TE 982: Writing for Publication

Final Portfolio

Cover Letter

Dear Mary,

I am elated to present my Final Portfolio to you, but I'm doing so with a tad of sadness now that the class is over. This was my favorite class. It challenged me to dig deeper into what kind of writer I am or aspire to be, it made me laugh, it tested my creativity but it also made me ponder over what I write and why I do it in the way I do it. I have grown as a writer but also as a person thanks to your welcoming and always non-judgmental mentorship. Thank you for having me in the class!

When it comes to the emotions surrounding academic writing (Course Goal #1), I have felt things☺. I came to this class with a deep sense of trauma which left me with a fair amount of nothing-ness. I was able to realize that, definitely explored it as well as planned how to overcome it. I can surely say I have reclaimed my sanity over academic writing. Thank you for healing my writer's soul!

As for the article (Course Goal # 2), when I saw your comments on my manuscript, I felt overwhelmed for a minute (because there were many of them). However, as I started reading through them, I quickly realized you were not rebuking me (which has been my experience with other faculty members thus far). You actually loved certain pieces of it. That gave me wings! I was able to submit the manuscript to the Journal of Language, Identity, and Education. I actually like this paper! Thank you for showing me how to love what I write!

Course Goal #3, to sharpen practices and skills in providing generative responses for others, was a challenging one for me. My writing partner in this class works on a very "different" type of writing, genre-wise. Yet, I did my best to offer a thorough feedback on her paper and enjoyed reading it very much. Which is when I realized that my identity as a reader came in handy here. I read her piece as a voracious reader would do: with critical lenses on. I also reviewed an article on French grammatical accents for the Journal of Language and Education. It was a very gripping experience but also required a lot of work, since the quality of that submission was not that great. I think our

textbooks helped me realize what good feedback should look like in order to be helpful to those who ask for it. Thank you for showing me how to care about the work of others!
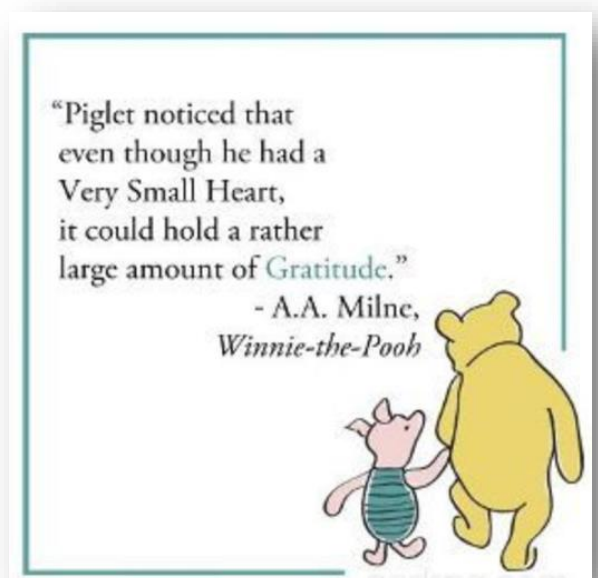
With regard to Course Goal #4, to sharpen practices and skills in responding productively to feedback and critique of our work, I definitely made progress in this area. The found poem exercise you had us do really liberated me from the sharp comments I received on my other submission last year. It also taught me how to laugh about them. And I did! Thank you for helping me rise above it!

Lastly, in terms of demystifying the publishing process and navigating it more confidently, I can say the mystery has shrunk a tad. I don't think I am an expert of publishing processes now but many questions that I had about publication were answered in class. It was great to learn from you and your experiences as well. Thank you for making a mystery a little less mysterious!
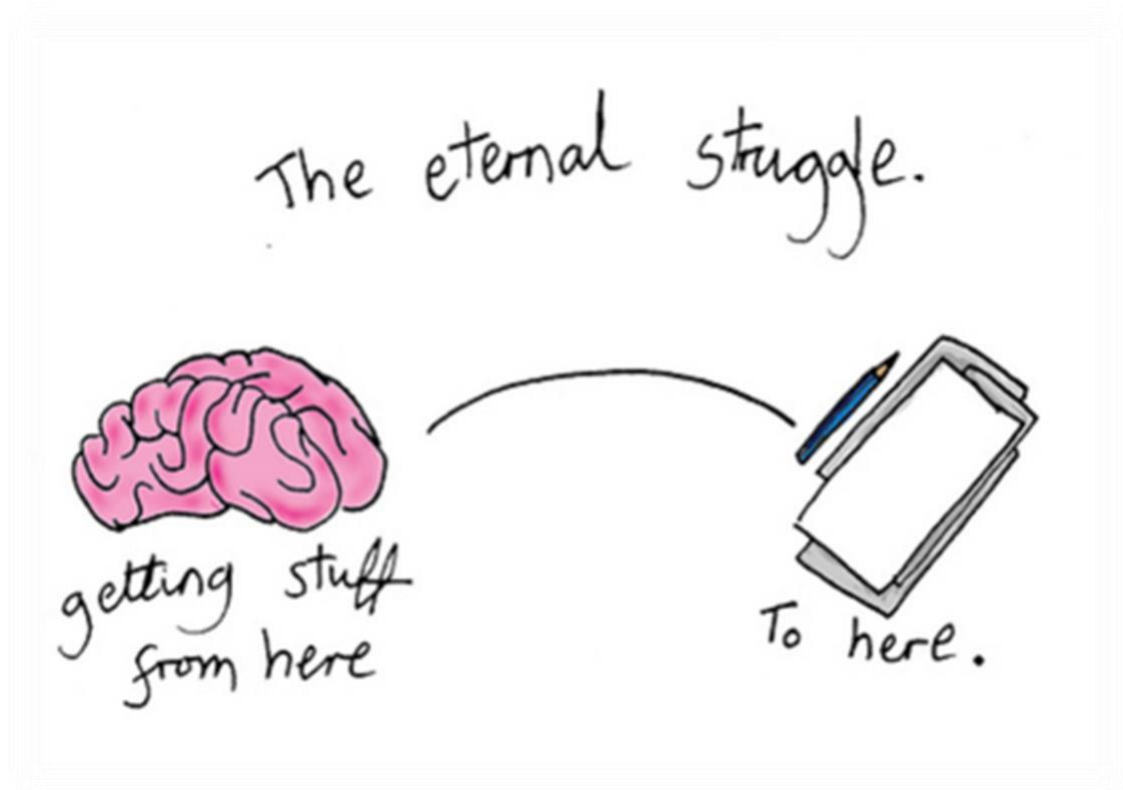
In sum, I have been struggling with willingness to publish, as venues that are required of me to show my work in do not interest me much. However, I understand now that getting my work out there is a part of making it a part of a larger conversation in academia. Thank you for pushing me (gently!) to share my written soul!

I will continue to write as I will continue to try and publish what I write. I will do ever so willingly now that I know my voice matters! My ideas matter. Thank you, Mary, for transforming me from a nobody to a somebody when it comes to academic writing!

Forever grateful,
Karolina Achirri

> "Piglet noticed that even though he had a Very Small Heart, it could hold a rather large amount of Gratitude."
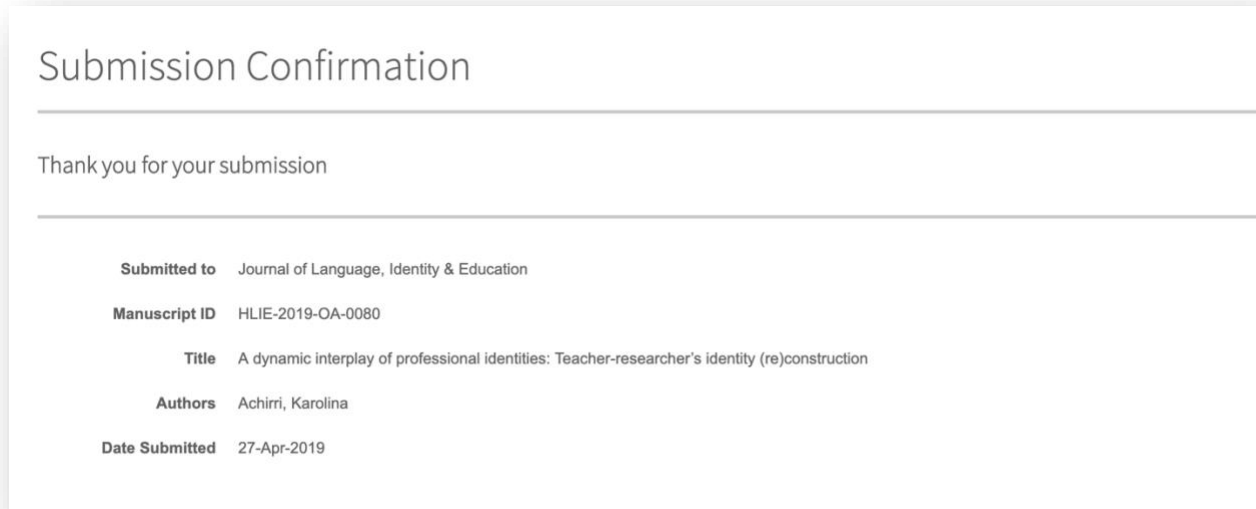> - A.A. Milne, *Winnie-the-Pooh*

The final piece

I have submitted my article to the Journal of Language, Identity, and Education. It seems to be well-aligned with the journal's aims and scope, but we will see, I guess. Here is the part of the journal's scope I felt my piece was a good match for (from their website:

https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=hlie20

a. Studies that make tangible differences in the lives of language learners, teachers, and language minority communities broadly construed, as opposed to theoretical papers for the sake of arguing theory;

b. Studies that address questions of how monolinguistic and monoculturalist approaches to education reproduce existing power relations in society and narrow the range of identities that individual language learners and teachers can claim for themselves.

This is the proof of submission:

Submission Confirmation

Thank you for your submission

Submitted to	Journal of Language, Identity & Education
Manuscript ID	HLIE-2019-OA-0080
Title	A dynamic interplay of professional identities: Teacher-researcher's identity (re)construction
Authors	Achirri, Karolina
Date Submitted	27-Apr-2019

My back-up journals are:
1. The Qualitative Report https://nsuworks.nova.edu/tqr/
2. Qualitative Research https://journals.sagepub.com/home/qrj
3. Self & Identity https://www.tandfonline.com/loi/psai20

Here's my cover letter to the journal editors, which I have never written before, so that was good practice of "something new".

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Drs. Thomas Ricento and Terrence G. Wiley
Editors of Journal of Language, Identity, and Education

April 26, 2019

Dear Drs. Ricento and Wiley:

I am pleased to submit an original research article entitled *A dynamic interplay of professional identities: Teacher-researcher's identity (re)construction* for consideration for publication in the Journal of Language, Identity, and Education. In this manuscript, I examine the interrelations of language teacher and researcher identity across different contexts and spaces.

In this instrumental case study, I analyze the trajectories of one teacher as he moved through countries and educational experiences. Beginning with the assumption that identity is a complex, dynamic, multidimensional, negotiated, and co-constructed process, I generated and analyzed data – including semi-structure interviews, artifacts, and email correspondence – holistically. I find that the participant demonstrated perception of his professional identity as a teacher in terms of duty. I discuss the points of transition, where the participant's identities are re-shaped.

I believe that this manuscript is appropriate for publication by the Journal of Language, Identity, and Education because it intersects language, identity, and education in a global context. This study has made a tangible difference in the life of a language teacher, who realized and understood his professional identity through participating in this project.

This manuscript has not been published and is not under consideration for publication elsewhere. I have no conflicts of interest to disclose.

Thank you for your consideration!

Sincerely,

Karolina Achirri
Doctoral Candidate in Second Language Studies
Michigan State University

After having read your comments in detail, as well as Alecia's comments and my faculty members who read this article as my Qualifying Research Paper, I was able to make it better, I believe. I shortened it to the required length (i.e. 9000 words all inclusive). I tweaked its title, made sure abstract reads well (according to your suggestions), and took out some redundant pieces of information from the literature review section. I was

writing this paper with the chosen journal in mind so its structure, for instance, follows what JLIE typically publishes. Here's the submitted manuscript proof (I modified its layout to better fit into this portfolio):

A dynamic interplay of professional identities:

Teacher-researcher's identity (re)construction

Abstract

While recent years have seen a research interest in the concept of teacher identity, still less is known about the interplay between teacher/researcher identity. This issue is important for the fields of applied linguistics and teacher education because it sheds light on teacher-scholars' identity realizations. In this study, I examine the interrelations of teacher and researcher identity across different contexts and spaces. Namely, I analyze the trajectories of one teacher as he moved through countries and educational experiences. Beginning with the assumption that identity is a complex, dynamic, multidimensional, negotiated, and co-constructed process, I generated and analyzed data – including semi-structure interviews, artifacts, and email correspondence – holistically. I find that the participant demonstrated perception of his professional identity as a teacher in terms of duty. I discuss the points of transition, where the participant's identities are re-shaped. My findings contribute to the conversation about the dichotomous view of teaching and researching.

Keywords: professional identity (re)construction, teacher identity, researcher identity
Word count: 8995

My goal in conducting this study was to explore the multiple professional identities, namely teacher and research identity. I did so through investigating Tom's (my participant's) path from teaching to conducting research. In particular, I discuss his own views of teaching as a profession and his experiences with learning how to teach. What also became vivid to me was his training in research and emerging ontologies, followed by his self-perceptions of whom he is as a researcher. The lesson that Tom taught me was this: "[talking about teaching and research] One always informs the other." Many novice teachers experience similar career trajectories, which is why the phenomenon of teacher-researcher identity needs scrutiny. My work provides a thread missing in the dialogue over shaping professional identities and addresses issues present in the processes of moving fluidly between those identities.

Identity, as an analytic framework employed towards understanding teachers' development has currently become a research topic in teacher education (e.g., Trent, 2015) as well as in applied linguistics (e.g., Jurasaite-Harbison & Rex, 2005). Although identity development is most certainly an individual process, it is deeply socially situated, creating opportunities for multiple meanings and positionings to emerge (Girod & Pardales, 2002). This conceptualization fits especially well teachers, as they move between contexts and take on many different roles and statuses (from teacher to life coach, to parent, to friend, to researcher, etc.). To be consistent as such with sociocultural approaches to second language acquisition (SLA), I use the term *(re)construction* to highlight the concept of identity always being in motion. If teachers are to shape young minds successfully, it only makes sense that they develop a disposition to ask themselves questions pertaining to their professional identities as well as other identities that appear in the new educational practices they engage with, such as researcher identities.

There is a noticeable lack of comparative studies about the professional identities of teachers in a global setting. Thus far, only a few studies have looked at both aspects, i.e. language teaching and doing research. In the field of applied linguistics, novice researchers often come from a teaching background. Even though they constitute a major population, their experiences are rarely researched. The goal of this instrumental case study (Stake, 1995, 2005) is to fill the gap in the literature by shedding light on the complexities of professional identities (re)construction within the contexts of teaching and researching. In this study, I project teaching and researching as two consecutive career paths on one teacher's trajectory.

Past research on identity issues

Growing interests in the ways teachers (re)construct their professional identities have raised teacher identity to the status of new independent area within teacher education (Trent, 2015). Yet, research to date seems to have underscored the role of temporality, relationality and transformation in the identity work. Attempts to depict researcher identity also seem scarce, focusing mostly on novice researchers and their relationships with their mentors. Notwithstanding, I synthesize research of the professional identities discussed in this paper into three broad areas, namely (a) contextual relationship between teacher's identities and social interactions, (b) negotiating identities through practice, and (c) multifaceted identities as products of self-image. These areas serve as signposts in the following discussion on past identity research.

Identity in context of social interactions

To unpack teacher identity, we must recognize its complex nature. Cheung (2015) describes it as a dynamically evolving, multifaceted, subject to both internal pressures from teachers' emotions and external pressures from work environment, job circumstances, or life experiences. Identity cannot thrive outside of a given community but can be hindered by such community. It can be both a process and product (dual view), the former understood as the ongoing interaction and the latter as the outcome of the influences every teacher incurs (Cheung, 2015). Identities are always exposed to environmental factors which shape them ever so often. There is a connection between teachers' sociocultural identities and their practices. Such identities are negotiated and changed over time as well as rooted in personal histories highly dependent on interactions with colleagues and students from a given institutional context (Duff & Uchida, 1997). Therefore, it is also worth looking at teacher identity development longitudinally. Knowledge is being co-constructed by both students and teachers through dialogic interactions that occur over extended periods of time. In fact, identity formation often happens within the particularities of a given community of practice (CoP) (Wenger, 1998). There is evidence of belonging, engagement, and a shared discourse repertoire within Wenger's CoP as well as discursive construction of CoP (Clarke, 2008). These are useful lenses to investigate my participant's trajectory as they situate him within the sociocultural SLA with a focus on practices, interactions and gradual changes.

One of the foci of my project has been Tom's identity as a researcher. Researchers' identities often seem fragmented either due to publications, institutional and peer support at university, or their professional life cycles. Engagement in research is often intertwined with practical concerns, such as policy-related challenges of conducting research (Xu, 2014). In fact, Tom's path empowers teachers to strive for professional excellence through learning about research. However, one question remains: how can a researcher be defined? Giampapa (2011) provides one characterization of a researcher as a socially located person with "histories, social and linguistic forms of capital […], particularly in relation to participants and the communities in which they are embedded" (p. 133). Also, researchers are often molded through discourses in their disciplines and institutions. They constantly need to look for new ways to be let in and earn their informants' trust.

Negotiating identities in praxis

My participant underwent multiple changes in his equally multiple identities on a journey to discover whom he is as an educator. Meanwhile, I am particularly interested in the points of transition in forming his professional identities. Tom dynamically moved across his professional identities through apprenticeship in the doctoral program he was enrolled in. In the course of identity shaping, opportunities presented during his doctoral training inescapably shaped his researcher identity. He seems to have made a journey from apprenticeship to full participation, filled with crucial points of tensions (Donato, Tucker, & Hendry, 2015). Thus, identities can be classified as mutable and constantly undergoing transformations over space and time. In a similar fashion, notions of teacher identity relate to specific characteristics of language teaching and can evolve. The whole cycle of (re)constructing identities is two-fold and includes turning knowledge into practice as well as practice into knowledge (Pennington and Richards, 2016). So, having enough knowledge is a compulsory component of becoming a professional teacher. However, the relationship between different dimensions of teacher identity or multiple identities emerging from new practices (such as conducting research) is still often unresolved in research. Additionally, engaging in new activities, such as entering the teaching arena or taking graduate courses, can lead to changes in one's identity (Taylor, 2017). Some studies looked at the negotiation between teacher and researcher identity in the context of action research. Participants tended to succeed at construing a strong sense of selves, taking into consideration their

workplace power relations (Edwards & Burns, 2016). More importantly, they clarified plans to undertake research upon program completion

Evolving self-image

Not many studies seem to have taken interest in their informants' self-image. However, this concept emerged as important for my study. In some previous cases, informants exhibited only a weak sense of professional identity, likely because teaching was not their main profession, but a secondary job. In brief, a lack of personal involvement with the job recurrently may lead to identity crisis (Wu et al., 2011). In a similar manner, the process of learning to conduct research, hence concurrently taking on researcher identity, might force participants to reflect on their values and goals. By doing so, they develop new perceptions of themselves and their identities (Girod & Pardales, 2002). Thus, it is imperative to always assess the status of one's identity in motion, as a dynamically evolving construct.

Theoretical lenses behind this study

I derive the conceptual framework for this study from multiple sources emphasizing the complexity of identity as a phenomenon. I use the term *identity* rather than *subjectivities* because it is widely used and recognized within sociocultural approaches to SLA. The views on identity mentioned below do not formulate a single, coherent lens to theorize professional identity. Instead, they provide a set of features commonly applied in various theoretical frameworks. Thus, in this paper, I draw on (a) Wenger's social theory of learning, (b) Giampapa's conviction of identities being multiple and interconnected, and (c) Trent's take on identity formation. In particular, I draw on these three theoretical approaches collectively to consider various ways my participant (re)constructs his professional identities.

The work on social theory of learning advanced by Wenger (1998) posits that we are always learning. Our professional identities derive from memberships to particular groups and activities we participate in to develop such memberships. According to Wenger, "the process by which newcomers become included in the communities of practice," called "legitimate peripheral participation," can be problematic for those teachers whose induction happens via certification rather than apprenticeship in teaching or research (Wenger, 1998, p. 100). Wenger (1998) delineates four dimensions of learning, viz., practice (learning through doing), community (skills that create membership of a given community), learning as identity (learning as becoming), and meaning (work experienced as situated learning).

In relation to social theory of learning, Giampapa (2016) states that individuals are inevitably interlinked with what they research and how they do it. That is to say, we may become one with our research agendas as well as ontologies we bring into the. In turn, multiple identities position them as researchers in specific ways. Therefore, their multiple points of reflexivity become a result of a dynamic process of being and becoming researchers. That process is constantly negotiated and managed through doing research (Giampapa, 2016). It is also worth mentioning that the complex layering of multiple identities creates points of tension between professional and personal realms. According to Giampapa (2016), research is both collaborative and co-produced (p. 299). Therefore, in this study, I follow an understanding that my participant will co-form his stories with me, the researcher, in a collaborative manner.

I have taken the final source of my conceptual framework from Trent (2015), who documented the accounts of language teachers who have transitioned to the role of teacher educators. In his study, Trent draws mainly on Wenger's (1998) approach discussed above but integrates it into a framework for the investigation of identity formation. As noted in Donato et al. (2015), Trent's concept captures crucial poststructuralist views of identity, includes time and space as potential sites of conflict and delineates discourse as the platform for what we do and what we set to accomplish. Trent (2015) identifies three features of identity. In other words, our identity seems to be shaped through participation in a joint activity (engagement), where we identify with a large group (alignment) and anticipate our present and future positions in that group (imagination). The abovementioned strengthen the notion that we must critically examine the CoP from which our participants learn. Trent's (2015) integrated model of identity encompasses the internal (personal evaluations of self) and external factors (legitimizing perceptions of self, considering environmental influences such as institutional expectations) as constitutive of one's identity. As such, this frame of reference helps me understand how, at different boundary crossing points, my participant (re)constructs his multiple identities and the ways in which he has come to realize the development of his professional identities.

Method

The following broad research question guided this study: In what ways does the participant (re)construct his professional identities first as a teacher and then as a researcher? To gain thorough insights into the phenomenon researched and to understand the relationship between these two identities, I employed an instrumental case study. This methodological tool

empowers me to examine identities in motion (Stake, 1995, 2005), because it allows me to seek out both what is common and what is particular about the case. I look to particularize and not to generalize, as my obligation is to understand this one chosen case.

Focal participant and study context

Tom is a male American in his third year of a doctoral program. Prior to his PhD training, he was a language teacher in the United States and abroad (East Asia, to be precise). His main area of interest is language assessment. Tom's academic experiences ideally matched the profile I was interested in, namely first teacher then researcher.

At the time of data collection, Tom was a doctoral student enrolled in in a doctoral program at a large midwestern university in the United States. Upon receiving my institution's IRB approval, I approached Tom via email and obtained his consent to participate. I adopted a strategic (purposeful) approach to sampling (Duff, 2014). I also selected this participant because of his previous teaching experiences and his role as a researcher. Tom was actively conducting research when I decided to include him in this study. He agreed to participate without compensation. He chose his pseudonym as Tom, which I use henceforth. I amplified his voice through frequent examples, in a form of both summary accounts and direct quotations (see Excerpts 1-5 below).

Materials and data collection

Previous studies on professional identities claim that teachers' verbalization of their experiences provides a valid insight into their identity construction processes, since many of them use interviews as main data source (e.g., Clarke, 2008; Edwards & Burns, 2016; Trent, 2015). Thus, my primary data source is an in-depth semi-structured interview (based on those in Jurasaite-Harbison & Rex, 2005, and Xu, 2014). I decided to conduct a semi-structured interview in order to gain an in-depth understanding of Tom's experiences with (re)constructing his identities. Interview questions (Appendix A) reflected my focus on dual identity, from teacher to researcher. I designed the interview protocol to capture Tom's reflections on his journey to professoriate and academia as well as any challenges he might have encountered on that journey. I also encouraged Tom to reflect on any predetermined notions he might have held about teaching and researching, respectively. I started by getting to know him better as a language teacher, asking about his educational, linguistic, cultural, and national backgrounds. I then asked more specifics about his teaching experiences and how he felt about them. I proceeded with

questions related to his research practices and his experiences as a graduate researcher. He provided me with a rich and thick description of his experiences (Duff, 2014; Friedman, 2012). I conducted the interview in an empty classroom to guarantee privacy and to facilitate Tom feeling comfortable sharing his thoughts. I audio-recorded the interview (about 1.5 hour of audio files in total).

My follow-up strategy included email correspondence. After transcribing informant's interview, I realized that some of the information he had provided me with needed further clarification. I needed Tom to elaborate on, confirm or disconfirm some of the information from his interview. Hence, I sent out a question sheet tailored to Tom and asked him to respond via email. I did this to better understand his stories and present them in a meaningful way. In addition, I collected artifacts as secondary data (Friedman, 2012). Saldana (2016) states that artifacts are "social products" and therefore need to be examined critically as they depict the ideologies, values and interests of their authors and embody whom they are (p. 61). They consisted of Tom's academic and teaching statements and a sample research paper. The academic statement, which he had submitted upon entering his program, allowed me to determine his initial research interests. The teaching philosophy, written during Tom's program as a course assignment, grounded his views on language teaching, and the exemplary research paper submitted with the application confirmed Tom's research agenda and academic direction.

Data analysis

I carried out most of the rigorous and in-depth data analysis after I had just completed the data collection, but my actual process of data analysis began when I started gathering data. Per qualitative research tradition, I actively engaged in on-going decision making and reflection activities through writing reflective memos and weekly reviewing my notes. I also simultaneously polished my typed notes, transcribed the interview and wrote summaries of each new research activity (after every event that resulted in data collection). Tom sent me his artifacts via email as Word files. I continued our email correspondence until I finished my first draft.

I imported all data sources into MAXQDA 12, a data analysis software. I worked on classifying and filing all the data. First, I pre-coded the data by highlighting, bolding, annotating, underlining and color-coding significant and rich quotes that stroke me from my participant's interview and the submitted documents. Subsequently, I implemented holistic coding (Saldana,

2016) as a method in my first cycle of coding. To notice issues within the case, I looked at the data as a whole rather than analyzing them line by line. I divided the texts into broader descriptive codes and then reread the corpus a few more times to see its bigger picture. My codes at that point were in vivo. After that, I began grouping the codes into categories, as my second cycle of coding. This was based on similarly coded data (Saldana, 2016). It allowed me to more clearly organize the data and also attribute them preliminary meanings. I used a pattern coding approach, which helped me to see how major themes may potentially develop from my categories. Finally, I gathered all themes that emerged from the abovementioned procedures. Saldana (2016) points out that a theme brings identity directly to one's "patterned experience" (p. 199). Based on those themes, I constructed the headings in this paper's Findings section. In my analysis, I paid particular attention to how these themes are similar, different and what binds them together. Theming appears to be a common strategy for the analysis of interviews (Saldana, 2016). This process resulted in a complete data chart for Tom that contained the richest data points I derived from all sources (i.e. interviews, artifacts and email correspondence). That chart served as a well-organized document with appropriate categories and possible relationships between data corpus and I used it as a major stepping stone for writing my interpretations. In the end, I eliminated themes that did not match my research question and focused on those that did. Furthermore, to establish the trustworthiness of the findings, I assessed the data quality by checking their credibility. Because I was interested in the diversity of perceptions (Stake, 2005), to reduce the likelihood of misinterpretation, I used the technique of triangulation (Duff, 2014; Friedman, 2012). I iteratively compared and crosschecked (i.e. triangulated) pieces of data from interviews, artifacts and email correspondence. Triangulation is thought to make the study multidimensional (Duff, 2014) and since I set out to explore multiple realities and identities (re)constructed within these realities, triangulation was necessary.

After having written a draft of this instrumental case study, I asked Tom to examine it for "accuracy and palatability" (Stake, 1995, p. 115). In this member check, I encouraged him to provide an honest feedback or alternative interpretations, but also made clear that his involvement in reviewing the draft was voluntary. After having read the draft, Tom did not suggest any changes.

Researcher reflexivity

We dynamically negotiate, manage and even resist our identities as researchers across time and space (Giampapa, 2016). I recognize that my multiple identities are socially constructed as well and as embedded in the conventions of my field (i.e. second language acquisition). However, I analyzed participant's experiences, with the use of researcher's notes, logs and nuanced reports (Duff, 2014), with the awareness that within qualitative in-depth interviews identities can be both constructed by and required of the researcher by the participant. In my analysis, I paid particular attention to the individual needs of my informant. However, by viewing interviews as a co-construction of the informants and the researcher, I recognize that the accounts remain subjective and fluid, which I intended with this study.

I acknowledge that working within a qualitative approach, as a researcher, I am the main instrument in gathering data. Therefore, a brief look at my academic and teaching background deserves attention. I am an experienced teacher of English with more than 13 years of teaching experience in both ESL and EFL contexts in different countries. I learned English in an EFL context (in Poland) and most of my learning experiences were largely based on the grammar-translation method. Yet, what makes me different from many teachers of English are my unique educational, cultural, and linguistic experiences in Poland, England, China and the U.S. As a doctoral student, I have been exploring and claim expertise on such topics as intercultural language learning and teaching, identities and ideologies in SLA, intercultural communication, and sociocultural approaches to SLA, all largely influenced by critical theories. Throughout this research process, whether engaged in data collection, analysis or writing, I have made efforts to listen to what my participant had to say instead of imposing my own theories and preconceptions. For instance, in devising the interview questions, I made it clear that they were open-ended and broad to capture what Tom was willing to say. By the same token, in interacting with Tom, I attended to his concerns, ideas, and experiences. In data analysis and writing, I was cautious about not letting my own representations get in the way of descriptions. However, I acknowledge that the stories I tell are ultimately my reconstructions of Tom's voice and pertain to theoretical frameworks I am familiar with.

Findings

In this section, with regard to my broadly formulated research question, I report themes that emerged from my coding procedures. I begin with presenting Tom's perceptions of

professional identities, followed by his unique features and experiences of learning how to teach. Next, I discuss the points of transition, where informant's identities were re-shaped through the most relevant examples of encounters. Through this, I focus on depicting identity as a dynamic and multifaceted process, as it appeared to occur in Tom's stories. The findings are my interpretation of how Tom (re)constructed his professional identities. Nonetheless, the ontological premise is that his stories, while being self-representations, concurrently reflect his actual experiences.

Teacher on a mission

Tom seems to have perceived teaching as a form of responsibility. He started out in East Asia and then proceeded in the U.S. Therefore, context plays a crucial role in understanding his views on teaching. For Tom, beginning teaching was a whole new dimension of learning, learning about himself, about the new surroundings he found himself in and about what it meant to be responsible for somebody else's learning progress.

Interestingly, Tom sees teaching as a mission to this day. He claims it is something teachers are required to do well for their own moral standards and for the students' sake:

> Excerpt 1:
>
> I felt strongly that there are things you need to do as a teacher in order to do it well. There are things that should be prioritized, you know. I feel like there's definitely a craft to teaching and even though it's really hard to compare things side-by-side but there's good teaching and bad teaching and I kind of have a duty to do it well because […] there's a lot riding on it.

In his teaching philosophy, Tom also mentioned how important learner needs and interactions were to him. He expressed a strong belief that "teaching goes beyond a textbook," and lessons ought to be "vivid to attract students' attention." He saw teaching as a sort of responsibility, a vocation even. To Tom, being a teacher means being a caregiver who is under obligation to do the job well, as there are others who rely on his performance. By calling teaching a "craft," he portrayed it as arduous work, but meaningful, nonetheless. He clearly did not want to let anyone down, including himself ("[…] there's a lot riding on it").

The excerpt cited above positions Tom as a responsible, caring and duty-driven individual. Wenger's (1998) social theory of learning portrays learning as a process simultaneous to that of identity development. Tom was discovering whom he was through learning about what

teaching entailed, as expressed multiple times during our interview. Even though Tom was not trained to teach, he learnt what it entailed through practice. In Tom's case, his professional identity was being continuously molded (Cheung, 2015; Edwards & Burns, 2016) by his realizations about the nature of teaching and in praxis (by interactions with his students): "The more I worked with my students, the more I understood what it meant to mentor them." In keeping with Trent's (2015) delineation of the CoP elements – engagement, alignment, and imagination -- Tom utilized reflexive pedagogical practices (engagement) to stay responsible for his students (alignment) and therefore was able to notice significant moments that helped him clarify what he wanted teaching to become for him (imagination). Linking Tom's perceptions of a good teacher with how he perceived identity construction, in both his academic statement and the interview, it became quite apparent that the way he discerns teaching as a profession has a lot to do with his own teacher identity. Had he lost motivation to teach, it would have likely affected his teacher identity (Edwards & Burns, 2016). Instead, Tom decided to pursue interpersonal and intercultural connections with his students ("I tried to see where they were coming from."), by treating his job like a responsibility and hence approaching it with an attitude of respect and seriousness (Duff & Uchida, 1997). In sum, teachers' self-perceptions are influenced by the way they teach and as a result affect their professional identities (Pennington & Richards, 2016). In Tom's case, it is indeed a two-way process (giving and taking), evident in his perception of teaching as duty, depicted in Excerpt 1.

To sum up, Tom represents a teacher who is willing to take responsibility for his students' education. Identity as "a site of a struggle," as indicated by Tom during the interview, seems to be a significant part of his reality.

"Being thrown into it"

Tom's trajectory resulted in identity characteristics special to only him. His change of outlook on teaching in general (over time and space) seems to have had a prominent effect on his self-image as a teacher. Tom's unique feature relates to his teaching career being accidental and with no didactic preparation. During our interview, he talked a lot about having received no actual training and "being thrown into the system." His path to transition was long and highly dependent on context. He then arrived at a point of discovery where his outlook on teaching changed dramatically. That shift was also context-related.

Tom stated that his journey with teaching began by accident (Excerpt 2), without any prior plan to pursue teaching professionally. His undergraduate degree was not related to education (Fine Arts), therefore, it armored him with no teaching training. As he was working odd jobs part-time in a few different places, he decided that getting a study abroad experience was long overdue. In our conversation, he revealed to me that he had been feeling as if he had "abandoned [his own] language learning in college," so going to Asia seemed like a solid plan to him.

> Excerpt 2:
>
> So, I went to [a country in East Asia] and taught in a private academy that taught kids aged about 4 or 5 through, say, 12 or 13 and so, basically, I became a teacher by sort of being thrown into it with very little training or preparation. It was very scary at first and I found it challenging.

This experience of teaching kids in a foreign land seems to have been foundational to the development of Tom's teacher identity. On a professional level, "being thrown" into teaching forced him to adapt flexibly to the conditions he encountered. On a personal level, he had to grow up fast in the new reality.

> Subsequently, Tom's attitude towards teaching changed notably once he returned to the U.S. and started teaching as an instructor of ESL in his master's program. Once again, he needed to adjust swiftly to the new surroundings and recalled being shocked by the varieties of proficiency levels international students brought into the classroom. Making sure he was meeting everyone's needs was a new challenge. This taught him that being a teacher meant being flexible, as expressed in Excerpt 3.

> Excerpt 3:
>
> So, here in the States, I taught […] some really low levels, honestly. Sometimes we'd get students who could barely write their own name, barely get by just with survival English, all the way through students who are well into their bachelor's degree in their home countries, have pretty strong English abilities and were here for like academic writing or pre-academic warm-up […]. So, a full range. I had to learn how to navigate it all.

This comment shows how different the two teaching experiences were for Tom, how much they depended on a given context, and the extent to which they affected Tom's further teaching practices. He learnt to negotiate what it meant for him to teach. Similar to Edwards and Burns' (2016) description of teachers constantly re-negotiating and legitimizing new identities in any

professional encounter, Tom's teaching philosophy suggested his teaching identity to be dynamic (Trent, 2015) and temporally fluid (Duff & Uchida, 1997). "Now, […] I understand that what I do matters." It also supports the idea that identity is sensitive to environmental influences, i.e. context matters (Cheung, 2015). Tom seems to have navigated through different contexts quite well, but his path was not clear of frustrations, as depicted in the above excerpts.

Identities re-shaped

Upon a close examination of my data, I realized that one theme has been prevalent in all data sources, namely identity (re)construction. It was not about erasing previous identities while creating new ones, but rather drawing upon previous experiences to enrich new ones. Tom moved from being a teacher to doing research. Therefore, in this section I separate his research ventures (which came after his teaching career was put on hold) from his self-image (which he revealed to me at the time of data collection).

Becoming a researcher

Tom came to the field of research trained, as opposed to his teaching career. His identity as a researcher had started forming before he entered his doctoral program. That was mainly due to his master's program and a crucial role it played in developing his academic interests as well as showing him the fundamentals of research, which was clear from his academic statement. His identity as a researcher seems to have been in the making through various academic practices he mentioned during the interview, such as collaborating on a research project with his colleagues or supervising PhD level teaching assistants. Since Tom had held a full-time teaching position prior to his doctoral experience, he had been surrounded by individuals who either already held a PhD or were in the process of getting one. Seeing first-hand what it entailed, must have fostered his understanding of the ins and outs of doing research. When I asked Tom directly what motivated his decision to become a researcher, he said:

Excerpt 4:

A big part of it was, […] as I went through my master's program and started getting exposed to research and a lot of that came through getting exposed to language testing and getting more involved in that area, you know. I became more interested intellectually. It's just, you know, there's lots of challenges and problems to solve and it's engaging and interesting, fun to work on those.

This response not only delineates Tom's early interests in research but specifically in language assessment, which he continues to explore in his doctoral program. His academic statement, submitted upon entering the program, was also very specific about pursuing his interests in language assessment. His motivation was "intellectual." He saw this path as "fun to work on." He was clearly intrigued by multiple problems and challenges in the field. His motivation was strong and enduring. This time, Tom was not afraid to face the unknown and began his journey with research somewhat ready for what was yet to come.

Also, Xu (2014) stated that "a stable research interest could be seen as an entry sign of competence as researchers." The question then is whether research interest is enough. In Tom's case, consistent drive might have been what enabled him to establish a successful researcher identity (as he already had academic publications in reputable journals at the time I was collecting data for this study). In keeping with the idea that one's identity is inevitably affected by the environment and construed in a process of situated learning (Duff & Uchida, 1997), Tom's previous exposure to academic research and researchers clearly motivated him to pursue his PhD (see Excerpt 4) and therefore contributed to his professional identity reconstruction. In his statement of purpose, he had already declared he was going to hone in on language assessment with the use of quantitative tools. His path toward becoming a researcher seems clear-cut and determined from the beginning, partially due to his thorough preparation for the doctoral program. In this case, previous endeavors seem to have prepared him well to take on a new emerging identity. Given that the stress of embracing a new reality might result in identity confusion (as was the case when Tom struggled to teach for the first time), his previous work experience eased the way into the research process.

Moreover, Tom's interview as well as the exemplar research paper and academic statement he shared, illustrated how his chosen methodology (quantitative methods) defined him as a researcher. I asked him directly how he understood quantitative approaches to his field of inquiry. He answered as follows:

Excerpt 5:

I think what happens in quantitative research, certain approaches to it, it's all about narrowing it down to one variable and you don't need a whole milieu of theory […]. You just need some justification for looking at it and an understanding of what it should cause or shouldn't cause and then be able to interpret that. So, a lot of quantitative research can

seem really narrow and to that extent it can also seem to have a kind of low applicability to a classroom, for example, but could still be theoretically rich enough […] to support the study.

Tom's words showed me the depth of his understanding of research as well as portrayed him as a conscientious researcher. Aligned with Giampapa's (2011) suggestion that we are inextricably linked with what and how we do research, Tom seems to have positioned himself as a reflexive researcher and one that understands the multiplicity of identities. His epistemological and ontological preferences were unambiguous (he never considered practicing qualitative research methods, as I gathered during our interview) and transparent (he was reflexive in the way he unpacked the nature of quantitative methodology, as seen in Excerpt 5). Since research identity has been said to mold and sustain over time (Edwards & Burns, 2016), the transition points on academic paths become even more pivotal. Tom was aware of when and how he came to position himself as a researcher. What's more, Tom echoed Donato et al.'s (2015) claim that building "collegial relationships" during doctoral study is one way to develop the needed ability to "communicate and work with others […] in an academically and humanly manner" (p. 225), an elaboration of Wenger's (1998) situated learning theory. Tom admitted that his work with university colleagues helped to shape whom he was as a researcher. His words indicate that he has understood the value of collaborative relations early in the process of forming his professional identity.

In a nutshell, Tom experienced the re-shaping of his identities. He recognized the importance of training to become a mindful researcher. He seemed pretty set on carrying on with the quantitative research in his doctoral work and beyond it, just like he had stated in his pre-doctoral artifacts. His journey seems to have exemplified a dynamic re-shaping process as well as relevant ways in which he approached research and their gravity on researcher identity formation.

Who am I now?

Tom did not depict any dichotomy in the way he was describing his teacher and researcher identity reconstruction processes, which supports Taylor's (2015) appeal to debunk perceiving teacher and researcher identities as binary terms. Tom's experiences seem to have portrayed identity re-shaping as a dynamic multifaceted development (Cheung, 2015), leading to a formation of two whole entities rather than one fragmented (Xu, 2014) or hybridized identity.

Tom moved between teacher and researcher identities in fluid ways, which were not free of obstacles, nonetheless.

By the way of illustration, Tom's self-image as a researcher was constantly reinforced by his own comparisons. Throughout our interview, he mentioned multiple times teaching a language not being "rocket science" or "nuclear physics." By saying that, he contrasted it with research, which he perceived as "rigorous" and "challenging on a practical level." In terms of teacher and researcher identities interaction, it became clear to me that he put more emphasis and efforts into becoming a good researcher than he did into being a good teacher. He even indicated that, at the point of this study, he saw himself exclusively as a researcher. When asked what kind of career he might be looking for after graduation, he decisively said: "[…] research will be a major driver." His fixed choice for the future had already been reflected in his academic statement, where he wrote: "Upon obtaining a PhD, I anticipate immediately pursuing one of two paths: working as a full-time language testing professional […], or becoming an academic in Second Language Studies, Applied Linguistics, and/or TESL program." These words appear to be indicative of the fact that his researcher identity engulfed his teacher identity. Even more so, it seems to have been a thought-through and meticulously planned process.

Even though Tom's doctoral training appears to have been shaping his professional identities (Donato et al., 2015) in multiple ways, he did not forgo teaching entirely. He remained aware that he might have to draw on his obtained teaching experiences in designing his future research, as he said himself. He indicated that keeping up with teaching innovations will likely have been a part of his research practices, thus he did not want to lose touch with what seemed important for the classroom. Tom reassessed his relationship to teaching, and in doing so, exposed himself to another identity – that of a researcher (Jurasaite-Harbison & Rex, 2005). Tom's transition appears to have happened at the boundary of teaching and researching (Donato et al., 2015) and brought about a major change in his life. He perceived it as a positive, and in a way inevitable, shift, one that made both identities (of a teacher and researcher) attainable to explore new ways of existing in academia, while making room for more professional identities yet to come.

To recap, Tom seems to have imagined his future alignments by identifying and clearly stating his career goals. This links with Trent's (2015) concept of imagining one's identity in the future through imagining their positioning at present. Tom had to negotiate his new roles as a

researcher and through doing so discovered new dimensions to teaching. Not only was he forced to reflect on his professional intentions and values but also realized that experiencing professional identity shifts might determine such intentions for him.

Discussion

In sum, I use Tom's pathway in this instrumental case study to trace his journey from teaching to conducting research and thereupon shed new light on issues of professional identity (re)formation in the fields of applied linguistics and SLA. My hope is that by giving voice to Tom, I was able to gain a deeper insight into how professional identities of "teacher" and "researcher" can be shaped, modified and enacted across contextual boundaries.
With regard to Tom learning how to teach through actually doing it, responsible practice helped him grow. Girod and Pardales (2002) classify this approach to teaching as a "reflective practitioner." When one of the participants in their study realized he could also produce knowledge for his students instead of merely sharing if from the textbook in a dry manner, it was a breakthrough moment for his perceptions of teaching. In turn, that moment entirely revolutionized his teaching. Equally, Tom's realization of holding responsibility for his students' learning (as indicated during the interview) helped him locate more problems in his own pedagogy and made him realize he owed it to his students to be more cognizant of his teaching techniques.

Additionally, considering my finding of Tom's identity dynamic evolution hinging on context, Wu et al. (2011) observed a "teaching by learning" phenomenon in their study focusing on teaching Chinese. Their participants did not have much experience, nor did they see themselves as knowledgeable, just like Tom. Instead, they co-constructed their craft through interactions with students and more experienced colleagues. Tom also mentioned to me having closely observed his more experienced colleagues, especially in the U.S. He drew on their practices to establish his own, which in turn helped him re-invent himself as a teacher. This corresponds with Donato et al.'s (2015) idea of identity always moving across major life boundaries. Tom saw that in order to move forward professionally, he needed to "give in to change," as expressed in the interview. He decided to accept it and that was the transition moment from which his identity re-construction began. His wanderings through life boundaries made him a more conscious teacher and led him to critical self-discoveries.

Also, when it comes to Tom "being thrown into it," Duff and Uchida (1997) frame the phenomenon of "becoming someone" as challenging one's own sociocultural conceptions and identities. In Tom's case, his move to East Asia affected his identity transformation over space and time. In fact, also Trent (2015) draws our attention to the process of constructing teacher's identity in a foreign country. His study points out that identity in such circumstances, i.e. the unknown, always forms through negotiation of meaning within a given social configuration. That seems to have been Tom's approach, precisely. He claimed, in our interview and the follow-up emails, to have stayed open to learning about the context he was in and saw this openness as a necessity, as he endeavored to enlighten himself on what teaching was all about.

Tom's trajectory seems to have depicted dynamism and change as its main features. The identities that he brought into his teaching were at conflict with those that emerged from it (Cheung, 2015; Edwards & Burns, 2016). Different school settings forced Tom to rethink his approach and whom he was as a young professional. As predicted by Wenger's (1998) notion of legitimate peripheral participation, Tom was bound to struggle without a well-rounded teaching preparation. This is problematic because professional training is assumed to occur before one's work begins. Research shows that different teaching contexts assume particular roles for teachers, which at times might clash with their picture of self. As Pennington and Richards (2016) rightfully observed, teaching in a new country or a new type of a course "always requires adjustments and offers opportunities for identity negotiation in response to context" (p. 9). Also, Clarke's (2008) conclusions similarly indicate that the process of learning to teach should entail developing teacher identity rather than merely acquiring a set of skills and techniques. That way such process would indicate both formation and transformation of an individual.
Finally, I turn to whom Tom seems to be right now (or at the time of my data collection), in terms of successful professional identity construction. Tom's example contradicts the experiences of participants in Xu (2014), who struggled to maintain enough motivation and caved under institutional pressure. As a result, they were not able to perceive research as a valid professional activity. Tom succeeded at creating a positive image of himself as a researcher (according to his artifacts), therefore might have appeared as a good researcher. He was clear in his plans and worked hard to accomplish his goals. Thus, his self-image as a researcher at the time of this study was constructed firmly and seemed well-established.

To recapitulate, in this study I interviewed one teacher (Tom) who also practiced research. The goal of this instrumental case study was to explore ways in which the participant (re)constructed his professional identities. I approached this goal from a perspective of a point of transition (shift) that happened in his life. In doing so, I focused on his identities first as a teacher and then a researcher at different times in his career. In addition to contributing to the body of identity research, my study problematizes the phenomenon of identity (re)construction in heterogenous contexts and spaces.

The participant seems to have realized that a single identity cannot suffice if one considers himself a thoughtful and enlightened individual. Identities also prove to be situated in a given context and therefore re-shaped through that context. One's environment has the potential to affect the way an individual perceives himself, too. Tom's trajectory changed from random approaches to his professional life (Donato et al., 2015) to more specific and solidified goals for his future career.

In addition, through this study's findings, I was trying to bring into focus certain characteristics of identity (re)construction, to wit, the fact that we should always look at identity as a multifaceted concept and that hybridized versions of both identities (teacher and researcher) are not always synchronous. My participant displayed clear transitions from one identity to another, with a fair share of obstacles that in turn became what strengthened his self-awareness. Still, the process of building one's identity seems to be shaped by foundational forces (personal, institutional, social), one's own changing perceptions and thus growth, motivation to learn new ropes and finally ontological and epistemological preferences. That being said, the two identities investigated in this study informed and shaped one another not without tension between what was and what is. The most visible struggle was evident in Tom's learning to teach. These struggles, however, did not hinder Tom's fluid re-shaping of his professional identities.

Implications

Considering my findings, critical reflection, while taking into consideration specific contexts, likely enlightens how pedagogy and identity intersect (Pennington & Richards, 2016) and how change is affected. In a similar vein, my discoveries inform language learning theory by perceiving scholarly identity as multiple and fluid, instead of set and unchangeable, highlighting the pluralistic nature of identity. Tom's experiences illustrate the power of transition (change), be it on a personal or professional stratum, and how such transition may enrich one's identity

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shaping mechanism. This, however, would only be possible with flexibility to re-shape and re-negotiate already established identities and to make room for new ones. What's more, my findings also assist in dismantling the conviction that teaching and research cannot co-exist. Informant's identity development proves such a dichotomous view simply wrong, by showing the complex nature of identities. The personal and professional tensions at the crossroads of Tom's career led me to infer that teachers are capable of doing research as much as researchers of teaching. Further, sociocultural perspective, which I comply with in this study, recognizes the importance of social interaction in identity construction (Taylor, 2017). The fact that one starts teaching does not automatically imply their teacher identity will emerge and same goes for research. As my informant's experiences have shown, both identities can be formulated in one person, but not at the same time and in the same way.

Limitations

I recognize that my decision to not follow up with the participant in a second interview might be seen as this case study's limitation. Time constraints and availability, however, prevented me from conducting a second interview. A follow-up interview could potentially further enlighten common perceptions of multiple professional identities. Still, the fact that I am an insider might have also limited this study trustworthiness. Novice researchers are generally discouraged from conducting research in their own backyard. I have worked at the same university and shared graduate experiences with the participant, which might have complicated my data analysis process. For instance, when doing the interview, I had to constantly remind myself that my focus was on the informant's experiences with identity re-shaping and not my own, no matter how similar or dissimilar they might have been.

Next Steps

All in all, based on my participant's stories, I claim that future research in this area should continue to investigate new ways of (re)constructing professional identities. Ideally, this should be done with a longitudinal approach in order to identify long-term impacts of identity formation. On an institutional level, it may be helpful for faculty who mentor graduate students to be trained with a focus on identity theories. I agree with Xu (2014) that research teams of students and faculty members should be made regular working mechanisms to facilitate the diversity novice researchers bring.

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Appendix A

1. Describe your typical day.

2. How did you become a teacher?

3. What is your previous teaching experience? Before entering the program.

4. What inspired your professional change? To pursue a master's/PhD?

5. How would you describe your beliefs about teaching before coming to the program? What has changed?

6. How would you reflect on your teaching experiences?

7. What uncomfortable situations did you encounter in teaching? How did you resolve them?

8. When and how did you start doing research? Why?

9. How do you see a relationship between a teacher and a researcher?

10. Are there any critical incidents/people that influenced your research practice?

11. What made you persist with doing research?

12. What are the attitudes of people around you towards your research practice?

13. What challenges did you meet in research?

14. Do you see yourself as a teacher or a researcher?

15. What are your future career plans?

This paper helped me pass my comprehensive exams. Yay!

Process Artifacts
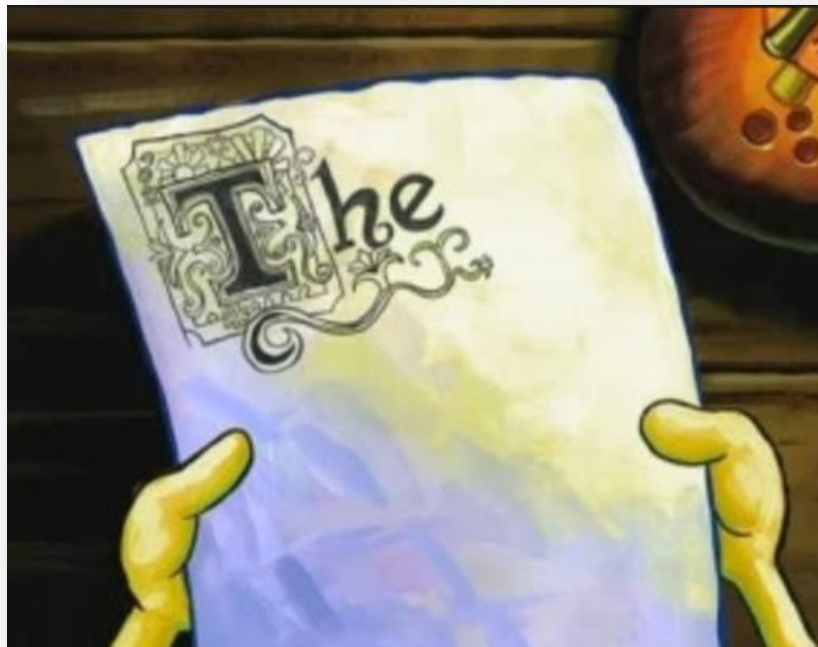
ARTIFACT #1: EARLIER VERSION OF THE PAPER

This paper has undergone multiple revisions even before I brought it to our class. It originally had two participants until my faculty readers suggested I focused on one only and created a separate paper with data from the second participant. That was a hard pill to swallow because I had to re-write the paper entirely. In TE 982, I felt that my article was fairly advanced in its stages but I was still struggling with some stylistic issues (namely cohesion, maintaining American spelling, clear voice throughout all sections, etc.). I am including a screenshot from its title page (with the old title) as well as the abstract page (which I re-wrote before submission). The whole paper in its early stages is available in my Google Drive folder.

Running head: A DYNAMIC INTERPLAY OF PROFESSIONAL IDENTITIES

|

A dynamic interplay of professional identities:

An instrumental case study of a teacher-researcher's identity (re)construction

Karolina Achirri

Qualifying Research Paper 2

Abstract

In this instrumental case study (Stake, 1995, 2005), I investigate the multiple ways in which my participant (re)constructs his professional identities, first as a teacher and then as a researcher. While recent years have seen an increasing research interest in the concept of teacher identity (e.g., Cheung, 2015; Trent, 2015; Wu, Palmer, & Field, 2011), relatively little is understood about researcher identity (e.g., Giampapa, 2011). In this study, I examine identity in different contexts and spaces. Namely, I examine the trajectories of one teacher (an American teacher of English) as he moves through countries, schools and educational experiences. I triangulated my data (Duff, 2014) between semi-structured interviews, artifacts and email correspondence. I applied multiple theoretical lenses, in line with the assumption that identity is a complex, dynamic, multidimensional, changeable, negotiated, socially-driven, and co-constructed process. I analyzed the data holistically (Saldana, 2016). The participant demonstrated perception of professional identity (teaching as duty) through his unique experiences. I discuss the points of transition, where informant's identities are re-shaped, such as changing attitudes towards teaching. Through this, I focus on depicting identity as a dynamic and multifaceted process, prone to external influences, that led to participant's self-discovery and reflexivity. My findings hold multiple implications for the fields of teacher education and applied linguistics, viz., dismantling the dichotomous view of teaching and researching.

*Keywords*: professional identity (re)construction, teacher identity, researcher identity

I also had to shorten the abstract as the one above had 250 words and JLIE required one of 150 words. That wasn't hard to do following Mary's suggestions.

ARTIFACT #2: MY FEEDBACK ON ALECIA'S PIECE

In class, I was paired with Alecia as writing partners. The genre within which she writes differs from the one I am currently practicing significantly. Yet, I found reading her article fascinating. Here are suggestions I made and general feedback on the paper:

Karolina's response:
- It was a pleasure to have read your piece, Alecia.
- You need to fix the paper in terms of APA, since QI requires it for submission (especially when you're using direct quotes in text).
- Because the nature of your stream of consciousness is quite...esoteric, it's important to make sure the reader knows what you mean by 'this', 'it', and such.
- I commented on the margins.
- I indicated a few places where expansion seems possible.
- I must say, however, after having read the entire piece, I am not crystal clear on what your agenda is.
- You mention other works quite often (I draw on...etc.) but you never summarize them. I don't think we can assume our readers will be familiar with those works. There's your chance to synthesize past research there.
- There are a few places where it feels like you're scared (reluctant/not confident) to suggest your own take/understanding of the issues you're discussing. I think this kind of piece requires boldness in order to make a difference, otherwise it only offers rhetorical questions.
- You need to define your main construals. Otherwise, it might just confuse your readers. Problematize them.
- Some phrases are highly metaphorical and therefore not clear at first glance.
- Some important claims are mentioned only at the end of the paper, which takes away their power. They should have been introduced earlier to give your readers a "sniff" of what's yet to come.
- Ending needs to be stronger, clearer and more expository.

THE 3 COMPONENTS OF GREAT FEEDBACK

TIMELY   ACCURATE   ACTIONABLE
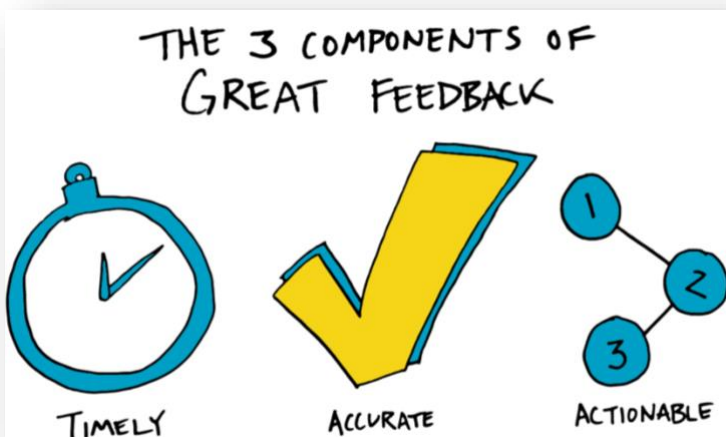
Through reading and responding to Alecia's piece I learned one new thing about myself: I am not a kind reviewer! I tend to separate the author from their writing, therefore; I don't usually see the need to pay attention to someone's feelings. But maybe I should? Honesty has been getting me into trouble for a while now.

ARTIFACT # 3: MY STRATEGIC PLAN

At the beginning of this semester, following the advice of my co-chair dr. Senta Goertler, I created a strategic plan (snippet below). In this plan, I divided my Spring 2019 goals into: research, teaching, community involvement, professional development and personal. I managed to meet most goals that relate to my work but had to re-group in terms of my personal life in the middle of the semester. I found this table to be extremely helpful in keeping me accountable for my work as well. It served as my Documentation Tool.

K's STRATEGIC PLAN for SPRING 2019

Research	Teaching	Community Involvement	Professional Development	Personal
Revise QRP2 and submit for publication by May 1st	Weekly preparation for LLT 346 & LLT 361 on Fridays 3-6pm	Find a church by January 31st (in Mason?)	Dissertation proposal by February 1st (1st draft), by February 20th (2nd draft)	Given my current family situation, I'd rather not work on those right now.
Collect data for dissertation: Classroom observations + interviews (4 classrooms: set up observations, book interviews with teachers and students) by May 15	Prepare homework for online IELTS class with Cecilia: two days before each class	Donate baby clothes Thelo grew out of to the shelter by the end of this month (January)	Graduate Certification in College Teaching: complete portfolio by May 30th	I am compartmentalizing different aspects of my life (in order to stay sane and keep going), and this drawer needs to stay closed for now.
Revise and resubmit QRP1 by January 30th	Grade weekly homework for LLT 346: Saturdays evenings	SOSLAP meetings: scheduled monthly	Take one workshop on technology in February	WORK IN PROGRESS
Develop an article with Helena's data by April 15th	Grade weekly homework for LLT 361: Tuesdays mornings	Find a mommy group near Mason by January 31st	Take one workshop at the library on digital citation tools on January 31st	
Write and send for publication a book	Set up LLT 361 materials right (make sure all the	SLRF Program Team meetings bi-weekly?	Attend bi-weekly symposia for	

ARTIFACT # 4: QUERY LETTER

One of our assignments during this course was to write a query letter. I struggled with this a lot that's why I wrote it. I tend to go against the flow in all walks of life☺. I followed a template suggested online but still filling it out with my own information/ideas/thoughts has proven challenging.

Feb 20, 2019

Editor's Name

Journal's Name

Address, ZIP

Dear [Editor's full name]:

I would like to inquire about your interest in a manuscript I am presently developing with the working title of "A dynamic interplay of professional identities: An instrumental case study of a teacher-researcher's identity (re)construction." Professional identities seem multiple, complex, negotiated, socially-driven, dynamic, changing over time, space and context and often times a site of a struggle.

For the past two years, I have been involved in qualitative research related to identity in second language studies. As a graduate student, I had to conduct empirical studies to complete my comprehensive exams and this article is a result of one of such studies. I am a teacher-turned-research myself and doing this instrumental case study I was hoping to see if my identities and paths to their realization would coincide with or clearly differ from those whose professional trajectories resemble my own. In my approach, I argue that perceiving professional identities as dichotomous (teacher or a researcher) might not be reflective of one's story. My participant understands research as constantly informed by pedagogy and I claim that he need not to choose one or the other.

If you are interested in reviewing a manuscript on this topic, I would appreciate any specific direction to make this manuscript of interest to the readers of [Journal Name]. I reviewed your article styles and believe it would fit in your [???] section. I will be able to send the manuscript for review within two weeks after hearing from you.

I look forward to hearing from you.

Sincerely,

Karolina Achirri

Doctoral Candidate in Second Language Studies

Michigan State University

Enc: Stamped, addressed return envelope [if sending it by post]

ARTIFACT #5: ALL THE COOL STUFF WE DID IN CLASS!!!

The collage. When we were asked to make one, I thought to myself: What is this? A therapist's couch or a classroom? Little did I know how much that very collage would change my feelings towards writing.

I wanted to depict my identity but instead of focusing on what I CAN do as a writer, I focused on my shortcomings in this area. Therefore, the result is a bit rebellious!
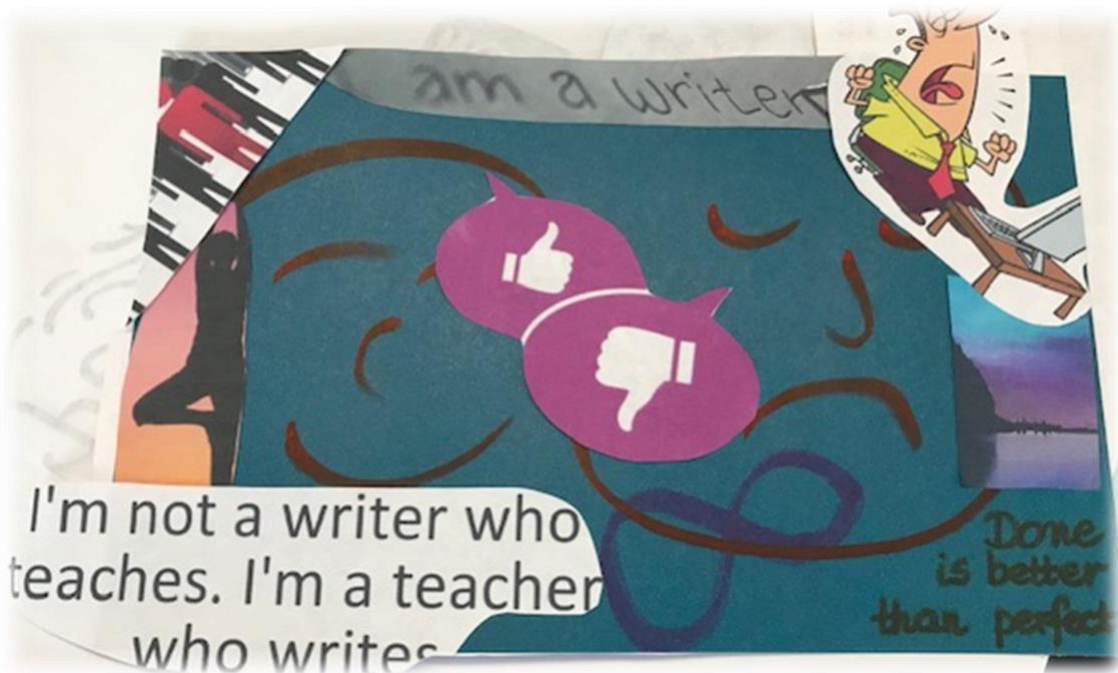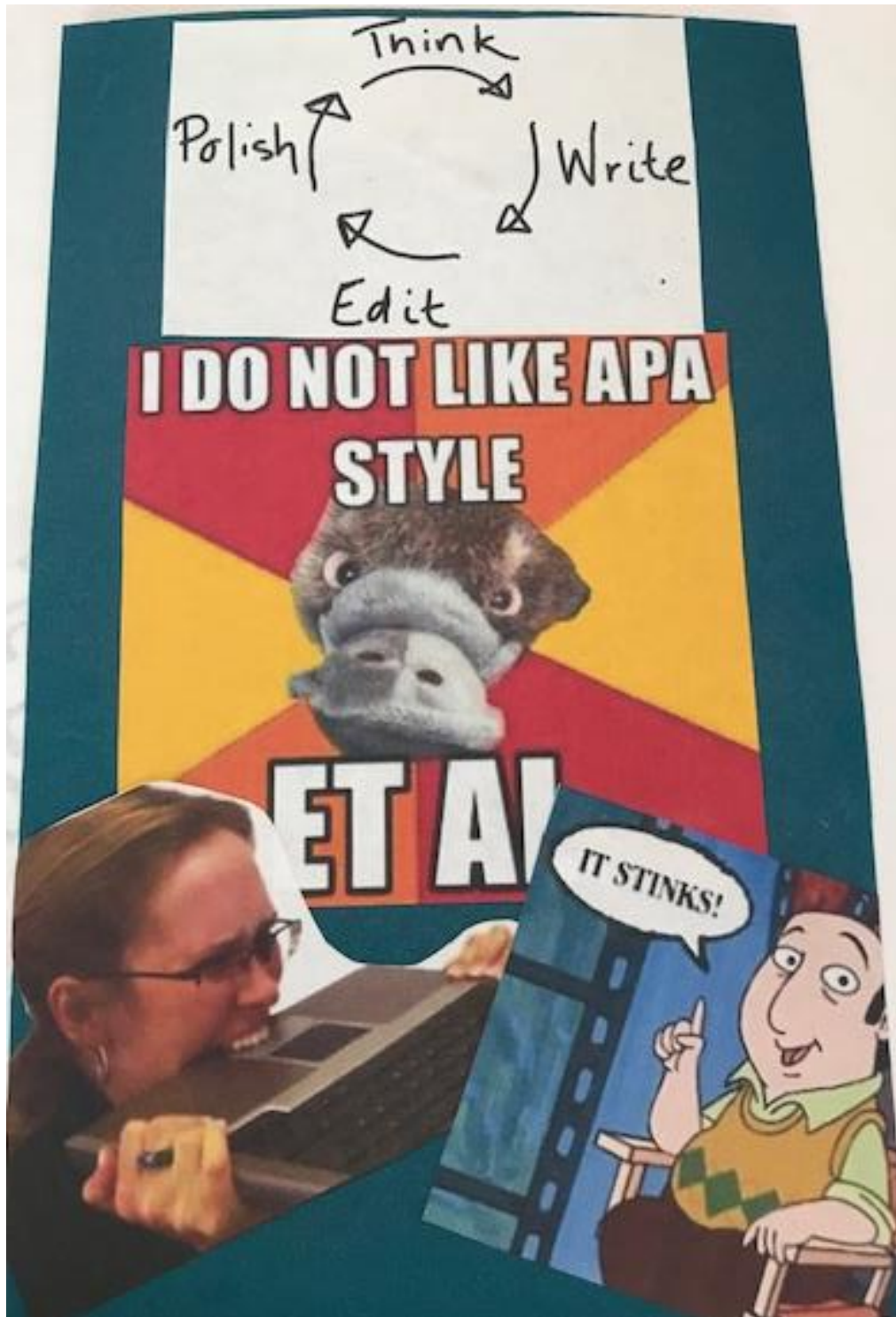
The feelings napkin (aka where are you now as a writer?). This exercise made me realize how much work I'd need to put into writing (and this class) in order to even attempt healing from traumatic experiences with academic writing. I never used to hate writing at school, but that was back in Europe and in the field of literature. Ever since I moved to the U.S. and started my PhD program, I felt like anything I'd write should be banned from ever seeing the light of day. I was wrong!
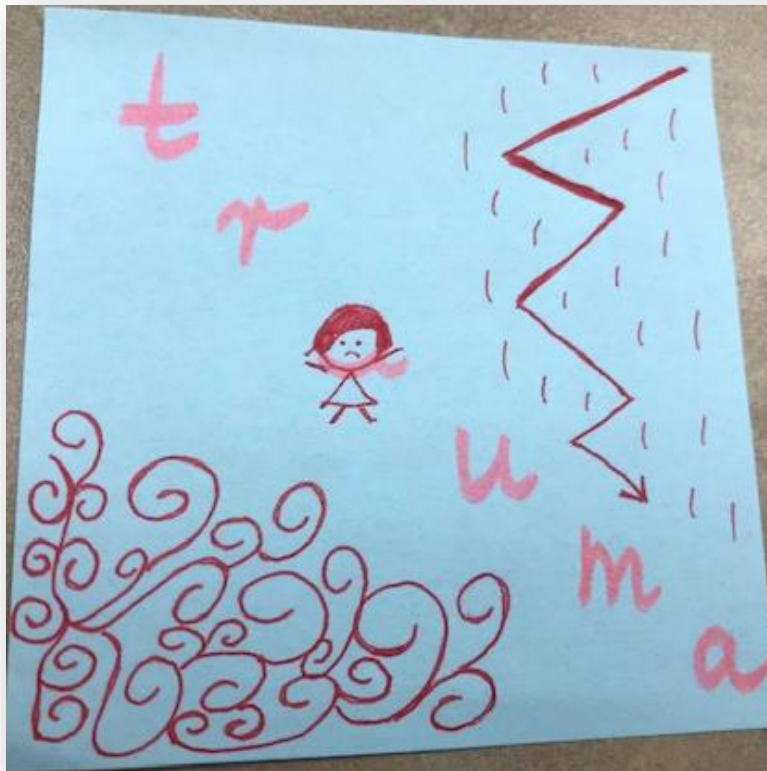
The 3D structure of my paper. I really enjoyed this exercise. It was creative and helped me conceptualize not only the paper but my entire thought-writing process. The literature section bridges the idea with the rest of the paper. The methodology drives (literally with wheels!) the entire study. The fan at the end is supposed to spread the word☺.

The found poem (aka the song of liberation). This was the coolest ever! It helped me re-claim sanity over another paper that has been under review for 8 months now. Even my *penchant for cultural generalizations* doesn't seem so insane anymore. I embraced it!
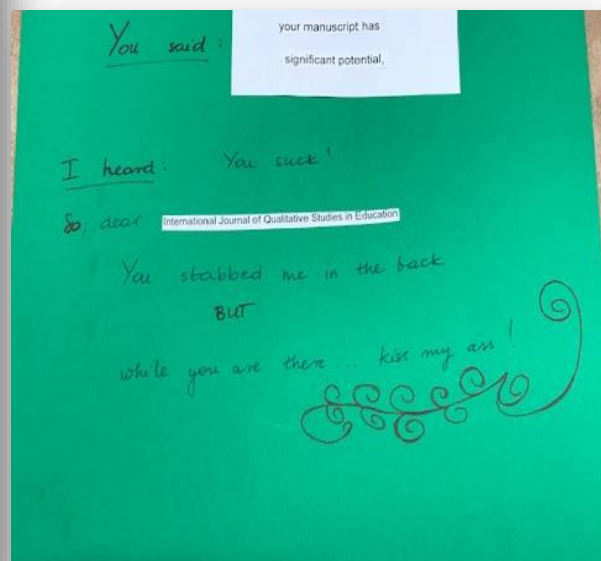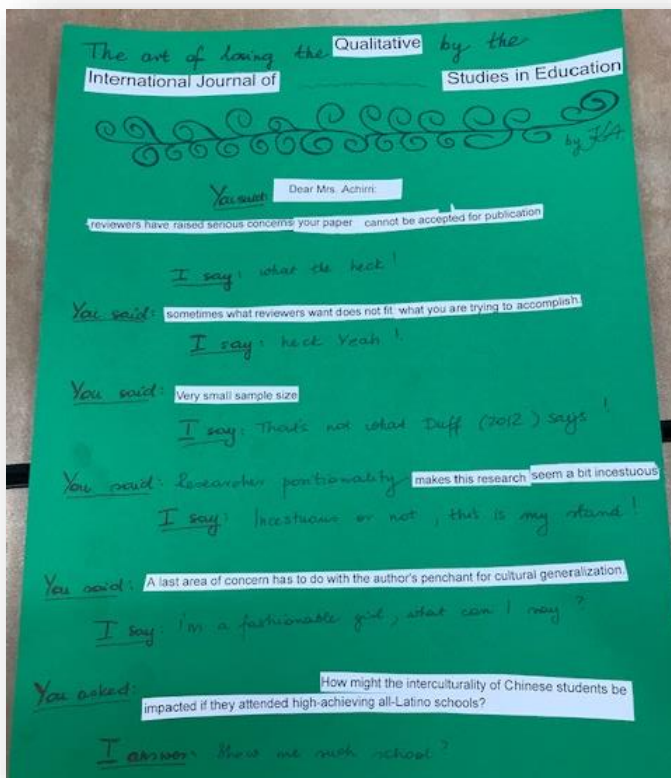
Completed

Writing Tasks

&

Tools Worksheet

Writing Tasks and Tools you will establish, practice, and develop in TE 982

1. **10**   Selecting paper for revision (10 points)
2. **7**   Choosing writing site (10 points) HAVE A FEW☐
3. **20**   Designing writing schedule (20 points)
4. **20**   Establishing weekly calendar or other documentation tool (20 points)
5. **10**   Hammering out your topic (10 points)
6. **10**   Re-reading your paper (10 points) WAY TOO MANY TIMES☐
7. **18**   Drafting your abstract (20 points)
8. **30**   Reading a model article (30 points) In my Google drive folder☐
9. **20**   Revising abstract (20 points)
10. **20**   Drafting argument statement (20 points)
11. **20**   Reviewing article for argument (20 points)
12. **20**   Revising article around argument (20 points)
13. **20**   Searching for journals (20 points)
14. **15**   Evaluating academic journals (20 points) Could have done more☐
15. **20**   Matching your article to suitable journals (20 points)
16. **25**   Rhetorically reading relevant journals (30 points) Rhetorical reading is hard for L2 users
17. **10**   Writing query letter(s) (10 points)
18. **20**   Making final decisions about which journal(s) to target (20 points)
19. **10**   Evaluating current citations (10 points)
20. **30**   Identifying and reading related literature (30 points) Read too much, as always☐
21. **20**   Evaluating relevant literature (20 points) Learned how to synthesize not summarize☐
22. **30**   Writing/revising literature review (30 points)
23. **20**   Outlining a model article (20 points)
24. **20**   Outlining your article (20 points) Always start with this☐
25. **20**   Restructuring your article (20 points) Multiple painful times☐
26. **20**   Discussing what counts as evidence in your field (20 points)
27. **10**   Revisiting your evidence (10 points)
28. **20**   Shaping your evidence around your argument (20 points)
29. **10**   Revising title (10 points)
30. **8**   Revising introduction (10 points)
31. **10**   Revising abstract (10 points)
32. **NA**   Addressing author order (0 points, because may not apply to everyone)
33. **10**   Revising conclusion (10 points)
34. **20**   Sharing your revised article (30 points) Little time left☹
35. **20**   Getting feedback on your revised article (30 points)
36. **30**   Running the Belcher diagnostic test (30 points) This test is very handy☐
37. **20**   Revising at sentence level (20 points) My head does that 24/7☐
38. **20**   Correcting problem sentences (20 points) I love grammar☐
39. **20**   Writing a cover letter (20 points)
40. **0**   Preparing illustrations, figures, tables, etc. (10 points) None in my paper☐
41. **10**   Putting article into journal's style (10 points)
42. **20**   Preparing final version (20 points)
43. **20**   Sending your article out for review! (20 points) Alleluia!!!☐ ☐ ☐

TOTALS:

733 my points   800 total possible points   **92%** percentage (my points divided by 800)

44

My handout for everyone

A dynamic interplay of professional identities:

An instrumental case study of a teacher-researcher's identity (re)construction

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Goal

- To explore the multiple professional identities

How did I do it?

- Investigated Tom's path from teaching to conducting research

Lesson learnt:

"[talking about teaching and research] One always informs the other." (Tom)

The gap

- Addresses unequivocal issues present in the processes of moving fluidly between those identities

I say, they say...

- I claim that identity is: always in motion, constantly changing over time, space and context, complex, dynamic, multidimensional, negotiated, socially-driven, and a co-constructed PROCESS.

Past research on identity

- In context of social interactions
- Negotiating identities in praxis
- Evolving self-image

Theoretical lenses

- Wenger's (1998) social theory of learning: we're always learning; group-membership; 4 dimensions of learning: practice, community, learning as identity, meaning.
- Giampapa's (2016) conviction of identities being multiple & interconnected: we are what we research and how we do it; points of reflexivity.
- Trent's (2015) take on identity formation: time and space as sites of conflict; discourse matters; 3 features: engagement, alignment, imagination; internal + external factors.

Method

- **RQ:** In what ways does the participant (re)construct his professional identities first as a teacher and then as a researcher?

- Instrumental case study (identities in motion; the common + the particular)
- **TOM** (doctoral student, former teacher)
- MATERIALS:
  (1) In-depth semi-structured interview (2) email correspondence (3) artifacts
- DATA ANALYSIS:
  MAXQDA 12 (holistic coding)
- Triangulation
- Member check
- Researcher reflexivity

Findings

- **Teacher on a mission:**
  responsibility for students;
  utilization of CoP;
  site of a struggle.
- **"Being thrown into it":**
  new outlook on teaching;
  lack of preparation or training;
  identities re-negotiated;
  dynamic.
- **Identities re-shaped:**
  Becoming a researcher
  clear research interests lead to well-established identity;
  we are what we research;
  transition points and situated learning.
  Whom am I now?
  researcher conscious of pedagogies;
  imagining identities leads to future alignments.

Visit my website for more information on what I am up to☺
www.karolinaachirri.org