

Developing Teacher Identity while Creating Culturally Authentic Materials

David R. Byrd

Weber State University, USA

Abstract

Teacher candidates enter teacher education programs as part of the process of becoming professional educators. As they progress through these programs, their thinking and beliefs about teaching and being a teacher are supported or challenged and their professional identity is developed. Traditionally, these programs provide course work and practica aimed towards learning theory and practical knowledge, but these and other opportunities can influence teacher candidates' subsequent identity development as well. This study looked at the professional identity development of three teacher education students, who created culturally authentic stories and educational materials for students in Thailand. Using grounded theory, various data sources were triangulated to discover if the teacher education students developed their professional identity in an 'other space.' Results showed that ample opportunities were provided to express, examine, and adjust how the teacher candidates see themselves as emerging professionals in the classroom.

Keywords: teacher identity, journaling, identity development, teacher knowledge, educational materials

Introduction

People are products of both their past (and continuing) socializations as well as the ability to choose to act. Socialization and choice allow people to grow and develop as they work through their personal and professional lives to form their identity in both areas that tend to be intertwined and complex in nature (Olsen, 2011; Richardson & Watt, 2018). Teacher candidates (TCs) are placed in various social situations and are expected to make decisions as they move through their teacher education programs (TEPs).

TEPs are designed to help TCs learn the ‘trade’ of teaching, and often focus on the demands of the profession, such as knowledge of externally formulated standards and content area knowledge (Kavrayici, 2020). These programs are typically grounded in various types of course and field work. Leeferink et al. (2019) suggested that TEPs cannot provide everything to prepare pre-service teachers with what they need to know for the classroom. Other types of input can and should be provided to facilitate teacher preparation. Kissling (2014) posited that teacher candidates learn in many situations outside the classroom, as well as across the time and places of their lives. However, it is critical that these outside experiences reflect the authenticity of teaching as much as possible (Hopper & Sanford, 2004).

The present study looked at teacher identity development in an ‘other space’ outside of the traditional TEP space, one that has not been investigated often: materials development. Instead of a classroom or practicum situation, the study participants (i.e., the TCs) actively developed culturally authentic materials for students in Thailand. Participants grappled with activities and concepts that were not directly connected to expectations in the program, but, nonetheless, challenged their abilities and thinking in an authentic and hands-on situation, just as teaching professionals are often called upon to create materials for their classrooms (Bouckaert, 2019).

Literature Review

Professional Identity Defined

Professional identity (PI) consists of many parts, which contributes to difficulty in determining a solid definition. Olsen (2011) points out that PI is a process and a product at the same time and a dynamic of the present, past, and future. Richardson and Watt (2018) suggest that identity has both ascribed (e.g., sex, race, cultural group) and achieved (e.g., arising from agency, efforts, persistence) parts. Chu (2021) states that identity is both about how teachers see themselves and how others see them. Hong et al. (2017) posit that identity is neither just psychologically (self) nor just socially (culturally) constructed, neither just fixed nor just static, but meets the demands of the multiple roles to be filled. They also state that the identity develops “through the interpretation and re-interpretation of social interactions over time” (p. 85). However, scholars have agreed that PI overall is multifaceted, dynamic, and relational in nature (Olsen, 2011; Zembylas & Chubbuck, 2018).

The literature on PI development suggests that PI moves beyond just gaining knowledge or competencies in a given area, such as pedagogical knowledge for TCs (Akkerman & Meijer, 2011). Olsen

(2011) further points out that identity is about emotions and ideologies, not just knowledge. Fickel and Abbiss (2019) discuss the idea that identity is about becoming a certain person, not just gaining information.

Identity Development

The research on teacher PI typically emphasizes the unstable nature of the construct; however, researchers also agree that teachers and TCs must have some stable core upon which to attach the developing aspects of identity. Rodgers and Scott (2008) emphasize the need for internal stability and control that holds together the shifting aspects of identity. Gee (1990) maintains that each person has a ‘core identity’ that “holds more uniformly...across context” (p. 99). Kavrayici (2020) points out that the personal side of identity is generally stable because of lifelong socialization, and it changes only if the person is convinced that change is needed (p. 84).

Because TCs have a stable core identity that tends to “hold more uniformly for ourselves and others across contexts” (Gee, 1990, p. 99), any disequilibrium that they may encounter constitutes an uncomfortable situation that needs to be rectified. Hong et al. (2017) suggest that teachers are striving to develop a stable and continuous sense of self, or a unity of self, as they develop their PI. Similarly, Ruohotie-Lyhty (2018) stress that identity strives for stability, continuity, and individuality.

Due to the complexities of the identity and the need for stability, the situations that TCs are placed in provide fertile ground for exploration, as they grapple with the ideas and actions that they need to learn, do, and become as a professional. Learning and identity development are inextricably linked (Fickel & Abbiss, 2019 Hopper & Sanford, 2004). As stated above, TEPs tend to use the university classroom and various practicum settings to guide students in their path to professionalism. But other spaces, such as paraprofessional work, volunteer summer programs and materials development can provide opportunities for teacher candidates to develop their sense of self (Chu, 2021). Since these ‘other spaces’ can provide different opportunities and demand different types of thinking, identity development can and should be explored to discover how these affordances in both social and physical environments further identity development (Ruohotie-Lyhty, 2018).

Despite the ambiguous definitions of teacher identity, research in teacher education and PI has provided a reasonably sound foundation to warrant continued investigations in the area (Chu, 2021; Gee, 1990; Kavrayici, 2020; Olson, 2011). For the purposes of this study, I will be using Akkerman and Meijer’s (2011) concept of identity, where the participant is seeking to answer the questions, “Who am I?” and/or “Who am I becoming?” (p. 308). By trying to answer these questions, TCs shift their thinking towards a teacher perspective, by which they become agents in making sense of the expectations of teaching, as well as comprehending and stimulating their professional development. The study was conducted in response to

Olsen's (2011) assertion that PI development in teacher education needs research, not theory, as well as his stance that people construct their identity, not just perceive it.

Reflective Writing and Identity

To help students become more self-aware, they are often required to write and reflect about their experiences (Byrd, 2010). Cooper (2013) and Park (2013) suggest that writing generally and journal keeping specifically are ways that people explore and express ideas related to personal and professional identity development. Through reflective writing, individuals are given the opportunity to consider their beliefs and theories as they evaluate their experience (Griffin, 1993). While writing, TCs provide a window into their practical knowledge, which may enhance critical analysis of their experiences (Francis, 1995). Van Manen (1990) suggests that writing moves what is internal into a place that is external and allows for critical examination. Schön (1983) emphasizes that such writing can help TCs construct knowledge and guide their actions. He suggests that this is accomplished through a process known as *problem setting*, which is the process where “we name the things to which we attend and frame the context in which we attend to them (Schön, 1983, p. 39). By reflecting on their practice through writing, teachers potentially “become more sensitive and effective teachers” (Leigh, 2016, p. 73).

Current Study

Much of the literature about teacher identity development has tended toward the general process of teacher development (Akkerman & Meijer, 2011; Chu, 2021; Schutz et al., 2019). Scholars have begun to address content specific identity development, but few studies have been conducted in English as a second language (ESL) teacher education (Schutz et al., 2018). Fewer studies still have looked at spaces outside the classroom or practicum setting.

Background

The data for the current study were collected during a project that attempted to provide culturally authentic stories for students in Thailand. These stories were fictionalized stories that were written using culturally familiar elements, for example Thai names, locations in Thailand and Thai holidays, festivals, or even daily activities at home or at school. By providing familiar cultural elements, the cognitive load of learning English will be reduced (Abrams & Byrd, 2017). The first target audience for these stories were orphans, aged three to seventeen, at a state-sponsored school in southern Thailand, where students received enrichment in English courses from an independent foundation during and after school hours. The other

audience was university students, aged seventeen to twenty-five, in northern Thailand, who were enrolled in English classes at various levels, but were studying a variety of majors and minors.

The project was funded by a grant, which allowed participants to collect story ideas from native Thai students, write them in English in a fictional context and create electronic visuals and pedagogical materials to enhance the stories. In addition, the grant provided some electronic tablets for the students at the orphanage. The university students used the computers readily available at the school.

The goal of this study was to look at the development of PI of three specific participants (see below) who worked in a teacher education project outside the traditional classroom format (i.e., ‘other space’). The guiding principle for my research was to determine if, or if at all, participants expressed a developing PI during the project outside the traditional TEP. Institutional Review Board approval was obtained for this study.

Participants

As part of the grant, a call was made for participants from a TEP at a mid-sized university in the western US through both an electronic student forum, as well as physical posters. Interested students completed an application describing their qualifications, explained why they wanted to participate, and provided a creative writing sample. Finally, the grant writers reviewed the paper applications, and finalists for the project were interviewed. The interviews focused on specific skills (described below) that would be needed to complete the task of the grant. Initially, four participants were selected, but one left the study after only two months.

Jodi (pseudonym) was a senior elementary education major who was also earning a minor in ESL. She had previously visited Thailand and made contacts with the students at the Thai university. The second participant, Lucy, was a secondary English teaching major also with a minor in ESL, and was chosen, in part, due to her creative writing skills. Although she was also earning the ESL minor, she had just begun course work and had little experience with English language learners (ELLs). Both had traveled to Thailand for seven days to meet with several Thai students selected by their respective schools to collect, via recordings, oral story ideas. The Thai students were asked to provide stories about their culture either as an event, like a festival or holiday or a daily activity, such as a birthday party. Kam, the last participant, was a graduate student in the university’s Master of Education program and an academic advisor there. She was also a strong creative writer and had taught English as a foreign language in Japan and ESL in adult education programs in the US previously.

All three participants collaborated to transcribe the recorded oral stories, to write stories, and to develop teaching materials based on recorded ideas provided by the Thai students. Several versions were written, based on feedback from the lead teacher of the foundation. Further, participants also received feedback from the leaders of the grant project, largely connected to materials development.

Data Sources

When the teacher-educator participants agreed to take part in the culturally authentic story project, they also agreed to track their experiences and thoughts throughout the time spent developing the materials. The main source for reflection from the participants was a dialogue journal, which allowed participants to communicate with the researcher. Further data points were also collected at various points during the project. Table 1 is a summary of the data sources with a brief explanation of each.

Table 1

Data sources

Data source	Explanation	Abbreviation
Application materials	During the application process, the participants described their interest in the project and the abilities that they would bring to it.	App
Initial philosophy statement	The participants were asked to write their teaching philosophy before work began on the project.	IP
Reflective dialogue journal	Participants submitted reflective journals weekly to the researcher, who made comments and returned them.	J#
Interview	Participants were interviewed to discuss ideas stated in their journals. (These were recorded and transcribed verbatim.)	Int
Journal reflection paper	Towards the end of the project, participants were asked to re-read their reflective journals and write a three-page reflection on them.	JR

Final philosophy statement	At the end of the project, participants wrote another teaching philosophy statement.	FP
----------------------------	--	----

Data Analysis

Qualitative research methods suited the nature of the present study well. Qualitative research reveals how the component parts of a phenomenon work together and allows for description of the nature of the study (Creswell & Creswell, 2018). I used grounded theory, which assumes an inductive stance and allows for the researcher to ascertain the meaning from the data themselves. Further, I employed constant comparative methodology both among and between the participants’ data. Having the various data sources allowed for triangulation that improved the consistency and trustworthiness of the sources (Creswell & Creswell, 2018).

Initially, I read each data source five times marking statements related to identity development. The first readings examined broadly the ideas that the participants wrote regarding the research topic, and I made notes to make connections among data sources. Subsequent readings allowed me to code the comments for emerging themes. Final readings allowed me to refine the codes and identify three emerging themes, namely students, future-self-as-teacher, and culture. Various subthemes connected to the main themes, likewise, surfaced from the data, but due to space limitations, only the two most common within each theme will be included in this analysis. These can be found in Table 2.

Table 2

Themes and Sub-themes

Themes	Subthemes
Students	Abilities
	Success
Future-self-as-teacher	Skills
	Traits
Culture	Students’ culture
	Aspects of culture

Results

The following section summarizes the major themes and subthemes that emerged from the data. Each theme and its subthemes represent ideas connected to the development of teacher PI that the study participants encountered and considered throughout the course of the study.

Students

As the participants progressed through the project, the most common consideration that appeared in their data sources were the students, mainly the ones for whom they were creating the materials, but sometimes they considered students in general. Teaching is (or should be) focused predominately on students in the classroom; therefore, it was not surprising to find that the participants discussed students as part of their PI development. The two most common subthemes in this area were abilities and success.

Abilities

The first subtheme focused largely on the need to know the language ability levels of the students who were to receive the stories and materials. Since both Jodi and Lucy had traveled to Thailand to collect the story ideas for the materials, they commented that the trip was a significant benefit, but that it just did not provide enough information to enable them to write stories of appropriate difficulty. Jodi stated in her first journal entry that she was grateful for the opportunity to interact with the students, so that she could “exercise the tools and talents that I have learned as an ESL teacher. I was much more aware of the students’ comprehension than following through with what was originally planned.” She continued by stating that having this knowledge would help the study participants to be “aware of the needs that these students have and the manner in which the Thai stories need to be written.” Later in the project, Kam stated, “I wish I could see a video of the students to get an idea of their ages and English levels” (J10). Although two had observed some of the recipients of the stories, they knew that they had not interacted with all the students.

Sometimes the abilities subtheme was expressed as surprise, as when Jodi stated in her interview that she had been genuinely surprised by the actual level of the students’ English abilities compared to what she had been told previously. Kam, during her interview, seemed a bit frustrated as she felt that everyone had done their best, but that it would be “much easier when I know who I’m teaching to.” Ultimately, the participants recognized the need to have access to the students and their knowledge to maximize their ability to create effective material and, subsequently, to enhance their teaching.

Success

As participants worked in this ‘other space,’ they contemplated how they could help students succeed. All three participants discussed how to make the stories accessible to the students as they worked

through the process of creating them. Early on, Lucy stated, “I have been thinking about how to make these stories so that they can be effective learning materials” (J1). Later, Jodi considered the difficulty level of the stories for the students. She wrote in her seventh journal, “These stories involve words that are too complex and long in length. The goal is to modify these stories and their vocabulary, so they are more within their reach.” Finally, about halfway through the project, Kam pondered, “Anyway--writing the more advanced version was fun, but tricky as I kept looking at it through the eyes of a student. How many verb tenses can they handle? Idioms? I have the kids saying things like ‘Wow!’ or ‘Great!’” (J6). All participants realized that having students succeed was their goal as a teacher and were concerned about how to make this a reality as they developed the materials.

Next, the participants looked at the concept of scaffolding, or supporting the process of learning, for the Thai students. Jodi discussed the idea of scaffolding as a part of her teaching identity,

The first teaching model that I plan to implement in my classroom is the model of scaffolding. A scaffold is a “temporary framework for construction in progress. Similar to how scaffolds are used in construction, I plan to use “scaffolds,” or temporary frameworks, to aid my ELL students with their language acquisition (IP).

Later, she listed one way that she planned to scaffold learning, as she worked on the project by writing, “I need to help motivate and excite my students as they construct what they want to present and project to others” (J2).

Finally, in this subtheme, Lucy came to recognize a teaching approach she had learned (i.e., feedback) was important to student success. She had experienced feedback as a student, but, as she created the stories, it occurred to her that she would need to use the same technique as a teacher herself. She wrote,

I think the thing that stood out to me the most from this week was the realization of how important it is to give students very specific feedback. When I tell them something is good, I want to make sure to explain what is good about it. When something needs to be changed, I want to explain why it needs to be changed (J7).

The last area of student success that the participants included in their identity development was the learning environment for their students. Jodi provided insight into how she would make her classroom a safe and successful place for students, when she wrote,

I would try to help smooth the process and provide a safe environment. I plan to continue to practice this skill and work on refining my speech so that my students and those around me, feel comfortable and confident in their communication (J2).

In her final philosophy statement, Jodi directly addressed the importance of creating a classroom environment that would enable student success, “my desire as an educator is to help students work towards their fullest potential in these areas by providing a safe environment of a community of learners that supports risk-taking and invites the sharing of ideas.” Kam also wrote about classroom environment and its effect on success as she grappled with the differences in classrooms. During her interview, she stated, “I think in general the teaching needs to be student and culture specific. What might be great for one classroom might not be the best for another classroom.” Although they were uncertain about what the specific classroom environment would be like where the Thai students would use the stories, the participants came to realize that creating an effective environment is a crucial part of their future job and identity as a teacher.

Future-Self-as-a-Teacher

The second most common theme in the data was ideas connected to the participants’ future-selves-as-teachers that would be needed to be successful in the classroom. Although the project was taking place outside the realm of the TEP, the participants were actively engaged in creating educational materials that led them to consider how they would behave in their own future classrooms. Some of the ideas expressed here were unique to producing materials for Thai students, while others tended to be more general. The two subthemes that came out of this theme were skills and traits (of a teacher).

Skills

The most discussed subtheme in this area was that of being a materials developer and how it could impact being a teacher. Lucy found in the process of making materials that she needed to “create meaningful materials,” so that she could empower her students, an idea that she had never considered before (J2). Jodi stated in her interview that she felt “more confident creating [her] own materials,” whereas she would not have developed her own before the project. She indicated that she did not feel that she was limited to just finding materials that are ready made. The participants were engaged with original content due to the nature of the project.

Connected to developing materials, the participants also considered assignments for their students. Lucy discussed how this project sparked ideas on how to incorporate similar opportunities for her students in the future (J8). Jodi found that the project made her think of a focus for her teaching that she had not previously considered. In her fourth journal entry, she stated, “I would much rather facilitate their learning as they work and grow through the creative process.” The ability to create assignments at this point in their education led Lucy to state during her interview that creating so many assignments made “teaching a lot less scary.”

Approaches to teaching were discussed throughout the process as well. Kam examined the way she would conduct classes. In her first journal, she wrote about non-verbal communication and its importance in the classroom. She later talked about her natural aversion to rules (both linguistic and behavioral), but rules were often needed and that “this realization will fundamentally change how I approach any teaching situation” (JR). She expanded on this idea when she stated that “methods can (and should) change as teachers grow individually and as the profession grows as a whole (JR). Similarly, Jodi spoke about how the project made her feel “more prepared to teach [her] students writing” (J4). Lastly, Lucy wrote that “working through the pre, during and post activities has helped me feel more confident in my ability to create lesson plans” (JR).

Traits

The participants in the study also considered traits that they wanted to acquire as they became teachers in the future. Even though teachers are unique individuals, there tend to be some common traits that are connected to the profession. Lucy stated early on that the activities of the project were “a good reminder of how important it will be as a teacher to have a lot of patience and not to ever give up on any of my students” (J4). She later indicated in her fifth journal entry that working as part of a group made her realize that teachers should collaborate when needed. She also talked about how, in order to be an effective teacher, she will not “lower [her] expectations,” as it will “lower [her] teaching and thereby lower [her] students’ opportunities” (FP). The trait most mentioned by Jodi was being a reflective practitioner. She indicated this by stating that she hopes to use “purposeful reflection” in her teaching (J3). Later, in J5, she discussed how she reflected on her participation in the project to consider her ideas about teaching writing in the future. Kam stated that she wanted to use “humor, variety and creativity” to be successful (IP). Towards the end of the project, she indicated that “to bring out the best in every student is the real hallmark of a true teacher” (JR).

Culture

The final theme that emerged from the data was culture. As the project dealt with creating culturally authentic stories for Thai students, this topic may not be surprising. Indeed, all three participants mentioned culture as a motivating factor when applying for the project with comments ranging from becoming better acquainted with Thai culture (Lucy) to becoming more culturally aware (Jodi) to being enriched by the culture (Kam). However, the considerations that the participants gave did not focus only on the materials themselves; rather, they looked at how it could influence their teacher identity. In this area, two distinct subthemes were found: students’ culture and aspects of culture (in general).

Students' culture. Lucy in J2 wrote about how she needs to have “accurate content from students’ culture in the classroom” and that she will do this by “tak[ing] every opportunity to become aware.” She acknowledged that her students’ knowledge will be a major factor in her teaching. In her interview, she mentions how the students’ culture provides a measure of power for the students. Similarly, Jodi stated, “the third essential building block that I plan to implement in my classroom is cultural identity. I want my students to identify with and over their culture” (FP). Finally, in her journal reflection towards the end of the project, Kam discussed how students bring their own culture into the classroom and that, if used wisely as a teacher, will “foster better tolerance and understanding and create a better classroom environment.”

Aspects of culture. The participants wrote about the various aspects of culture that tended to split into two major areas: linguistic and practice. For the former, Jodi was aware that better cultural knowledge would help her create better materials. She began with struggles with writing phrases or metaphors that may not make sense to the students, as they tended to be bound to US culture, and she stated, “this has also led me to consider other facts about culture, such as colors or symbols. In my culture a color might strike a certain emotion or an idea or a symbol might mean something specific, but does that same symbol or color express the same idea in the Thai culture?” (J7). In a similar vein, Kam questions the use of idioms or exclamations, such as “Wow! or “Great!” (J6). She finished her thoughts by pointing out that she has a child in one of her stories thanking their uncle, and asked, “Should the uncle have an honorific?” (J6). Kam also considered the concept of pragmatics and its cultural connections, “the natural flow of conversation contains quite a bit of cultural information as well that is essential to good communication” (JR). For the latter practice of culture, Kam felt that knowing about practices would help her express ideas better for her students in the stories, such as knowing how long the school day is for Thai children or if they would visit with friends after school and what that would look like (J6). Such considerations for these students will easily translate to the participants’ future classrooms.

Discussion

The goal of this study was to determine if, or if at all, participants would express their developing PI during a project outside the traditional TEP situation. The data suggested that TCs readily examined their PI development in such a space. The findings support previous studies on teacher identity development. First, they support Hong et al.’s (2017) findings that identity development is neither solely a social nor a psychological event. Each of the participants discussed issues within their own experiences and thinking, such as how to approach teaching a specific aspect of language and working with others and how to do so effectively. The data were replete with examples of participants examining how they were becoming

teachers. This finding supported Fickel and Abbiss's (2019) and Miller's (2006) suggestions that PI development is strongly connected to this goal. Finally, the findings here support the concept that identity development is multidimensional and deals with the multiple roles that must be filled (Hong et al., 2017; Richardson & Watt, 2018). The participants considered various aspects of their developing identity related to being a classroom teacher, a materials developer, and working as part of a cohort as they reflected through their writing on the different roles, expectations, and demands of the profession (Ruohotie-Lyhty, 2018).

The results of the present study also supported Akkerman and Meijer's (2011) idea that teacher identity development is more than just the 'assets' that teacher candidates bring to their TEP. Rarely did the participants deal with subjects such as grammar or reading only as skills; rather, they looked more deeply into how they would be able to effectively establish an environment in the classroom that would be conducive to teaching these skills. Further, the findings support the theories that in learning, emotions and ideologies cannot be ignored (Swain, 2013). The participants were passionate about the project and goal of providing these stories to the Thai students. This passion was expressed as they wrote about wanting to make the materials truly accessible to the target audience, which demonstrated Hopper and Sanford's (2004) and Fickel and Abbiss's (2019) position that cognition and learning cannot be separated. Likewise, this supports what Olsen (2011) posits, namely, that emotions and ideologies are both aspects of identity development beyond just knowing the subject matter.

Lastly, the findings of the present study support the idea that PI development for teachers can and does happen in various spaces, including those outside the TEP. Ruohotie-Lyhty (2018) found that identity development is linked to the affordances of the social and physical environment in which it takes place. They also match the findings of Chu (2021) and Hopper and Sanford (2004) that the space must be authentic for the TCs' development. The participants were given a unique place to further their learning about teaching and used that space to explore who they are becoming as a professional. The data were full of examples where the participants were confronted with, had to consider and act on ideas that were part of becoming a teaching professional. These findings also supported the idea that identity was constructed, not just perceived as suggested by Olsen (2011) and that this construction occurred during an active process, as suggested by Yuan and Burns (2017), in this situation, one that was outside the traditional program.

Conclusion

As these participants were placed in an 'other space' outside the traditional TEP, where they developed materials, they were provided the opportunity to consider ideas about the teaching profession that allowed them to examine who they were and who they were becoming (Olsen, 2011). Based on the

findings, TEPs should allow, when opportunities arise, TCs the opportunities to gain teacher knowledge in various, authentic places (Chu, 2021). TEPs can allow students to construct teacher identity through various types of writing, including multimodal assignments (Olsen, 2011). It is, likewise, important to provide effective feedback to help teacher candidates to experience continuity of identity as they bring a fair amount of prior knowledge and experience with them into the program (Leeferink et al, 2019; Yuan & Burns, 2017). As PI development occurs in a continuum of past, present, and future (Olsen, 2011), what TCs bring to the TEP will definitely influence their PI development as they progress. Such considerations will potentially help with retention both within the program and the profession. As Chu (2021) posited, TCs with a strong sense of identity are more likely to be active in their learning and more reflective in their practice.

References

- Abrams, Zs., & Byrd, D. R. (2017) The effects of pre-writing tasks on beginning-level L2 writing in German: An exploratory study. *Language Teaching Research*, 21(4), 434-453.
- Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, 27, 308-319.
- Bouckaert, M. (2019). Current perspectives on teachers as materials developers: Why what, and how? *RELC Journal*, 50(3), 439-456.
- Byrd, D. R. (2010). Framing, reflecting on and attending to a rationale to teaching writing in the second language classroom via journaling: A case study. *System: An International Journal of Educational Technology and Applied Linguistics*, 38(2), 200-210.
- Chu, Y. (2021). Preservice teachers learning to teach and developing teacher identity in a teacher residency. *Teaching Education*, 32(3), 269-285.
- Cooper, J. E. (2013). Keeping a journal: A path to uncovering identity (and keeping your sanity). *Educational Perspectives*, 46(1), 40-43.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative and mixed methods approaches* (5th ed.). Sage.
- Fickel, L. H., & Abbiss, J. (2019). Supporting secondary preservice teacher identity development as culturally responsive and sustaining teachers. *FIRE: Forum for International Research in Education*, 5(2), 138-158.

- Francis, D. (1995). The reflective journal: A window to preservice teachers' practical knowledge. *Teaching and Teacher Education*, 11(3), 229-241.
- Gee, J. (1990) *Social linguistics and literacies: Ideologies in discourses*. Falmer.
- Griffin, B. J. (1993). Helping student teachers become reflective practitioners. *The Teacher Educator*, 33, 35-43.
- Hong, J., Greene, B., & Lowery, J. (2017). Multiple dimensions of teacher identity development from preservice to early years of teaching: A longitudinal study. *Journal of Education for Teaching*, 43(1), 84-98.
- Hopper, T., & Sanford, K. (2004). Representing multiple perspectives of self-as-teacher: School integrated teacher education and self-study. *Teacher Education Quarterly*, 31(2), 57-74.
- Kavrayici, C. (2020). Evaluation of the factors affecting teacher identity development of pre-service teachers: A mixed methods study. *Eurasian Journal of Educational Research*, 89, 93-110.
- Kissling, M. T. (2014). Now and then, in and out of the classroom: Teachers learning to teach through experiences of their living curricula. *Teaching and Teacher Education*, 66(4), 334-348.
- Leeferink, H., Koopman, M., Beijaard, D., & Gonny, L. M. S. (2019). Overarching professional identity themes in student teacher workplace learning. *Teachers and Teaching*, 25(1), 69-89.
- Leigh, J. (2016). An embodied perspective on judgements of written reflective practice for professional development in higher education. *Reflective Practice*, 17(1), 72-85.
- Miller, S. J. (2006). Foregrounding preservice teacher identity in teacher education. *Teacher Education and Practice*, 19(2), 164-184.
- Olsen, B. (2011). "I am large, I contain multitudes": Teacher identity as a useful frame for research, practice and diversity in teacher education. In A. F. Ball, & C. A. Tyson (Eds.), *Studying diversity in teacher education*, (pp. 257-273). Rowman & Littlefield Publishers, Inc.
- Park, G. (2013). 'Writing is a way of knowing': Writing and identity. *ELT Journal*, 67(3), 336-345.
- Richardson, P. W., & Watt, H. M. G. (2018). Teacher professional identity and career motivation: A lifespan perspective. In P. A. Schutz, J. Hong, & D. C. Francis (Eds.), *Research on teacher identity: Mapping challenges and innovations*. (pp. 37-48). Springer.

- Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.), *Handbook on research on teacher education*. (pp. 732-755). Routledge.
- Ruohotie-Lyhty, M. (2018). Identity-agency in progress: Teachers authoring their identities. In P. A. Schutz, J. Hong, & D. C. Francis (Eds.), *Research on teacher identity: Mapping challenges and innovations*. (pp. 25-36). Springer.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Schutz, P. A., Hong, J., & Francis, D. C. (2018). *Research on teacher identity: Mapping challenges and innovations*. Springer.
- Swain, M. (2013). The inseparability of cognition and emotion in second language learning. *Language Teacher*, 46(2), 195-207.
- Van Manen, M. (1990). *Research lived experience: Human science for an action sensitive pedagogy*. SUNY Press.
- Yuan, R., & Burns, A. (2017). Teacher identity development through action research: A Chinese experience. *Teachers and Teaching*, 23(6), 729-749.
- Zembylas, M., & Chubbuck, S. (2018). Conceptualizing 'teacher identity': A political approach. In P. A. Schutz, J. Hong, & D. C. Francis (Eds.), *Research on teacher identity: Mapping challenges and innovations*. (pp. 183-193). Springer.

Author

David R. Byrd, Ph.D., Professor in the Moyes College of Education at Weber State University. His teaching and research interests include ESL, teacher, and culture education.