' construction of their "selves" is situated within the social, cultural and political contexts they are in.

For some time now a dominant strand in the discourse of teacher identity has positioned English language teachers as belonging to imagined communities

along the lines of nationality, ethnicity and language histories. Situated within the broader discourse of ownership of the English language, and issues of language and identity, the distinction between “native” and “non-native speaker” teacher identities has led to a great deal of soul searching as well as professional discussions within the English language teaching community at large. This distinction continues to be discussed in this volume, but with new insights and richer contextually nuanced interpretations. This volume also extends our understanding of teacher identity through studies that examined influences in teachers’ personal learning as they move through the pre-service and in-service continuum, experiences with new teacher education tools, evolving roles as teacher researchers, and life as research students. Teachers’ practical knowledge and craft, gender identity, issues of exclusion and access are also discussed. Readers who would like to go deeper in the subject of teacher identity will particularly welcome the up-to-date expositions of theoretical perspectives on teacher identity, the fresh takes on the use of teacher narratives or stories as a research tool, and the in-depth review of the literature on teacher identity research.

Understandings about teacher identity will no doubt continue to gain importance. While researchers can identify practical implications for teacher education, this alone may not go far enough to benefit teachers directly. Work on teacher identity must, to my mind, also serve immediate practical purposes. Understanding of teacher identity is a key to improving and sustaining the standards of teaching (Day *et al.*, 2006) and it is an important means for the continual professionalization of English language teaching. Teachers not only need to understand their cognitive and affective “selves” that can affect their professional efficiency, but they should also consider practical responses to areas which they identify to be in need of attention.

Teachers, like learners, need to engage actively in metacognitive processes – thinking and strategizing about their work – so as to manage the demands of teaching and tensions that they may experience. Through reflection, for example, teachers can explore their self-concept and become more aware of their own strengths and limitations, understand the nature and demand of the task of teaching a language in their respective environments and adapt to new ways to become better at what they are doing. The degree to which teachers negotiate their sense of self and perform their social, cultural and intellectual roles as professionals can have a huge influence on their commitment, confidence and competence. When teachers are encouraged to consider the cognitive, affective and sociocultural factors that influence their performance, they are taking the first steps in empowering themselves individually and collectively to manage the complexities in their work.

Such kinds of teacher introspection should be an important component of any teacher education program. Some tools for teacher identity research can be adapted for teacher reflections while findings that are relatable to the teachers’ sociocultural contexts can be used as reflection prompts or for awareness-raising purposes. In this sense, the articles in this volume not only fill an important gap in research but also have much to offer to teacher educators. By examining the

lived experiences of English teachers in the diverse contexts represented here, the editors and authors have framed the teachers' words and thoughts and (re)presented them in ways that can speak directly to teacher education at both the pre-service/preparatory and in-service levels. Like many strands of applied linguistics research, language teacher identity research can serve the twin purposes of enhancing teacher professional learning and improving the quality of teaching and learning. Ultimately, research on teacher identity will be more meaningful when the results can find practical applications in any continual efforts for improving and sustaining teaching quality. It is essential therefore that there are opportunities for more teacher participants to hear their own voices reflected back to them through the analytical lens of researchers whom they have welcomed into their professional lives.

Christine C. M. Goh

References

- Beauchamp, C. and Thomas, L. (2009). Understanding teacher identity: an overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175–189.
- Day, C., Kington, A., Stobart, G., and Sammons, P. (2006). The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal*, 32(4), 601–616.
- Goh, C. C. M., Zhang, L. J., Ng, C. H., and Koh, G. H. (2005). *Knowledge, Beliefs and Syllabus Implementation: A Study of English Language Teachers in Singapore*. Singapore: National Institute of Education.

Expanding the horizon of research in language teacher identity

An introduction

Yin Ling Cheung, Selim Ben Said, and Kwanghyun Park

Research on language teacher identity (LTI henceforth) in applied linguistics and ESL/TESOL has been gaining momentum in the last decade (Tsui, 2007; Varghese *et al.*, 2005). Although our edited volume builds on the existing literature and research foundations of current LTI research, it is not designed to be merely another book on teacher identity in general, but rather one that focuses on specific debates and current perspectives on LTI. In this respect, our collection takes language and discourse as the essential media through which identity is constructed, maintained, and negotiated (Gee, 2004; Varghese *et al.*, 2005). As language and discourse are important elements in the examination of teacher identities, narratives have become an established methodological approach in the understanding of how identities are constructed, and particularly in recent ELT/TESOL literature (e.g., the special issue of *TESOL Quarterly* on narratives in 2011). When it comes to the research on teachers' narratives, this tool has imposed itself as a powerful instrument in providing a clear sense of who teachers are via the stories they narrate. In order to reflect the importance of this methodological tool, the large majority of our chapters use narrative analysis for the examination of LTI.

The inception of this book derives from our conversations on the need to edit a volume that will be useful and accessible to those who are non-experts in the language teacher education area yet still need to know about theories and recent advances in the area due to various reasons including their affiliation to a teacher training institute; needs to participate in projects on language teacher education; teaching a course for pre-service and in-service language teachers. Arguably, in a teacher training institute, there may be more non-teacher education experts than those who specialize in the area. Those non-experts can benefit more from a collection of chapters that show recent advances in the area and concrete and updated examples of how theories have been applied in the field, than from a book that offers philosophical debates on the theories or exploratory insights into the field. As the editors of this volume, we belong to those groups of non-specialists and we see ourselves as active seekers and critical consumers of knowledge. We do not want to hear passively what the experts in the fields determine to offer us; rather, we would like to actively ask the experts to provide the knowledge that is relevant with what we do as experts in our own profession. There are sufficient

books on current theories and debates, but that is not what we propose in our volume. We want to offer most recent case studies, discussions, and reflections on those theories so that our readers, who are likely to be non-specialists like ourselves, will find our volume useful for teaching undergraduate and graduate level courses and collaborate with language teacher education researchers.

Concerning the theorization of LTI, Varghese *et al.* (2005, p. 21) mention two crucial points. First, in spite of the growing body of research on LTI mentioned above, to the best of our knowledge, very little attention has been paid to the ways in which teacher identity is theorized. This in itself shows the challenge associated with developing theories of LTI. Second, and more relevant to our volume, it is argued that one gains a richer understanding of the processes and contexts involved in LTI development by adopting multiple theoretical approaches. One of the characteristics of our edited collection is that it precisely garners a range of theoretical orientations and conceptual models. This allows for an understanding of the processes involved in LTI development from a wide range of theoretical stances and perspectives. In this volume, several theoretical models are discussed from the apprenticeship model, the Bakhtinian theory, the Communities of Practice model, and Vygotskian sociocultural theory to cite only a few.

Despite this seemingly incoherent array of theoretical stances, there is still conceptual resonance which reconciles all the chapters in the volume we are proposing. In fact, most of our contributions reconcile both a conception of teacher identity as anchored within a situated learning model (Lave and Wenger, 1991) – which pays more attention to structure and where identity evolves through day-to-day experiences through participation in “communities of practice” (CoP) – together with a negotiated perspective on teacher development. The reason why our volume has not been designed around an all-encompassing and exclusive theoretical model derives from our will to initiate a “dialogue across theories” and to provide a spectrum of possible frameworks to our readers whereby identity can be explored. In this regard, we agree with Varghese *et al.* (2005) that the juxtaposition of alternative theoretical approaches helps to see: “How different underlying assumptions alter our perception both of what is interesting and of what the research reveals to us (. . .). Much as in other research in applied linguistics and language education, researchers continue to pursue their work in a given theoretical paradigm; dialogue across paradigms is extremely rare” (p. 24).

Identity as it is conceptualized in this collection is not a linear, coherent, and fixed construct but is rather characterized as multiple, shifting, negotiated, and contingent on external factors and protagonists (e.g., Norton Peirce, 1995). As identity is a contentious construct, we do not envision this book as a state-of-the-art collection, which exclusively theorizes identity in a complete and exhaustive way. Rather, this book gathers both theoretical and empirical/data-driven research papers and examines how the identity of language teachers has been investigated, studied, and analyzed in the field of English language teaching. We have framed our chapters around four themes with the following titles: (1) theoretical orientations; (2) negotiation and reflexivity; (3) tracing identity through narratives; and (4) teacher identity and responding to changing times. The

process of teacher development is a non-linear one and involves reflexivity and self-introspection, but also interaction with different subjectivities (e.g., peers, students, superiors, parents, etc.). The process of constructing teacher identity is also shaped by different situations which the teachers face and which require them to make specific adjustments and develop a variety of skills. These adjustments form part of the socialization process, which progressively initiates teachers into communities of practice (CoP) (Wenger, 1998; Wenger *et al.*, 2002). As a corollary to these considerations, in addition to a professional socialization which entails on-site development of pedagogical know-how and practical skills, teachers are also socialised into discourse norms, communities, as well as discipline-based discursive practices (Bartels, 2003; Clarke, 2008; Crookes, 1998; Freeman, 1994, 1996; Gee, 2004; Gunnarsson, 2009; Hedgcock, 2002, 2009). It is this negotiated process which is mediated by and through language that we wish to cast light on in our volume.

Chapters in the book

Part I: *Theoretical orientations* includes four chapters. Hallman's chapter examines how teacher identity must be theorized in a reciprocal relationship to students' identity, as teachers form their identity as a response, in part, to the students they teach. Using a Bakhtinian perspective as a tool to illuminate important considerations about teacher identity, Hallman argues that Bakhtin's (1990) understanding of the relationship between "self" and "other" assists in understanding the impetus for teachers' questioning of "self" through a relationship with "other". Pennington adopts an innovative frames perspective to studying teacher identity in TESOL. She illustrates how teacher identity can be examined from the perspectives of two types of frames: namely practice-centered, including *instructional*, *disciplinary*, *professional*, *vocational*, and *economic* frames; and contextual, including *global*, *local*, and *sociocultural* frames. Her findings suggest that the frames analysis can raise awareness of the different facets of teacher identity and offer directions for teacher education and development. Reis's chapter promotes a conceptualization of emotions and affect as an integral part of the professional identity construction of Non-Native English Speaking Teachers (NNESTs). By drawing from the body of literature on the professional lives of NNESTs, and sociocultural theory, Reis examines the role of emotions in the professional lives and identities of NNESTs. Reis's data are based on previously published personal and professional narratives authored by NNESTs. He found that the use of narratives and narrative inquiry provide NNESTs with an opportunity to re-envision themselves both personally and professionally by reflecting on and sharing their emotions with their larger imagined communities. Trent examines current understandings of teacher identity, arguing that there is a need for both theoretical and empirical research capable of capturing the multifaceted and multilevel nature of teachers' identity work. He describes a robust framework that can be used to analyze the ways in which teachers in diverse educational contexts construct their professional identities in discourse and practice. His study investigates how this

framework can be applied in practice by examining the challenges faced by one group of native-speaking English language teachers (NETs) as they sought to construct identities as professional language teachers in Hong Kong.

Part II: *Negotiations and reflexivity* includes five chapters. Bilgen and Richards focus on the impact of redundancy on teachers' lives and identities. Drawing on narrative interviews with two teachers who faced mid-career redundancy at a higher education institution in Northern Cyprus, they examine the ways in which professional changes impacted on the personal and professional identities of the teachers involved. The narratives of these teachers demonstrate how negative experiences such as redundancies can have a major impact on identity shifts and reconstruction. They suggest that redundancy as a lived experience is perceived differently depending on professional and personal circumstances and perspectives. Costley's chapter focuses on how teachers work with/in and between the labels (teacher, classroom teacher, classroom assistant, and teaching assistant) in the course of their day-to-day actions and interactions within the schools and classrooms of which they are part. Drawing from interview and observation data in South London, she illustrates the strategies the focal teacher employed to construct and maintain her position and identity within the school. Costley's study provides useful insights into how teachers carve out spaces for themselves within school and classroom settings and as understanding how they operate within the larger structures of national policy. Herath and Valencia's study, drawing on Campbell's (1968) hero's mythological journey as a metaphor, discusses how two doctoral students working on language teacher education negotiate their multiple and shifting identities as researchers, students, and teachers. Data is based on electronic journals and critical conversations between them on the topic of their shifting identities. Their findings reveal that teacher-researchers' identities are not coherent entities, but are constantly constructed and reconstructed. They enacted multiple and diverse identity positions in relation to the immediate as well as the larger sociopolitical contexts they were situated in. Nagatomo's chapter examines the relationship between gender and professional identity in 38 foreign female teachers of English in Japanese higher education. Data were collected through a questionnaire, email exchanges, and an e-group, and qualitatively analyzed using Wenger's (1998) theory of identity. Nagatomo suggests that these women's professional identities were shaped by the degree of stability determined by their employment status as standard (tenured) or non-standard (part-time or contracted) teachers. It was also shaped by gendered attitudes (held by both Japanese and non-Japanese male colleagues) that view women primarily as family caretakers and not as working professionals. She argues that some women engage in research productivity and own professional development as a means to enhance their careers and as an attempt to battle institutional and gendered isolation. Zhang and Zhang investigate how two NNESTs struggled for legitimate professional participation. Using an ethnographic case study approach, they argue that, in the fields of TESOL, applied linguistics, or language education in general, it is important to examine NNEST identity with reference to how NNESTs exercise their agency in professional and social settings, taking stock of their expertise in the subject matter.

Part III: *Tracing identity through narratives* features several chapters where narrative research is emphasized as a prism through which language teacher identity is explored. De Costa examines the political and ideological dimensions of becoming a teacher. Specifically, using reflexive thinking, as well as written and spoken narratives, he investigates the progressive transition of Natasha into the comfort zone of a proficient teacher, transcending the ideologies of native-speakerism and subverting her former pedagogical constraints. Ben Said reports on the challenges experienced by a Singaporean primary teacher and her resistance to the emotional perspectives and opinions voiced by family, peers, and mentors, which discredit the teaching profession. This chapter provides a discursive outlook on how identity is co-constructed and negotiated in the midst of conflicting discourses and ideologies. Riordan and Farr analyze the formation of student teachers' discourse using Labovian narrative analysis. They examine qualitatively discussions between student teachers and their tutors in an MA program. Using a discourse analytic approach, this chapter reveals that student-tutor discussions may serve as a locus of emerging professional development and an enhanced understanding of their professional identities as teachers. Cheung's chapter gives a review on selected journal papers published between 2003 and 2013 that are related to the topic of language-teacher identity and narratives. She discusses the results of the selected research in terms of the following areas: understanding teacher's identity, factors affecting the construction and re-construction of identity, perspectives of nonnative teachers of English of multilingual backgrounds, perspectives of novice teachers of English, and importance of environments on the perspectives of teachers. She summarizes the contributions made by the subject research on LTI, and highlights gaps in existing work that future research on professional teacher identity needs to address. Yayli explores the construction of teacher identities of a group of EFL teachers in Turkey through a qualitative analysis of the participating teachers' learning past, their attitudes towards teaching English, their descriptions of their own and their students' multiple identities. The chapter also emphasizes the importance of national (i.e. Turkish) and religious (i.e. Muslim) identities in the construction of teachers' professional voice, particularly when teaching a language (English) reported to be sometimes at odds with local principles and cultural norms.

Part IV: *Teacher identity and responding to changing times* presents new and timely perspectives on LTI research. Racelis and Matsuda examine the multiple identities of L2 writing teachers in university composition classrooms in the United States as expressed through discussions of course goals and practices. Analysis of individual interviews with seven composition teachers revealed three overarching identities: (1) general writing teacher identity; (2) language teacher identity; and (3) L2 writing teacher identity. Their findings suggest various relationships among these identities, with some teachers maintaining a balance among multiple identities and others experiencing their identity in conflict. The findings shed light on how different identity positions and their relationship to subject matter knowledge are connected to how teachers conceptualize their practice and the needs of their students. Donato, Tucker and Hendry trace a trajectory of the changing identity of ten applied linguists over time in an apprenticeship model of doctoral program. Their chapter focuses on

how professional expertise and identities emerged during the program and connects their experience to the current instructional practices. The transition of identities between boundaries of different professional contexts are the major challenges that these applied linguists need to meet and the chapter provides an interesting description of how they met the challenges and cope with identity conflicts through the experience in the apprenticeship model. Morgan argues that a focus on the “inner world” of the teacher may be insufficient to address “market place utility” (Corson, 2002) and its constraints on teacher agency. Drawing on Polanyi (1957) and Foucault (2008), a historical analysis of economic and bureaucratic origins is linked to contemporary concerns and the accreditation process of adult ESL teachers in Ontario. His chapter concludes with data from a recent survey of instructors in this jurisdiction and discusses its implications for LTI work in the field. It is our hope that this collection which garners contributions from international scholars will be useful to students and research, specialists and non-specialists alike.

References

- Bakhtin, M. (1990). Art and answerability: Early philosophical essays. In M. Holquist (Ed.), *Dialogism*. Austin, TX: University of Texas Press.
- Bartels, N. (2003). How teachers and researchers read academic articles. *Teaching and Teacher Education*, 19, 737–753.
- Campbell, J. (1968). *The Hero with a Thousand Faces* (2nd edn). Princeton, NJ: Princeton University Press.
- Clarke, M. (2008). *Language Teacher Identities: Co-constructing Discourse and Community*. Clevedon: Multilingual Matters.
- Corson, D. (2002). Teaching and learning for market-place utility. *International Journal of Leadership in Education*, 1, 1–13.
- Crookes, G. (1998). The relationship between second and foreign language teachers and research. *TESOL Journal*, 7, 6–11.
- Foucault, M. (2008). *The Birth of Biopolitics: Lectures at the Collège de France* (trans. G. Burchell). New York: Palgrave Macmillan.
- Freeman, D. (1994). Knowing into doing: Teacher education and the problem of transfer. In D. C. S. Li, D. Mahoney, and J. C. Richards (Eds), *Exploring Second Language Teacher Development*. Hong Kong: Hong Kong University Press.
- Freeman, D. (1996). “To take them at the word”: Language data in the study of teachers’ knowledge. *Harvard Educational Review*, 66(4), 732–761.
- Gee, J. P. (2004). Learning language as a matter of learning social languages within discourses. In M. R. Hawkins (Ed.), *Language Learning and Teacher Education: A Sociocultural Approach*. Clevedon: Multilingual Matters.
- Gunnarsson, B. L. (2009). *Professional Discourse*. London: Continuum.
- Hedgcock, J. S. (2002). Toward a socioliterate approach to second language teacher education. *Modern Language Journal*, 86(3), 299–317.
- Hedgcock, J. S. (2009). Acquiring knowledge of discourse conventions in teacher education. In A. Burns and J. C. Richards (Eds), *The Cambridge Guide to Second Language Teacher Education*. New York: Cambridge University Press.
- Lave, J. and Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

- Norton Peirce, B. (1995). Social identity investment, and language learning. *TESOL Quarterly*, 29(1), 9–31.
- Polanyi, K. (1944/1957). *The Great Transformation: The Political and Economic Origins of our Time*. Boston, MA: Beacon Press.
- Tsui, A. B. M. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly*, 41(4), 657–680.
- Varghese, M., Morgan, B., Johnston, B., and Johnson, K. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity and Education*, 4, 21–44.
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.
- Wenger, E., McDermott, R., and Snyder, W. C. (2002). *Cultivating Communities of Practice: A Guide to Managing Knowledge*. Cambridge, MA: Harvard Business School Press. **Kwanghyun Park** is Assistant Professor in the Department of English Language and Literature at Myongji University, Seoul, South Korea.

This page intentionally left blank

Part I

Theoretical orientations

This page intentionally left blank

1 Teacher identity as dialogic response

A Bakhtinian perspective

Heidi L. Hallman

Identity, as a theoretical concept, has been discussed in the research literature as fluid and complex, as well as inherently “social” (e.g., Alsup, 2006; Britzman, 1991; Gee, 1999, 2001). Holland *et al.* (1998) discuss the premise that “identities, the imaginings of self in worlds of action, [are] . . . lived in and through activity and so must be conceptualized as they develop in social practice” (p. 5). This chapter explores how teachers construct themselves as “*particular* types of professionals” (Zembylas, 2008, p. 124, italics in the original), and take up their teacher identity as a project of continuous “becoming” (Gomez *et al.*, 2007) over time. Furthermore, teachers mediate their stories of self with the cultural and institutional expectations of what it means to be a teacher. In addition to being constructed as particular types of professionals, teachers must locate their process of “becoming” within a specific context, time, and place, and negotiate this identity within multiple learning spaces (Danielewicz, 2001). Though identity formation is a personal process, researchers (Alsup, 2006; Brouwer and Korthagen, 2005) have stressed that teacher preparation programs can influence prospective teachers’ identity formation.

Yet, teacher identity must be theorized in a reciprocal relationship to others’ identities, as teachers form their narratives of self as responses, in part, to the students they teach, the administrators they work with, and the university-based faculty responsible for teacher training, among others. Early twentieth-century Russian philosopher Mikhail Bakhtin’s (1990) understanding of the relationship between “self” and “other” provides a framework for understanding the impetus for teachers’ questioning of “self” in relationship with “other,” and tenets of a Bakhtinian perspective can illuminate important considerations in researchers’ ongoing understanding of teacher identity.

Conceptualizing teacher identity through a Bakhtinian framework is premised on a *dialogic* approach to studying the relationship between “self” and “other.” A dialogic approach bridges the self/other divide and views all iterations of “self” as response to an intended “other.” Bakhtin’s work (Holquist, 1990) employs tools that consider the relationship between speaker/writer, text, and audience and the theoretical tools that Bakhtin presents are helpful in understanding the “fluid and complex” nature of identity itself. Throughout this chapter, the following questions are explored:

- In what ways can we understand teacher identity as *dialogic*, meaning that it is always situated in response to an intended “other”?
- In turn, how does a Bakhtinian conceptual framework assist in illuminating tenets of teacher identity as dialogic?

The premise behind the development of teacher identity is the urge to action. Teachers shape their identity in order to act – on themselves, on others, or on their practice. Bakhtin (Holquist, 1990) believed that we, as humans, are always intimately connected to the spatial and temporal contexts in which we live and these connections are how we articulate who we are, as well as our relationship to others.

Through elaboration of a case study of one prospective teacher, Veronica Wheelock (pseudonym), I explore the ways that Veronica’s Teaching Philosophy statement, written near the completion of her teacher preparation program, provides a forum for investigating how one beginning teacher negotiated her teacher identity. Drawing on the text of Veronica’s Teaching Philosophy statement, I highlight the following Bakhtinian concepts as important to investigating teacher identity: *dialogical rhetoric* and the relationship between self/other; *heteroglossia*, or the “many-voicedness” of teacher identity, and genre and the role it plays in articulating an identity.

Teacher identity as “text”

Throughout this chapter, I also situate the concept of *identity* within a socio-cultural lens of literacy and learning (Gee, 1999, 2001). This means that *identity* is viewed as constructed through interactions between people and *identity work* is accomplished by individuals staking claims about who they are in relationship to others. Identity is intimately tied to literacy, as literacy is positioned as a vehicle by which individuals can make such claims. Further, one’s identity is always connected with one’s use of *Discourses* (Gee, 1999), which act as “‘identity kits’ and come complete with the appropriate costume and instructions on how to act, talk, and often write, so as to take on a particular role that others will recognize” (Gee, 2001, p. 526). *Discourses* become conceptual forums from which individuals assert their affiliations and undertake identity work. Through such a view, one’s “self,” or identity, does not exist as an individually created entity, but rather is formed within a nexus of social relationships and affiliations. Moreover, one’s identity, because of being situated within a social context, is subject to change over time. As contexts and affiliations change, so does one’s identity. *Identity*, as Hall (2000) asserts, is something which is “not already ‘there’; [but] rather, . . . a production, emergent in process. It [identity] is situational – it shifts from context to context” (p. xi). As a consequence, identity work is undertaken as a fluid process – one is never finished with constructing his or her identity.

This understanding of identity creates the possibility for teachers’ identities to become “texts” in which teachers author themselves and others are positioned as

“readers” of the text. Identity, inhabited by Discourses, becomes a performance and also becomes visible, therefore giving rise to the possibility for multiple interpretations by readers. In crafting identity as “text,” teachers create a portrait of “self.” This portrait is created through a variety of means, including teachers’ actions, teachers’ interactions with others, and teachers’ writing.

This chapter looks specifically at how a written text that a prospective teacher authored supports her ongoing identity development as a teacher. Though it is possible to study teachers’ performances in the classroom as *identity texts* in a similar fashion, situating a discussion of identity within the description of one prospective teacher’s Teaching Philosophy statement assists in explicating how tenets of a Bakhtinian framework can illuminate facets of teacher identity. To begin, I provide an overview of Bakhtin’s conceptual framework and then move forward in illustrating how this framework can support a discussion of teacher identity.

A Bakhtinian conceptual framework

First, Bakhtin’s (1990) understanding of the relationship between “self” and “other” helps us understand the impetus for teachers’ questioning of “self” through a relationship with “other.” Bakhtin (1990) believed that the “self” always resides in two spaces at once: the space that is “I” and the space that is “other.” These two spaces are always in relation to each other and are continually referenced in the creation of “self.” Bakhtin referenced this when he said:

in order to see ourselves, we must appropriate the vision of others . . . I see myself as others might see it. In order to forge a self, I must do so from outside. In other words, I author myself.

(Holquist, 1990, p. 28)

In a Bakhtinian sense, then, teachers involved in the teaching act must author themselves as future teachers, in part, through authoring the relationship they have with the “other” – stakeholders in the teaching act. Teachers create reciprocity in relationships with others that allows them to continually negotiate who they are in the moment.

A Bakhtinian conceptual framework is synonymous with what many have come to know as *dialogism*, or the premise that “utterances” (Bakhtin’s term), are always responsive in nature. *Dialogism* is primarily concerned with the idea that *all* language is produced as response to other language. Thus, a central tenet of viewing text as *dialogic* highlights the “action” utterances within one text make in relation to other texts. Nystrand *et al.* (1997) articulate a *dialogic* view of text and utterances as:

fundamentally different from the common view that utterances are the independent expressions of thoughts by speakers, an account that starts with thoughts and ends with words and verbal articulation. Rather, because they

respond to at the same time that they anticipate other utterances, they are “sequentially contingent” upon each other.

(p. 10)

Nystrand *et al.* (1997) emphasize the responsive, and therefore, *dialogic* quality of all text. The responsive nature of utterances situates all language in a chain of response, and focuses on the contingency of all utterances. Bakhtin (1986) notes this when he asserts that “the single utterance, with all its individuality and creativity, can in no way be regarded as a completely free combination of forms of language” (p. 81). Utterances, then, respond to and adhere to various language forms, or genres, and at the same time, remain active agents in re-shaping these genres.

Dialogical rhetoric

Dialogical rhetoric, as a concept, is an umbrella term from which to consider all text as interactive in nature. Though Bakhtin’s statements concerning the term “rhetoric” are, at times, not wholly positive, as they link rhetoric to an Aristotelian tradition laden with formality and epideictic speeches (1981, pp. 271), Bakhtin urges an understanding of a dialogic view of rhetoric. Bakhtin’s analysis does not discard the term rhetoric, but reconsiders how rhetoric is conceptualized, cautioning against rhetoric’s tendency to become a merely abstract, formal, logical mode of analysis. The larger context in which Bakhtin situates his discussion of rhetoric suggests rhetoric as dialogic. Reinterpreting rhetoric as dialogic recognizes that all discourse occurs within a complex arena of human interaction. Dialogical rhetoric, then, is conceptualized by Bakhtin to be not merely about a speaker’s intentions, but about the exchange between speakers. This focus on interaction situates rhetoric itself to be a dialogue between conversants.

Bakhtin understood that individuals are persuaded by conversants who have “authority” – whether these authorities are in the form of another individual or the larger society. He refers to these normalizing discourses as producing internally persuasive discourses, thus establishing a dialectic between oneself and intended “other.” Bakhtin (1981) notes the shared sense of discourse between individual and conversant by stating, “The word in language is half someone else’s. It becomes ‘one’s own’ only when the speaker populates it with one’s own intentions, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention” (p. 293).

Heteroglossia

Bakhtin’s term, *heteroglossia*, means “many-voicedness,” and recognizes that all language is ideologically saturated and stratified. Heteroglossia describes the push-pull between an author and intended “other” and Bakhtin (1981) writes that heteroglossia is alive as long as language is alive. He states: